

Easton Montessori School  
2 Martin Court, Suite 3  
Easton, Maryland 21601-3833  
410.822.7827 fax 410.770.3796  
[www.eastonmontessorischool.org](http://www.eastonmontessorischool.org)

Dear Interested Parents:

Thank you for your inquiry. We are enclosing information about Easton Montessori School and our application form.

We ask that all prospective parents try to observe the classroom, before enrolling their child in the school. This observation takes place with the parents only; the child once enrolled, is invited to visit with her/his parents before attending class. Please call the number above to make an appointment to observe; keeping in mind you will get our voice-mail and we will return your call (there is no secretary).

Again, thank you for your interest in our school, and do not hesitate to call us for any additional information concerning our program. We would also like to suggest the enclosed booklist, to further acquaint you with Montessori philosophy and methodology.

Sincerely,

Susan T. Pugh  
Headmistress

## Easton Montessori School

### Suggested Reading List

Dorothy Briggs: Your Childs' Self-Esteem

Jim Delisle, PhD and Judy Galbraith, M.A.: When Gifted Kids Don't Have All the Answers: How to Meet Their Social and Emotional Needs

Ellen Galinsky: Between Generations: The Six Stages of Parenthood

Susan L. Hall: Straight Talk About Reading: How Parents Can Make a Difference During the Early Years \*\*\* if you choose just one, this is it

Rita Kramer: Montessori: A Biography

Maria Montessori: The Absorbent Mind

Maria Montessori: Discovery of the Child

Maria Montessori: To Educate the Human Potential

Maria Montessori: The Secret of Childhood

Rosa Packard: The Hidden Hinge

E.M. Standing: Maria Montessori: Her Life and Works

Anthony E. Wolf: Get Out of My Life, But First Could You Drive Me and Cheryl To The Mall? \*\*\*\*\*

\*\*\*\*\*You'll be here sooner than you think, and toddler hood has many parallels with adolescence!

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Some food for thought from AMI/USA; Family Life - fall 1985  
(no longer published)  
"The Supportive Triangle"  
By Windy Henderson Wilson

Montessori education works for children of varying capabilities, as well as different socio-economic backgrounds. It works for the handicapped child and the exceptionally intelligent child, for the American child and the Japanese child. But, Montessori education is not for everyone. Maria Montessori described her approach to education as a triangle between child, school and parents. Without parental understanding and support, the child's ability to reap the full benefits of this program is curtailed. Only through your commitment can your child's school fulfill its purpose.

I began to learn how important parental support is during my first year teaching in a brand new school in a small town. Many parents who had enrolled their children had no idea what we were about, or what to expect. A four year old, whom I'll call Michael, loved the practical life exercises. Although Michael enjoyed school, he began to seem upset when he worked with water. In fact, one day he wet his pants while working with water. We thought that he was just so involved with what he was doing that he didn't make it to the bathroom on time; but he seemed upset, and had a frightened look on in his eyes. He wet himself again the following day, while washing dishes. The next day Michael's mother confronted me, "Why do you let Michael play with water at school?" she demanded. "I don't let him play with water at home" I then understood that Michael had been encouraged to work with water at school and forbidden to do so at home. The dilemma was so upsetting to him that he began to wet himself. That incident taught me several things: how important it is for the school to communicate to parents the intent and purpose of class activities; how much children need the

support of their parents to utilize fully the resources available to them in the prepared environment.

Parents can enhance their child's Montessori experience through their involvement in the school and their follow-through of Montessori principles at home.

### **Before Enrolling in a School: The Prerequisite of Trust**

Before choosing Montessori, decide what it is you want for your child. The prepared environment is designed to fulfill children's inner urges to grow and learn. For example, three year olds are learning to master their bodies. Thus the environment provides practical life experiences that allow them to practice eye-hand coordination, gross and fine motor control. Do you trust that if you support children in following their hearts they will reach for the highest? Do you trust the Montessori environment to provide golden opportunities to do just that? If the answer is yes to both questions, Montessori is definitely for you. Your commitment to your child and to Montessori education is the first step in creating a foundation that allows your children to make the most of their experience.

