



Toddler Program Handbook

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“The child, instead of being a burden, shows himself to us as the greatest and most consoling of nature’s wonders! We find ourselves confronted by a being no longer to be thought of as helpless, like a receptive void waiting to be filled with our wisdom; but one whose dignity increases in the measure to which we see in him the builder of our own minds; one guided by his inward teacher, who labors indefatigably in joy and happiness following a precise timetable at the work of constructing the greatest marvel of the universe, the human being.” -Maria Montessori

The Montessori Method

Maria Montessori, the creator of the Montessori Method, believed that children from birth through age six were the key to the development of human potential. Today, she is joined by a chorus of other voices from researchers to educators to strategically minded economists, each encouraging us to invest in the development and education of our very youngest children.

The beautiful environment and carefully chosen Montessori materials are designed to spark each child’s sense of wonder and to encourage a love of learning. Through observation and engagement with the children, the Certified Montessori teacher creates a responsive environment that meets the changing needs of each unique community of children. This prepared environment offers them opportunities for quiet contemplation, joyful play, and the development of focused attention.

Visitors to the Montessori environment often comment on how large their adult bodies feel in the room. This is because the space is designed so that each element is just the right size and shape for the small hands and bodies of very young children. Imagine how wonderful it must feel for a child to finally have sinks and toilets that are easy to reach, tables and chairs at just the right height, and tools that don’t feel cumbersome in tiny hands.

The Toddler Community

Young children explore their world through all of their senses – observing, touching, tasting, listening, smelling, moving and constantly absorbing impressions of all that is offered. The Toddler Community is filled with manipulative and sensorial materials that invite the child to explore and discover. A variety of open-ended art materials encourage self-expression and tactile exploration. The beauty of both art and nature are integral to the environment both indoors and out.

Movement is crucial in an environment for children eighteen months through three years of age who are in their sensorimotor stage of development. Children are free to move from one area to another as they choose an activity, and all of the activities that the children may choose from involve some type of action.

Toddlers are becoming socially independent human beings. To foster this newfound sense of independence, the environment provides many acceptable choices for the young child to make. The slow pace of the day allows time for the child to do it herself. One child, learning to pour, carefully sponges up her own spills. Another crows with excitement when he discovers he can put on his coat all by himself. Learning self-care is an integral part of the young child's routine at school. The adults break complex skills such as toileting into small steps and give simple lessons that assist the children in becoming more successful.

In the Montessori environment children spend a good portion of the day in free activity. Children have many opportunities to choose materials from the shelf and work alone or in small groups. The freedom to move about and make choices creates an atmosphere that encourages social interaction. In the environment, we do not provide one of each item for every child. In fact, scarcity of materials (one container of crayons instead of ten) is an important element in creating a community of children who interact and learn to resolve conflicts together. Real sharing occurs every day when one small child is excited about digging, reading, singing or building with another. The adults guide and support this community of children as they discover one another, learn to share space, negotiate conflict, and treat one another with kindness.

The toddler's explosion into language is facilitated through an environment rich with songs, music, stories and conversation. Vocabulary is enhanced through the exploration of objects and an array of naming, matching and sorting activities.

Giving children the words they need to express themselves is very important. In the Toddler Community, caregivers guide the children to use kind voices and gentle touches as they learn to communicate together.

Children demonstrate readiness to move to a Primary class through an increased interest in socialization, independence in dressing and toileting, and a strengthening of focused attention.

Toddler Student Outcomes

The following is a list of goals that the Toddler teachers strive for within the Toddler Program based on child development and Montessori Philosophy. The goals drive what materials are included and what experiences are provided for the toddlers within the environment. The goals are simply that, goals to strive towards, and are not all mandatory for transitioning into the Primary program.

