

“The child should love everything that he learns, for his mental and emotional growth are linked. Whatever is presented to him must be made beautiful and clear, striking his imagination. Once this love has been kindled, all problems confronting the educationalist will disappear.”

Maria Montessori

“Montessori education is a brain-based, developmental method that allows children to make creative choices in discovering people, places, and knowledge of the world. It is hands-on learning, self-expression, and collabor-ative play in a beautifully crafted environment of respect, peace, and joy. It is also about brain development. Montessori education is the original, and, I think, the best brain-based model of education.”

Dr. Steven Hughes, Pediatric Neuropsychologist and Assistant Professor, University of Minnesota Medical School

“The central idea of the Montessori Method, upon which everything rests, is a ‘full recognition of the fact that no human being can be educated by anyone else.’ Each must do it himself, whether he is three or thirty.”

Dorothy Canfield Fisher, author and mother

“Many of the key tenets of a Montessori education resonate with the principles of Motivation 3.0—that children naturally engage in self-directed learning and independent study; that teachers should act as observers and facilitators of that learning, and not as lecturers or commanders; and that children are naturally inclined to experience periods of intense focus, concentration, and flow that adults should do their best not to interrupt.”

Daniel H. Pink, author and business analyst, in *Drive: The Surprising Truth About What Motivates Us*, 2009

“We also believe that the most innovative entrepreneurs were very lucky to have been raised in an atmosphere where inquisitiveness was encouraged. We were struck by the stories they told about being sustained by people who cared about experimentation and exploration. A number of the innovative entrepreneurs also went to Montessori schools, where they learned to follow their curiosity.”

Professors Jeff Dyer and Hal Gregerson in a *Harvard Business Review* interview conducted by Bronwyn Fryer, September 2009.



DEARBORN HEIGHTS MONTESSORI CENTER

A school that inspires

Elementary School Middle School

CLASSROOMS

466 N. John Daly
Dearborn Heights, MI 48127-3703

TELEPHONES

Office: 313-359-3000
Latchkey: 313-359-6942
Fax: 313-359-3003

INTERNET

www.dhmontessori.org

ADMISSIONS

313-359-3000
Julie Bawulski
jbawulski@dhmontessori.org

General Information

AGES: 6 through 14 years (first through eighth grades)

TUITION: See the accompanying page for rates. A non-refundable registration fee of \$500 is required with the application. Annual, semi-annual, quarterly and monthly plans are available for tuition payments.

SCHOOL HOURS: 8:30 a.m.-3:30 p.m. A latchkey program is available for an additional fee. Building hours are 7 a.m.-6 p.m.

AFFILIATIONS & LICENSING:

We are affiliated with American Montessori Society, Michigan Montessori Society, and the Association of Independent Michigan Schools (AIMS). The school is approved by the Michigan Department of Education. The latchkey portion of the program is licensed by the Michigan Department of Human Services. DHMC is a 501(C)3 non-profit corporation, eligible for tax-deductible contributions.

STATEMENT OF NON-DISCRIMINATION:

Dearborn Heights Montessori Center does not discriminate on the basis of race, color, religion, gender, national or ethnic origin in the administration of its educational or admissions policies.

CLASS STRUCTURE:

As in the Montessori preschool, the classes consist of multi-age groupings with approximately equal numbers of each age, and a balanced number of girls and boys. Each class has a Montessori-trained and college-educated head teacher, a trained assistant, and resource teachers for foreign language, music, art, physical education and technology. The staff: child ratio is approximately 1:8.

CURRICULUM:

The curriculum for elementary and middle school students includes:

Reading	Mathematics	Natural Science
Language Usage	Geometry	Physical Science
Spelling	Cultural Study	Research Skills
Composition	History	Computer Skills
Creative Writing	Geography	Art/Art Appreciation
Literature	Practical Life	Physical Education
Foreign Language	Music	Handwriting

Program Philosophy

Dearborn Heights Montessori Center is committed to the principles upon which our school was founded (in 1972) and still operates: *respect for children, a strong commitment to non-violence, and a deep belief in the value of education.* We trust the children in our school to succeed, and we work daily to provide a school climate in which they can prove us right.

