



# The Sundance Spirit

## Quarterly Newsletter

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**Enriching the Mind and Spirit of Our Children**

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## Direct Talk

With Sundance Director, Robin Saia

**The school closed for two days during November, while the teachers and staff attended the Montessori Conference. What is the benefit for the school when the teachers/staff attend these annual conferences?**

*I strongly believe that professional development is vital to our school's success. The conference offers a very intense submersion in the Montessori Method by giving teachers the opportunity to revisit subjects they have already studied. They are also provided the means to update the subject environments in their classrooms, purchase new materials, network with other teachers, share information with each other, and become empowered and re-energized so the children have the best possible classroom environment available.*

*The conference offers approximately ninety different workshops to choose from, covering such topics as: practical ideas for the classroom, leadership skills, curriculum ideas, philosophical underpinnings of Montessori education, research, child development, public policy, board and staff development, family and parent involvement and education, peace education and conflict resolution, diversity, health and safety, environmental sustainability, technology, and community organizations. Teachers, administrators and parents travel from all over the world to attend the conferences. It is encouraging to see the worldwide recognition of the benefits and rewards of providing Montessori education to children and families.*



*One of the things which surprises me most when we attend the conference, is that we are one of the only schools I know of that makes these trainings available to their entire faculty. Sundance reserves around 4% of their annual budget for professional development. Many of the other Montessori schools only send administration or a select few of their teachers that have seniority. It is almost never made available to interns or assistants.*

**What did you take away from this year's conference?**

*A start of a whole new action item list! This is one of the reasons Brenda and I work so well together. On Sunday morning of the conference, we ran into each other in the lobby and the first thing we both said at the same time was, "We need to sit down and get our ideas together and set them in order of priority." We immediately sat down at a table in the lobby's central hub. While we set to work developing a strategic plan, nearly all our Sundance teachers passed by and sat down to share with excitement the new goals they were setting for their classrooms.*

**“There is no denying that we have a gifted and energetic faculty!”**

## Direct Talk (continued)

*At the end of our meeting, I think Brenda and I came up with around fifty action items in all, but we will need to spread some of them over a five-year plan so I will just speak to the next twelve months and our three main areas of development.*

*Now that we have our school's website up and running, (thanks to Oliver's dad, Ryan!) we would like to make the school as paperless as possible. This will benefit our planet, keep us in line with our goal of becoming a "green school," and allow parents to download and look up anything they need at a time that is convenient for them. Any way that we can provide better communication helps everyone.*

*Parent education and community building is always a top priority on my list. We have several new ideas in mind, to streamline those efforts, which we will be sharing in greater detail at the start of the next school year.*

*Professional development for our teachers has been on my list for about two years now. We will continue to offer Montessori training and workshops, in addition, we will be providing teachers more opportunities to meet regularly, visit each other's classrooms and other Montessori schools, and help support their development of at least two professional goals each year.*

*My third, and favorite area of development is the evolution of our program to meet the needs of the student population. This includes expanding our program to the upper elementary grades for next year, and the years to follow, improving our grounds, enhancing our classrooms, making additional extra-curricular activities available at the campus, including an agricultural component to the garden, just to name a few. There are always more programs we would like to do that one academic year alone cannot accommodate, so the need for a five-year plan has become a necessity in order to see these ideas actualize.*

*As a final note on this year's conference, I just want to add how grateful I am for the teachers we have at Sundance Montessori. Many of the administrators I met during workshops, had a toxic group of teachers that they worked with, teachers that did not support the mission of the school, did not work collaboratively with each other and were far from goal oriented.*

*At Sundance we are very fortunate that the teachers all get along exceptionally well. They know how to collaborate with each other and the school administration, and*

*they all have very special and unique individual talents that have enhanced the school. Whether they are musically or artistically inclined, have exceptional knowledge of math and science, love of literature, theater and dance, there is no denying that we have a gifted and energetic faculty!*

*The teachers show every day that they are committed and genuinely love the work that they do. They share a united goal of providing the best programs possible for the children. This kind of synergy is what makes the faculty at Sundance so cohesive, and creates such an enjoyable work environment.*

## Spotlight on: Ms. Anna

Ms. Anna Neal joins the Cherry classroom this year, after providing excellent care to the children in Moondance. If you haven't already had a chance to chat with the newest member of Sundance, the following is a brief introduction of the charming Ms. Anna.

Interview by Brenda Rios



### **You were born in Hawaii and lived there for how long?**

Until I went to college. I still have family there—my parents. I had my honeymoon there, my anniversary; it's my favorite spot to go. We try to go there at least once every year. I have a lot of history there.

### **Speaking of history there, I hear that you went to high school in Hawaii with someone who is famous. Who might that be?**

Our President-elect, Barack Obama, otherwise known as "Barry." He probably didn't know me, but I knew of him—he was older than me.