The child demonstrates consistent capability in the following areas:

Social Development

- Identifies feelings of oneself and others
- Understands the roles within the community
- Works within the appropriate expectations and limits of the community

Work Habits

- Chooses an activity by oneself
- Completes a cycle of activity
- Focuses and concentrates for an appropriate duration of time
- Initiates problem solving techniques
- Handles and cares for materials in a respectful way

Fine and Gross Motor Development

- Navigates comfortably using a variety of movements including walking, running, climbing, and balancing
- Develops strength in hand using a variety of grasps

Language

- Expresses oneself verbally
- Builds a vocabulary of 200 words or more
- Understands and appropriately responds to spoken language
- Displays conversational skills

Independence

- Undresses and dresses oneself with little to no assistance
- Feeds oneself using appropriate materials
- Cleans up after oneself
- Washes and dries hands oneself

Adaptation

- Separates from and attaches to caregivers
- Transitions from one activity from another
- Demonstrates curiosity for knowledge
- Regulates emotions of oneself

Toileting

- Recognizes need to use toilet
- Completes the toileting process with little to no assistance

Toddler Program Daily Rhythm

Full Day Schedule

8:00-9:30	Arrival/Playground
9:30-9:45	Morning Circle
9:45-11:30	Snack
	Work Cycle
	Toileting
	Small Group Lessons
	Individual Lessons
11:30	Dismissal for Half-Day Students
11:30-12:15	Lunch
	Playground Time
12:15-2:00	Nap Time
2:00-2:15	Wake Up
	Toileting
2:15-2:30	Afternoon Circle
	Read Aloud
	Dismissal

Half Day Schedule

8:00-9:30	Arrival/Playground
9:30-9:45	Morning Circle
9:45-11:30	Snack
	Work Cycle
	Toileting
	Small Group Lessons
	Individual Lessons
11:15-11:30	Goodbye Routine
11:30	Dismissal

Work Cycle

The Work Cycle is a period of time in which the children are encouraged to explore the

classroom choosing lessons and materials that fulfills a need within themselves. The children can use the materials for as long as they desire and are not required to share or take turns using the lessons within the environment. By allowing the children to use the work as long as they desire, the children will begin to develop the ability to concentrate and focus. The work cycle in the toddler community is designed to last for two hours of uninterrupted work time. The classroom environment is organized into different areas of focus including language, fine motor manipulatives, art, and practical life and are designed for the children to work independently with as little assistance as possible.

Teachers give individual, small group, and whole class presentations of lessons within the environment. The children are encouraged to not only follow a teacher's lead but to also explore the materials and space as long as they are respectful to themselves, to others, and to the environment. The teacher or assistant will only interrupt a child if an action becomes dangerous, disruptive, or destructive and will help to support the child in fulfilling his/her needs in an appropriate and safe manner (see Behavior Policy, page 19). The layout of the space, the materials, and the reliability of the schedule and routine are designed to foster and support a children's innate need to establish independence as they learn about the world. The teacher's responsibility is to facilitate independence through their interaction with the children and the environment.

Practical Life: All work located in the practical life area aids the children in learning purposeful ways of taking care of themselves and of their environment. Some examples include food preparation, watering of plants, and toileting.

Language: All work located in the language area aids the children in learning, identifying, and communicating the English language. Some examples include, real life objects, language cards, and books.

Art: All work located in the art area aids the children in learning the process of creating art and self-expression. Some examples include painting, cutting, and gluing.

Fine Motor/Manipulatives: All work located in the Fine Motor/ Manipulative area aids the children in developing the muscles in their hands going from a whole handed grip to a two-finger pincer. Some examples include bead stringing, puzzles, and open and close work.

Arriving on Time

It is imperative to arrive at school between the time of 8:00 am and 8:30 am. This allows children to acclimate and socialize before the start of their work day. When children arrive

late, it becomes hard for them to adjust and transition because they have missed key elements of their daily schedule. At 8:30 am, the gates to the school will be locked and any children that arrive afterwards will need to enter the school through the front office. Parents will be asked to say goodbye to their children and staff will escort the children to their classrooms.