As in the Montessori preschool, lessons are individually structured to keep pace with the child's developing skills and interests. A broad range of resources—manipulative materials, books, charts, collections of specimens, computers and the Internet, videos, practice sheets and workbooks, and the community itself—helps children increase their knowledge of the world in which they live.

Montessori students have the unique opportunity to become actively involved in their own learning—not just repeating information dictated by a teacher, but discovering, visualizing, and finally abstracting information from materials they have chosen. Learning is a joy rather than a job, and each child becomes a self-directed, independent, thinker and problem-solver.

The teacher structures the environment, presents key lessons, and acts as a resource person and facilitator. The school day is organized to include a balance of individual, large group, and small group activities.

The open classrooms, with interest areas, group work tables, and individual work stations, encourage social development and the sharing of information among children. The mixed age groups (Lower Elementary—grades 1-3, Upper Elementary—grades 4-6, Middle School—grades 7-8) offer many opportunities for leadership and peer teaching. The atmosphere is one of caring and cooperation.

Freedom also means responsibility. Academic standards are high. The children have daily requirements, and assigned work must be completed on a timely basis. Classroom and special subject groundrules set clear standards for behavior. Graduates transitioning into area high schools are well-prepared, both academically and socially, for the demands of traditional programs.

The Montessori classroom fosters the development of self-confidence and positive social values. And, as the children move from the concrete materials of the preschool years into the abstract concepts and community responsibilities of elementary and middle school, they continue to develop imagination, reasoning power, and organizational skills. They will carry all of these qualities into adolescence, and later into adulthood, becoming responsible, contributing members of society.

DEARBORN HEIGHTS MONTESSORI CENTER

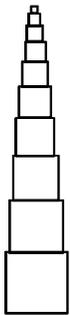
466 N. John Daly • Dearborn Heights, MI 48127-3703
313-359-3000 • www.dhmontessori.org

Educational Excellence for Children 18 months to 14 years Toddler—Preschool—Elementary—Middle School—Day Care—Summer Programs

A Montessori classroom is designed to meet the developmental needs of children; it is child-oriented in size and scope. The children progress at their own pace, under the guidance of teachers who are sensitive to their interests and abilities. At the same time, they enjoy the company of other children, and learn to interact with them in a happy and natural way.

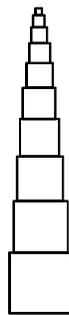
Our goal is the education of the whole child: social, emotional, physical, and intellectual. In the words of Maria Montessori, our aim is to “enable children to grow up with a healthy spirit, a strong character, and a clear intellect” to take their places as citizens of the world.

OUR STUDENTS:



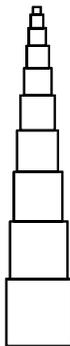
- Community oriented
- Sensitive to the needs of others
- Enthusiastic
- Active learners
- Multi-racial
- Cross-cultural
- Wide ability ranges
- Varied economic backgrounds
- Learning through discovery
- Ecologically aware

OUR STRUCTURE:



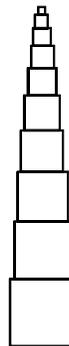
- Non-profit corporation; established 1972
- School year and summer programs
- Extended hours or full day care available
- Flexible extra-hours scheduling
- Licensed by Michigan Department of Human Services
- Accredited by Nat'l. Assoc. for the Education of Young Children
- Elementary/Middle School approved by MI Dept. of Education
- Member of Association of Independent Michigan Schools
- Affiliated with American & Michigan Montessori Societies
- Non-sectarian & non-discriminatory

OUR CURRICULUM:



For All Children:

