SAMPLE CONTRACT #2

CONDITIONS OF EMPLOYMENT FOR FACULTY MEMBERS

1. The Board of Trustees, headmistress and faculty all dedicate themselves and declare that providing quality education for the children in attendance at the School is their paramount and mutual aim. All concerned respect the cultural, moral and ethical values which the School attempts to achieve.

2. The teachers shall support the philosophy of education and school policies and procedures, and communicate with parents, children and colleagues on a professional level.

3. The teacher shall fully cooperate with the administration in new student enrollment for the purpose of observation and evaluation.

4. Teachers shall discuss with the headmistress any and all problems relating to students and must seek her guidance before taking action.

5. The School reserves the right to terminate this agreement for just cause, including extended absence.

6. The teacher may break this agreement for personal or any other just reason, but should notify in writing at least 30 days in advance.

7. Each full time teacher, after having served the school for one year, shall be eligible for the benefit of the 21 day Blue Cross Hospital Plan at no cost.

8. The teacher shall be in school on all days scheduled by the calendar; the teacher will also be in school one week prior to opening and one week after close.

9. Salary will not be reduced because of inability to attend because of genuine reasons of health or other emergency so long as the number of days does not exceed one for any monthly period or a total of ten days per school year.

10. All absences shall be reported to the office prior to the day of absence if possible.

11. No teacher shall make arrangements for a substitute teacher.

12. Teachers will be excused two half days per year to observe another school or attend a workshop program. These absences must be approved by the headmistress. The teacher will be expected to report observations at staff meetings.

DUTIES AND RESPONSIBILITIES

The teacher will perform all the work and duties usually expected of a teacher both inside and outside the classroom. Duties include, but are not necessarily limited to the following:
report stating (1) date; (2) time; (3) nature of accident; (4) what action was taken.

HOURS

Your hours are ______ to ______. This includes one half hour before and after school. You are to sign the attendance book in the office daily, noting exact times of arrival and departure.

COMPENSATION

The teaching year starts Sept. ______ and ends June ______. Salaries are paid on a 12 month basis, payable on the 15th and 30th of each month. Your salary for the school year ______ shall be ________, paid in 24 equal installments.

________________________________________  ________________________________
Teacher                                             Headmistress

__________________________
Date
1. The teacher will be responsible for the progress of the children in all academic areas including extension of those areas covered by specialty teachers.

2. The teacher is responsible for the safety and physical well-being of the children at all times. Any activity potentially dangerous should be terminated immediately.

3. The teacher is responsible for the care and renewal of the learning environment. There should be order, organization and variety of content.

4. The teacher shall be with the class at all times, except during that period explicitly and clearly delineated by the headmistress.

5. The teacher shall eat lunch with the children and will supervise the activities and routines of the children's lunch period.

6. The teacher will organize her work so as to include daily time for: record keeping, classroom organization, upkeep of the environment, meeting with aides and assistants, meeting with headmistress, parent conferences if necessary and all work necessary to the proper functioning of the class.

7. The teacher is responsible for the supervision and training of children in regard to fire drills. The routine is to be clearly established and the building must be evacuated with dispatch and order.

8. The teacher is responsible for upkeep of materials, for storage of all supplies.

9. Teachers must attend all staff meetings as called by the headmistress.

10. All requests for equipment and supplies must be submitted in writing. The School does not assume responsibility for reimbursing expenses unless approved.

11. All maintenance difficulties should be reported to the designated person.

12. All missing materials should be reported in writing to the headmistress.

13. The School is not responsible for loss of personal belongings on its premises, nor for replacement of personal materials due to depreciation, use or damage.

14. Participation in the admissions program in a way to be determined by agreement with the headmistress is expected of all teachers.

15. Parent conferences at least twice a year are expected, including making provision for evening conferences if necessary. Written reports on each student are expected three times per year. On-going written reports are necessary so that the final report will indicate the course of the individual’s development.

16. Attendance at all school meetings is expected.

17. A teacher must report any and all accidents at once, and prepare a written
You refuse to perform Your duties hereunder and according to the "Rules and Regulations", or, for any reason absent yourself from work during the period of said thirty (30) days, then Your compensation during said period shall cease.

8. Termination by Us: In addition to Our right to terminate this agreement in accordance with Paragraph 7 hereof, We may at Our option terminate this agreement and employment hereunder, upon resolution of Our Board of Directors for incompetence or negligence in the performance of Your duties, after thirty (30) days written notice to You of such resolution.

IN WITNESS WHEREOF, The parties have executed this Agreement on the date it bears.

By ___________________________
President

By ___________________________
Teacher

ATTEST:

______________________________
Administrator
EMPLOYMENT AGREEMENT

Sample Contract #1

AGREEMENT dated the day of 19__, by and between the

_________________________________________ (hereinafter referred to as "We, Our and Us")

Name of School

and ______________________________________ (hereinafter referred to as "You and Your").

Name of Employee

1. Employment: We agree to employ You and You agree to accept employment during the term of this agreement as hereinafter specified upon the following terms and conditions.

2. Term: The term of this agreement shall begin on __________, 19__, and shall terminate on __________, 19__.

3. Compensation: For all services rendered by You under this agreement, WE shall pay you a salary of _______ Dollars ($__________________) payable in bi-monthly installments, each installment payable on the first and fifteenth day of each month during the school year.

4. Duties: You are engaged as a _______________ in ____________________ operated by Us. Your duties and responsibilities include, but are not necessarily limited to the following:

   a. You shall be subject to the direction and control of the Board of Directors, Our officers and the supervising Directress/Director of the school, and will observe the "rules and regulations" for the school adopted by Us.

   b. You will devote Your entire time, energies and attention to Your duties under this agreement during the regular session of the school to which you are assigned by Us. The compensation mentioned above is intended to compensate You for a __________ day period during hours to be established by the Board of Directors.

5. Sick Leave, Disability and Absence from Other Causes:
   (a) In the event of your failure or inability to attend any regular session of the school, You will give reasonable advance notice to the individual appointed by the Board of Directors of the school.

   (b) You shall be allowed sick and emergency leave with full pay, a total of ten (10) such days being allowed for the entire school year. This leave may be taken in advance, if necessary. In the event of sick or emergency leave beyond ten (10) days, your compensation for that period shall be decreased by the amount of compensation paid to a substitute teacher.

6. Renewal: We will notify You no later than 19__, if We intend to offer You employment beyond the term specified herein.

7. Breach: In the event that You shall breach any of the terms provided herein, including absence from Your duties without timely notice or without the prior permission, We may at Our option terminate this agreement by giving You thirty (30) days prior written notice. Should

D 10
year. This leave may be taken in advance, if necessary. In the event of sick or emergency leave beyond ten (10) days, your compensation for that period shall be decreased by the amount of compensation paid to a substitute teacher.

6. Renewal: We will notify You no later than 19, if We intend to offer You employment beyond the term specified herein.

7. Breach: In the event that You shall breach any of the terms provided herein, including absence from Your duties without timely notice or without the prior permission, We may at Our option terminate this agreement by giving You thirty (30) days prior written notice. Should You refuse to perform Your duties hereunder and according to the "Rules and Regulations", or, for any reason absent Yourself from work during the period of said thirty (30) days, then Your compensation shall cease.

8. Termination by Us: In addition to Our right to terminate this agreement in accordance with Paragraph 7 hereof, We may, at Our option, terminate this agreement and employment hereunder, upon resolution of Our Board of Directors for incompetence or negligence in the performance of Your duties, after thirty (30) days written notice to You of such resolution.

IN WITNESS WHEREOF, The parties have executed this Agreement on the date it bears.

By __________________________
      President

By __________________________
      Teacher

ATTEST:

___________________________
      Administrator
STAFFING: General Remarks on:
Staffing Procedures
Applications
Contracts & Job Descriptions

Along with all the qualities normally expected in a person who will be working with children and the professional training acquired in an AMS Teacher Training Course, a Montessori teacher being considered for employment by your school should reflect the philosophy of your particular school. Know what you are looking for and then develop procedures which will help you find the right people to meet the needs of the children in your school.

Following is a comprehensive staffing procedure which includes steps being used in Montessori schools currently. It is intended to show a composite picture of the hiring process.

1. Develop a basic philosophy and concepts toward personnel.
2. Develop a sequential hiring procedure.
3. Write up all pertinent forms, such as applications, interview, reference, medical, etc.
4. Release on request an application for the position, including the school brochure, a cover letter, any specific information you wish about the position and answer any initial written questions on the part of the applicant. Note: keep a separate record of the names and addresses of all applicants and the dates on which correspondence took place.
5. Arrange for an interview. An applicant should return the written application before the interview. The applicant may be invited to observe a class session, be given a tour of the school and have time to note questions before being interviewed by whomever the school selects. The school interviewer may be the administrator, a head teacher, a Board member, the school owner or any combination of these.
6. If the school is seriously interested in hiring an applicant, references should be checked thoroughly before any commitment is made.
7. Reinterview applicant if it is appropriate.
8. Decide on the exact terms of the contract and offer to the applicant with a date by which the applicant must accept or decline.
9. Upon hiring, obtain a signed contract and set up a permanent record folder. Release to each new staff member all other materials needed in conjunction with the position.
LIST OF ADDITIONAL POINTS TO BE DISCUSSED AND MORE CLEARLY DEFINED BETWEEN THE MONTESSORI SCHOOL AND THE TEACHER. POSSIBLY SOME SHOULD BE INCLUDED IN A CONTRACT.

1. How much time will you devote to making of and renewal of materials?

2. What housekeeping duties will you perform in the classroom?

3. Will you interview prospective children and parents at their home as well as at school?

4. In performing all duties will the teacher be subject to direction from the Administrator? From the Board or individual members?

5. On what basis will a teacher accept or reject a child from class?

6. What choice does the teacher have in terms of selecting an assistant?

7. Who decides the priority when new classroom purchases are to be made?

8. Who decides the number and nature of observations in class?

9. Will the employer pay the expense of group, life, health and accident insurance for maximum coverage under A.M.S. group policy?

10. What constitutes reasonably adequate classroom materials and supplies?

11. What recourse do you have from harassment by the members of the School’s Board, officers or parents of the children?

12. What measures will the Administrator or Board take in case of failure of Board members, officers or parents to:

   a. Observe regulations regarding arrival and dismissal times?
   b. Obtain permission in regard to observation?
   c. Obtain approval of teacher when purchasing class supplies?
   d. Bring complaints directly to teacher?
   e. Withhold criticism from assistants, aides and outsiders?

13. Ask that duties be defined using AMS job descriptions as a guide?

14. Shall the teacher be required to attend all seminars sponsored by The American Montessori Society and at whose expenses? Are there other required educational meetings?

15. What increase in salary may be expected upon completion of further studies; for additional years of classroom work; for special duties?

16. How soon will notice of non-renewal of contract be given?
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Pupil Evaluation

Pupil evaluation, like teacher evaluation should serve the needs of your particular school community. The entire procedure should be carefully formulated in advance of the institution of any one part. It is wise to consider the adoption of a written policy concerning pupil evaluation which is then made known to both staff and parents. As you will note by the sample forms enclosed, schools vary in their approach from no written reporting to rather inclusive reports. Some schools have developed different reports to parents depending upon the child's age. The older the child, the more complex the report. Your school needs to consider and answer the following questions:

1. What are our basic concepts and general philosophy about evaluation?
2. When (at what times in the school year or in the child's development) should we report to parents?
3. What kind of reporting should we do to other institutions or agencies on behalf of the child?
4. Where do conferences and observations fit into the subject of pupil evaluation?

If you are just beginning to be concerned with pupil evaluation (or if you are dissatisfied with your present system), it is a good idea to get some feedback from the parents. What is it the parents want to know? Answers to that question coupled with what your staff thinks parents should know lays the groundwork for an effective tool. Caution: is a good word to employ when dealing with pupil evaluation. Parents of children under six, are generally sensitive to conclusions being drawn about their child. Some schools prefer, for that reason, to use the word "observations" rather than evaluation. Any system of reporting to parents should result in favorable changes in the child. Some schools hold a parent education session on the entire subject of pupil evaluation where the methods, forms, and procedures are explained.

In sending evaluative material on a child to another school or person other than the parent it is best to obtain the parents' written consent to do so. There is little difficulty in sending such material from one Montessori school to another since we share a common understanding of language likely to be used. Public and other private schools may be confused and misled by your evaluation reports, however. This also applies when sending information to a child study team or other professionals. To avoid confusion and misinterpretation your school may wish to develop a procedure for reporting to these people. You may wish to write an informal letter covering the basic areas of development (emotional, social, physical, intellectual) or you may wish to wait to be contacted by the other agency or person. In the latter case, you can respond to the questions being asked by the inquirer.
In any event of pupil evaluation the material being released should be read by someone other than its "author." Staff members reading one another's evaluations frequently pick up on vagaries, "loaded" words and weak reporting. In some schools nothing is sent out in writing on any child by or to anyone without the material first being read and approved by the Administrator/Educational Director.

The support system developed by teachers for pupil evaluation tends to be a highly individualized matter as well. The consensus is that it probably is best not to develop a school form which all staff members must use in noting individual progress. Each teacher likes to develop her own personal method -- sometimes employing single meaningful words or sentences, sometimes by means of a check system, some use notebooks and others prefer file cards. The important thing is simply that each teacher has an adequate record-keeping procedure, which is functional for the teacher's own information and up-to-date for parent conferences. Whatever the procedure, it should not be so obscure and personalized that a new teacher, who may have to take over a class, cannot use it.

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**Parent/Teacher Conferences**

Most Montessori schools hold conferences, either in the Fall and Spring or on a January and end of the year basis. Conferences are a vital part of the entire parent education/involvement process. Generally the least successful conferences are those held by telephone, but even these are preferable to no conference at all. Quick conferences "at the car door" should be avoided, but again it is better to answer a concern immediately than insist on a formal meeting. The best conference is: held in the classroom, the environment where the child functions; is well planned and allows adequate time for questions and discussion; is followed by a brief written report to be added to the child's file.

Some schools cancel classes (stated clearly in the calendar) and schedule through a two day (or more) 9:00 to 5:00 time segment. Others prefer to schedule after-school, evening or even weekend meetings. New teachers should have help in conducting a conference which includes an in-service training session and/or an Administrator or Head Teacher sitting in on first conferences. Generally the school sets up a schedule, allowing for rescheduling to meet parent needs.

Whatever procedure is used, all parties should feel comfortable with it. Parents should leave with a positive attitude toward their child.

---

**Observation**

Schools generally set a period of time within the year when parents and others are welcome to observe, for example, "Observation may be scheduled from November to May, Tuesdays and Thursdays, by appointment."
This should be part of written school policy and publicized. Here are some guideline questions, reflecting what is being done by Montessori schools, for your consideration:

1. When will observation take place? How many days per week? (Some feel that too many visitors may prove disruptive to the child's world, even under the best of circumstances.)