Drop Off/Pick Up

The gates of The Children's School open at 8:00 am as we cannot accept children prior to that time. The gates are locked at 8:30 am. Each morning your child will be dropped off at the curb between 8:00 am-8:30 am. As parking is limited, we ask that you drop off and pick up quickly. All students will be dropped off outside of the school and escorted to the playgrounds/classrooms by a staff member.

In the afternoon, the gates are open at 11:30 am and 2:20 pm for pick up. For pick up please park on Varela or United streets and enter through the unlocked gate. A staff member will bring your child out to you on the front lawn for dismissal when you arrive at **11:30 am for Half Day** and **2:30 pm for Full Day** students.

Parents/guardians must register all adults who will be picking up or dropping off their child in advance in the front office. The person picking up or dropping off the child must present a photo ID to the staff.

The Children's School is always striving to improve our systems on a relatively small campus. If drop off and pick up procedures change, parents/guardians will be notified by email in advance by a member of the administrative team.

Saying Goodbye

We recognize that saying goodbye to your child can be difficult for both the child and the caregiver. We recommend that you come up with a routine to follow each day you drop off your child.

For example:

- get down on your child's level
- one hug
- two kisses
- "I know you'll have a great day."
- "I will pick you up when school is over."
- "Good bye."

When you walk away, keep walking. Your routine has ended, you have said goodbye and it becomes more difficult on both the child and yourself if you elongate the process by coming back and forth. We will help comfort and transition your child into the start of the school day and will inform you if your child has trouble settling down. Even if you are feeling nervous about the process of dropping off your child at school, please keep in mind you are the model for your child and if you exhibit unease and nervousness so will your child.

School Allergy Policy

Due to the increasing number of children with allergies to nuts at our school, the entire campus is NUT FREE. Communal snacks must be completely nut and seed free, including packages that say 'May Contain Nuts.'

Toddler Community Allergy Policy

In addition to the school policy, there is also an allergy policy specific to the toddler program. Based on child development, toddlers do not have the ability to discern between foods they can eat and foods that they cannot eat, foods that will make them sick, and foods that are appropriate. Paired with the knowledge that toddlers learn through exploration and experimentation, we believe that in order to keep the collective safe as well as provide an environment that offers the same experiences and opportunities for everyone, it is imperative that the guides ultimately determine the food products that enter the classroom based on the allergies and food restrictions of the group.

Snack in the Toddler Program

The tables are set by the toddlers during work cycle using glassware, silverware, placemats and napkins. The class as a whole, including the teachers, sit down to enjoy a snack together modeling grace and courtesy. The food consumed during snack is both prepared by the children during work cycle and provided by families according to the snack schedule. Teachers model appropriate table manners as well as how to scoop and distribute food among the group. We do not limit snack; therefore, the children are allowed to eat as much food as they wish until snack is gone. When the children are finished eating snack, the children are responsible for cleaning up their own place setting including utensils, dish, cup, and napkin into the designated dirty dish and laundry containers.

Providing Snack

Families enrolled at the Montessori Children's School are required to provide snack for their child's class throughout the year according to a schedule provided at the beginning of the year. The classroom will distribute the schedule to all families and will also provide reminders throughout the year as your week approaches.

When it is time for your family to provide snack, please bring two snack options, from two different food groups, for the entire class for the week your family has been assigned.

When purchasing anything for the classroom, please always remember the NUT FREE school policy as well as the toddler community allergy policy and cannot serve any food containing nuts, any item that may contain nuts, or any items made in a factory where nuts are processed and/or used as well as any food item to which a toddler has an allergic response. Families will be informed as to what additional foods may be restricted within each toddler classroom.