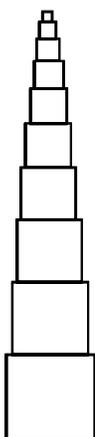
- Practical Life exercises
- Sensorial learning
- Language development
- Pre-reading & reading
- Mathematics
- Music & art
- Physical/biological/earth science
- Geography
- Outdoor and gym activities
- Foreign language



For Elementary & Middle School Students:

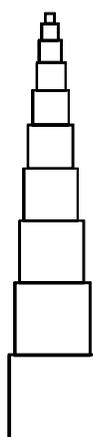
- Computer & technology skills
- Composition
- Creative writing
- Spelling
- Literature study
- Research skills
- History
- Cultural study
- Geometry
- Handwriting

OUR OBJECTIVES:



- Joy in learning
- Concentration
- Physical coordination
- Social skills
- Thinking/problem-solving skills
- Independence
- Inner discipline
- Self confidence
- Cooperation and collaboration
- Respect for others
- Responsibility
- Creativity
- Imagination
- Self-direction

OUR CHARACTERISTICS:



- Commitment to quality
- Respect for children
- Caring, dedicated staff
- Experienced, well-trained teachers
- Ongoing staff development a priority
- Low student: teacher ratios
- Multi-age groupings (18 mo.-3/ 3-6/6-9/ 9-12/ 12-14 yrs.)
- Hands-on curriculum
- Well-equipped classrooms
- Sequential, multi-sensory materials
- Individualized programs for children
- Field trips & in-house programs
- Multi-cultural emphasis
- Education for peace

The secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination.

Maria Montessori

Why Choose Dearborn Heights Montessori Center?

A number of qualities characterize the programs at Dearborn Heights Montessori Center. Among them are...

Experience: Dearborn Heights Montessori Center has been offering high quality educational programs since 1972.

Accreditation: Dearborn Heights Montessori Center is accredited by the National Association for the Education of Young Children (NAEYC) under their new, rigorous standards. Only 8% of schools nationwide achieve this distinction.

Authenticity: The Montessori name is not patented, and can be used by anyone. In philosophy and practice, DHMC adheres to Montessori principles. Teachers are properly trained, classrooms are fully equipped, and the children experience a true Montessori program.

Highly-trained staff: Head teachers in all classrooms hold Montessori certification at the level they are teaching from the most respected training programs (American Montessori Society-AMS and Association Montessori Internationale-AMI). All teachers, assistant teachers, and support personnel participate in ongoing staff development programs.

Low staff turnover: Our extremely low teacher turnover rate results in an experienced and stable staff.

Safety: The highest priority is given to safety, and many policies and procedures are in place to ensure that all children are protected. All staff are CPR and First Aid certified.

Values: Kindness and consideration for others are taught and practiced. Respect and responsibility are operative concepts.

"One stop shopping": The single decision to enroll a child at DHMC will serve him or her through the toddler, preschool, elementary, and middle school years. Summer programs, athletic teams, before- and after-school care, after-school classes, and tutoring services are additional options offered on site.

Educational excellence: DHMC students excel academically, and collectively score well above grade level on standardized measures. Our graduates are consistently accepted to their high schools of choice, and thrive in those environments.

More than the basics: Specialists provide instruction in foreign language (French, Spanish), music, art, physical education, and technology. Numerous in-house presenters and field trips further enrich the children's experience.

Individualized programs: A mastery-based curriculum enables each child to progress according to his or her own gifts.

Cultural diversity: Students and staff from a wide range of cultures thrive in an atmosphere of mutual respect.

And last, but certainly not least—

A caring place: DHMC is a community that nurtures children, welcomes parents, and provides an environment that supports open communication.