### **Establishing a Relationship with Your Child's School**

Reading, observing and communicating with staff members at your child's school are ways to find out more about Montessori education. Whenever a parent asks me for a booklist is music to my ears. This parent will have a basis on which to understand our program. Follow up your reading with observation to help you see the theory put into action.

Try to approach your observation non-critically. It is hard to be objective, especially when our children are involved; if you have a question, be sure to ask it. The response might give you some good ideas. As you attend parent conferences you will have a real basis for understanding and supporting your child.

If you are having a problem at home, hearing, "That's typical behavior for a five year old," won't solve the problem but it can be comforting. The school staff might be able to help you or connect you with community services. If you don't understand something that's occurring at school more information might clear things up. You might wonder why your child spends so much time scrubbing a table, only to find that it involves 17 steps which, once internalized, help the child develop the capacity for logical sequencing.

This is an ability required later for mathematics. Or you might notice that sometimes your child's addition sums are incorrect. If you ask you might find that your child has been adding with the Golden Beads, and activity in which the process of addition and place value are important. If you know the accuracy of the answer is not important in this case, then you can relax about the mistake and celebrate the accomplishments instead.

You can be there for the school personnel just as they are there for you. For example, one cold March day a parents send a card that said, "Happy Spring". Little gestures like this help balance the energy and love the staff members invest in the children. They spend hours observing and thinking about each child, or read extensively, or join classes to better understand a difficult child. Rather than judge the child, they seek new information to handle the situation more effectively and change their actions as to better serve the child. This kind of dedication, which is the rule, not the exception, involves a tremendous amount of energy. To keep our school personnel whole and healthy, we need to nurture them with our support, kind words, understanding, volunteer work and, best of all, humor.

### **Supporting Your School at Home**

Although we emphatically recommend that you do not duplicate Montessori materials at home; there is much that you can do at home. First there is an attitude of respect for children. By this I don't mean "Don't be disrespectful," but to recognize what a magnificent task it is to grow up. Mastering language, gaining physical coordination, adapting to customs - all these endeavors require courage, fortitude and an indomitable spirit. Children do it with such joy and pride. Sharing in this and respecting the magnitude of their accomplishments are ways of supporting children. As a mother, I know it is so easy to get caught up in schedules, work, and housecleaning and not enjoy my children. I'm so glad when I remember.

We can help our children in concrete ways by analyzing our home environments. Is there a stool that provides access to the bathroom sink? How about low hooks for coats? Are the fastenings on cloths manageable? When you need to go somewhere, do you allow enough time to prepare "all by myself"? In analyzing your environment, ask yourself the question, "How can I help my child do this independently?" Begin to notice ways in which you can encourage independence, competence, competence and success.

### **Nurturing Ourselves**

Finally, consider our own growth. We can only give to children that which we are. In a recent conversation about parenting, a mother said, "I'm just being myself and hoping it works out." That struck me as a profound statement setting the parameters of what we are able to provide for our children. Ultimately, no matter what parenting classes we take, what method of discipline we try, what we do to support our child's school, our actions embody our being. The most effective and relevant way to change our actions is to change our patterns, deepening our own awareness, expanding our horizons and, as we hope our children are doing, reaching for the highest in ourselves.

Let me relate the story of a woman who began working on an achievement disagreement she had with her father. He had expected great things from her. She was enjoying being a mom and a part-time English teacher at a local university, but she felt guilty and worthless for not advancing her career. As she began to work on these issues, she began to value herself more as a person, worthwhile simply because she existed. She began to relax and enjoy her life. A curious thing began to happen. She had been worried that Bobby, her three year old son, was not achieving enough in the classroom. She quit worrying about her own achievements and Bobby's. A change came over her son. He started working more and seemed to enjoy it more. As he was relieved of the unspoken pressure from his mother he became free and spontaneous, able to work, socially interact, and ***just be***. Interestingly, the teacher saw Bobby changed, or had his mother's perception of the value of his varied activities?