In order to avoid any cross contamination between foods having to do with school-wide allergies, we will clean and prepare the fruit and vegetables at school. If you are stumped on what to purchase for snack, we have attached a list of items that have been popular with children in the past but it is generally a good idea to bring in your child's favorite foods. If your child enjoys a particular food, it is likely that the other children will also enjoy that food. You might also be pleasantly surprised to discover what your child will eat when all of his/her friends are eating the exact same food.

Please remember these guidelines when purchasing materials for the classroom during your snack week:

Food preparation activities:

- Please bring in all items un-prepared and in original packaging

- Food preparation items to last for the week

Peeling, cutting, spreading, and juicing are some skills the children practice when using food preparation items, so choose items that the children can use independently that focus on those skills.

Bouquet of Flowers

One Container of Disinfecting Wipes

**The teacher will let you know what is needed.

Examples of Food for Lessons

Spreading:
Melba Toast

Mini Bagels
Cream Cheese

Wow Butter
Spreadable Butter
Jam or Jelly
Hummus

Slicing:

Cucumbers
Carrots
Bread
Strawberries
Apples

Peeling:

Clementine
Hard Boiled Eggs in Shell

Lunch

If your child is enrolled in the full day Toddler program, he or she will be eating lunch with his/her peers at school. Please provide a healthy lunch that your child enjoys to eat packaged inside containers that your child can open and close with little assistance. Lunchtime is another great opportunity to practice independence and fine motor skills. Your child is also in charge of unpacking and packing up his/her own lunch with as little assistance from us as possible.

If your child needs utensils to eat any item within his/her lunch, please include those utensils inside the lunchbox. We also ask you to please pack an open cup (plastic or glass) for your child to use to drink water at lunch. All utensils and cups must be labeled with your child's first and last names. We do not provide refrigeration for lunch boxes; therefore, if you want your child's lunch to remain cold please include an ice pack inside the lunchbox.

We do not restrict what your child eats during lunch; we believe that if you packed the food, you have approved the food and that there is no right order for your child to then consume that food. Please remember this philosophy when you are preparing your child's lunch and ask yourself, "Will I be upset if my child eats this and not that?" If you answer yes, then just do not include that food in your child's lunch. Please do not include dessert-like items such as cookies, brownies, candy, and fruit gummies when packing your child's lunch as per school policy.

Whatever your child does not eat will return home inside his/her lunch box in order for you to get a better picture of what was and was not consumed during the day. When emptying your child's lunch at the end of the day, it might be messy, containers might not have lids entirely attached, items may be missing. Remember that your child is learning how to pack up, seal bags, match lids, use zippers and the learning process can be messy. Messy equals work. We will do our best to make sure containers, lids, cups, and utensils return home at the end of the day.

If your child attends aftercare, please pack enough options for lunch and after school snack, remembering that anything within his/her lunchbox will be available to eat at both at lunch and aftercare snack times.

Overview of what to pack inside of lunchbox:

- food
- open cup
- utensils
- icepack

The Use of Glassware and Fragile Objects

At this age, toddlers are in a sensitive period for learning about and respecting the fragility of objects. Through exposure and use of these fragile objects, children begin to learn and understand how to appropriately care for the environment. We provide ample opportunities to develop this skill by offering glass cups for drinking, ceramic plates for eating, and delicate materials within each lesson. Objects breaking within the environment is part of the process and understanding of the word fragile and how to respectfully care for materials.

Napping at School

Children who are enrolled in the full day program will nap at school. Each child is offered a nap mat and a special place to fall asleep inside the classroom and the dimming of the lights and the playing of soothing music helps create a restful atmosphere for the children. The beginning of nap time differs for each child; but most children fall asleep between 12:00 pm and 12:30 pm and awaken between 1:45 pm and 2:15 pm.

In order to create a comfortable place for your children to fall asleep, please bring in

- a roll up nap mat
- a small lovey item (optional)
- a pacifier (optional) (no creatures attached)
- a tote bag

On Monday morning, please bring all nap items into the classroom and placed inside your child's nap bin before dropping your child off on the playground. Each Friday afternoon, nap items will be sent home in the tote bag to be laundered and returned the following Monday.