2. Exactly how long will the observation take place?

3. Will someone talk to the observer before and/or afterwards? By planning pre and post-visit talks, the observer can be given ground rules and a chance to ask questions fresh in mind.

4. Who may observe? Just parents, or prospective parents, or fellow educators?

5. How many observers should be present at one time? In some schools parents are encouraged to spend an entire session in the classroom.

6. Will the school present appropriate literature to the observer to take home? In some cases schools have a "visitor's packet" including the school brochure, Montessori reading lists, reprints of articles and materials from AMS.

7. Shall the school maintain a visitors' log, requiring all observers to identify themselves with addresses and telephone numbers?

8. Shall a teacher be permitted to declare a moratorium on observation for a period of time if she feels such visits are interfering with class programs or are temporarily inadvisable for certain children?

All of these questions should be considered even if your school has a special observation room and a one-way mirror. As a courtesy, a teacher should be informed before observers are present. As a safety measure, the teacher should not be expected to talk to observers during class.

An Administrator may wish to set up a separate schedule just covering evaluation, conferences and observations such as the following:

SAMPLE SCHEDULE OF EVALUATIONS, CONFERENCES AND OBSERVATIONS

| NOVEMBER          | Observation begins
                  | Parent Education Meeting on Observation
                  | Pupil evaluation meeting with staff

| JANUARY           | Individual Conferences with Parents (preferably following at least one parent observation)
                  | Written report for child's file
                  | Written evaluation reports sent to parents
FEBRUARY  Parent Observation and interaction with child for full session
MARCH    Parent Conference at request of Parent or Teacher
          Parent Education Meeting on Montessori environment and materials
APRIL—MAY Observation and Conferences continue as needed
JUNE     Evaluation and Observation Reports sent home to parents

SAMPLE VISITORS' OBSERVATION GUIDELINES:
(I)
Welcome, Visitors:

1. Visitors are asked to remain seated please.
2. Please do not seek contact with the children.
3. Please do not ask questions of the teacher. The Administrator will answer all questions at the end of your observation.
4. Please do not handle materials.
5. Please do not take photographs of the children.

A STATEMENT OF OUR PHILOSOPHY

Our program is custom-tailored to meet the needs of each student. We are constantly evolving and changing our activities to encourage independence in our students.

Our objectives are to help the child develop autonomy as a learner, to have comfortable and productive peer relations, to learn those basic skills and concepts necessary for intellectual development, language—math, to be aware of and organize his environment in terms of himself, to establish for the child effective learning strategies and to kindle an excitement for learning.

We need parent encouragement and cooperation. The school and the home must be extensions of one another.

We feel, as teachers, we grow, change and learn along with our students. Teaching is NOT a 9 to 3 job. It is a full-time vocation. To be sensitive to the needs of each child, to prepare materials based on the understanding of these needs, to know the materials and activities available, and to approach each child with understanding and love -- these are the basic qualities of the teacher.

Our school is a community of the mind and the spirit. Come ... be with us.
SAMPLE VISITORS' OBSERVATION GUIDELINES (II):

Guidelines for Observation

1. Focus on the whole environment - i.e., the home-base rooms, the hallway, the porch, the dining room.

2. Can you identify the different areas in the Center?

3. Activities in the Center range from quiet and stationary to active and physical pursuits. What kinds of activities are going on now?

4. Each area or material is designed to develop a particular skill or concept. In some cases a particular sequence should be followed. Can you identify activities designed to foster:
   a. development of a positive self-concept
   b. auditory discrimination
   c. visual discrimination
   d. language discrimination
   e. small muscle control
   f. large muscle control
   g. climbing
   h. sensory skills
   i. block-building
   j. math concepts
   k. art and music activities
   l. water play

5. Can you identify the children's patterns of moving and self-expression? Do they function independently, in large groups, in small groups -- when and how?

6. After you have observed the Center as a whole, you may choose to focus on one child and follow his patterns. A child's play is his work.

   I. In observing the infant (2 mos. to 1 year) look for:
      a. physical and motor skills
      b. how do they communicate their needs and feelings?
      c. what kind of environmental stimuli do they respond to?

   II. In observing the toddlers, you might look for:
      a. what signs, verbal and non-verbal, indicate a child's needs, both emotional and physical?
      b. what is the child's pace and tempo?
      c. does he choose an activity immediately or does he observe first?
      d. does he choose activities on his own or look for help?
      e. does he show contact application to an activity?
      f. does he repeat the same activity over and over?
      g. do different children use the same material or activity?
      h. what kind of interaction is there between older and younger?

7. What kinds of activities are the care-givers involved in? Are they:
   a. talking to a child or a group of children?
   b. meeting physical needs and/or emotional needs?
   c. fostering positive social interaction?
d. observing?

e. working with individuals, with small groups, with a large group?

8. Do the children seem to know and enjoy each other?

9. What is the nature of the social interaction in the Center? Does it occur in small or large groups or between individuals?

10. The Center "ground rules" should foster the healthy developmental growth of both the individual child and the group. The usual ground rules include the following:

a. All materials in the Center are for the child's use. In some cases a material may be used freely, and at other times only after it has been presented. At all times, the materials should be used with respect.

b. The child takes the material which he wishes to use to a rug or to a table or other work area appropriate to the activity.

c. After using materials, the child returns them to the place on the display shelf in the condition in which he found them. Children at this age are great imitators. They need an adult model to show them what is expected and to participate in cleaning up.

d. A child may join another child who is using a specific piece of equipment only if he is invited by the child to do so.

e. No child is ever forced to share with another the materials which he has first chosen.

f. The children are never coerced into joining a group activity unless they desire to participate. A child may freely watch or may engage in another type of quiet activity. He may be asked to sit in but not to participate.

Please use the space below for your own comments, questions or observations:
SCHOOL PROGRESS REPORT

Name ___________________________________________ Age __________

Period of Report (Sept-Jan) (Feb-June) __________ Year-Months

DEVELOPMENTAL AREAS:

Social-Emotional:

Physical:

Academic:

1. Practical Life:

2. Sensorial:

3. Mathematics:

4. Language:

5. Cultural Subjects:

ADDITIONAL OBSERVATIONS:

______________________________________________
Classroom Teacher

______________________________________________
Administrator/Director
EVALUATION REPORT

Name ___________________ Age _____ Period: ___________ to ___________

1. **Exercises of Practical Life**: (Refinement of muscular coordination; independence in care of one's self and environment; development of self-confidence.)

2. **Sensorial Exercises**: (Develop the child's consciousness of his environment and lay the basis for intelligent abstractions.)

3. **Language**: (Development of spoken speech; enrichment of vocabulary, and accuracy in pronunciation; acquisition and perfection of written language.)

4. **Arithmetic**: (Conception of number and its applications in arithmetical operations.)
5. **Related Subjects:**
   a. Geography
   b. Music
   c. Science
   d. Stories
   e. Handwork

6. **Social Behavior:**
   a. Attitude toward peers
   b. Attitude toward teacher
   c. Ability to adjust to group

7. **Self-Discipline:**
   a. Ability to follow verbal directions
   b. Motivation to work independently
   c. Ability to complete tasks
   d. Orderly or disorderly behavior
### Montessori School Goals

#### Personal Development
- Positive and happy
- Maintains ground rules
- Co-operative, interested
- Ability to concentrate; listen
- Self confidence
- Initiative
- Persistence
- Inner maturation

#### Physical Development
- Co-ordination

#### Sensory Acuity and Perception
- Sense of order
- Notes likenesses and differences
- Sharpness of observation

#### Intellectual Development
- Mathematics
- Writing
- Reading

#### Verbal Communication

#### Esthetic Development

#### Growth in Ideas
- Number concepts
- Use of materials with purpose
- Applies what he has learned
- Understanding of environment

#### Social Development
- Relations with other children
- Relations with directress
Parents are invited to comment on their child for the period of this report.

Mid-Year Period: September-January

1. Initial adjustment at school: ________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. In what activities do you engage with your child? ________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. In what regularly scheduled activities does your child participate? ____________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

4. Special comments or concerns: ______
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   (Parents' Signatures) ____________________________
   __________________________________________________________________________

Learning is a process. If we can keep the child interested in the means towards the realization of his or her fullest potential or help them to learn how to learn, then we are on our way towards solving the problems.

A child responds to his/her environment on various developmental levels: emotional, social, physical, intellectual and esthetic. He/she is acquiring skills of learning and developing a positive self-concept.

This evaluation is a way to share with you the teachers' observations on the child's responses to the environment. We invite you to write your comments. As you know, by coordination of home and educational environment, your child can be better assisted and guided.

Please make your comments and return this report to us by ________________________.

Thank you.

____________________
Director
## OBSERVATION REPORT

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<th>Period: to</th>
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**Teacher** ................................................

**Days Absent** .............................................
FOR:  

Preschool Report for child's file only.

Name of Child:  
Date of Birth:  
Date entered school:  
Date Entered Present Group:  
Teacher:  
Date of Report:  

Word Picture of the Child:

What is he/she like:
(appearance, mannerisms, independent characteristics)

Behavior in the group - with
other children - with adults
- How does he/she play?
- Is he/she solitary, etc.?
- What does he/she tell you?
- How does he/she express needs?

Behavior with materials
- What does he/she use?
- Enjoy?
- What does he/she have
  trouble with?

Behavior in the routines
of the school
- When does he/she cooperate?
- When does he/she resist?

Home background and
relationships
- What do the parents say about him?
- What does he/she say about the family?
- What does he/she say about his home?
- What worries him about his family?

What special plans or suggestions
can I make for this child.

School's and Teachers'
Relationships with parents:
PARENTS' GUIDE FOR PARENT-TEACHER CONFERENCE

Will you be kind enough to complete this form and bring it with you for your child's conference. All information will be kept confidential, and it will be extremely valuable to the teachers who work with your child.

CHILD ___________________________ PARENT ___________________________

DATE OF CONFERENCE ___________________________ TEACHER ___________________________

I. Health
   A. Physical Characteristics
   B. Disposition
   C. Muscular coordination
   D. Sleeping habits
   E. Eating habits
   F. Use of leisure time
   G. Personal appearance
   H. Physical defects
   I. General health

II. Mental Health
   A. Work habits
   B. Ability to follow directions
   C. Ability to stick to a job
   D. Ability to plan work and use time

III. Social Growth
   A. Can he/she work and play well with others?
   B. Leadership qualities?
C. Respect for others?
D. Contributing or passive in a group?

IV. Emotional
   A. Self-confident and dependable?
   B. Can face situations and admit error?
   C. Can accept and use constructive criticism?

V. Miscellaneous
   A. Television – Approx. how many hours per day?
      Favorite program(s)
   B. Special interests
   C. Special needs in the home?
   D. Position in family (oldest, youngest, 2nd of four, etc.)
   E. Types of children chosen for playmates
   F. Conversation about school
   G. Significant adults living with family

VI. Your comments:
CONFERENCE NOTES (for child's file)

Name ________________________
Date ________________ Age ______
Teacher (s) ________________
Parents (s) ________________

How has the child seemed at home?
Is this the same or different?

Current Areas of Work Interest:
Practical Life _____ Sensorial _____ Language _____ Math _____

Present Social Behavior:

Parent Questions and/or Areas of Concern:

Areas of Direction discussed:
At home ____________________________ At school ____________________________

Plans for next year:

Other comments (and follow-up):

Administrator's Reading ____________ Yes / Date ________________
PUPIL'S NAME: ________________________________

MATHMATICS

Knowledge of decimal system ________________________________

Counting up to 1,000 ________________________________

Addition and Subtraction up to 20 ________________________________

Small bead frame - addition ________________________________

Small bead frame - subtraction ________________________________

Big bead frame ________________________________

Multiplication tables ________________________________

Multiplication with _______ digit(s) ________________________________

Division tables ________________________________

Long division ________________________________

Squares ________________________________

Fractions ________________________________

Math Enrichment ________________________________
ENGLISH LANGUAGE

Script
(lower case, capitals)

Print
(lower case, capitals)

Verbs

Sentence analysis

Grammar boxes

Dictation

Reading

Communication:
Speaking

Listening

Singing

FOREIGN LANGUAGES

French

Spanish
SOCIAL STUDIES

Maps

Geographical terms

SCIENCE

OUTDOOR GAMES

ART

BEHAVIOR

Organization of individual work

Takes responsibility

Is a leader in outdoor games

Works well individually

Works well in groups

Shows initiative
Completes tasks


GENERAL COMMENTS


Teacher Signature
TRANSFER FORM

Name of Student

Name of School

Director

Level of development in the following areas:

  Language (verbal facility)

  Concentration

  Cooperation

  Coordination

  Sense of Order

Level in the sequence of material:

  Practical Life

  Sensorial

  Math

  Language

  Cultural Subjects

Significant behavior patterns:

Last progress report is enclosed.

Name of teacher
GENERAL INFORMATION AND SCHOOL POLICY
UNDERCROFT MONTESSORI SCHOOL

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UNGERCROFT MONTESSORI SCHOOL
SCHOOL CALENDAR 1974-75

August 25 (Sunday 1-3:30 P.M.) ..................... School Open House
August 19-26 (Monday-Friday) ..................... Staff Orientation Week
August 30 (Friday) ................................. First Semester Tuition Due
September 3 (Tuesday) ............................. New Students Begin Classes
September 6 (Friday 8:00 P.M.) .................... Fall Orientation Dinner
September 9 (Monday) .............................. Second-Year Students Begin Classes
September 16 (Monday) ............................. Third-Year Students Begin Classes
October 3
October 10 (Thursdays 8:00 P.M.) ............... Parent Education Programs - Demonstration of Materials
October 17
November 28-29 (Thursday-Friday) ............... Thanksgiving Recess
December 23-January 1 ............................. Christmas Recess
January 6 (Monday) ................................. Second Semester Tuition Due
January 7 (Tuesday 8:00 P.M.) ..................... Corporation Meeting
February ................................................ Parent-Directress Conferences
March 31-April 4 ..................................... Spring Recess
April 26 (Sunday) ..................................... Children's Demonstration of Materials
May 30 (Friday) ....................................... Last Day of School
May 31 (Saturday 11-1:30 P.M.) .................... School Picnic

CLASS HOURS

Morning Session 8:30-11:15 A.M.
Afternoon Session 12:15-3:00 P.M.
THE UNDERCROFT MONTESSORI SCHOOL, INC.
3745 South Hudson Avenue
Tulsa, Oklahoma 74135

GENERAL INFORMATION AND SCHOOL POLICY

The Undercroft Montessori School is a member of the American Montessori Society and is licensed by the State of Oklahoma as a non-profit school corporation. Located at 3745 South Hudson Avenue, Tulsa, the school officially opened in September of 1964.