### **Did you attend Montessori schools as a child?**

No. My kids went to a Montessori school. After teaching in public school, I was so impressed. I wish I had taught it long ago.

### **What do you enjoy most about being a Montessori teacher?**

The enthusiasm of the children, and the freedom to grow and learn at their own pace. Compared to public school, it [Montessori] makes sense. To develop mentally, and there's so much more children can learn than other environments. I believe in it with a passion!

### **If you weren't teaching, what would you be doing?**

Writing a children's book, doing Speech Pathology, or homeopathic medicine—if I had all the time and money to do these fun things!

### **Anything else you want to share?**

If anyone ever has any questions about Hawaii travel, places to stay or see, feel free to ask me. I know all the spots!

### **MS. ANNA-FACTOIDS:**

#### **What is your favorite color?**

Sage green

#### **What languages do you speak?**

English, a little Hawaiian, and a little Spanish. I love languages and accents.

#### **Any pets?**

We used to have two miniature Daschunds named Rudy and Roxy.

#### **What was your favorite subject when you were in school?**

Creative writing and speech.

#### **Do you have a favorite quote, or motto that you live by?**

Enjoy now.

When my own children are feeling like the "grass is greener" or they want something more, I teach them to live in the moment.

# Why We Are A Sundance Family

## Interview with the Ponnada Family

### **When did your child first begin attending school at Sundance?**

*Rohit started at Sundance Montessori in 2004, when he was 2.5 years old.*

### **How did you come to choose Sundance over other schools in the area?**

*We were always interested in a Montessori type of education after reading and hearing about the Montessori system in the U.S. We always believed in having a solid foundation from the beginning, for any child.*

*We also heard about Sundance School from a colleague at Intel, and after meeting Ms. Robin and having a tour of the school, it definitely convinced us that this was the right school for Rohit.*

*With the same principle of building a solid foundation, we also plan to have our daughter, Nithya, start at Sundance too.*

### **Were you familiar with the Montessori Method before enrolling in the school?**

*Through word of mouth we were familiar with the Montessori Method of teaching through friends in the bay area and other places in the U.S.*

### **Is there a key concept or method in the Montessori classroom, (the environment or the curriculum), that you feel has made the greatest impression on your child?**

*We like many aspects of the concepts in the Montessori classroom. To name a few of the methods we like: a balanced teacher to student ratio, acceleration of teaching of class materials at the student's pace and development, discipline, encouraging students to be self-reliant and also the novel concept of having bigger kids partner and mentor junior kids in the same class.*

*Added to these concepts, experienced and friendly teachers definitely make it a complete and wonderful experience for students and parents.*

### **What do you hope your children will take away from their Montessori education, when they go out into the world as adults?**

*Montessori education and concepts offer engaging in positive interaction, advanced social cognition, concern for fairness and justice, and feeling more sense of community at the school. We hope Rohit will learn and role model in all the above values, and build a solid foundation in math, reading, and social and science subjects, which would be critical when he goes out into the world as a successful adult.*



Madhu and Nirmala, with their son Rohit, and daughter, Nithya.

# A Decalogue by Dr. Maria Montessori

Found at [www.montessori-ami.org/montessori/marialadec.htm](http://www.montessori-ami.org/montessori/marialadec.htm)

Forward by Brenda Rios

Robin and I had an amusing conversation centered on Montessori terminology that I would like to share with you.

Fresh from the Montessori conference, our heads swimming with lofty ideas, and a shiny new "To Do" list glimmering before us, Robin threw in one more very important item for our list:

"We also need to find a copy of Maria Montessori's Decalogue." Ordinarily I would jot down the item, but this time I paused. "Her what?" I asked.

"Decalogue." Robin repeated casually, as though I had only misheard her, when in fact, I was completely derailed.

"Ok, that is not a real word! That is a made-up Montessori word!" I protested aloud.

Robin laughed, pitying my lack of Montessori expertise. "Yes, it is a real word."

Of course, I resorted to the method I always use when I am in doubt, and need solid validation-I looked it up! Grabbing my handy little Merriam-Webster Dictionary out of the cabinet of my desk, I found that validation on page 201, just under decalcomania:

Deca●logue *n*: Ten Commandments.

"Oh!" I exclaimed, the lightbulb over my head suddenly aglow. "It's Maria Montessori's Ten Commandments."

The next day Robin enjoyed retelling this conversation when presenting the Decalogue to the teachers during our staff meeting. But I assure you, judging by the looks on a few of the faces around the table, I wasn't the only one who had never heard of Maria Montessori's Decalogue!