Some children are used to sleeping at home with a pacifier. If your child uses a pacifier at home to sleep, we will first introduce napping at school without the use of a pacifier. Due to the new environment with new guidelines, it is often the perfect opportunity to transition into a midday nap without the use of a pacifier. If it becomes apparent that your child needs the pacifier in order to rest comfortably, the pacifier will be offered to your child, only during nap and only while your child is asleep on his/her mat. If a pacifier is

used at school during nap, the pacifier cannot have an animal attached to it.

Appropriate Clothing

Imagine a day in which you planned to repaint your dining room, polish silver, work in the garden a little, and relax with a book after you were finished. Now consider what you would wear. Every day your child is involved in tasks that are purposeful and messy. Have your child wear clothing in which he or she can work comfortably and that your family will not be upset if the clothing becomes stained or damaged.

Wearing appropriate clothing is essential when teaching young children the tools needed for the self-care of dressing and undressing. Acceptable clothing is loose fitting, soft fabric which the child can pull down quickly. Elastic waist pants and T-shirts with wide collars allow the child to dress and undress more independently. Avoid snaps, buttons, zippers, belts, overalls, tights, and blue jeans which often present a problem for the child. Bulky fabrics like denim do not pull down easily and often get wet when the child empties his or her bladder, even though he or she is sitting on or standing at the toilet. These guidelines apply to both toddlers that are in diapers and who are already toileting because all the children enrolled in the program practice dressing independently with the end goal of dressing with little to no adult assistance.

Please send shoes that facilitate active play such as Velcro tennis shoes, slip-ons, and sandals. Cowboy boots and dress shoes make it difficult for the young child to participate safely in gross motor activity. Velcro closures are the best option for closures on toddler footwear.

Wearing clothing that has fictional, fantasy, or super hero characters on it is strongly discouraged at school. If your child arrives at school in this type of clothing, they may be asked to change into their spare clothes in their classroom. The Montessori community believes that children are in a sensitive period for absorbing information and we want to provide them with reality-based, factual experiences. Fictional, fantasy dress can often be a distraction and/or lead to distracting behaviors.

Diapering and Toileting

The procedures and rituals used in diapering and toileting are designed to create positive experiences for your child, as he or she becomes aware of natural bodily functions. A calm, positive attitude is of utmost importance in diapering and toileting.

Much of what is done in diapering is out of respect for the child's growing need for independence. The child stands as the teacher changes the diaper because this encourages greater participation in manipulating his or her clothing. At each diaper change, the teacher invites the child to sit on the toilet. This gives the child an opportunity to practice all of the skills involved in toileting. Often the children are very interested in using the toilet when they see other children using it, but sometimes they are not at all interested! This invitation is simply an early introduction and is never forced.

There are a number of signs of readiness to use the toilet: being aware of wetness versus dryness, being consistently troubled by a wet diaper, being dry for long periods of time, requesting underpants, and occasionally having successful attempts in the toilet, and the ability to dress and undress oneself. Through observation and record keeping, when your child is showing these signs of readiness, the teachers will consult with you about changing to underpants. Keep in mind that this is a transition and that your child may request to wear a diaper during a nap, at night, or at other times. This change between underwear and diapers will be led by the child's needs, and so we honor their requests to wear one or the other and we are prepared with both as well as plenty of patience and understanding!

Once your family has committed to underpants, we recommend that your child wears only underpants while they are awake. We consider pull-ups to be the same as diapers; they are so similar to diapers that they are confusing for the child and may delay the toileting process. The teachers can show you examples of underwear that we have found to be quite easy for the children to manage on their own. Appropriate dress is critical in the process of successful toileting. Loose fitting clothing with an elastic waistband allows for easy dressing and undressing. Items such as belts, buttons, snaps, zippers, tights, and overalls impede the process. We want to set them up for success. Soiled clothing will be sent home daily. Please return the same number of clothing changes the next day.