Objectives

The Undercroft Montessori School is dedicated to the Montessori Philosophy and Method of Education through the senses. A child attending Undercroft will be exposed to a method which should facilitate the growth of inner discipline and later complex reasoning through the free choice and organized use of didactic materials within an atmosphere conducive to these ends.

Admissions

The school has a non-discriminatory admissions policy for children who are approximately 2 1/2 to 4 1/2 years old and are toilet trained. Each prospective pupil is required to be interviewed by a certified staff member. The accompanying parent will complete a developmental chart of the child furnished by the school. A class ratio of approximately nine children to one adult is maintained. A limited number of children with special needs will be admitted on a trial basis. Parents desiring to register their children for enrollment at Undercroft are to:

1. Contact the school office and arrange a time to have your child interviewed. A fee of $10.00 is payable at the time of the interview.

2. Fill out an application for admission and a health form and return it to the school office with an enrollment fee of $50.00.

3. If your child is on a waiting list you will be notified as openings occur. No new admissions will be accepted after the first six weeks of a given semester. Exceptions may be made in the case of children transferring from a prior Montessori training situation or if openings occur during the year due to transfers or withdrawals.

4. Scholarship assistance is available. Interested parents may obtain information from the Board of Trustees’ Scholarship Committee Chairman by contacting the school office.
Fees

Tuition costs are $550.00 per school year. Tuition for additional children of a family enrolled at the same time is $525.00 per year per child. The enrollment fee of $50.00 per child is credited to the second semester tuition costs of each year. Tuition fees of $250.00 ($237.50 for additional children) is payable prior to the beginning of the first semester of each school year. The balance of $250.00 ($237.50 for additional children) is to be paid prior to the beginning of the second semester of each school year. The unused balance of tuition paid will be refunded only in the case of an out-of-town transfer after the first six weeks of a session, or if the Staff decides the child is not amendable to the Method. The interview fee of $10.00 is non-refundable.

School Business

School correspondence and telephone calls will be handled through the Undercroft office at 3745 South Hudson Avenue, Tulsa, Oklahoma 74135. Telephone: 622-2890. The secretary will be at school in the mornings. Consequently, during the afternoon hours, we request that telephone calls be limited to emergencies.

Class Sessions

Montessori classes are ungraded. Classes meet Monday through Friday, September through May, 8:30 - 11:15 A.M. and 12:15 - 3:00 P.M. Children should not arrive earlier than ten minutes before either session. Please wait in the driveway until your child has entered the building. Children will not be dismissed earlier than the end of the session. Children not picked up by twenty minutes after the close of each session will be transported to La Petite Nursery School, 6287 East 38th Street. There will be a $5.00 charge each time in addition to the La Petite charges. Directresses spend time immediately before and after class handling record keeping, cleaning and preparing the classrooms and discussing child progress. It is absolutely necessary that they have these periods of time free for such duties.

Transportation – Arrival and Departure Procedure

Transportation is the responsibility of the parents. Those desiring to form car pools will receive class enrollment lists and have access to a map of Tulsa with parent names and addresses pinpointed on it. The map will be in the school office. Drivers will receive carpool numbers to display on their windshields. It is mandatory that you notify the school in writing of all parents participating in your car pool. If someone other than the regular car pool driver will be picking up your child you must send a note to notify the Directress. CHILDREN WILL NOT BE RELEASED TO AN UNAUTHORIZED PERSON. As car pools are formed, those parents involved should meet to establish rules for conduct of the car pool.
Cars enter the school drive on the left and make a clockwise turn at the circle, letting the children out of the left-hand door of the car. At arrival and dismissal times the Directresses are responsible for the children and cannot engage in conversation with the parents. If you need to deliver a message or consult with a Directress, send a note with your child or call the school. Getting cars loaded properly and with dispatch is difficult even under normal school conditions. We will appreciate your cooperation.

Classroom Observations, Evaluations and Conferences

Scheduled observations of the children will be arranged after the first of November. Wednesday is the preferred day of the week for in-class observation, but parents may observe through the one-way windows at any time. Parents and others interested in observing the children in class are welcome to make an appointment through the school office. A visitation consists of being in class at the start of the session and remaining until the end of the session. The Directress will be happy to discuss with you what you have observed.

Conferences with the Directress are an important part of the total educational process for your child. It is through these conferences that parents will learn of their child's progress and, in turn, give valuable information to the Directress as well. The child's Directress is interested in knowing such things as: inability to sleep well for several consecutive nights; the birth of a sibling; stress occurring at home or in school; or any other information providing insight into the child's behavior. Parents are requested not to hesitate to inform the Directress on such matters, either by telephone or in writing to the school office. Parent-Directress conferences will be scheduled and an evaluation report will be made at the end of the year. The conferences generally are scheduled for twenty minutes duration. Please respect the time allotted for your appointment. If additional time is needed, another conference can be scheduled. During the year, parents are encouraged to schedule conferences with their child's Directress if they feel it is necessary.

Personal Belongings

1. Candy and gum may not be brought to school.

2. Return any unfamiliar items brought home from school by your child. They may be part of the school equipment or belong to another child.

3. Children may be permitted to bring very special items to school to share with the class. This is not a daily occurrence and it should be a spontaneous act. Children are permitted to show their item during the beginning of class. It is then placed on a shelf where it remains until class is dismissed.

Clothing

When choosing clothing take care to choose clothes which, in addition to being neat, warm and comfortable, allow the child to dress himself independently. Self-care is an important Montessori principle. Children dress and undress themselves as a part of their daily class routine just as they learn to maintain
the classroom materials. The children often work on the floor, at "messy" activities and spend time outside each clear day as well. Clothing should therefore be washable and durable so that the child does not have to be unduly concerned about wear and tear to clothing and remains free to participate freely and fully in his environment, both indoors and out. Each year a large number of items are lost, go home with the wrong child, etc. To help avoid this sad situation please sew name tags in ALL items of clothing which may be removed at school. (A good idea: besides your child’s name, some distinctive mark, such as a funny drawing or flower on his clothes will help the younger child recognize his own more easily.)

**Nourishment**

Juice and cookies will be available at each session. If your child is allergic to any juice or kind of cookie, please notify the school office. Mothers are welcome to provide cookies and party napkins on birthdays.

**Birthday Donations**

You and your child may enjoy contributing to the school environment by donating a "Birthday Book" or other needed item in honor of a birthday. This is, of course, entirely optional. A list of suggested items will be available at the school office.

**Health**

New students will be required to submit a health form after examination by a doctor. Returning students need not resubmit this form, but new illnesses or disorders should be brought to the attention of the Directress. Please keep your children at home if they show signs of any illness. Children should not be returned to school too quickly after an illness since they need time to regain their strength and resistance to further illness. The school will request that a child with symptoms of contagious disease be brought home and will alert other parents to watch for symptoms if the disease is serious.

**Accidents**

Should an injury occur to a student, reasonable first aid will be administered, the parents and doctor of record notified, and the rescue squad called if necessary.

**Discipline**

An atmosphere of order is expected to be maintained in the classrooms. Corporal punishment will not be administered to the students, and no child will be placed in isolation outside of the classroom as a punishment without supervision of a staff member. Discipline will be viewed as an aid to learning proper behavior and not as a punishment.
UNDERCROFT MONTESSORI SCHOOL
1974-75 BOARD OF TRUSTEES

Mr. Harry Seay, President ............................................ 743-8653
2154 East 32nd Place  74105

Mrs. George (Chica) Sanderson, V.P. Personnel .................. 743-4164
3519 South Birmingham Avenue  74105

Mrs. Louis (Sara) Davidson, V.P. Committees .................... 747-5596
6259 South Jamestown Avenue  74136

Mrs. Robert (Valerie) Gwyn, Secretary ........................... 749-3905
2930 East 56th Court  74105

Mr. Donald Kihle, Treasurer ......................................... 743-6898

Dr. Robert Bell, Scholarship ....................................... 749-5457
2437 South Tervillegar Boulevard  74114

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1318 East 25th Street  74114

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1346 East 26th Street  74114

Mrs. William (Diana) Meisel, Volunteers ....................... 743-8157
4018 East 45th Place  74135

Mrs. Ned (Brina) Reinstein,
Arrangements, Parent-School Relations ....................... 743-8437
5653 South Delaware Place  74105
Board of Trustees

All business affairs of the school are managed by a Board of Trustees composed of fifteen men and women elected to the Board by the school corporation. This non-profit corporation consists of parents of children enrolled in the school and members of the Board of Trustees. New Board of Trustees members and officers are elected each January at the Corporate Meeting and serve a three year term. They assume their offices the following May. It is the responsibility of the Board of Trustees to:

1. Formulate general policies for the school
2. Provide the necessary facilities
3. Provide the necessary equipment and supplies
4. Hire the educational staff and other personnel
5. Finance the operation of the school
6. Conduct a public relations program
7. Maintain buildings and grounds
8. Provide for scholarship assistance

This Board of Trustees is an active, involved, working body rather than simply a policy making organization. Meetings are held monthly. The first part of each Board of Trustees Meeting is open to parents and they are encouraged to contact the Board Secretary to be placed on the agenda if they wish to discuss any matter with the Board.

Each Board member holds an office or chairs a committee. The standing committees of the Board of Trustees are: Executive, Education, Public Relations and Publicity, Parent-School Relations, Arrangements, Scholarship, Buildings and Grounds, Fund Raising, Volunteers and Planning. Although Board Committees are supervised and coordinated by members of the Board of Trustees, functions of the committees such as publishing the school newsletter, organizing the Fall Orientation Dinner or a fund raising activity are headed and carried out by interested parents. Mothers and Fathers are encouraged to volunteer their services on the committee of their choice.
Parent Information Program and Communications

The School provides several means by which parents may gain further insight into the Montessori philosophy and early childhood education:

1. Lectures, parent study groups, and open houses are sponsored by the school. Consult the school calendar for specific dates.

2. The school newsletter, Montessori Moments, has essays, book reviews, and reports on school activities.

3. The school parent library includes books, magazines, and pamphlets on the Montessori philosophy and current research which may be checked out from the school office for 2 weeks at a time.

4. Sometimes special notices are sent home with the children. Check with your child and/or your car pool drivers to be certain you receive such notices. Children frequently confuse events, time and sequence of events, situations, children’s names, etc. If your child reports an occurrence at school which seems important but confusing, call the school office.

Staff Meetings, Planning Sessions and Workshops

Staff meetings, generally held twice a month as recommended by the American Montessori Society, are a vital part of maintaining the classrooms and smooth flow of the school program. They provide opportunities for the exchange between staff members of information gained at workshops, conferences and through new reading, and help develop insight into their classes of individual children. Twice yearly planning sessions provide an opportunity for the staff to work together on major changes in the school environment. This provision for staff exchange and growth will pay off in benefits to the children!

Finances

Following is a graphic illustration of the revenue to Undercroft Montessori School and how the funds are appropriated. Total tuition to the school based on an enrollment of 100 pupils is $55,000.00.
SECTION D: Scholarships and Fund Raising

General Remarks - Pgs 1, 2 and 3

Scholarship Philosophy Statement Pg. 4 Use whole page

The Montessori School Scholarship Fund, Inc. Pag 5 & 6

Applications for Scholarship Aid Sample #1 Pg. 7

App Sample #2 Pg 8

App Sample #3 Pgs 9. 10

Letter to announce scholarship - Sample #1 Pg 11

Letter to announce = Sample #2 ALSO Pg. 11

Letter to announce rejection Pg 12
SCHOLARSHIPS AND FUND RAISING

Scholarships, as many other aspects of the school program, have a variety of natures and intentions. Most schools want to offer some kind of assistance to parents in need; however, most schools are not financially able to carry more than one or two students at a reduced tuition level without special funding. And, many Boards of Trustees and Administrators have discovered that this particular kind of fund raising is hard to "sell" to parents. In most cases young parents are making some sacrifice to send their own children to a Montessori nursery and/or private elementary school, while they are also paying taxes to support the local public school system.

Schools often limit scholarship aid to children already enrolled at full tuition but whose parents encounter real financial difficulty during the school year. Others offer aid in order to help parents keep a child in the school through kindergarten level so that the child may complete the three year Montessori cycle. Other express purposes for offering scholarships include: to insure a cultural cross-section of children which reflects the real society in which Americans live; to offer Montessori education to children with certain learning difficulties; to meet the needs of parents who have several children in school at the same time. This last category is usually labeled as "sibling discount," and ranges from 5% "off" full tuition for the next younger sibling, 10% for the next younger child, 15% for the next, etc., to a standard rate of 10% to 25% for all younger children of a family. It is important to state this policy on the tuition payment schedule and to reserve the discounts for younger siblings only.

A clear statement of scholarship policy should be arrived at by the Board of Trustees and/or Administrator or owner of the school. The policy will include steps in procedure, development of a form and a written agreement between parents and school. A Board Committee will generally be in charge of processing and awarding scholarships, as well as taking responsibility for fund raising for this purpose. Although the school's commitment to continue scholarship aid generally lasts as long as a child remains in the school, it is considered best to review all scholarships each year.

As you will see from the samples, scholarship application forms vary according to each school's policy; however in one regard they are quite consistent -- all information is kept "highly confidential" by everyone involved. Some school heads feel that no one outside of the committee on scholarship should be aware of how funds are allocated, and that teachers in particular should not have this information.

Following receipt of application, the Board committee or administrator meets with the applicants either at home or at school. School policy and all terms of agreement are examined and understood before any paper is signed. Obviously children on scholarship will be treated exactly the same as their classmates and parents will be expected to meet all other
standards and responsibilities as do the non-scholarship families.

Note: Schools rarely offer full scholarships but tend to provide partial or half tuitions, or an "exchange" of needed services by the parent to the school.

Most likely to receive full scholarships are the children of staff members. This is a long practiced private school tradition whose advantages far outweigh its disadvantages. The teacher whose child is in the same school, but usually not in the same class, suffers no conflict in use of time (having to attend meetings and understand procedures in two different school settings) or in loyalty (feeling one's own child is not getting so good an education as he/she would in the teacher's school environment.)

The school which provides such aid has the advantage of being able to hire and keep staff members of top quality who might otherwise go to work in higher paying public schools.

The disadvantages are mainly in the personal areas of: higher absenteeism, since the teacher must also stay home when the child is ill; the teacher must maintain an extremely high degree of professionalism in order for her child to function well "in the next room"; and the child's teacher must work harder to treat a colleague's child just the same as the rest of the class.

Fund Raising

Fund Raising for scholarships or for any other purpose is specifically stated and not transferable to other projects. A committee under the direction of the Board or appointed by the Administrator will tap all available sources including:

Parents of children enrolled in the school
Parents of alumni
Grandparents of children enrolled
The community at large (through special projects)
Grants for special projects (usually through local corporations or Foundations)

are

The most common forms of fund raising are direct, often tax deductible donations; interest from bonds which are required before admission and are returned, interest free, when children leave the school; or by establishing a fund where principal is invested and all interest used for the purpose earmarked.