And so I present to you, in Maria Montessori's own words, the Decalogue (otherwise known as: The Teacher's Ten Commandments!) As you read them, recognize that it is not only teachers who may follow the Decalogue; parents, grandparents, and other persons involved in the life of a child can practice these daily, in showing care and respect for the child.

1. **Never touch the child unless invited by him (in some form or the other).**
2. **Never speak ill of the child in his presence or absence.**
3. **Concentrate on strengthening and helping the development of what is good in the child so that its presence may leave less and less space for evil.**
4. **Be active in preparing the environment. Take meticulous and constant care of it. Help the child establish constructive relations with it. Show the proper place where the means of development are kept and demonstrate their proper use.**
5. **Be ever ready to answer the call of the child who stands in need of you and always listen and respond to the child who appeals to you.**
6. **Respect the child who makes mistakes and can then or later correct himself, but stop firmly and immediately any misuse of the environment and any action which endangers the child, his development of others.**
7. **Respect the child who takes rest or watches others working or ponders over what he himself has done or will do. Neither call him, nor force him to others forms of activity.**
8. **Help those who are in search of activity and cannot find it.**
9. **Be untiring in repeating presentations to the child who refused them earlier, in helping the child acquire what is not yet his own and overcome imperfections. Do this by animating the environment with care, with restraint and silence, with mild words and loving presence. Make your ready presence felt to the child who searches and hide from the child who has found.**
10. **Always treat the child with the best of good manners and offer him the best you have in yourself and at your disposal.**

# Make Reading Fun!

By Linda Riek

Educators have many reasons for teaching reading to students. One main reason is to teach children to read fluently enough so that they can make the transition from just reading-to-read, to reading-to-learn. As a teacher at Sundance, that is definitely one of my goals, but a more important achievement to me is to help foster a lifelong love of reading in the children I teach.

Parents truly are the first educators of their children, and you have the first opportunity to instill a lifelong love for reading in your child. Much of reading is about attitude and self-confidence, and much is about making it fun for your child. Please find below a few of the more popular tried-and-true ideas for reading with, or to, your children:

## Pre-Readers

1. Spend time enjoying the pictures of a book before you even show or discuss words. You and your child might look for something that the illustrator has drawn a little bit funny; laugh about it!
2. Tie the pictures in to what your child knows. "Here is a car; does it look like our car?" turn each page and explore each picture. Your child will learn new vocabulary, and also start to learn the basic print concept of the direction of turning pages. You may want to play some guessing games. Cover a picture and give your child clues. He or she can then guess what the picture is.
3. You can find an unusual or special place to read. My children and I spent many days reading outside on our trampoline, or inside in tents that we built together out of sheets! Sometimes reading something different is just a little bit more interesting.

## Beginning Readers

1. The most important thing is to give your child time to figure out words. This means that you should count in your head slowly for at least 3 seconds before you help your child. Your child needs time to use the reading strategies he/she has to figure out or sound out words.
2. Picture cues are critical to new readers. Good readers use the skill of reading the pictures to help them learn new words and new vocabulary. How would anyone know what a "Plaf" is, unless they saw the picture? (Oh, a "plaf" is a fish with wings!) If your child is stuck on a word and there is a picture of it on the page, point to the picture and say, "that word is this." When you do this, you will be strengthening your child's reading strategies.

Children use the following strategies to construct meaning from print:

1. Semantic- meaning, look at the picture.
2. Syntax-structure, does it sound right?
3. Grapho-phonics-visual, does it look right?

Using the pictures is using the meaning cue, and it is a very important reading strategy.

If you are unsure of how to pick an appropriate reading book for your child, the old 5 finger rule is always good. Have your child read any page in the book you are thinking of choosing. If he misses (can't read) 5 or more words, then the book is probably too difficult for him.

A good thing to do at home is to share the reading with your child. You read a page, and then your child reads a page. This will really help make the reading task more do-able for your child, and not make it feel like so much work. This is especially true and helpful for struggling readers.

All children want to feel successful, and sharing the book helps with self-confidence and ensures a feeling of accomplishment. A very important benefit to sharing the book is that your child will get to hear your fluent reading and expression. Even if your child becomes an excellent reader, don't stop reading aloud to them!

After you read, asking "What if" questions is a great way to stimulate your child's imagination and interest in what they have read. You might ask "What if the pig in the story was a whale?" Your child will most likely have some great ideas about how the story would be different.

Reading is such a special skill and accomplishment. The love for reading is a great gift that you can give to your child. If you try to make reading fun, your child may just want to read more and more!

# Our AMS Conference Experience

With Ms. Kathy and Ms. Susan

## Kathy Nitchoff as interviewed by Brenda Rios

Since this was Ms. Kathy's first year going to the AMS Montessori Conferences with us, I wanted to find out what her overall experience was.