DEARBORN HEIGHTS MONTESSORI CENTER

Elementary/Middle School Latchkey Procedures & Policies

Office Telephone: (313) 359-3000

Latchkey Telephone: (313) 359-6942

PROGRAM

Elementary/Middle School latchkey offers an interesting, enriching, before and after school program. Separate environments for lower elementary and upper elementary/Middle School are divided into areas that allow for a wide variety of activities: arts and crafts, board and card games, construction, puzzles, reading, housekeeping, blocks and accessories, listening to music, and more. There are group activities, projects and games, and daily use of the outdoors and/or gymnasium. Students are free to socialize, or to seek a quieter space for artwork or reading. After school, a monitored study hall in a separate room is an option for students who have homework. Our aim is to create a setting that is both enjoyable and beneficial for our students, and for the adults who work with them.

ADMISSION AND WITHDRAWAL

Students who are enrolled in Montessori elementary and Middle School are automatically admitted to the latchkey program. It is necessary only to let the school know if and when they will be attending. This can be done either by indicating full time or regularly scheduled use on the application for enrollment, or by notifying the office or classroom teachers at the time of use. If full-time users will be withdrawing from the latchkey portion of the program, the office must be notified so a billing adjustment can be made.

NOTIFICATION

The best way to notify the school that a student will be using latchkey is to write a note. These are posted, and the staff can refer to them easily. If a student is following a consistent pattern of use, even if that use is one or two days a week, only a single note is needed until the pattern changes. For occasional or inconsistent use, please send a note each time.

Notes should be SIGNED and DATED. It is helpful to staff and student if APPROXIMATE PICKUP TIME is indicated. A telephone call to the school is also an acceptable means of notification.

“GRACE PERIOD”

Five minutes “grace” is allowed at the end of the school day. After this, students are automatically taken to the latchkey rooms. The time used is billed from the stated pickup time (usually 3:30 p.m.).

SIGN-IN AND SIGN-OUT

Students are to be signed in upon arrival, either by the parent or staff person bringing him or her. They *must* be signed out when they leave. This is our control over each student's whereabouts, and our basis for billing. Students not signed out will be charged until 6 p.m. on that day. Latchkey sign-in sheets are used only for students utilizing extra hours; attendance is taken in the classrooms for students who attend only for regular school hours.

BUILDING ENTRY AND DEPARTURE

Elementary, middle school, and latchkey students should use the main front doors near the office. Students coming into the building before the beginning of curbside drop-off (about 8:10 a.m.) must be escorted into the building by an adult and signed in. Please do not send students into the building unattended.

Students using latchkey must be called for by a parent or other authorized person. If someone whose name does not appear on the child information card is to pick up your child, be sure to notify staff members in advance, as a student will not be released to someone unknown to the staff. It is expected that students will leave the building immediately after they are signed out.

SNACKS

An afternoon snack, provided by the school, is served to all in attendance. Foods are selected with child appeal and nutrition in mind, and represent at least two major food groups. We emphasize whole or fresh foods and pure juices in planning snacks.

EARLY MORNING FOOD

We recognize that there may be days when there isn't time for a peaceful breakfast at home. Students arriving at school prior to 8 a.m. may bring breakfast food. A table will be provided as a consistent eating space. Please send only finger foods (fruit, raisins, bagel slices, crackers and cheese, etc.). Please do not send snack foods or fast foods.

CLOTHING/OUTDOOR POLICY

Students using latchkey will be going outdoors daily throughout the year. Please be sure that they have weather-appropriate outer clothing. The latchkey program observes the school outdoor policy, which requires everyone to go outside with the group. Exceptions are made for students who provide the school with a doctor's letter outlining medical reasons for restricting outdoor play.

DISCIPLINE

Students are disciplined in a positive manner. We encourage the development of self-control, self-direction, self-esteem, and cooperation. The staff does not spank or otherwise physically punish students, and relies mostly upon verbal correction or withdrawal of privileges. However, in order to protect the security of the group, the school does reserve the right to exclude a student whose behavior is consistently inappropriate.

PERSONAL PROPERTY

Student's personal property (coats, lunch boxes, etc.) should be brought to latchkey in the morning and after school.