Most private schools are understaffed for fund raising. If large sums are required to meet the short or long term goals of the school, hiring of additional staff or of an outside professional should be considered as a valuable expenditure.
Some primary requirements for successful fund raising include:

1. The school must be running on a sound business-like basis and its finances must be explained clearly to everyone concerned.

2. The importance of every donor’s gift should be maximized.

3. Consideration should be given and careful planning done on the type of fund raising likely to be most effective - annual funds, capital funds, deferred gifts, corporation or foundation solicitations.

Few individual private schools have been successful in getting money from corporations or foundations. Funds from these sources generally go to secondary or post-secondary schools.

School officials representatives should keep informed of Federal money available in special categories, inasmuch as grants for specific projects are often available directly to nonprofit, private schools. Also, services provided by Federal funds to public school districts are mandated to require benefits to be made to nonpublic school students. This information is available through the Director, Nonpublic Educational Services, U. S. Office of Education, Washington, D.C. 20202.

In summary, a fund raising campaign needs careful planning for specific goals, the amount of time and effort spent should be evaluated and every potential source will need personal consideration.
SAMPLE #1  SCHOLARSHIP PHILOSOPHY STATEMENT

We feel that granting scholarships is an important part of our philosophy. A Montessori education, originally designed to benefit slum children, should not now be limited only to children whose parents can afford what has become a very expensive pre-school experience. The original founders of our school, those parents who incorporated the school and worked so hard to establish it, felt that the advantages of a Montessori education were such that it should be shared with as many as possible who could not afford to pay for it.

It is, therefore, our belief that the granting of scholarship aid should be based solely on need, and that financial assistance should be granted to as many children as possible.

The family who asks for assistance undoubtedly feels a commitment to all of its children; we accept this and therefore acknowledge our commitment to the family. Our first priority in awarding aid is to the families to which we have already given, if it is needed. Recognizing that circumstances change, no one is guaranteed aid from year to year, because of our own uncertain financial position.

Scholarship applications will remain confidential. The committee who determines the amount of award never sees the names of applicants. The formula used for this purpose is based on a combination of U. S. Government guidelines to determine other forms of assistance and change periodically.

While we recognize that many factors can be taken into consideration, it is only under highly unusual circumstances that financial aid would be used for sexual balance, ethnic representation or cross-cultural mix.
SCHOLARSHIP PHILOSOPHY

We feel that granting scholarships is an important part of our philosophy at the Environment for Learning. A Montessori education, originally designed to benefit slum children, should not now be limited only to children whose parents can afford what has become a very expensive preschool experience. The original founders of Environment for Learning, those parents who incorporated the school and worked so hard to establish it, felt that the advantages of a Montessori education were such that it should be shared with as many as possible who could not afford to pay for it.

It is, therefore, our belief that the granting of scholarship aid should be based solely on need, and that financial assistance should be granted to as many children as possible.

The family who asks for assistance undoubtedly feels a commitment to all of its children; we accept this and therefore acknowledge our commitment to the family. Our first priority in awarding aid is to the families to which we have already given, if it is needed. Recognizing that circumstances change, no one is guaranteed aid from year to year, because of our own uncertain financial position.

Scholarship applications will remain confidential. The committee who determines the amount of award never sees the names of applicants. The formula used for this purpose is based on a combination of U.S. Government guidelines to determine other forms of assistance and change periodically.

While we recognize that many factors can be taken into consideration, it is only under highly unusual circumstances that financial aid would be used for sexual balance, ethnic representation or cross-cultural mix.
THE ALCOTT SCHOOL SCHOLARSHIP FUND, INC.
(Incorporated under New York Not-for-Profit Corporation Law)

**Purposes**

The purposes for which the Scholarship Fund have been created are varied:

- To provide children who could not otherwise afford the tuition the opportunity to share in and benefit from the rich educational experience provided by the ALCOTT School.

- To provide an educational environment containing economic, racial and ethnic diversity for the benefit of all children involved.

- To bring together on equal terms children of varied backgrounds, of different economic and social levels and of the many races in our community.

- To provide a means by which the private segment of the community can help deal with current social problems, such as economic, racial and ethnic polarization and the variety of problems attendant to urban and suburban areas.

In summary, many talk of education as the best method of solving the problems we face today. It is generally recognized that early childhood education is a critical stage of development. It is hoped that the ALCOTT School Scholarship Fund program will not only serve to provide a good educational experience for some who could not otherwise afford it but also to better educate (in the widest sense) those who can. It is also hoped this program will serve as a model for other pre-schools.

**Administration**

The Board of Directors consists, as provided in the By-Laws, of nine directors - five are parents of children currently attending the ALCOTT School, two are ALCOTT School teachers and two are representatives from the Venkens community. The Scholarship Committee also receives advice from a Professional Advisory Committee which at present consists of Dr. Matthew J. Spetter, leader of the Ethical Culture Society in Riverdale, and Dr. Mamie Clark, director of the Northside Center for Child Development.
The Board of Directors has the responsibility of approving applications for scholarships. All applicants submit an application showing in detail their financial status. These applications are then reviewed by the two community representatives to determine which applicants meet financial need requirements. The children and their parents or guardians are then interviewed by the Directress who, using the same standards as for other applicants, determines whether they will be accepted at the School. The Board of Directors are then given all pertinent information about applicants who will be accepted by the School (except for their names). Based on this information and advice from the Professional Advisory Committee, the scholarship grants are then made.

Immediate Goals for the Scholarship Program

For the school year 1972-73, the Scholarship Fund will attempt to provide scholarships to enable the four children currently receiving aid to continue their pre-school education and to provide an additional four full scholarships for the school year 1972-73.

Long-Range Goals for the Scholarship Program

Scholarships are currently being awarded to children from low income families - it was felt that the limited funds were being put to best use in this manner. However, it is hoped that sufficient funding will enable the Scholarship Fund to create a system of full and partial scholarships which will enable both low and middle-income families to send their children to the School and will result in one third of the students receiving full or partial aid.
APPLICATION FOR SCHOLARSHIP AID

DATE

Admissions and Scholarship Committee
Montessori School

Gentlemen:

I am applying for scholarship assistance for my child

Age School

Grade

Other children in family, their ages, and educational institution now attending:

Other dependents:

Sources of income:

Business or profession:

Gross annual income: Position:

Have you received scholarship aid before? If so, when and how much?

Reason for request for scholarship aid:

Signature

Address

Telephone:
APPLICATION FOR FINANCIAL ASSISTANCE

CONFIDENTIAL

1. Students Name ___________________ Birthdate _____________ Sex ______

2. Parent or guardian ___________________________ Phone ___________

3. Address ____________________________________________

4. Size of household (list only age & sex) Specify if not living at home:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

5. Family's gross monthly income from all sources _________________________

6. List monthly payments for following:

   Housing (Mortgage/Rent) ___________ Day Care ______________________
   Utilities (all) ___________________ Medical _________________________
   Car payments _________________ Tuitions ___________________________
   Food __________________________ Other ____________________________

7. If there are any special circumstances regarding your financial situation please be specific:

_____________________________________________________________________

_____________________________________________________________________

8. How much can you pay each month toward your child's Montessori education?
(12 months a year)

_____________________________________________________________________

_____________________________________________________________________

- To accompany a cover letter describing the procedure for applying for scholarship based on the school's policies.
APPLICATION FOR SCHOLARSHIP AID

1. Full Name of Child __________________________ Date of Birth ________________
2. Street Address ____________________________ Home Phone ________________
3. City __________________________ State ______________ Zip ______________
4. Father's Name (or guardian) __________________________ Phone ______________
5. Mother's Name __________________________ Phone ______________
6. Mother's Business __________________________ Phone ______________
   Business Address __________________________
7. Dependents (please list all other children in family)
   
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>School or College</th>
<th>Tuition paid by parents</th>
<th>Financial aid received</th>
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</thead>
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</tbody>
</table>
8. Please list others dependent on financial support from family.
   
<table>
<thead>
<tr>
<th>Name (and relationship to child)</th>
<th>Age</th>
<th>Check if living with family</th>
</tr>
</thead>
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</tbody>
</table>
9. Property:

   Do you own a house ( ) an apartment ( )

   Do you own a automobile ( ) Year bought ______ Make ______________
10. Expenses: Monthly rent or equivalent costs $__________
    Special medical expenses not covered by insurance ____________
    Child Care ____________
    Transportation ____________
    Entertainment, trips, vacations, etc. ____________
    Tax Deductible contributions eg/church ____________
    Indebtedness - __________________

Total Expenses: ____________

11. Income: Please give amounts BEFORE deductions for taxes, etc. for the past tax year.

    Fathers earned annual income $__________
    Father's additional annual income ____________
    Mother's earned annual income ____________
    Mother's additional annual income ____________
    Other family income (eg. from property, savings, etc.) ____________

Total Income ____________

12. Please enter the following from your 197- Federal and State Income Tax returns:

    1. Adjusted Gross Income $__________
    2. Total Deductions ____________
    3. Taxable Income ____________

13. What do you expect to be the total family income during the current tax year? Expected total family income $__________

14. Please list any special financial circumstances such as illness, special housing problems, separation arrangements, etc.:

15. Please indicate the amount of tuition you feel able to pay: $__________

16. If you wish to add anything to this application, please feel free to write a statement on an attached sheet.
Dear

We are pleased to inform you that you have been awarded a scholarship in the amount of $_______ for the coming school year. The balance of the tuition which amounts to $_______ is to be paid by you in _____ monthly installments of $_______ each. The first of these payments is due Sept. 30, 1973 and the thirtieth day of each month thereafter.

We look forward to having your child with us next year.

Sincerely yours,

Kate C. Harris
Mrs. Kate C. Harris
Treasurer
Alecott School Scholarship Fund, Inc.
Dear Parent:

The school has decided to award you a scholarship for your child. In return you will be expected to donate a reasonable amount of time to the school in lieu of the above amount of money. If this is agreeable to you please sign below and return to the school within 1 week.

Sincerely,

Arlene Donegan

Parent ___________________________
Dear

We regret to inform you that we are unable to grant you a scholarship for the 1973-74 school year. This decision was not an easy one, but one based solely on economic need. Due to limited funds we have been forced to give priority to families with the greatest financial need. In addition, we are committed to continue to finance families who received scholarships in previous years and whose children are still attending Alcott.

It is our sincere hope that, in the future, we will be able to honor significantly more applications.

Again, may we express our regret. We do hope, however, that your child will still be able to attend the Alcott School.

Sincerely yours,

[Signature: Kate C. Harris]

Mrs. Kate C. Harris
Treasurer
Alcott School Scholarship Fund, Inc.
Application for Enrollment of New Students

MONTESSORI SCHOOL

APPLICATION FOR ENROLLMENT for school year beginning _________________

Please mail with $25 application fee enclosed to:

# Street Address
City, State Zip Code

Date: ____________________

Child's name ______________ last first middle

Birth date: _______________ Sex: ____________________

Home address: __________________________ Street address City Zip Code

Telephone number: _________________________

Father's (or guardian's) name: ____________________________

Occupation: ____________________________

Firm name and address: ____________________________

_________________________ Business telephone: _________________________

Brothers and sisters of child: names, sex, dates of birth.

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Birthdate</th>
<th>Montessori school previously attended, if any</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Mother's name: ____________________ Occupation: ____________________

Business telephone (if other than home): _________________________

Has child attended school before? __________ When? _________________________

Where? (Incluse art, dance or other group): _________________________
Application for Admission

Child's Name ____________________________ Birth Date _______________
  first  middle  last

Address ____________________________________ Sex ____________________________
  street
  city, state and zip

Mother's Name ____________________________ Occupation _______________________

Firm __________________________________ Phone _________________________________
  and address of firm

Father's Name ____________________________ Occupation _______________________

Firm __________________________________ Phone _________________________________
  and address of firm

Child's previous school experience _____________________________________________

Other children in family _______________________________________________________
  Birth Date ________________  Birth Date ________________

Schools these children attend(ed) ____________________________

How did you learn about us? _________________________________________________

State briefly why you want your child to attend here _____________________________
                                                                                     
                                                                                     
                                                                                     
                                                                                     
use other side or attach statement

This is a preliminary application. It should be returned, with an application fee of $20.00
(which is not refundable), at your earliest convenience. Children are interviewed in order of
our receipt of their applications. You will be telephoned to arrange a time for the interview.
We like both parents to come with their child for the interview. When school is in session we
want you to see the children at work/play and to answer any questions you may have about our
school.

Please mail application with the fee to: The Registrar

Telephone: __________________________

Please sign the application__________________________________________ Date ______

mother

Date ______

father

Date ______
Dear Parents:

Thank you for your interest in [Montessori School]. The experience and opportunity your child will receive at [Montessori School] can be the most important gift you can give in building toward a sound learning experience for later life.

The Montessori experience emphasizes the development of the child as an individual, in accordance with his own potential and interests. He is given individual attention by certified Montessori Instructors in an environment that contains specialized equipment designed to increase in complexity as his individual achievement, self-confidence and learning awareness grow.

The school year will begin in September and last through May. Your child will attend class five days a week either in the morning (8:30 to 11:15 A.M.) or afternoon session (12:15 to 3:00 P.M.).

Tuition at [Montessori School] is [amount] per year for one child and [amount] per year for the second or third child. For new students, an interview with one of the Directresses will be conducted for which a non-refundable charge of $10.00 will be made, payable at the time of the interview.

On the reverse side you will find an application for admission which contains basic data for enrollment. An enrollment fee of $50.00 is necessary at the time application is made. When your child is accepted, the enrollment fee will be credited to the second semester's tuition. The enrollment fee will be returned only if classes are full. Tuition is payable by the semester in August and January of each year.

The maximum benefits of Montessori training are obtained over a three year period, from age three to the time the child enters the first grade. For the benefit of your child, it is expected that each child accepted, regardless of entering age, will remain at [Montessori School] until they enter first grade.

The Montessori experience is an exciting and fruitful investment in the preparation and development of your child for later life.

Yours truly,

The Board of Trustees,
Fairbanks Montessori Association, Inc.
Box 248, College, Alaska 99735

FAIRBANKS MONTESSORI SCHOOL
Application for enrollment

(Please print or type.)

Child's Name ________________________________ Last First Birthdate _________ Month-Day-Year Sex _____

Name by which child usually is called ________________________________

Father's Name ________________________________ Occupation __________ Educ.Level __________

Mother's Name ________________________________ Occupation __________ Educ.Level __________

Residence Address ________________________________ Phone __________

Mailing Address ________________________________

Other children in the family:
Name | Sex | Age

Other persons living in the home:
Name | Relationship

The following information is solicited in confidence for the purpose of helping the teacher better know and understand the child.