The teacher will confer with you about the supportive adult attitude, appropriate language, and scheduling. It is important to remember that the child will let us know when he or she is ready to begin toileting. Toileting is a complicated skill that requires time, practice, and patience. We offer an education night on toileting and encourage you to attend this night, as well as others, to gain a more in depth knowledge of toilet learning.

Sometimes patience on the part of the adults might be the most important part of the process! Children in this age group are very interested in making their own choices, if they think the adults are really invested in toileting success, they may resist. If we as caregivers allow the process to unfold at the child's pace, the child will feel more responsible for the process, and ultimately be pleased to take responsibility for toileting. Your child's teachers will be keeping a daily record of your child's toileting. You will receive this every two weeks in order for you to see their progress.

Soiled and Wet Clothing

When the children need or want to change their clothing, they have access to their individual clothing bins. Children will be supported when needed, but will always be first asked to actively participate in the process of undressing and dressing with little to no adult assistance. The use of personal wet bags to transport wet, dirty, and soiled clothing back home for laundering ensures that germs will not be transmitted throughout the classroom or to any other children. If clothing comes home in the wet bag, due to paint, dirt, urine, etc., please launder and return to school the next day with clothes to replenish your child's extra clothing bin.

Birthday Celebrations

When children have birthdays in the toddler community, the class bakes together during the work cycle in celebration of the birthday child. Children also work to create a birthday card in the art area from the class. During circle, the class wraps one loaf of birthday bread to be sent home for the child's family to enjoy and the other loaves are eaten during snack after the class sings 'Happy Birthday.' This is a special way for our toddlers to honor each other as they turn a year older.

Sick Policy

Your child will get sick this year especially if it is their first experience in school. All classrooms, surfaces, and materials are sanitized daily; however, toddler children are extremely oral and thus germs are more readily shared. Do not be surprised if your child seems to be more sick than usual. They are building up important antibodies.

If your child has:

- green or yellow mucus
- a fever above the normal temperature of 98.6 degrees
- has vomited or had diarrhea during the night or day before
- a rash on the hands, feet, or around the mouth
- lice

It is school policy that he or she may not attend school for at least 24 hours, until the rash or lice is treated, or without a note from the doctor. Toddlers touch everything and tend to put lessons in their mouths and sickness can spread easily and quickly. If your child has any symptoms, please keep them home and give them ample time to rest and heal.

If your child is diagnosed with a communicable disease (lice, hand/foot/mouth, scabies, etc.) please inform the school and your classroom's staff so that the classroom, materials, and environment can be sanitized to prevent further transmission and other families can be informed. Your child can return to school after discussion with the Executive Director regarding your child's medical treatment.

If your child becomes ill at school (vomit, diarrhea, fever, etc.) your family will receive a phone call requesting that you pick your child up early from school as soon as possible, preferably within 30 minutes in order to provide your child with as much rest as possible and to contain the spreading of germs to other children. Your child then must be symptom free for at least 24 hours before returning to school.

Behavior Policy

When an unsafe or unacceptable behavior occurs, we use our knowledge of the child and observation of the incident to figure out the motivation behind the behavior.

The teachers always communicate with the children throughout the process in order to help them recognize and understand their feelings and behaviors.

We encourage the children to check on their friends and offer help in place of saying, "I'm sorry," in order for the children to develop a sense of empathy as opposed to a programmed response.

If a child is not in control of his or her body and/or feelings, we offer a safe, welcoming area within the classroom for them to learn how to regulate their feelings and regain control. The Peace Area is not a punishment, but a tool for the children to use when they feel out of control. We encourage parents to attend our educational nights to become more informed about our program and to develop more consistency between home and school.