Students occasionally choose to bring toys or other articles from home for use before or after school. This is usually an acceptable practice, but the latchkey staff reserves the right to restrict personal items if they feel those items are detrimental to the program in any way.

PAYMENT TERMS AND CONDITIONS

FLAT RATE latchkey charges are paid directly to the school on a yearly or monthly basis. The rate is specified at the beginning of each school year. A student enrolled in full-time latchkey is entitled to unlimited use of services between the hours of 7 and 8:30 a.m. and 3:30 to 6 p.m. on regular school days, and at other designated times throughout the year (staff in-service, shortened school days, etc.).

HOURLY latchkey charges are billed monthly. Charges are calculated on an as-used basis at the rate shown on the tuition schedule, and are prorated to the quarter hour. The following conditions apply:

1. Latchkey payments should *not* be included with tuition. Please write a separate check payable to DHMC, or put cash in a separate envelope. Indicate on the envelope the time covered, or simply attach the bill. Tuition is paid by mail through the FACTS program, and hourly day care is collected directly by the school; thus the need for separating the payments.
2. Payment is expected in a timely manner. Students whose accounts are not current will be denied use of latchkey services until the account is paid in full.
3. There is a \$1 per minute late pickup charge after 6 p.m. These charges are included on hourly latchkey bills and paid to the school, but go in their entirety to the caregivers who stay late.

COMMUNICATION

Should questions arise, please ask! Latchkey staff, office staff, and administrators are all happy to help you, and should the appropriate person not be available, leave a message and you will be contacted as quickly as possible.

Technology

Technology is an important aspect of life, and its effective use is a crucial skill for students to develop. In addition to the various technology tools available in their classrooms, starting at first grade, students participate in 60-minute weekly technology lessons.

Lower elementary students begin with lessons on computer etiquette and gradually begin to work with programs and websites. Various software programs provide an engaging environment for students to learn necessary technological skills for their educational careers. Basic skills such as keyboarding and mouse manipulation, working with files, and using various programs are the foundation for more advanced learning. Students ultimately learn how to navigate a computer system, while also learning the basic commands for running various software programs.

As they reach **upper elementary**, students begin to make use of mobile technology. Community iPads and laptops are available for student use, along with the option of bringing in personal devices from home. Students are introduced to a wide variety of apps to aid research and creativity while using classroom iPads. Students also continue to make use of traditional technologies and websites with an emphasis on classroom learning and research.

Middle School students make use of technology tools in many facets of their day. Traditional computers, iPads, and multimedia tools such as camcorders and cameras are used across the curriculum. In addition, a LEGO robotics elective is available to the students.

Music

Music stimulates and uses the entire brain. Music is presented to our students from toddler through grade six twice weekly. In the spring, students in preschool through grade six perform in music programs.

Toddler students learn songs with simple rhythm instruments and have the opportunity to move their whole bodies.

Preschool-kindergarten students travel to the music classroom, where they enjoy rhythm instruments such as rhythm sticks, tone blocks, triangles, bells, and maracas, as well as many songs and simple dances. Students are introduced to the rhythmic notation of the quarter note, eighth note and quarter rest.

Grades 1-3 learn new songs and choreography. Dancing encourages whole body involvement with music and rhythm. Notes learned in preschool are reviewed, and the half note, whole note and rests are added. Students are introduced to playing simple rhythmic patterns on xylophones and glockenspiels, and they study a new composer or musician each month.

Grades 4-6 students learn more complex patterns on instruments to accompany singing. In addition, an extra music session is added at this level to study the recorder. Students work with tone chimes to introduce chordal structure and melodic reading. They learn more complex choreography that may include line dancing, square dancing, or circle dancing. Each month, students experience the work of a new composer or musician.

Middle School students may elect Music Appreciation where they meet once a week for 90 minutes to explore music history through written and listening lessons. Middle Ages through the Classical Era and Romantic through the Twentieth Century are two different classes offered. At the end of the study cycles in music, students present their research to their peers.