Daily Routines
1. At what time does the child usually get up? ____________ Go to bed? ____________
2. Does the child sleep during the day? _____ When? _________ How long? _________
3. Which session is preferred for the child? ____ morning _____ afternoon
4. Does the child dress himself? __________________________
5. Does the child help around the house? ____________ In what way? ____________

6. Does the child talk? _____ In words? ________ In simple sentences? ____________
   In complex sentences? ____________

8. Are bowel movements regular? _____ What is the usual time? ____________
9. Does the child need to be reminded to go to the toilet? ____________
10. What word is used for bowel movement? ____________ Urination? ____________

RECEIVED OCT 3 1966
Identification and Emergency Information

Name of child: ______________________ Date of birth: ____________

Address: ___________________________ Zip: ____________ Phone: ____________

Mother or guardian: ___________________ (Include maiden name)

Employment: ________________________ Phone: ____________ Hours: ____________

Father or guardian: ____________________

Employment: ________________________ Phone: ____________ Hours: ____________

(If either parent is a student, please list name of school, phone and current schedule)

Phone: ____________ Days: ____________

Phone: ____________ Days: ____________

Persons authorized to pick up child:

________________________________________________________________________

(Under no circumstances will child be released to anyone not known to the school without authorization from parents or guardian.)

________________________________________________________________________

Persons to be Called in Case of Emergency

(We sure to include someone who will usually know your whereabouts)

Name: ___________________________ Relationship to child: ____________

Address: ___________________________ Phone: ____________

Name: ___________________________ Relationship to child: ____________

Address: ___________________________ Phone: ____________

Child's physician: ___________________________ Phone: ____________

Emergency hospital preference: ____________________________________________

School Use Only:

Date of Interview: ____________ Date of Child's Visit: ____________ Starting Date: ____________

Class Assignment: ____________ No. of Days Per Week: ____________ Classroom Assistance: ____________
Permission To Participate in School Activities and To Receive Emergency Medical Care

I hereby grant permission for my child to use all of the play equipment and participate in all of the activities of the school.

I hereby grant permission for my child to leave the school premises under the supervision of a staff member for neighborhood walks or for field trips in an authorized vehicle.

I hereby grant permission for my child to be included in evaluations and pictures connected with the school program.

I hereby grant permission for the Director or Acting Director to take whatever steps may be necessary to obtain emergency medical care if warranted. These steps may include, but are not limited to, the following:

1. Attempt to contact a parent or guardian.
2. Attempt to contact the child's physician.
3. Attempt to contact you through any of the persons listed on the emergency information form you completed for us.
4. If we cannot contact you or your child's physician we will do any or all of the following: (a) Call another physician, (b) call an ambulance, (c) have the child taken to an emergency hospital in the company of a staff member.
5. Any expenses incurred under 4, above, will be borne by the child's family.
6. The school will not be responsible for anything that may happen as a result of false information given at the time of enrollment.
7. The school will not assume responsibility for a child who has not been signed in when he arrives for the day.

Signed ______________________ (Mother or legal guardian) Date __________________

Signed ______________________ (Father or legal guardian) Date __________________

Witness ______________________ Date __________________

Witness ______________________ Date __________________
For Registrar's Use:

Waiting List No.: ___________________ Possible Interview Day ___________________

Rec'd Fee ___________________ Date ___________________

PARENTAL QUESTIONNAIRE

of

Name of School

Address ___________________ City ___________________ State _______________ Zip Code _______________

Telephone ___________________

NAME OF CHILD ___________________

AGE OF CHILD ___________________ BIRTHDAY ___________________ Month Day Year

PARENTS NAME ___________________ TELEPHONE ___________________

ADDRESS ___________________ (ZIP CODE) ___________________

FATHER'S BUSINESS OR PROFESSION ___________________

MOTHER'S PRESENT OCCUPATION ___________________

DO YOU HAVE OTHER CHILDREN? _______ STATE NAMES AND AGES: ___________________

WHY DO YOU WISH TO SEND YOUR CHILD TO A MONTESSORI SCHOOL? ___________________

IS THE CHILD TOILET TRAINED? _______ PARTIALLY _______ COMPLETELY

DOES THE CHILD NAP? _______ DAILY _______ RARELY _______ NEVER

ARE YOU INTERESTED IN A 6-9 YEAR OLD MONTESSORI SCHOOL PROGRAM? ___________________

WHERE WILL YOUR CHILD CONTINUE HIS SCHOOLING AFTER MONTESSORI? ___________________

HAVE YOU APPLIED TO THAT SCHOOL? ___________________

COMMENTS ON CHILD ___________________

______________________________

This form MUST be accompanied by a $10.00 Application Fee (non-refundable) in order for us to consider your child for a family interview.
PLEASE COMPLETE THE FOLLOWING INFORMATION IN FULL:

1. Complete name: Last name, first name, middle name or initial.

________________________________________

2. Spouse's name

________________________________________

3. Current address: House number, direction, street, city, state, zip code

________________________________________

4. Previous address

________________________________________

5. Social security number

________________________________________

6. Date of birth (year & month)

________________________________________

7. Also known as:

________________________________________

8. Name & Address of Bank:

   Checking: ______________________________

   Saving: ________________________________

9. Driver's License Number

 ________________________________________

10. Home Telephone Number

    ________________________________

11. Name of Employer, address, telephone number:

    ___________________________________

12. Spouse's Employer, address, telephone number:

    ___________________________________
APPLICATION FORM

CHILD'S NAME .................................................................

DATE OF BIRTH.................................................................

PARENT'S NAMES.................................................................

ADDRESS.................................................................

TELEPHONE NUMBER.................................................................

RELIGION.................................................................

BUSINESS ADDRESS.................................................................

EMERGENCY NAME and PHONE NUMBER.................................................................

.................................................................

Date Signature of Applicant

1. Please fill out this form and return to the above address.

2. Please enclose an application fee of $25.00 which is not refundable unless application is rejected by the school.
PRELIMINARY APPLICATION

for

NAME OF SCHOOL

Address

City State Zip Code

(If applicable, fill in blank spaces)

NAME OF CHILD

AGE OF CHILD BIRTHDAY

(Month) (Day) (Year)

FATHER'S (OR GUARDIANS') NAME:

ADDRESS (If applicable, fill in blank spaces)

(If applicable, fill in blank spaces)

BUSINESS OR PROFESSION

NAME OF FIRM

BUSINESS ADDRESS

TELEPHONE

MOTHER'S NAME

TELEPHONE

ADDRESS (If applicable, fill in blank spaces)

(If applicable, fill in blank spaces)

MOTHER'S BUSINESS OR PROFESSION

MOTHER'S PRESENT OCCUPATION

DO YOU HAVE OTHER CHILDREN? _____ STATE NAMES AND BIRTH DATES:

WHERE HAS YOUR CHILD BEEN ATTENDING SCHOOL?

_____________________________ FOR HOW LONG? ____________________

NAME OF PREVIOUS MONTESSORI SCHOOL

DATES OF ATTENDENCE:

HAVE YOU APPLIED TO ANY OTHER SCHOOLS?

NAME(S) OF SCHOOL(S)

COMMENTS ON CHILD (Please use opposite side)

This form MUST be accompanied by a $10.00 Application Fee (non-refundable) in order for us to consider your child for a family interview.
PLEASE COMPLETE THE FOLLOWING INFORMATION IN FULL:

1. Complete name; Last name, first name, middle name or initial.

_________________________________________________________________

2. Spouse's name.

_________________________________________________________________

3. Current address: House number, direction, street, city, state, zip code.

_________________________________________________________________

4. Previous address.

_________________________________________________________________

5. Social Security Number

_________________________________________________________________

6. Date of Birth (year and month)

_________________________________________________________________

7. Also known as:

_________________________________________________________________

8. Name and address of Bank

Checking

_________________________________________________________________

Saving

_________________________________________________________________

9. Driver's License Number

_________________________________________________________________

10. Home Telephone Number

_________________________________________________________________

11. Name of Employer, address, telephone number:

_________________________________________________________________

12. Spouse's Employer, address, telephone:

_________________________________________________________________
APPLICATION
FOR
ENROLLMENT
Date Filed
Present age of child
School year starting

Full name of child Nickname Date born
Home address Town Phone
Father's Name Occupation Work phone
Mother's Name Occupation Work phone
Physician or Pediatrician Phone

Name and birthdays of siblings

Other members of household (Grandparent, Aunt, etc.)

Is it your understanding that the child remain in the school until he is six years old or enters first grade?

What are your goals and desires for the child in his experiences at our school?

Describe the child as you experience his personality and interests:

Is the child adopted? Are parents divorced?

Who cares for the child (other than parents) and how often?

Was the child a full term baby? Normal delivery?

When did he/she first crawl? At what age did he walk?
What age did he begin using simple sentences?

How much television does the child watch each day? _____________ hours.

What are the programs that attract him the most (cartoons, situation comedies, game shows, children's shows, etc.)

________________________________________

________________________________________

Have you observed a Montessori preschool class in session?

________________________________________

How did you hear about our school?

________________________________________

________________________________________

________________________________________

YOU WILL NEED TO OBSERVE A CLASS IN SESSION AT OUR SCHOOL TO COMPLETE YOUR APPLICATION FOR ADMISSION. OBSERVATION APPOINTMENTS ARE MADE BY PHONING _____________ AFTER 4:00 P.M. OBSERVATIONS MAY BE MADE BY ONE OR BOTH PARENTS AND ARE AN HOUR LONG. WHEN THIS FORM IS ON FILE AND YOU HAVE OBSERVED A CLASS IN SESSION, YOU WILL BE CONTACTED FOR AN APPOINTMENT SO THAT THE STAFF CAN MEET THE CHILD.

TO FILE THIS APPLICATION MAIL IT WITH A $5.00 NON-REFUNDABLE FEE TO:

SCHOOL ADDRESS
STREET
CITY AND STATE
ZIP CODE

THANK YOU FOR YOUR INTEREST IN OUR SCHOOL AND THE MONTESSORI METHOD.
ADMISSIONS AGREEMENT

Date_________________ New Enrollment____________
Name of Student______________ Re-enrollment__________

In consideration of the acceptance of this Admissions Agreement by Children's House, I agree to the following terms and conditions:

The tuition for the school year is $600.; payable as follows:

Reservation deposit - $50. (Due within 15 days of receipt of a copy of this agreement executed by Children's House).

The $50. will be credited against my tuition account. Should I, however, or the administration decide that it would be inadvisable for my child to continue at Children's House, I understand that only $25. is refundable until July 1.

The balance of the tuition will be due on August 1. I understand that if I prefer to pay my tuition in installments I may do so under the tuition finance plan.

I understand and agree that subsequent to a six-week adjustment period, all students are entered for the full academic year.

Date____________ ___________________________ Parent
Date____________ ___________________________ Parent

Accepted: Children's House

Date____________ ___________________________
Dear ____________________________:

We are happy to inform you that ____________________________ has been accepted for enrollment at the Early Learning Center for ____________________________.

We ask that the enclosed Tuition Agreement be completed and returned to the school by ____________________________, and that you follow the installment plan outlined on the form. The other forms must be on file before your child begins class.

Our school year begins _____________, however all children will be phased into the school over a two to three week period. You will be notified in July of your child's first day of school.

If your child's initial interview occurred prior to his reaching 2½ years of age, a second interview will be scheduled during the month of July.

Please feel free to call us if you have any questions.

Administrator
THE CAEDMON SCHOOL TUITION AGREEMENT

This agreement is made and entered into between The Caedmon School, chartered by the University of the State of New York; member of the New York State Association of Independent Schools; and an American Montessori Society Affiliated School, hereinafter known as THE SCHOOL, and __________________ and __________________

____________________, hereinafter known as THE PARENTS.

THE SCHOOL hereby accepts __________________ for enrollment as a pupil for the September 197__ - June 197__ school year.

Pupils are accepted only for the entire year or for the remainder of a school year if enrolled after the opening date.

Pro-rata allowance will be made if THE PARENTS enroll their child after the first four weeks of THE SCHOOL year. No reduction or credit will be granted THE PARENTS if a pupil is withdrawn unless said withdrawal is made at the specific request of THE SCHOOL.

THE PARENTS agree to pay to THE SCHOOL the charge of $ __________ for tuition for the school year, payable as follows:

$ __________ due on or before August 1, 197__

$ __________ due on or before January 1, 197__

THE PARENTS agree to pay to THE SCHOOL the following fees:

$ __________ books and supplies fee due on or before August 1

$ __________ lunch fee due on or before August 1

$ __________ enrollment fee due with the signing and the returning of this agreement to THE SCHOOL on or before May 1, 197__

$ __________ (tax deductible) for membership in the American Montessori Society from September 197__ through August 197__, which entitles them to all the benefits and privileges of AMS Parent Membership. This is to be paid with the enrollment fee.

All checks payable to THE CAEDMON SCHOOL.

