



Dear CMS Parents,

Each fall and spring, we invite you to visit your child's environment and observe part of the Montessori work cycle. Similar to Family Nights, this is a wonderful opportunity to see what your child works on each day, observe the classroom community, and experience Montessori through your child's eyes.

Observation visits will last approximately 45–60 minutes. Each Directress will establish a schedule that allows families to visit while limiting the number of visitors each week, so the environment's natural rhythm is not disrupted.

Please review the following pages regarding important reminders for your visit.

We look forward to welcoming you into your child's environment in the coming weeks!

Sincerely,
Emily Ramos, Ed.D.
Head of School

Parent Guidelines for Visits

1. Be with your child. Let your child take the lead. Join in the work if invited by your child. Otherwise, sit with your child, observe, and enjoy.
2. Discipline is the responsibility of the Directress. Please allow the Directress to handle conflict between students.
3. Ground rules focus on establishing respect for each other, respect for the materials, and respect for our work cycle. Please follow your child's lead in following our environment guidelines. See the attached Ground Rules and Behavioral Expectations handout for guidance.
4. Ensure cell phones are off.
5. Please respect the privacy of our community. You are welcome to take pictures of your child but not of other students.



Ground Rules

Ground rules are guidelines for respectful classroom behavior. They focus on respecting each other, respecting each other's work, and respecting materials. Please go over these rules with your child prior to the first day of school and during the first few weeks of school.

**Speak with a soft voice.*

Ex. Go up to the person you wish to speak to and say, "Excuse me, would you like to work with me?"

**Do not interrupt someone while they are working.*

Ex. You may wait and observe silently until that person is finished, then say, "Excuse me, will you help me with my work?"

**Take turns speaking. In meetings, raise your hand. Hands are kept in own space.*

**Walk slowly and carefully in the environment.*

**All work is done at a table or a rug. This defines the child's space.*

**Walk carefully around rugs.*

**Return work to its place on the shelf "in order" so that the work is ready for the next person.*

**We work quietly and respectfully with the materials.*

Ex. A child is hitting the prisms together. First, a teacher intervenes and models a respectful way to use the material. If abusive behavior continues, the teacher asks the child to put the work away, and the child can try again the next day.

**When work is completed, rugs are rolled carefully and returned to the basket. Chairs are pushed under tables.*

**Hands are kept in their own space.*

**We use our words, not our bodies, to settle disputes.*

Practicing good manners shows respect for each other. We encourage and practice courtesy! Give your child opportunities to practice saying, "thank you," "please," and "excuse me." Model the pleasant words for your child in general dialogue.

Listening skill: Look at the person you are speaking to. Eye contact really shows you are listening. Wait until the person finishes talking before you begin to talk.



Behavioral Expectations

Purpose: To strengthen your child's sense of:

- Independence – We encourage your child to do things for his/herself and discourage over-reliance on adults. This builds your child's self-confidence.
- Concentration – We encourage the children to be respectful of others as they work and discourage interruptions.
- Coordination and Safety – We encourage children to walk inside and save fast movement for the playground.
- Beauty and Order – We encourage the children to handle the material carefully and with respect, to work at a defined workspace (a rug or table), and to restore activities to their original state for the next person.
- Sense of Community – Children are encouraged to be respectful of each member in the classroom and in the school.
- Self-Discipline – The child learns that he/she can control their own body, use indoor voices, take turns for snack or work, and not interrupt others.

Our teaching team models these expectations.

- We walk in the classroom and around rugs, shelves, and tables carefully.
- We carry materials carefully, work with them respectfully, and restore them properly for the next person.
- We tuck in our chairs.
- We watch another person work quietly and respectfully.
- We come to circle quietly and raise our hand if we have something to share.
- We use our inside voices so that we do not disturb others who may be concentrating on their work.

If these expectations are not met, the following measures are employed:

- Reminder of expected behavior.
- Warning and explanation of consequences if inappropriate behavior continues.
- Asked to leave a specific area or spend some time with the teacher to regroup thoughts.
- A list of activities may be written to gear children into appropriate activities.
- In situations that are repeated and extremely inappropriate, the child may be taken to the Head of School's office.
- In very serious situations, the child's parents will be called to remove the child from school for the remainder of the day.