A Guide to Specials Programs

Art, Music, Physical Education,
Technology, and World Languages

Specials classes at Dearborn Heights
Montessori Center are an essential part
of a rich, challenging, and balanced
curriculum.

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World Languages— French and Spanish

French is presented twice weekly to our students from preschool through the sixth grade. They are introduced to the culture, music, art, and literature of French-speaking countries, as well as to the language itself.

The process of acquiring a language exercises the higher-level skill areas of the brain. These are the same places where problem-solving, mathematics, and science discoveries develop. DHMC is unique in having world language exposure begin at an early age and progress continuously. The younger it starts, the more open the brain becomes for later acquisition of this language and others as well.

Learning about other cultures encourages tolerance and acceptance of people different than ourselves. French is spoken all over the world, offering a wide variety of explorations. Seeing what life is like for other children, families, cities, and countries opens students' eyes to our wonderful world.

They are also a step ahead with the Michigan Merit goals presently in place.

Spanish is presented to students in first through eighth grade. The Spanish curriculum has three central goals. First, students develop confidence and beginning skills in Spanish. Second, students learn that language is an important means of understanding and appreciating another culture. Third, students learn that all languages have structure and sets of rules that are common.

Students in Spanish have opportunities to learn about Spanish and Latino history and culture through art, music, visiting speakers and pen pals. The content of the Spanish curriculum is integrated with classroom geography and social studies.

Physical Education

Physical Education is a sequential, developmentally appropriate program that provides students with the knowledge, skills, fitness, and attitudes needed to live a healthy, productive life.

Physical Education helps students build and maintain healthy bones, muscles, and joints, strengthens the heart, enhances the immune system, improves blood flow, improves posture, gives more energy, increases self-confidence and self-esteem, and enables the student to meet new friends and develop fulfilling relationships.

Extended Day students visit once a week and are taught to show compassion, respect, self-responsibility, and best effort, all cornerstones of our PE program. Class activities include showing kindness toward others and group participation while incorporating locomotor skills to help enhance physical maturation.

Grades 1-3 visit two times per week for forty minutes per class. Students learn components of the human body's skeletal and muscular systems. First, second, and third levels learn the major muscle groups and mechanics of their bodies along with internal organs.

Grades 4-8 work with their classmates to promote team building to achieve a common goal, a necessary trait to be a successful adult. Each student is given multiple opportunities to develop and practice his or her personal skills. Students are introduced to rules and strategies that help with understanding the concepts of each sport.

Units include: Soccer, Team Handball, Volleyball, Tennis, Floor Hockey, Basketball, Flag Football, Ultimate Frisbee, Kickball, and Track and Field.

Art Studio and Art History

Art stimulates both sides of the brain, teaches children that there are multiple solutions to problems, and helps children develop self-confidence.

Preschool: Our 3-4 year olds have a weekly 20-minute art history lesson where they are introduced to the art of early humans, Roman architecture, the work of famous artists, and more through stories, pictures, and artifacts.

Extended Day Kindergarten: In addition to art history, kindergarten students enjoy 45-minute lessons in the art studio that introduce the elements and principles of art. They develop their skills in paper cutting, weaving, creating coiled pottery, crayon resist, and printmaking.

Lower Elementary: Grades 1-3 enjoy a 75-minute art studio class weekly. In true Montessori fashion, the art studio allows for choice and freedom of movement. Work includes architectural blocks, drawing lessons, puppet theater, print shop, mono prints, and computer lessons.

Upper Elementary: Grades 4-6 have a 75-minute art studio class weekly. Work becomes more challenging and requirements increase. Step-by-step drawings, symmetrical face drawings, wax sculpture, and clay are explored. Students study specific artists and may create op art, cityscapes, prints, or watercolor paintings.

Middle School: Grades 7-8 may elect Art Studio. The lesson begins with researching a theme or art style. The students create sketches, learn the process of transferring sketches to canvas, and learn painting techniques. Finally, they present their research and work to their peers.