______________________________ Parent Date

______________________________ Parent Date

Administrator, THE CAEDMON SCHOOL

Please return one copy of this signed agreement with the enrollment and the AMS membership fees.
APPLICATION

Fall 19__ or Spring 19__ or Summer 19__

Applicant's Name __________________________ Date __________________________

Last First Middle

Date of Birth __________________________ Sex ______ Age ______

Home Address __________________________ Telephone ______

Street City-State Zip

Father's Name __________________________ Religion ______

Business or Profession __________________________

Name of Firm __________________________ Telephone ______

Business Address __________________________ Telephone ______

Street City State Zip

Mother's Name __________________________ Religion ______

Business or Profession __________________________

Name of Firm __________________________ Telephone ______

Business Address __________________________ Telephone ______

Street City State Zip

Child's Previous Pre-School Experience __________________________

________________________________________________________________________

Names and Birthdates of Other Brothers and Sisters __________________________

________________________________________________________________________

May we call your doctor in an emergency? __________________________

Doctor __________________________ Address __________________________ Telephone ______

Name and emergency number if parent is not available __________________________

Explain any physical disability, emotional or mental problem the child may have __________________________

________________________________________________________________________

Child lives with both parents _______ Mother _______ Father _______ Guardian _______

Session Preference A.M. __________ P.M. __________

Signature __________________________
MONTESSORI SCHOOL
APPLICATION

Name of Parents: Father _______________________________________________________

Mother _______________________________________________________

Name of Child: ____________________________ Date of Birth ________________

Address: ____________________________ Phone ____________________________

Previous school experience and length of time: ____________________________

__________________________________________

I. FAMILY

A. Mother:

1. Education _______________________________________________________

2. Occupation __________________________________ Phone __________________

3. Name of Firm __________________ Address __________________ Phone _____

4. Special Interests ____________________________________________

5. Separated or Divorced from husband _____ Is this the second marriage? ____________________________

B. Father:

1. Education _______________________________________________________

2. Occupation __________________________________ Phone __________________

3. Name of Firm __________________ Address __________________ Phone _____

4. Special Interests ____________________________________________

5. Separated or divorced from wife _______ Is this the second marriage? ____________________________

C. Adults in the home other than parents ____________________________

__________________________________________

D. Siblings: Names, ages and dates of birth ____________________________

__________________________________________
11. Medical History
   A. Health:
      1. Contagious diseases
      2. Allergies
      3. Immunizations
      4. Hospitalizations
   B. Motor development:
      1. Left handed _______ Right handed _______ Ambidexterous _______
      2. At what age toilet trained, if trained? ___________________________
      3. When did the child begin to crawl? _______ Walk? _______________

III. Play Experiences
   A. Playmates (describe age, frequency, etc.)
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
   B. Does the child enjoy playing: alone _______ with other
      children___________ with adults___________?
   C. Hours spent with: Activities:
      Mother ___________________ ________________________________
      Father ___________________ ________________________________
      Other adults _____________ _________________________________
   D. Special Interests ____________________________________________
      ________________________________________________________________
      ________________________________________________________________
IV. Discipline

A. What disciplinary methods are used in the handling of the child?

B. What disciplinary methods seem most effective and why?

V. Montessori

A. What do you like about the Montessori Method?

B. What particular value do you think it will have for your child?

C. What books or articles have you read concerning this approach to early childhood education?

VI. Miscellaneous

In emergency, with parents unavailable, who should be contacted:

Name: 1.________________ relation to child__________ phone__________

2.________________ relation to child__________ phone__________

Name of Dr. or Pediat._________________ Address________________________

Signed (Parent)________________________ Date________________

Please attach application fee of $10.00. Checks may be made payable to:

School Address
Street or Road
City, State, Zip Code
PERSONAL INFORMATION SHEET

CHILD'S NAME
(last) (First) (Middle)

DATE OF BIRTH __________ 19__

MOTHER'S NAME ________________

FATHER'S NAME ________________

ADDRESS _______________________

ADDRESS _______________________
(business)

OCCUPATION ____________________

OCCUPATION ____________________

TELEPHONE ______________________

TELEPHONE ______________________

NAMES OF BROTHERS AND SISTERS
________________________________
________________________________
________________________________

MEMBERS OF HOUSEHOLD OTHER THAN ABOVE (INCLUDING PART-TIME HELP)
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

HAS THE CHILD BEEN TO SCHOOL BEFORE?

IF YES, WHERE? _______________ WHEN? _______________

FOR HOW LONG DID HE GO? _______________

DOES HE REGULARLY PARTICIPATE IN ANY SPECIAL GROUP ACTIVITY SUCH AS
DANCING CLASS OR SUNDAY SCHOOL?

IF YES, WHAT? _______________ WHERE? _______________

WHAT ILLNESSES OR ACCIDENTS HAS CHILD HAD?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

MEASLES ______________________ DATE _______________

GERMAN MEASLES ______________________ DATE _______________

CHICKEN POX ______________________ DATE _______________

WHOOPING COUGH ______________________ DATE _______________

MUMPS ______________________ DATE _______________

OTHER ______________________ DATE _______________
DOES THE CHILD HAVE ANY ALLERGIES? YES ___ NO ___

IF YES, WHAT? ________________________________________________________________

LIST DISEASES AGAINST WHICH HE HAS BEEN IMMUNIZED AND GIVE DATES:

DIPHTHERIA: __________________________ DATE: _________________________________

TETANUS: _____________________________

WHOOPING COUGH: ____________________

POLIO: ______________________________

MEASLES: ____________________________

OTHER: ______________________________

ARE CHILD'S PHYSICAL ACTIVITIES RESTRICTED FOR HEALTH REASONS?
YES ___ NO ___ IF YES, DESCRIBE HOW AND WHY _____________________________________

STATE ANY WAY IN WHICH CHILD'S DIET IS RESTRICTED ________________________________

DOES CHILD HAVE ANY CHRONIC MEDICAL PROBLEM? YES _____ NO___

IF YES, DESCRIBE _______________________________________________________________

NAME OF CHILD'S PHYSICIAN _______________________________________________________

TELEPHONE ________________________________________________________________

NAME OF HOSPITAL _____________________________________________________________

TELEPHONE ________________________________________________________________

NAME OF FRIEND OR NEIGHBOR (TO BE CALLED IF YOU CANNOT BE REACHED) ________

TELEPHONE ________________________________________________________________

WHAT BOOKS OR MAGAZINE ARTICLES HAVE YOU READ ON THE MONTESSORI
PHILOSOPHY? ___________________________________________________________________

WHAT ASPECTS OF THE MONTESSORI PHILOSOPHY APPEAL TO YOU IN PARTICULAR?
______________________________________________________________________________

______________________________________________________________________________
WHAT DO YOU HOPE THAT MONTESSORI TRAINING WILL DO FOR YOUR CHILD?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

DESCRIBE BRIEFLY YOUR METHOD OF DISCIPLINE AND THE FORMS OF PUNISHMENT EMPLOYED:

________________________________________________________________________

________________________________________________________________________

SLEEP HABITS: DOES HE TAKE NAPS, AND IF SO WHEN, HOW OFTEN, AND HOW LONG?
________________________________________________________________________

________________________________________________________________________

DOES HE SLEEP UNINTERRUPTEDLY THROUGH THE NIGHT?

DOES HE HAVE NIGHTMARES?

TOILET TRAINING: AT WHAT AGE WAS IT BEGUN?
AT WHAT AGE WAS IT ACHIEVED?

DID YOU ENCOUNTER ANY DIFFICULTIES?

WHAT WORDS DOES YOUR CHILD USE TO DESCRIBE THESE FUNCTIONS?

________________________________________________________________________

WHAT ACTIVITIES DO YOU REGULARLY SHARE WITH YOUR CHILD (MEALS, READING STORIES, OUTDOOR PLAY, TRAVEL AND OTHERS)?

________________________________________________________________________

________________________________________________________________________

HOW MUCH TIME PER WEEK DO YOU SPEND IN THESE ACTIVITIES?

________________________________________________________________________

________________________________________________________________________

DOES HE REGULARLY PLAY WITH OTHER CHILDREN?

DOES HE REGULARLY WATCH T.V.?
Inside address

Dear __________________________:

We are happy to know you are considering __________________________
child's name

for admission to __________________________
Name of school

in September, __________ year.

The policy at __________________________, an ungraded school that uses the strategies developed by Maria Montessori, is to avoid testing children against standardized norms except as we use these test results as a general indication of our school and its curriculum.

_________________________ is ________________
CHILD'S NAME brief description of child's

personality and attitudes - honest but positive and brief

_________________________ is currently working at a __________ grade level.
He/She grade level

_________________________ subjects this year have been ________________
give titles of courses & brief
descriptions of work covered

_________________________

We have had _______________ relationship with ___________ parents
excellent to poor his/her

during the __________ number of years that ________________
child's name

has been here.

If we can provide more information that will be helpful to you in making your decision, please contact me at the school.
CLASSROOM OBSERVATION

While you are in our class, please bear in mind the following suggestions which should make your visit more meaningful:

1. Please seat yourself as designated and become as unobtrusive as possible.

2. If children talk to you, try not to engage them in conversation, but politely ask them to "Please continue with your work."

3. Any child’s behavior may be a reaction to your presence in the room. This is particularly true of your own child.

4. Please write your comments which can be shared in your conversation with the teacher after the visit.

A prepared environment has many aspects. Observation will be enhanced by concentrating on one of the following at at time:

**TEACHER**

As observer-
- General awareness of class dynamics
- Sensitivity to individual children

As participant-
- Initiates work
- Provides requested assistance
- Demonstrates materials
- Maintains classroom limits (by intervening in case of destructive, disruptive or dangerous activity)

**A CHILD**

- Independence
- Succession of different activities
- Movement - coordinated - uncoordinated, orderly - disorderly
- Spontaneity and enthusiasm
- Time between activities - socialize, wander, day dream

**A SMALL GROUP OF CHILDREN**

- Formation - child initiated, teacher initiated or spontaneous
- Activity - learning experience and/or socialization
- Structure - Pattern of leadership and response
- Conclusion of group activity - how, why?
MATERIAL

- How it is chosen - self initiated, teacher initiated, peer initiated
- How it is used - duration and frequency, adaptability, individual or group

ENVIRONMENT

- Organization of room for optimum use, mobility and safety
- Use of color & form to provide a stimulation
- Neatness and general appearance
- Children's recognition of logical arrangement of materials
Report on Observation

Session ____________________________

Teacher ____________________________ Date ____________________________

Grade the following comments on our classrooms as Excellent, Average, Poor, or Not Observed. You may reserve the right to write personal comments or observations in areas of strengths or weaknesses, and to make any other general comments you choose. You may also choose to leave comments ungraded if you feel indecisive about them.

A form has been provided for each directress and each assistant teacher even though many comments may not apply to assistants; use your own judgment in grading only relevant comments on assistants.

1. The teacher has created an atmosphere free of tension and pressure in the class.
   Excellent _____ Average _____ Poor _____ Not Observed _____

2. The teacher has created a child-oriented class as is traditional in the Montessori classroom.
   Excellent _____ Average _____ Poor _____ Not Observed _____

3. The teacher seems to have created a positive stand on discipline in accordance with the school's basic philosophy.
   Excellent _____ Average _____ Poor _____ Not Observed _____

4. The teacher permits and encourages situations which allow the child to select and use materials without teacher interference.
   Excellent _____ Average _____ Poor _____ Not Observed _____

5. The teacher has set the conversation of the class at the child's level.
   Excellent _____ Average _____ Poor _____ Not Observed _____

6. The teacher has provided ample time for independent work.
   Excellent _____ Average _____ Poor _____ Not Observed _____
7. The teacher positively accents the child's contributions whether they are ideas, suggestions, experiences, or actions.
Excellent _____ Average _____ Poor _____ Not Observed _____

8. The teacher is comfortable and accepting of situations or activities that at times involve messiness, noise or disorder, and subsequently manages to reorder the environment.
Excellent _____ Average _____ Poor _____ Not Observed _____

9. The classroom is a room that allows freedom of movement for the child.
Excellent _____ Average _____ Poor _____ Not Observed _____

10. The classroom is a place where the child is allowed to choose work or not.
Excellent _____ Average _____ Poor _____ Not Observed _____

11. The class is free of punishment but employs discipline.
Excellent _____ Average _____ Poor _____ Not Observed _____

12. The teacher always allows a child to save face, and several opportunities to comply are given.
Excellent _____ Average _____ Poor _____ Not Observed _____

13. The classroom seems to be free of constant need for discipline enforcement of one or more children in the room.
Excellent _____ Average _____ Poor _____ Not Observed _____

14. The child is not excluded from classroom activities as a form of discipline.
Excellent _____ Average _____ Poor _____ Not Observed _____
15. Discipline is always handled in a non-emotional way and relates directly to the act rather than the child.  
Excellent ____  Average ____  Poor ____  Not Observed ____

16. The classroom seems to be free of "power conflicts" between teacher and child.  
Excellent ____  Average ____  Poor ____  Not Observed ____

17. The teacher is allowing the child to explore the use of the Montessori materials independently and productively, rather than imposing herself on the learning situation in a direct teaching manner unnecessarily.  
Excellent ____  Average ____  Poor ____  Not Observed ____

18. The teacher clearly defines guidelines for group behavior and makes the group aware of approximate limits.  
Excellent ____  Average ____  Poor ____  Not Observed ____

19. The teacher encourages verbalization of disagreement which helps the child reflect on how the clash came about and contributes to a learning or growth situation for the child.  
Excellent ____  Average ____  Poor ____  Not Observed ____

20. What is your general feeling and attitude toward the class?

21. Is the class being conducted in a positive tone?

22. What are your general comments about the teacher that you observed? List strengths and weaknesses, if possible.

23. Would you consider this teacher to be a positive pre-school teacher? If she is an assistant teacher, do you believe she could be a good Montessori directress?
A CLASSROOM CHECKLIST

WHAT IS THE GENERAL FEELING YOU GET FROM THE ROOM?

___ Cheerful ___ Uninteresting ___ Crowded ___ Cluttered
___ Orderly ___ Child's World ___ Neat ___ Adult's World
___ Interesting ___ Cold ___ Impersonal ___ Warm
___ Safe ___ Hazardous ___

(additional comment)

WHAT ABOUT THE FURNITURE?

___ Enough ___ Too much ___ In good shape ___ In poor shape
___ Provides traffic controls ___ Does not provide traffic controls

(additional comment)

WHAT ABOUT THE FLOOR SPACE?

___ Adequate ___ Inadequate ___ Well planned ___ Not well planned
___ Rugs or carpets ___ Uncomfortable ___

(additional comment)

WHAT ABOUT LEARNING MATERIALS?

___ Well arranged ___ In order of difficulty ___ No apparent order
___ In good repair ___ In order of curriculum area ___
___ Perceptually clear ___ Confusing ___ Clean ___ Not Clean

WHAT ABOUT THE LIBRARY?

___ Well arranged ___ Clearly labeled ___ Does arrangement invite use?
___ Out of the way ___ Easily accessible ___ Appears to be used
___ Variety ___ In good condition ___ Appropriate for the age level

HOW DO YOU THINK THE CHILDREN FEEL IN THE ROOM?