If an incident results in the destruction of materials or the injury of another person, a behavioral report will be filled out and required to be signed by the teacher, the director of the school, and the caregiver. If follow up meetings are required in order to discuss behavior or how to support the child as a team, arrangements will be made between the school and the family.

Communication

The Children's School believes that the exchanging of information and open communication is essential to the success of Montessori philosophy. As a school, we will provide various ways in which to share information about the school, the philosophy, and your child.

School-wide and classroom newsletters will be sent via email on a monthly basis to inform your family on upcoming events, opportunities to give back and volunteer, and share insights about Montessori philosophy and how it is used to guide your child's experience at school.

Each family will also receive an email every two weeks containing photographs of your child while at school. Toddlers are in the process of acquiring language; therefore, photographs provide parents with a visual update of their child's unique experience in the school environment.

Every week, in the toddler community, families will receive a toddler report that shares the highlights of that week.

The school also has a website and Facebook page to share the school calendar, blog posts, and articles related to Montessori philosophy and Montessori practice.

Although it is tempting to strike up conversations at arrival and dismissal times, the staff

views these times as important transitions for your child and the focus must therefore be on the children. We welcome the sharing of pertinent information such as a sleepless night, not eating breakfast, or a situation that triggered an emotional response in your child. That type of information can help us to support your child throughout the day, yet if you need to speak at length regarding a question, a situation, or a concern, we ask that you request a scheduled meeting to exchange information.

Conferences

Conferences will be scheduled twice a year, in order for teachers, assistants, and caregivers to get together in a casual and comfortable face to face setting to discuss your child's progress and development, once in the winter and again in spring.

Should your family or your child's teacher feel additional meetings are necessary, more meetings will be scheduled that work best for both the teacher and family.

Aftercare

Our school offers Aftercare for an additional fee. The Aftercare program begins at 2:30 pm and ends promptly at 5:30 pm.

The Aftercare program is designed to follow the Montessori philosophy while offering the children more opportunities to relax and unwind in a comforting environment at the end of the school day. Your children's teachers and assistants do not lead the Aftercare program, although your child may use his/her classroom during the aftercare program with their aftercare teachers. Should you have questions about your child's day during school hours (8:00 am-2:30 pm) please direct those questions to your child's teacher via email or face to face.

From 2:30 pm-3:30 pm, weather permitting, the Aftercare staff and children will be located within the outside areas attached to their particular classrooms. At 3:30 pm, they will return to the classroom for planned activities, playing with Aftercare materials, and toileting. After 4:00 pm pick up, the children in aftercare will play together on the toddler playground. The last pick up time for Aftercare is promptly at 5:30 pm. Make sure to collect all personal items and sign out before leaving campus with your child at the end of the day.

Toys

Toys may NOT be brought to school. The Children's School prides itself in providing authentic Montessori materials to engage and motivate the children to use their hands in purposeful and productive ways while on campus; not requiring any other types of materials, especially toys. Teachers will ask children to return the toys to their caregivers before they leave campus at drop off. We ask that parents help facilitate this policy by

encouraging their children to leave all items from home either at home or in the car. If a toy does make it onto campus, which may happen, the teacher will help the child to separate from the toy and the item will be placed in the office. It then becomes the responsibility of the family to retrieve the item keeping in mind that the items collected in the office will be periodically discarded after a period of time.

The Use of Pacifiers

We respect each parent's choice to offer a pacifier to his/her child; yet, in a school setting the use of a pacifier is limited to only nap time. Young children need every opportunity to hear, to learn, and to speak a language and the pacifier takes away their ability to contribute to conversations taking place within the environment. Therefore, we politely ask that your child does not arrive at school with a pacifier and if he/she does arrive with a pacifier, we will politely ask your child to return it to you to bring back home.

Sunscreen and Bug Spray

Please apply bug spray and sunscreen to your child, if needed, before arriving at school. The staff is not permitted to apply either unless a medication and ointment release form has been filled out in the office and the materials have been provided by the caregivers.