So, by all means, take care of yourself. Stretch, grow, do what you need to do to enjoy your life. This is the greatest aid to your child.

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**Goals and Objectives  
(Our Mission Statement)**

Our main objective at Easton Montessori School is to provide a carefully planned, stimulating, and most importantly, a nurturing environment consistent with Montessori philosophy and methodology. To help children develop within themselves the foundational habits, attitudes, skills, and ideas which are essential for a lifetime of creative thinking and learning.

Easton Montessori School is dedicated to the methodology and philosophy of Dr. Maria Montessori, founded in 1987. Its focus is child-oriented and it functions as a co-operative effort of Montessori educators, supportive professionals, children, their families and supportive staff. We are an interdependent non-sectarian community.

Therefore, **ems** shall strive to provide an educational and a developmental experience that is:

- a. holistic: addressing the academic, social, emotional, physical and ethical needs and development of the child; fostering independence, self-direction, motivation, responsible decision-making and respect of self and others. In other words, a student's own independence is not license to disturb the equally independent functioning of others.
- b. individualized: responsive to the unique abilities, learning styles and interest of each child's potential. We strive to help each child understand the enormous personal responsibility falling on every learner in an individualized program to develop and then to demonstrate self-control, focus and responsibility.

- c. nurturing of the child's love of learning: encouraging intellectual curiosity and self-confidence
- d. conducive to education for life: preparing children for future educational and life experiences and eventually, their effective roles in the world community
- e. inclusive: welcoming children of diverse abilities, cultural, religious, racial and socio-economic backgrounds, in an interdependent atmosphere

**ems** shall strive to offer a safe, caring, and a stable environment grounded in Montessori theory, including:

- a. qualified, dedicated professional staff
- b. specially prepared, fully equipped and enriched facility

**ems** shall strive for excellence for its programs, operations, staff and children by being:

- a. proactive in its planning and administration
- b. responsive to the changing individual needs of its students and families
- c. responsible in utilizing sound business practices to ensure fiscal stability

**ems** shall strive to be an integral part of the community by contributing to its enhancement and availing itself of its resources

Easton Montessori School does not discriminate on the basis of race, color, religion or national origin in the admission of students or the employment of staff.

# Montessori Schools

## Fact Sheet Regarding Maryland Nonpublic Montessori Schools

### 1. What does the term "Montessori" program mean?

The Code of Maryland Regulations 13A.09.09.02B (11) defines "Montessori" as an educational program that is based on the educational philosophy of Dr. Maria Montessori as reflected in the qualifications of the teachers, written curriculum, instructional methods, and materials and equipment used to implement the instructional program.

All nonpublic educational programs in the State of Maryland, including Montessori programs, must hold a Certificate of Approval issued by the Maryland State Board of Education before they begin to operate. The Certificate of Approval issued to a Montessori School states that the school is approved to operate a "nonpublic Montessori educational program."

The only exception would be nonpublic schools that are operated by bona fide church organizations that have chosen to register the school with the Maryland State Department of Education as a church exempt school under the exemption provision in state law.

### 2. What makes a Montessori school different from other schools?

A Montessori school is different from other schools in the following ways:

a. The philosophy of education in a Montessori school is based on the educational philosophy of Dr. Maria Montessori. This philosophy is reflected in the qualifications of the teachers, the written curriculum, and the instructional methods, materials, and equipment used to implement the educational program.

b. Teachers in Montessori schools must hold a Montessori teacher credential evidencing successful completion of all academic course work, student internship, and all other requirements established by a Montessori teacher training program in addition to a Bachelor's degree or 120 semester hours of college credit.

c. The content of the educational program of a Montessori school will include English-language arts, mathematics, science, and social studies appropriate to the age or grade level of enrolled students. However, it will also include some areas of study

specific to the Montessori educational philosophy.

d. Montessori instructional materials and equipment must be provided to implement each curricular area.

e. Montessori instructional methods, techniques, and procedures must be used to implement the educational program.