___ Comfortable ___ Nervous ___ Lost ___ Independent
___ At home ___ Dependent ___ Interested ___ Alone
___ Involved ___ Manipulated ___ Part of the group ___ Bored
SCHOOL PROGRESS REPORT

NAME ____________________________________________

TEACHER __________________________________________

DATE _____________________________________________

CURRICULUM

PRACTICAL LIFE

SENSORIAL

MATHEMATICS

SCIENCE & NATURE

SOCIAL STUDIES

WRITING

COMPOSITION

READING
MATURITY AND SOCIAL DEVELOPMENT

ATTENTION

Use of time......... _wasteful _constructive _very efficient
Listening Ability..... _poor _shows growth _acute
Involvement .......... _seldom _with favorite tasks only
Concentration.......... _poor _shows growth _deep at times
Following Directions.. _often confused _some reminders needed _skillful
Completion of Task .... _seldom _usually _always

SELF-CONFIDENCE

Independence .......... _very low _shows growth _average _high
Initiative............. _minimal _shows growth _high
Choice of work........ _avoids _needs help _accepts challenge
Leadership............ _avoids _abuses privilege _capable
Volunteers............... _never _sometimes _often

COORDINATION

Fine (use of pencil, scissors) _______poor ______ adequate ______ superior
Gross (movement, timing) _______poor ______ adequate ______ superior

OBSERVATION - PERCEPTION

Details gained......... _few _irrelevant _most
Grasp of reality ...... _foggy _shows growth _shows understanding

VERBAL COMMUNICATION

Enunciation & Vocabulary _poor _average _superior
Self-expression ........ _difficult _adequate for needs _superior

GROUP LIFE

Considers others,
takes turns, shares ___seldom ___occasionally ___usually ___always
Helps others........ _seldom _occasionally _often
Responsible toward
environment ___seldom ___sometimes ___usually
Conflicts with others ___often ___sometimes ___seldom
Participates in group ___seldom ___sometimes ___usually
Maturity in group ... _low _average _high

RESPONSE TO ADULTS

In general........... _withdrawn _dependent _acceptant _secure
Discipline............ _rebellious _resistant ___usually accepts
                      _d_ _d_ _d_ _d_ demands of situation

ATTITUDE AT SCHOOL

General ............ _negative _occasionally displeased _positive
Satisfaction......... _very low _minimal _increasing _high
EXERCISES IN DAILY LIVING

MATHEMATICS

LANGUAGE DEVELOPMENT

SENSORIAL

COMMENTS
## PROGRESS REPORT

### SPEECH DEVELOPMENT

- Speaks clearly and can imitate letter sounds easily
- Has difficulty producing only a few sounds
- Is often hard to understand
- Has difficulty producing many sounds
- Shows improvement in speaking clearly
- Often speaks more loudly than necessary
- Enjoys relating experiences to group
- Enjoys relating experiences to teacher
- Enjoys relating experiences to only one friend
- Is less shy in relating experiences to group
- Has no difficulty in verbally expressing needs
- Has some difficulty in verbally expressing needs

### COORDINATION OF MOVEMENT

- Shows skill in manipulation of fine muscles as used in buttoning, tying, writing and painting
- Has some difficulty in use of fine muscles
- Shows improvement in use of fine muscles
- Shows skill in use of large muscles (running, jumping, climbing and galloping)
- Has difficulty in using large muscles
- Shows improvement in use of large muscles
- Shows skill in coordination of movement to musical rhythm
- Shows skill in timing and balancing in relation to ball play
- Shows improvement in balancing, timing etc.
HOW HE RELATES TO OTHERS

Usually works independently
Prefers working with peers
Prefers working with same single friend
Shows great flexibility in all four above categories
Is openly aggressive toward peers at times
Is openly aggressive toward peers often
Is less aggressive toward peers than previously
Provides leadership for peers often
Provides leadership for peers occasionally
Enjoys observing peers working
Seems much more interested in other children than in materials
Is outgoing and friendly toward visitors
Constantly seeks teachers attention or approval
Seeks teachers attention when appropriate
Is more independent of teacher than previously
Is generally polite to peers
Is generally polite to teachers
Is very competitive with peers
Stands up for his own rights with peers

WORK HABITS AND CHARACTERISTICS

Shows high level of concentration while working
Shows greater concentration in work
Is restless or playful and shows only superficial interest in working
Works well without supervision
Works well under supervision in a group
Works well under supervision individually
<table>
<thead>
<tr>
<th><strong>WORK HABITS AND CHARACTERISTICS (continued)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiates work without direction</td>
</tr>
<tr>
<td>Needs direction before beginning work</td>
</tr>
<tr>
<td>Habitually returns materials to proper place</td>
</tr>
<tr>
<td>Usually needs reminding about returning materials to proper place</td>
</tr>
<tr>
<td>Is responsible in caring for own work area</td>
</tr>
<tr>
<td>Often needs reminding about cleaning up own work area</td>
</tr>
<tr>
<td>Is interested in general maintenance of room</td>
</tr>
<tr>
<td>Uses materials with care</td>
</tr>
<tr>
<td>Uses materials carelessly</td>
</tr>
<tr>
<td>Often uses materials as substitutes for toys</td>
</tr>
<tr>
<td>Works in an orderly manner easily</td>
</tr>
<tr>
<td>Strives to work in an orderly manner</td>
</tr>
<tr>
<td>Shows interest and patience in improving work (as in writing or coloring)</td>
</tr>
<tr>
<td>Gets discouraged easily if desired results are not achieved</td>
</tr>
<tr>
<td>Usually works with little verbalizing</td>
</tr>
<tr>
<td>Often verbalizes while working</td>
</tr>
<tr>
<td>Follows directions well</td>
</tr>
<tr>
<td>Often needs reinforcement in following directions</td>
</tr>
<tr>
<td>Uses materials in creative vein</td>
</tr>
</tbody>
</table>

**SENSORY ACUITY AND PERCEPTION**

| Notes likeness, differences easily |
| Sharpness of observation is apparent |
| Sense of order is highly developed |
GUIDELINES FOR OBSERVING MONTESSORI CLASSES
(For all applicants and prospective Montessori teachers)

All applicants to the Montessori Teacher Training Program are requested to spend the equivalent of one week in observing Montessori classes in session. The purpose of this requirement is to provide the applicant with practical, first hand knowledge of how Montessori functions and is implemented with young children.

During the academic phase of the seven-week summer program, having the benefit of this practical observation in advance, will enable you more easily to bridge the gap between Montessori theory and its application. To the extent that you gain practical experience in observing how Montessori teachers operate in a classroom, to that extent will you derive more from the lectures, presentations, demonstrations, practice sessions of the program.

WHAT TO LOOK FOR

1. The atmosphere of the classroom - try to sense the spirit that pervades, the interest on the part of the children, the extent to which the children are free to pursue activities in answer to inner felt needs, the extent to which there is a warm interpersonal reaction among the children, between the children and the teacher, the extent to which enthusiasm for learning is present.

2. The catalytic role of the teacher: See if you can notice how she functions as a catalytic agent -- bringing together the child and appropriate materials, geared to his level of readiness and development; note how she relates to the children, how she relates to her assistant(s); try to note when she intervenes; e.g. when she approaches the child and introduces him to a new piece of learning material; note the tone of her voice; note when she talks and when she merely uses her hand or her looks. Are all of the adults in the classroom busy all of the time? Have you noted when one of them seems to be doing nothing but just observing the children?

3. Observe the kinds of activities in progress in the room: Note how many of the children are absorbed in activity; how many different activities are in process, how many of these are individual activities; are there any group activities in progress? How many in the group activity? What is the role of the teacher? - The role of the children? Note the nature of the inter-action. Are some children just observing or apparently not involved? How long do they remain thus? Does the teacher approach them? If so, what does she do?

4. Note the noise level of the classroom. Would you describe it as a busy hum of activity? Do the children appear to be free, happy and openly expressing their feelings? Do you get the impression that the classroom is too quiet? If you were to chart the activity level of the classroom, would it be higher at the beginning of the period? After the class has been in session a half hour, one hour, after two hours? If you were to chart the noise level when would it be at its peak? Does the teacher suggest a group activity when
the noise level reaches a certain peak? Have you noticed any children teaching other children? Engaged in what activity?

5. Learning materials in the classroom environment: Are you able to distinguish the major categories of materials? Are materials of all kinds all around the classroom or do you note areas that seem to center on certain kinds of activities? Which? Have you noted the area where the materials challenge the child to note similarities and differences? What senses are involved in these matching and discrimination activities? Have you noticed an area for language activity? an area for math activity? Did you notice any materials that would stimulate the child in the field of music, art, geography, science? Any which seem to foster independence? At what level are the materials displayed - at the child's eye level? Are the materials orderly arranged? When children take materials, do they return them to their proper place? Do the materials in the classroom give you the general impression of neatness and order?

6. Attractiveness of the Montessori classroom: Do you have the general impression of beauty? Do you feel that you would like to work in the class? To what extent do you sense good taste in choice of arrangement, choice of color, inherent appeal to children? Would you describe everything in the classroom including the adults as exhibiting the same pattern of appreciation for the beautiful?

7. Reactions of children. You may want to concentrate on one child for a good part of the morning, noting his reaction to other children, his reaction to various materials, his reaction to the children. How would you describe his inner self-image as he goes through the activities of the day in the classroom. What do you think his feeling reactions are? What do you think he is learning? You may want to concentrate on a small group, or you may want to concentrate only on the catalytic role of the teacher, or you may want to take a principle of Montessori, such as "the Montessori teacher has a deep respect and reverence for the child" and note how this is implemented in the classroom.

Your observations should whet your appetite for learning more about Montessori rationale.
Welcome to the Brooklyn Heights Montessori School. We hope you enjoy your visit with us today.

Founded in 1965 by a group of interested Brooklyn Heights families, the Brooklyn Heights Montessori School is a nursery school and kindergarten (for children ages 3-6) whose philosophy of education is based on the theory and principles of Maria Montessori. The School admits children of any race, color, national or ethnic origin.

Maria Montessori (1870-1952) was the first woman in Italy to receive a medical degree. It was through her work as a physician that she became interested in the development of young children. Initially, she worked with retarded children, developing educational materials for their use, since few efforts were being made in that direction at that time. At a later date, Montessori became interested in the development of normal children and became known as one of the pioneer investigators of child development.

The Brooklyn Heights Montessori School is a modified Montessori School. That is, Montessori philosophy and materials provide the underlying structure, but where appropriate, other materials complementary to the Montessori materials are utilized. There are four classrooms in the School. The three large ones containing from 20-24 children. The fourth classroom, known as the Little Room, is a classroom for six pre-school children with learning disabilities.

The Little Room is funded by the City of New York and children are referred to us for placement through the Stanley S. Lamm Institute for Developmental Disabilities at Long Island College Hospital. Some children from this class visit the other classrooms with their teachers and some have been able to enter the "regular" classrooms as full-time students. Presently there are five children from the Little Room who spend half of their full day in the regular rooms.

Last year, in September, 1974, the Little Room program expanded into the building next door, 135 Montague Street. There are three classrooms plus an infant classroom in this building which utilize both Montessori and special education techniques. The program, administered by Long Island College Hospital, is funded by both federal and city funds, and serves a population with disabilities more severe in nature than the children in the Little Room. Children are also referred to this program through the Stanley S. Lamm Institute.
The large classrooms are staffed by a Montessori teacher and an assistant, and the Little Room is staffed by a Montessori teacher as well as a teacher trained in Special Education techniques. During different semesters we may also have on staff student teachers from Pratt Institute and/or high school students participating in the City-as-School Program. This program is part of the New York City Board of Education program for high school seniors who feel directed toward a teaching career and who wish on-the-job experience before becoming committed to a college curriculum in the field of education.

The classrooms themselves are large, bright, airy spaces in which the children move about freely. On the shelves, at the child's height, is an array of material from which the children are free to choose according to their interest. Montessori writes about "sensitive periods" in child development and indeed, we have seen her observations to be true. That is, during different stages in a child's development, he or she may be more receptive to a kind of learning than at other times. For example, it is usually quite evident when a child is experiencing a sensitive period to sounds or the formation of letters.

The teacher in a Montessori classroom functions chiefly as an observer and facilitator. She or he moves about through the room helping children in their selection of work if this is necessary, and after the child becomes engaged, the teacher usually withdraws from the activity. As children become absorbed in work which is interesting to them, problems of discipline are minimized.

Mutual respect for one another's personal development is a major concern in our School. We are concerned about the development of the whole person, intellectually, emotionally and socially.

The classroom day runs from 9 a.m. to noon for 3 and 4 year olds. Early arrivals are greeted by the Director or another staff member and time is shared in the front hallway--either with a book or talking with friends. The younger children are dismissed at noon. Five year olds stay for lunch and are dismissed at 2:45.

The children spend the greater portion of the morning working on activities individually or in small groups. They choose these tasks on their own. During this time, teachers observe and give individual help and direction. Each class spends some time together each day for shared fun--music, movement, drama games, conversation, snacks, special celebrations, songs, stories. In all but very bad weather, each class uses the roof playground for part of the day.

The distinctive features of our program, derived from Montessori philosophy are:

1) Encouragement of independence
2) Guidance of learning through the active use of concrete materials, based on skilled observation of each child's development and interests.

3) Emphasis upon the children's responsibility for the environment--housekeeping and cooking are real-life activities.

4) Encouragement of sustained concentration and habits of carrying through a process.

Our ground rules are simple:

1) Children have full freedom to choose their activities; however, activities that bother others (loud noise, aggression) are not permitted.

2) Materials are replaced in specific locations and in good order so that others can easily find and use them.

3) Children may use a material alone or invite friends to join in.

Many observers find two techniques useful to gain an overall impression of the life of the classrooms. One is to notice the range of activities at intervals and the other is to follow one or two individuals children's choices of activities.

Most children accept visitors into their classroom very easily. It is best, however, to choose a spot and be seated, so that the children don't feel overwhelmed by extra adults. The teachers are very happy to have visitors in their classrooms, but due to their work with the children, will seldom be able to answer questions. At the end of your time in the School, however, Maureen Heimbuch, the School Director, will be most happy to meet with you.
GUIDELINES FOR OBSERVATION

1. Focus on the whole environment – i.e. the home-base rooms, the hall, the porch, the dining room.

2. Can you identify the different areas in the Center? (i.e. types of materials, areas and activities and their purpose?)

3. Activities in the Center can range from quiet and stationary, to active and physical pursuits. What kind of activities are going on?

4. Each area or material is designed to develop a particular skill or concept: and in some cases a particular sequence should be followed. Can you identify activities designed to foster:

   a. development of a positive self-concept
   b. auditory discrimination
   c. visual discrimination
   d. language development
   e. small muscle control
   f. large muscle control
   g. climbing
   h. sensory skills
   i. block-building
   j. math concepts
   k. art and music activities
   l. water play

5. Can you identify the children's patterns of moving and self-expression – (language, non-verbal signs, pace and tempo)? Do they function independently, in large groups, or in small groups – when and how?

6. After you have observed the Center as a whole, you may choose to focus on one child and follow his patterns. A child's play is his work.

   I. In observing the infant (2 mos. - 1 yr.), look for the following:

   a. physical and motor skills - what is developed - how can we encourage development to match the infants' pace-
b. how do they communicate their needs and feelings?

c. What kind of environmental stimuli do they respond to?

II. In observing the toddlers, you might look for the following:

a. What signs, verbal and non-verbal, indicate a child's needs, both emotional and physical?

b. What is the child's pace and tempo?

c. Does the child choose an activity immediately or does he observe for a period of time?

d. Does the child choose activities on his own? Is he dependent on other children or adults for directions?

e. Does the child show constant application to an activity or a piece of work?

f. Does the child repeat the same activity over and over?

g. How do different children use the same material or activity?

h. What kind of interaction is there between older and younger children?

7. What type of activities are the care-givers involved in? Are they:

a. talking to a child

b. talking to a group of children

c. meeting a child's physical needs

d. fostering emotional growth - providing warmth, physical contact

e. fostering positive social interaction

f. observing

g. working with individuals

h. working with small groups

i. working with a large group

8. Do the children seem to know and enjoy each other?
9. What is the nature of the social interaction in the Center? Does it occur in small or large groups, or between individuals?