School Work Pay

Throughout the year, we will put items on our classroom wish list that can contribute to your Work Pay. This could include purchasing items for the classroom or doing projects for the classroom. Please feel free to ask your teacher throughout the year if there is anything that you can build or provide the classroom to count towards your work pay requirement. Make sure to record the hours/money spent in the Work Pay Binder located in the front office.

What to Bring For the First Day in the Toddler Program

1 Family Photograph

You may choose to send a photograph to school that will be displayed within the classroom environment. The image is not limited to parents or caregivers and can be of anything that your toddler considers important and or comforting.

1 Dozen Solid Colored Baby Washcloths

These washcloths will be provided to all the children for 'one time use' hand cloths in the bathroom to dry their hands after washing their hands throughout the day. The washcloths will be laundered daily by staff. These washcloths can be purchased at Ross, TJ MAXX, Sears, Kmart, Amazon.

1 24x18 inch Stretched Canvas

These canvases will be used in the art area throughout the year for the toddlers to paint freely in order to focus on the process of art versus the product of art (paintings going home to please Mom and Dad). These canvases will then be distributed at the end of the year as a keepsake made by all the toddlers for your family to remember their time spent together. Canvases can be purchased at Amazon, Michael's Art Supplies, Utrechtart.com.

1 Container of Disinfecting Wipes

1 Board Book Donation

As toddlers learn to read, handle, and care for books, the process can result in many books meeting their demise. We like to provide the toddlers with as many opportunities to read independently throughout the day and; therefore, we need many books. If you would like to donate a board book of your choosing, we would greatly appreciate it. We ask that you leave all Disney characters, Nickelodeon or tv characters, and superhero books at home.

For Toddler's Personal Use to be Stored at School:

2 Sets of Labeled Clothing

- shirt
- bottom
- pair of socks

2 Large Labeled Washable Wet Bags

These reusable wet bags will be used to transport only your toddler's wet/dirty clothes from school to home throughout the school year. When we send home the wet bag with dirty clothes, we ask that you wash and return the clothes and bag to school as soon as possible. Wet bags can be purchased at Amazon, Target, Etsy or other similar retail stores.

Reusable kid-friendly water bottle with child's name on it.

If child is in diapers:

- 1 Package of Diapers
- 1 Package of Wipes

If child is using toilet:

- 3 Pairs of Underwear
- Extra Bottoms
- 1 Package of Wipes

For Full Day Students

In addition to items mentioned above, if your toddler is enrolled in the full day Toddler Program, your family will also need to provide the following items, each individually labeled with your toddler's name:

Every Monday or first day of the week-

Roll up Nap Mat. The size of the nap mat should be 54" long by 21" wide by 1" deep. The nap mat resembles a sleeping bag with a pillow and blanket already attached. This type of mat allows the child (and Teacher) more freedom and more independence when preparing and cleaning up napping materials. There are often many fabric options, we ask that you do not purchase nap mats with distinguishable characters on them, per our no character policy. This type of mat can be purchased on Amazon, Etsy, Zulily and prices range from \$30 upwards depending where you purchase the item.

Tote Bag - Big enough for your child's clothes

If needed, you can also provide
Lovey Item (optional)

The tote will be stored at school during the week along with the rest of items and will be returned at the end of the week to be laundered at home and returned the following week.

Lunch Daily- all labeled

Lunch Box that your child can open themselves

Lunch items in easy to open containers

Ice-pack, if needed

I have received the Montessori Children's School of Key West, Inc. Toddler Program Handbook and agree to abide by all of the policies and procedures.

Printed Name

Signature of Parent/Guardian

___/___/___
Date

Printed Name

Signature of Parent/Guardian

___/___/___
Date

***SIGN AND RETURN THIS LAST PAGE TO THE OFFICE WITH ENROLLMENT PAPERWORK**