Further information about (a-e) above can be obtained from the American Montessori Society (AMS) or the Association Montessori Internationale (AMI) whose phone numbers and addresses are listed in 3 below.

### **3. How can I find a Montessori school for my child?**

Some Montessori schools choose to apply to a Montessori organization for membership, affiliation or accreditation. Two of the most well known organizations are American Montessori Society (AMS) and Association Montessori Internationale (AMI).

If you would like additional information regarding Montessori educational programs, AMS, and/or AMI, you may contact:

#### **American Montessori Society**

150 5th Avenue  
New York, New York 10011  
(212) 358-1250

#### **Association Montessori Internationale**

170 W. Scholfield Road  
Rochester, New York 14617  
(800) 872-2643

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### **Contact Information**

Nonpublic School Approval Branch  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201  
Phone: 410-767-0407  
Fax: 410-333-8963

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**Admission and Enrollment Policies**

A child may be considered for enrollment if she/he is three years old. Children three and four years old may be accepted, five year olds will be considered if they are in need of a year "to grow" before entering kindergarten elsewhere. Children will only be considered if they are toilet trained and have received proper immunizations according to Public School Law 10.06.04.03, available at [www.edep.org](http://www.edep.org). Children are accepted according to sex and age in order to maintain a balance of ages and sexes appropriate to the class structure without regard to race, color, national or ethnic origin. The Educational Director will make the final determination for acceptance, which will be in written form.

A child entering the school is admitted to the Primary group, meeting four mornings per week (9am - 11:45; Monday through Thursday). The culmination of the Primary Class is the optional Extended Day Program, offered to currently enrolled "rising kindergartners", as the Educational Director judges them ready. These children are usually reading four letter phonetic words, without behavioral issues, able to work with existing peer group and no longer require a nap. The existing Extended Day group is considered when making a new addition to the group. The Extended Day Program is offered Tuesdays and Wednesdays from 9am until 2:00pm; Mondays and Thursdays from 9am until 11: 45am. This program is instituted upon our return from Holiday vacation early in January. The Educational Director will issue an invitation to the child's parents when the child has met the above criteria for admittance into the Extended Day Program; this will also be in written form. There are additional fees.

A child with a handicapping condition may be considered for admission. This condition may not be so severe that it requires one to one

assistance, and the child must be ambulatory. Only one child of this nature may be admitted per class. A copy of the most recent assessment must accompany the application with a recommendation that the child is ready, and has been prepared, for mainstreaming.

A person wishing to apply will:

1. Visit the school by scheduled appointment.
2. Confer with the Educational Director
3. Fill out the Application and Information Form and submit it with the application fee to the school.
4. Parents are notified in writing upon acceptance or placement on a waiting list.
5. A child is not considered enrolled until the Enrollment Contract and the Enrollment Fee have been received by the School, on or before the date specified.

At re-enrollment time, 15 January through 1 February, we give preference to presently enrolled students, their siblings, families of alumni and students transferring from Montessori Schools. Currently enrolled students and their siblings are not required to submit an application fee. Siblings must however, submit an Application and Information Form. No re-enrollment is considered official unless the tuition is current and the Enrollment Contract and Enrollment Fee have been received.

After the 15th of February new students are accepted considering the availability in the appropriate age and sex groups.

All children are subject to a six-week probationary period at their initial entry and at the beginning of each subsequent school year.

The classroom site is located at 2 Martin Court, Suite 3 in Easton. At this time, all children are assigned to one class; limited to twenty-six children with one AMI certified Montessori teacher and an assistant. Easton Montessori School also holds a current certificate of approval from the Child Care Administration, a division of the Maryland State Department of Education.



\_\_\_\_\_ home email \_\_\_\_\_

\_\_\_\_\_ occupation/title \_\_\_\_\_

\_\_\_\_\_ employer's name \_\_\_\_\_

\_\_\_\_\_ business phone \_\_\_\_\_

\_\_\_\_\_ fax \_\_\_\_\_

\_\_\_\_\_ business email \_\_\_\_\_

Please give the names, birth date, gender, current grade, and present school for all siblings:

name	birth date	gender	current grade	current school
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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Your child:**

What would you like us to know about your child?  
(Please feel free to use additional paper if you like)

Are your child's immunizations current, if not, why not?  
Thank you.

