



The Dandelions Montessori General Guidelines

- The Dandelions Montessori accepts children regardless of race, color, creed or national/ethnic origin.
- The Dandelions Montessori is a bilingual English-Spanish schoolhouse dedicated to academic excellence and social-emotional development based on the principles of Montessori and Positive Discipline philosophies in early childhood education. It is not a day care center.
- The program is offered as a 5-days/week option. There are a limited number of half-day spaces available. Morning Drop-off time is between 8:15-8:30 am. Afternoon Pick-Up time is at 3 pm.

FEES & TUITION

- Children are registered for an entire year, or from the time they enter until the end of the year. NO REDUCTION WILL BE MADE FOR ABSENCE OR WITHDRAWAL BEFORE THE END OF THE YEAR. In case of dismissal, all fees are non-refundable.

- A registration fee of \$250 is due upon confirmation of acceptance in order to secure your child's space. The registration fee is NON-REFUNDABLE. Only in case of service, diplomatic orders or job transfers out-of-state, may contracts be adjusted at the discretion of The Dandelions.
- Tuition is due on the 1st of each month, beginning on September 1st through June 1st. The Dandelions Montessori does NOT prorate months.
- Tuition can be paid in one annual payment or in monthly installments. There is a 2.5% discount when the annual tuition is paid in full by September 1.
- The dandelions Montessori reserves the right not to admit the child into the home school if payments are not received by the 15th of each month.
- There is a 5% discount for the second child in a household enrolled concurrently and for all additional siblings. The discount will be taken off the lesser rate of the siblings.
- There is a \$25 fee for returned checks.
- A 30-day advance notice will be given prior to any rate changes. A 30-day written notice is required before removing a child from the program.

MONTESSORI EDUCATION

The Montessori Method of education, developed by Dr. Maria Montessori, is a child-centered educational approach based on scientific observations of children from birth to adulthood. The Montessori Method has been tested over time with over 100 years of success in diverse cultures throughout the world. The approach values the human spirit and the development of the whole child—physical, social, emotional and cognitive.

A Montessori program includes multiage groups that foster peer learning, uninterrupted blocks of learning time and guided choice of work activities. In addition, a full complement of specially designed Montessori learning materials is meticulously arranged and available for use.

The Montessori Method of education includes a learning triangle of teacher, child, and environment. The classroom encourages independence, freedom within limits, and a sense of order. The child, through individual choice, makes use of what the environment offers to develop himself, interacting with the teacher when support and/or guidance is needed.

POSITIVE DISCIPLINE APPROACH

Positive Discipline is a program developed by Jane Nelsen and Lynn Lott, and based on the work of Alfred Adler and Rudolf Dreikurs. There is an extensive library of books on [Positive Discipline](#), dedicated to meeting the needs of parents living and loving a variety of ages of kids and family systems.

At the heart of the Positive Discipline philosophy is the idea that children grow into healthy, happy adults when they are raised in encouraging homes, practicing life skills and receiving unconditional love.

Positive Discipline parents are dedicated to walking their parenting path with kindness and firmness. Kindness shows up in the way they interact with their children, honoring their dignity and respecting their needs. Firmness shows up when parents respect themselves and the needs of the situation, as well as following through with what they say they are going to do.

Positive Discipline is Authoritative Parenting

Providing children an environment where reasonable expectations are set for them, and the support needed to meet those expectations is given lovingly. Parents are the holders of the shared vision for the family. Parents are responsible for modeling, teaching and creating space to practice the life skills they will need to embody as adults. The Positive Discipline home is one that embraces horizontal relationships, where parents and children work on solutions together, and skill-building, where children are given the space to practice the tools they need to navigate the world.

Parents are the leaders of the family. The most effective leaders move through the world with integrity, are open to continuously learning to be better versions of themselves, are pro-active, listen to understand, look for solutions to problems, and develop encouraging relationships.

Parents who commit to Positive Discipline are invited to embody all of these traits and more. Through family meetings, joint problem-solving, creating routines and agreements, PD parents provide the gift of allowing their children to use their voice and experience what it is like to be deeply respected.

NUTRITION

- The school service includes a morning snack and lunch.
- Families and school provider work together to offer high quality food to the children. Each family must choose one of the following lunch options:
 - Option 1: child brings a lunchbox
 - Option 2: the school provides meals. Children participate in school cooking activities. Parents bring a selection of ingredients on each Monday.
- Each week, the week menu will include a variety of vegetables from all of the subgroups—dark green, red and orange, legumes (beans and peas). Fruits, especially whole fruits. Grains, at least half of which are whole grains. Fat-free or low-fat dairy, including milk, yogurt, cheese, or soy beverages. A variety of protein foods, eggs, legumes (beans and peas), and nuts, seeds, and soy products. Olive oil.

CLOTHING

- Children spend a large majority of their day on the floor, climbing, running and kneeling. Sturdy shoes are recommended

(instead of crocs, sandals or shoes with holes in them) and comfortable clothes.

- Indoor shoes. For safety reasons, according to Licensing requirements, children need to wear shoes at all the times during the school hours.
- Things to avoid sending to school:
 - Toys, jewelry, etc. Any special item is recommended to keep it at home where they are safe and won't get damaged or lost!
 - Backpacks and water bottles. One small backpack and a water bottle will be kept at school for excursions or outdoor activities.
 - Characters on clothing or other items like lunchboxes or shoes are discouraged, whenever possible, to avoid unnecessary distractions and help children reach their maximum concentration levels

DROP OFF ROUTINE (WHAT TO EXPECT)

- Keep your goodbye short and sweet. Prolonging the goodbye can make you appear anxious to your child, and that anxiety can be contagious. For example, giving your child one more

minute can often just prolong the inevitable and build anxiety in your child. The best thing you can do is give your child a hug and a kiss and say, "I Love You, I will be back for you," turn and walk away. This reassures your child that you will be back soon and also shows the child that you are comfortable, and they can be too.

- Children naturally pick up on their parents' emotions, so don't let your fears about drop-off become a self-fulfilling prophecy. Instead of fretting about how it might go, do your best to project calm, cheerful confidence. Modeling confidence and positive attitude during morning drop can really have a positive impact in the success of daily goodbyes. And remember, this too shall pass. Separation anxiety is a phase, it's perfectly natural, and it will eventually pass.
- Come up with a quick and easy goodbye routine that's specific to your morning drop-off. Maybe you can share a special handshake with your child or whisper an encouraging phrase when you hug goodbye. Whatever you choose, make a regular habit of it so that your child knows exactly what to expect.

- Always try to be on time: Arriving late can often trigger separation anxiety. The interruption can also be upsetting to the children in the class who have already begun their day. Make sure to give yourself plenty of time in the morning. Some children can get anxious/upset when feeling rushed so try to allow for extra time in the morning to get ready. It's equally important to be punctual when picking up your child. Make sure you are here on time. An inconsistent pick-up time can cause even more anxiety during the morning drop off because of the unpredictability of the schedule.
- Trust your child's teacher: Your child is my priority and I want them to have a successful transition and a great experience with school. I have a toolbox of ideas and strategies to help settle a child who is feeling upset and could involve anything from a gentle hug to pairing them up with another friend. Also, as soon as you give me the sign that you are ready to go, I am available to step in and redirect your child.
- One last thing, please keep in mind I won't be able to engage in a conversation with you during these transitions or talk about your child in front of her/him/them. You can ALWAYS reach out to me by email or phone. I'll be happy to chat with you and address any questions or concerns! 😊

