



Garden Notes: March 2018

Is Handwriting Still Important?

By Vida West



Maria Montessori describes the hand as, “the prehensile organ of the mind.” She said, “They watched my hand as I traced letters on a piece of white paper and came to realize that I was communicating my thoughts as if I were speaking. As soon as this was clear to them, they began to take the pieces of paper on which I had written something and carry them off to a corner and try to read them. To write properly, however, the hand must be able to draw signs.” (Secret of Childhood)

But that was then and this is now right? In the age of computers and voice-recognition technology, like many teachers (and parents) I fell into the trap of placing my priorities elsewhere. After all, how much will the future generation really *write*? Does how they hold the pencil or form each letter really matter if the drawing they produce of the word is somewhat recognizable? No one really cares about “pretty” handwriting anymore. Even as my own children got older and continued to struggle with issues like efficiency (they write slowly and illegibly with lots of letter and number reversals), I didn’t see where making them practice a lot (without fixing their letter formation) was helping. Then I went to the Handwriting Without Tears workshop....

[Read the Whole Article Here!](#)

Salsa and Chips with Vida!

Struggling to find the perfect bedtime routine?

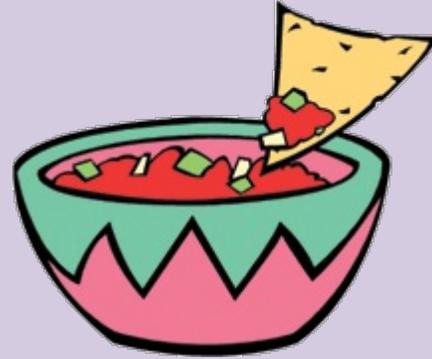
Bring your questions and ideas

Come join Vida for our March Teacher Talk!

Wednesday, March 14

10 AM or 1 PM

RSVP to [Vida](#) by clicking here or emailing her at



A Note from the Admissions Office...

Full Steam Ahead. Our enrollment for next year is starting to shape out, and for those whose children are returning, you will soon receive your notes confirming your child's program placement. Each year there are questions about how these decisions are made, and why some placement requests are not met. While we always have space in the school reserved for our continuing students, we do not have the luxury of space to accommodate the high number of specific requests that come in. So, let's try to clarify the process.

Enrollment priority in our classes begins with the **children continuing in their current class**. We have **multi-age classes** which means the classes do not turn over a whole new group each year. Toddler classes have children returning for up to 2 years, and Primary classes may have children returning for up to 3 years. There are a handful of new slots open in each class. The next step places the **Extended Primary** children, with some of those coming from this year's afternoon Primary.

The next priority in a multi-age program is developing a **well-balanced mix** of boys and girls, and ages - oldest continuing students, mid-level students, and children just entering the level - Primary or Toddler. This balance is very important in developing a high functioning Montessori classroom community and the quality we all expect.

Then, families with **siblings** have consideration in aligning time slots - though this is not always possible at the preferred time if classes have few slots per age group. When possible, siblings are enrolled in different classes, though this is also not always possible.

Additionally, we are a small school with very **limited space** in each class at any one time, and some time slots and days of attendance are in higher demand than others. All these factors together mean that there is not much leeway in making placements. Beyond these aspects, our **current families have equal priority**; we do not give preference based on participation or family history with the school. When all factors are equal, in-house lotteries and wait-pools for placements can happen. All of this occurs before offers are made to new families via the general lottery.

We know that you have multiple and complex reasons of your own that cause certain enrollment preferences to rise to the top, and we do not take these lightly.

Notifications from other schools may trickle down to impact our enrollment. It is possible that changes will happen that create flexibility in our program. Wherever possible I will make adjustments, keeping your child's and your family's needs in mind, and update you with changes that could affect your child's placement.

Kind regards,
Jamie



Upcoming Dates:



- March 14--Teacher Talk (See Above)
- March 22--Teacher In-Service--no school for students
- March 23 thru April 1--Spring Break
- April 2--Teacher Work Day--no school for students
- April 3--Students return

Thank YOU!

Thank you for all that you do to make us feel special and appreciated! Thank you to the Treadways for the Flower Bombs, Margarite K. for the Lattes, Erin H. for the cookie and treat assortment, Sarah W. for the Starbucks.



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