Does your child have any special academic needs or emotional/social limitations?

**Easton Montessori School or previous Montessori School relationship:**

If you are related to an Easton Montessori graduate or student, please give the name of the

graduate(s) and the relationship: \_\_\_\_\_  
If you attended, (or your child) a Montessori School elsewhere, please let us know where:

\_\_\_\_\_

\_\_\_\_\_  
Signature of mother/guardian date

\_\_\_\_\_  
Signature of father/guardian date

Please return this completed application with a fee of \$30 to:

Easton Montessori School  
2 Martin Court, Suite 3  
Easton, Maryland 21601-3833

Checks should be made payable to Easton Montessori School and are non-refundable

*Preference is given for admission to applicants with completed application forms from siblings, alumni children and students transferring from Montessori schools.*

Easton Montessori School admits students of any race, color, and national or ethnic origin to all rights and activities offered by the school. The school reserves the right to dismiss a pupil at any time if such action is considered in the best interest of the student or the school.

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**Fee Schedule 2009-2010**

<b>Application Fee</b> (non-refundable)	<b>\$ 50.00</b>
This is a one-time fee. Returning students and their siblings are not required to submit an application fee.	
<b>Enrollment Fee</b> (non- refundable, applicable to tuition):	10% of tuition - <b>\$ 585.00</b>
Tuition Payments:	
<b>Primary Class:</b>	<b>\$ 5,850.00</b>
<b>Extended Day: *</b>	<b>\$ 400.00 per month, billed</b>
<b>*once the <u>invitation</u> is extended:</b>	<b>30 days before entrance to</b>
	<b>Extended Day</b>
<b>Payment Schedule:</b>	
Primary Class	
1. Enrollment Fee, accompanies the signed Enrollment Contract:	<b>\$ 585.00</b>
2. Tuition payment 1 June 2009:	<b>\$ 2,632.50</b>
3. Tuition payment 1 November 2009:	<b><u>\$ 2,632.50</u></b>
Total tuition primary class (non-refundable)	<b><u>\$ 5,850.00</u></b>
Extended Day (If there are any children meeting the requirements listed in admissions and enrollment policies, this program may be offered in January of 2010):	
1. Tuition payment for the Extended Day is calculated at an additional <b>\$400.00</b> per month -due with the above payments, or thirty days after the bill is presented, which is also non-refundable.	
<b>Late fees:</b>	
5% late fee, plus 1.5% per month, compounded daily, for payment received after the specified payment date	
<b>Returned check penalty:</b>	<b>\$ 50.00 fee for returned checks</b>

Easton Montessori School

Tentative

2009-2010 Calendar

Orientation for new students:	September 9 & 10 (individually scheduled)
2 <sup>nd</sup> year students begin:	September 14
New 4's begin:	September 16
Phasing in for New 3's:	September 21-24
Everyone together:	September 28
Fall Weekend:	October 19, no school
Parents Night:	October 20 (4:30-6pm)
Conferences:	No school, November 2 & 3
Thanksgiving Break:	No School, November 25-26 reopen November 30
Holiday Break:	No school, December 17- Jan 3, reopen Jan 4
Lunchbunchers begin: by invitation only	January 13
Martin Luther King, Jr. Birthday:	No school, January 18
Winter Weekend:	No school, February 15
Spring Break:	No school, March 15-26 reopen March 29
Spring weekend:	No school
Conferences:	NO LB, April 27 & 28 No school, April 29
Primary Dismissal:	May 13
Lunchbunch Schedule:	$\frac{1}{2}$ days 17,18 and 19 (dismissal)

COMAR 13A.09.09.10C

MSDE calendar days 147, including 5 snow days

Updated 11.08.08/stp/ems