

### **Supplemental Programming [14 Del. C. § 512(6)]**

#### **1. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.**

SMS will be providing after school opportunities for students throughout the year. If a cost is involved, students with financial need will be assisted by a fund established by Sussex Montessori to support all children who wish to participate. It is expected that most programs will be offered for two sessions of 10 weeks across the school year. Among the types of programming that enhance and support a Montessori approach are:

- Art and Drama Clubs (grades 3 to 5)
- Color Your World (1st – 6th grade): A coloring and design workshop
- Lego Club (1st – 3rd grade)
- P.E. Club (K – 1st grade)
- Open Computer Labs (1st – 6th grade)
- Art and Drama Clubs (grades 3 to 5)
- Cross-age classroom buddies and book clubs
- Yoga (3rd – 6<sup>th</sup> grades)
- International Culture Workshops (3<sup>rd</sup> – 5<sup>th</sup> grades)
- Choir (3rd – 6th grade)
- Drama Kids Club (1st – 4th grade)
- Instrumental lessons (3<sup>rd</sup>-6<sup>th</sup> grade)
- Odyssey of the Mind

#### **2. Describe the school's programs or strategies to address student mental, emotional, and social development and health.**

SMS will be using the Responsive Classroom Approach, a research-based approach to K-8 teaching that focuses on the strong link between academic success and social-emotional learning (SEL). High-quality education for every child is built on the foundation of a safe and joyful learning community.

The principles of Responsive Classroom and the Montessori approach highlight many of the school components identified by the National Association of School Psychologists for supporting students' social and emotional welfare leading to positive mental health. These include:

- A school wide community emphasizing multi-age opportunities.
- A physical environment that is beautiful and welcoming
- Classrooms that support student engagement matching opportunities for learning to students' abilities, enhancing their self—efficacy, and is under their control. Classrooms where students have choice and help to determine rules, schedules, and what they learn are classrooms that support healthy development.
- Strong teacher – student relationships
- Supportive peer relationships
- Positive home- school relationships
- Parent involvement and support with parenting

Trained in observation, Montessori teachers are particularly adept at noticing when a child is under stress or acting in ways that are subtly different from their normal behaviors. They do not ignore these signs but will often engage the child in conversation to explore and seek to understand what might be happening. Children that have various behavior signs that may seem disruptive to the classroom will be redirected and engaged by Montessori teachers to help them find ways to recognize when they are stressed and alternatives to release that stress.

The Montessori classroom is particularly supportive of children who are under emotional or mental stress because it is predictable and consistent. The routine for the day is clearly established and understood by the child. The expectations of the teacher and logical consequences are understood. When needed, the Montessori teacher will find a way for a child to take a walk to deliver something to another teacher, use a quiet spot in the classroom to regroup, or other such strategy to relieve their stress. Finally, Montessori teachers provide support to all the children in the class with class meetings that emphasize the individual needs of children, how others in the class can support their peers, and ways to handle stress (Williams, B.R., Boyle, K., White, J. M., and Sinko, A., 2010).

SMS will contact with a local agency to provide guidance support and counseling for students for whom such support is needed. Such services will be offered with parent approval.

Williams, B.R., Boyle, K., White, J. M., and Sinko, A.( 2010). *Children's mental health promotion and support: Strategies for educators*. Retrieved from [www.NASPOonline.org](http://www.NASPOonline.org) .