10. The Center ground rules should foster the healthy developmental growth of both the individual child and the group. The usual ground rules include the following:

   a. All materials in the Center are for the child’s use. In some cases, a material may be used freely, and at other times only after it has been presented. At all times, the materials should be used with respect, i.e., the child should do no harm to the materials, to the environment, to himself or to others, and he should not disturb the activities of others.

   b. The child takes the material that he wishes to use to a rug, or to a table or other work area appropriate to the activity.

   c. After using a set of materials, the child returns it to its place on the display shelf in the condition in which he found it. Children at this age are great imitators. They need an adult model to show them what is expected and to participate in the activity of cleaning up.

   d. A child may join another child who is using a specific piece of equipment only if he is invited by the child to do so.

   e. No child is ever forced to share with another the materials which he has first chosen for an activity.

   f. The children are not coerced into joining a group activity unless they desire to participate; a child may freely engage in another type of quiet activity, or simply watch. At other times, he may be asked to sit in, but not participate.

Other comments, questions and observations:
Birth Date_________________Date of Report_________________

PHYSICAL DEVELOPMENT

Good coordination of general movements
Good control of large muscles
Good control of small muscles
Good equilibrium "Walking on the Line"

PRACTICAL LIFE ACTIVITIES

Work is controlled and coordinated; orderly
Has good attention span
Is careful cleaning up

SENSORIAL ACTIVITIES

Good visual discrimination
   Size
   Color
   Form
Good auditory discrimination
Good touch discrimination
Recognizes likenesses and differences

LANGUAGE

Oral Skills:
   Speech is clean and understandable
   Expresses thoughts well orally
   Enjoys story and poem discussion
   Can tell a story in sequence
   Can interpret pictures
   Has extensive vocabulary

Reading Skills:
   Learning phonetic sounds and their symbols
   Knows most phonetic sounds and symbols
   Is learning to build words
   Builds words with competence
   Is ready to read
   Is reading at pre-primer level
   Is reading at primer level

Writing Skills:
   Shows increasing hand control
   Can write own name
   Is learning to write legibly
   Writes legibly
   Can write complete sentences

Indicates positive progress

MATHEMATICS

Learning numbers and number concepts 1 to 10
Knows numbers and number concepts 1 to 10
Learning teens and tens
Knows teens and tens
Beginning to understand addition and subtraction
Understands composition of numbers in decimal system as in "Banker's Game"
Counts in sequence to 100, to 1,000
Knows basic geometric solid forms
Knows most basic geometric solid forms
Knows basic geometric plane figures
Knows most basic geometric plane figures

WORK HABITS AND ATTITUDES

Works and plays well independently
Works and plays well in groups
Follows directions
Respects rights and property of others
Accepts responsibility
Has good listening ability
Has good control in "Silence Game"

ARTS AND CRAFTS

Enjoys and participates
Cuts and pastes with neatness and precision
Is creative in use of color

MUSIC

Enjoys and participates
Has sense of rhythm
Can carry a tune

__________________________Teacher________________________
UNDERCROFT
MONTESSORI SCHOOL

report for

teacher
DODSON MONTESSORI MAGNET SCHOOL
1808 Sampson Street
Houston, Texas  77003
February 7, 1977

Cleo Monson
American Montessori Society
175 Fifth Avenue
New York, New York  10010

Dear Cleo:

Thanks for the comments about our present situation. We are making every attempt to amend the present procedure.

Enclosed please find a copy of the system we proposed. Item A is based on the Standard Houston Independent School District Report card format. Item B is to be filled in for students transferring out of the program and is meant to describe specific skill levels. Item C is used at teacher's discretion in conferences and for files. Item D is used to record conferences formulating teacher-parent supportive action (requests for a child to have a medical check-up, for an earlier bedtime, for similar descriptive techniques, etc.)

Hope this is of some help to you. Incidentally, I should also credit Paddy McNeese of Palmer for most of Item C. She formulated it for their use and we have adopted it.

Thanks for your support and I look forward to receiving the information we discussed.

Sincerely,

Pat Miller
Program Coordinator

O.D. Curtis
Principal
### School Subjects

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### Habits, Attitudes, Behavior

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<tr>
<td>LISTENS ATTENTIVELY</td>
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<td>COMMUNICATES EFFECTIVELY</td>
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<td>PLANS AND ORGANIZES WORK</td>
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<td>USES TIME AND MATERIALS EFFECTIVELY</td>
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<td>WORKS INDEPENDENTLY</td>
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<td>FOLLOWS DIRECTIONS</td>
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<tr>
<td>PARTICIPATES WELL IN CLASS ACTIVITIES</td>
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<tr>
<td>DOES NEAT AND ORDERLY WORK</td>
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<td>CONCENTRATES</td>
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<td>COMPLETES INDIVIDUAL WORK</td>
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<td>DISPLAYS PHYSICAL SELF-CONTROL</td>
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<td>RESPONDS PROMPTLY AND WILLINGLY</td>
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<td>IS COURTEOUS</td>
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<td>LEADS EFFECTIVELY</td>
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<td>RESPECTS OTHERS</td>
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### Attendance

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<td>DAYS ABSENT</td>
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<td>TIMES TARDY</td>
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### Meaning of Marks:

- **S**: Shows Satisfactory Participation
- **NW**: Shows Need of Work in This Area
- **MG**: Shows Significant Growth in This Area
For the school year ______, it is recommended that this pupil ______.

________________________________________

Teacher __________ Date __________

DODEON MONTESSORI SCHOOL
REPORT CARD
Pre-Kindergarten - Grade 2

19____ 19____

NAME __________________________

GRADE _______________________

SCHOOL _______________________

TEACHER _______________________

PRINCIPAL _______________________

This card contains a report about your child's development in the Montessori classroom.

You are cordially invited to visit the school to acquaint yourself with all phases of your child's school life. Appointments to observe in the classroom may be made through the Montessori Coordinator's Office. A visitor's permit is secured at the Principal's Office. Conferences are encouraged. The Principal, Coordinator, and Teachers will arrange an appointment at a convenient time.

Please sign your name in the space provided on the back of the card and return the card promptly to the school each six weeks period.

<table>
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<tr>
<th>IF YOU DESIRE A CONFERENCE WITH THE TEACHER, PLEASE CHECK</th>
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</table>
Child's Name __________________________ Birthdate __________________________

Teacher's Name __________________________ Date of Report __________________________

Child enrolled in program on __________________________

Doddon Montessori Magnet School is operated in accordance with the Montessori philosophy and materials. The following notations indicate the conceptual level at which the student was working at the date of this report.

Practical Life:

Sensorial:

Language:

Mathematics:

Science:

Geography:

Art:

Music:

Physical Education:

Report of Standardized Tests:

If this child needed to be placed in a standard classroom within Houston Independent School District on this day, I would recommend that he be placed at the ______ grade level.

________________________
Teacher's Signature
PERSONAL BEHAVIORS

1. When communicating with his teacher, this child:
   1. Nearly always expresses a complete thought.
   2. Usually expresses a complete thought.
   3. Uses incomplete thoughts.
   4. Uses gestures only.
   5. Have not observed.

2. In communicating verbally with others, this child usually can be understood by:
   1. His classmates.
   2. His teachers.
   3. His immediate family only.
   4. No one.
   5. Have not observed.

3. When washing for lunch this child:
   1. Washes hands and face without help or supervision.
   2. Washes hands and face but requires supervision.
   3. Washes hands and face but needs help in finishing.
   5. Have not observed.

4. In this child's use of the toilet, he:
   1. Has satisfactory habits.
   2. Usually has satisfactory habits but on rare occasions wets or soils self.
   3. Occasionally wets or soils self.
   4. Have not observed.

5. At lunch or snack this child usually eats or tastes:
   1. All of the selections served.
   2. Most of the selections served.
   3. Only selections that are also served in his home.
   4. Only one or two of the selections, or else refuses to eat or taste any of the lunch.
   5. Have not observed.

6. At nap time this child:
   1. Falls asleep easily and sleeps soundly.
   2. Sleeps soundly, occasionally needs teacher.
   3. Usually falls asleep only when patted or soothed by teacher.
   4. Is tense, unable to relax, almost never sleeps.
   5. Difficult to wake up and remains groggy.
   6. Have not observed.

7. When playing on the playground with other children, this child:
   1. Is usually friendly and cooperative, rarely gets into disagreements, initiates play activities.
   2. Is usually happy but relies heavily on teacher for play ideas and to mediate disagreements.
   3. Plays alone, infrequent play interaction.
   4. Provokes or participates in aggressive behavior.
   5. Have not observed.

8. When playing on the playground this child's:
   1. Confident and shows good sense in utilization of playground equipment.
2. Confident with occasional scrapes and minor mishaps.
4. Uncoordinated and fearful in utilization of playground equipment.
5. Have not observed.

9. When engaged in motor activity such as running or climbing, this child:
1. Is usually careful to avoid injury.
2. Occasionally exposes self to possible injury.
3. Frequently exposes self to possible injury.
4. Has no regard for personal safety; must be watched closely by teachers.
5. Have not observed.

10. When this child spills something, he:
1. Nearly always begins cleaning up without prompting.
2. Occasionally requires prompting to begin cleaning up.
3. Begins cleaning up only after prompting.
4. Does not attempt to clean up even after prompting.
5. Have not observed.

11. Handling of Materials
2. Generally uses materials as intended. Occasionally lapses into careless or erroneous use. Shows growth in use.
3. Handles materials carefully. Shows interest in the purpose and relationships of materials.

12. Persistence
1. Easily distracted. Hardly ever finishes a task. If task is least bit difficult, will not attempt. Unable to carry on routine activity alone.
2. Generally completes tasks. Will persevere on a difficult task before going on to another.
3. Almost always completes work. Copes well when faced with challenge. Completes one task before going on to another.

13. Sense of Order
1. Must be frequently reminded about keeping things where they belong. Seldom returns objects to proper place unless reminded.
2. Usually returns things to proper place. Occasionally reminds others if things not where they belong. Sometimes unaware of disorder.
3. Notices if things not in proper place. Interested in having things neatly arranged and in proper place.

14. Small Muscle Activity
1. Has trouble holding pencil, scissors, etc., correctly, is unable to cut evenly around large objects, or follow large lines. Unable or has difficulty in tracing stencils.
2. Able to do fair amount of detail work. Holds pencil correctly most of the time with little help. Able to cut around most objects that are not too detailed. Able to trace.
3. Able to use pencil to draw some details. Able to cut around small corners, etc. Able to trade objects well. Even those with some detail.

15. Large Muscle Activity
1. Trips continually. Awkward in throwing, walking, carrying. Poor large muscle coordination. Difficulty in walking on line.
2. Generally able to move well. At times may trip. Can line up blocks and rods. Walks well on line.

16. Articulation
1. Murmurs or stutters. Seems to have no train of thought. Does not sound complete word, or makes erroneous sound. Difficult to understand.
2. Generally enunciates clearly. Proper sounds for most words and syllables. Most often knows what he wishes and is able to say it with small amount of difficulty.
3. Very clear enunciations. Able to express self clearly. Language is easily understood.

17. Self Expression
1. Unable to express self. Words come out all jumbled. Seldom speaks in complete sentences. Tends to be uncommunicative. Uses minimum of words to express needs.
2. Usually speaks in sentences. At times get confused, but usually good language. Moderate facility in expressing needs and feelings.
3. Uses complete sentences in speaking. Knows what he wants to say and says it clearly. Words follow correct sequence. Shows enthusiasm when relating a pleasant experience.

18. Vocabulary
1. Uses same words over and over. Limited vocabulary.
2. Uses vocabulary appropriate for his age. At times may use words incorrectly.
3. Uses words beyond the normal range for age and understands meanings of these words. Considerable interest in new or unusual words.

19. Creativity and Imagination
1. Tends to copy others. Afraid to try new things.
2. Spontaneously expresses feelings effectively.
3. Resourceful, uses imagination in problem solving.

20. When this child is asked if he can do a task that he is capable of, he:
1. Nearly always expects to succeed.
2. Expresses some confidence in his ability to do the task.
3. Expresses some concern over his ability to do the task.
4. Usually expects to fail.
5. Have not observed.

21. This child's physical energy is generally expressed in:
1. Organized, purposeful games.
2. Random, unstructured play.
3. Repetitive mechanical movements.
4. Wild motor activity to discharge tension.
5. Have not observed.

22. When exposed to new situations such as field trips, new games, or strangers, etc., this child:
1. Is very curious and asks many questions.
2. Shows some curiosity and asks some questions.
3. Has limited curiosity which is easily satisfied.
4. Shows no curiosity.
5. Have not observed.
23. When receiving needed help from his teacher, this child:
   1. Actively responds to the help.
   2. Bashfully responds to the help.
   3. Passively receives the help.
   4. Withdraws from the offered help.
   5. Have not observed.

24. When emotionally or physically upset, this child:
   1. Turns to his teacher for comfort and reassurance when needed.
   2. Solicits and unduly relies upon comfort and reassurances from the teacher.
   3. Wants comfort and reassurance but cannot express this need.
   4. Resists or passively accepts teacher's attempts at comfort and reassurance.
   5. Have not observed.

25. When engaged in an activity that should not require adult assistance, such as block building, this child:
   1. Does not need adult attention.
   2. Needs adult attention occasionally.
   5. Have not observed.

26. If this child is involved in a minor accident, such as spilling, he seems to expect from adults:
   1. Little assistance.
   2. Sympathetic attention.
   3. A verbal reprimand.
   4. Physical punishment.
   5. Have not observed.

27. When the teacher is occupied with another child, this child:
   1. Starts some constructive activity that does not require adult help.
   2. Waits patiently for the teacher.
   4. Demands adult attention.
   5. Have not observed.

   PEER RELATIONS

28. When this child is engaged in group activity such as singing, class games, etc. he can usually be observed:
   1. Leading the group activity.
   2. Actively following the group.
   3. Following the group only after some urging.
   4. Observing the group without actively participating.
   5. Have not observed.

29. If a classmate were upset this child would:
   1. Express sympathy.
   2. Generally not express sympathy.
   3. Seem to enjoy his classmate's discomfort.
   4. Verbally express his pleasure in seeing his classmates distress.
   5. Have not observed.
30. When this child wants to use an object a classmate is using, he:
   1. Asks the classmate's permission to use the object.
   2. Waits until the classmate is through with the object and takes it without permission.
   3. Asks his teacher if he may use the object that his classmate is using.
   4. Occasionally takes object while classmate is using it without asking permission.
   5. Have not observed.

31. During work period, this child:
   1. Usually works with others purposefully.
   2. Occasionally works with others purposefully.
   3. Is usually only able to concentrate working by self.
   4. Has difficulty concentrating under most conditions.
   5. Have not observed.
DODSON MONTESSORI MAGNET SCHOOL

Parent Communication Form

Child's Name ___________________________ Date ___________________________

School Personnel _________________________ Parent(s) _______________________

Major topics discussed:

Proposed Action:

Parents Comments:

Parents Signature _______________________

Teachers Comments:

Teachers Signature _______________________
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