*It was awesome!* was her immediate reply.

I asked her if she had ever been to an AMS Conference before and she said that she had been to one in Chicago, when she taught at the Montessori school her mother owned, and her sister now owns and directs.

Next, I asked Ms. Kathy if she enjoyed all of her workshops, and if there was one that she enjoyed more than others.

*All the classes were phenomenal. Every class had something different that I learned. I really enjoyed "Music Every Day" by Frank Leto. It was about bringing music into the classroom through finger play, dance activities, and echo. It was a fun class to go to because we actually got to do the activities; we got to dance and sing during the workshop. It was fun! It showed how it's really important to stimulate more than one sense. The experience showed how children enjoy the classroom through a variety of senses.*

I wanted to know if Ms. Kathy learned anything new at the conference that she might be able to implement in the classroom. She humbly responded that, as an assistant teacher, she did not feel she could implement anything in the classroom, so I reframed the question to ask if there was a particular workshop that struck a profound chord within her.

*"Empowering Children to Resolve Conflicts" with Carla McQuillan. This is what I appreciate most about Montessori, how it helps the child develop as a whole, not only in education, but in their character; they learn how to be compassionate, grateful, and how to feel good about yourself too. It teaches about kindness, caring, and acts of kindness, solutions to conflicts and how important it is as a child, to identify and understand that they are very important persons.*

*This school really lives that. This school has that kind of environment.*

## By Susan Forde

One of the most interesting sessions I attended at the AMS Conference in November was the keynote address by Jane Nelson, Ed.D., a world renowned expert on positive discipline. Not only is Ms. Nelson highly qualified academically, she also has a wealth of first-hand knowledge as the mother of seven and grandmother of 20. She has been teaching and lecturing on the topic of positive discipline for 25 years. In her lecture, Jane Nelson outlined the five criteria for positive discipline, and they are as follows:

It is respectful, kind but firm.

It helps children feel a sense of belonging and significance.

It is effective long-term.

It teaches valuable social and life skills for good character.

It invites children to discover how capable they are and encourages autonomy.

One of the benefits of utilizing positive discipline techniques is that it helps to foster in the child the sense that he or she is capable and able to make meaningful contributions. There is a focus on solutions rather than consequences. However, she does not advise trying to solve problems at the time of the conflict, as most of the time, both parties need some time and space for "cooling-off."

In chapter seven of her book, *Positive Discipline*, Dr. Nelson says, "misbehaving children are discouraged children. Their misbehavior is letting you know they do not feel a sense of belonging and significance. You will be more effective in redirecting the misbehavior to positive behavior when you remember that there is a hidden discouraging belief behind the behavior." She goes on to state that the misbehavior should disappear once the discouragement is taken away.

At the end of *Positive Discipline*, Jane Nelson reminds us of three important points to keep in mind and keep us, "experiencing love, joy and satisfaction in our relationships with children." She says that how we do things is much more important than what we actually do, mistakes are opportunities for learning, and that some things have to be learned repeatedly.

If any of these ideas are of interest to you, there are some of Dr. Nelson's many books available to check out in the Sundance office. Happy reading!

# Sundance Students – Our Wish for Peace

by Brenda Rios



The faculty at Sundance noticed that the students were very excited about the political process during the Presidential elections this year. There was a lot of dialogue on campus between the students, leading up to the election of the next President of the United States.

With a new administration soon entering the White House, I wanted to get a sense of how the students want to be represented by their new President.

My intent was to go from room to room, student to student, asking the following question:

**What do you want the new President, Barack Obama, to do for you and your family, and the country, to keep peace in the world?**

Of course I soon found out that I had to reframe the question several times before a student would give me an answer. I made the mistake of assuming every student knew some basic concepts, such as: what a President is, and what peace on earth means. I soon found out this was not true. All the same, the answers they gave were amusing, thought provoking, and at times, downright random, but I would like to believe that the children were involved in a thought process, that perhaps some day will resurface again as they ask the same question of their world leaders, when they are old enough to comprehend what it means.

I first began in the Sequoia class, where the children were actively engaged in their work—as is usual in this classroom! I felt bad interrupting them for an interview, so I tried to be as unobtrusive as possible. Still, some students were just too busy, and could not be disturbed. There was no way I could compete with the cool new math game Ms. Linda had in her classroom! But of the few students I managed to get involved, here were there replies:

Alaina would like the President to “be nice.” A simple, often underrated request.

When I asked Gus what the President could do for him he replied, “give me a toy.” Julia, who was nearby also responded, “Give toys and play dough.”

Patrick’s response was very diplomatic when I asked what the President could do for the people: “Give them what they need.”

Adam feels the President should “put bad people in jail.”

Sebi understood the importance of preserving our earth and would like President Obama to “save the planet.”

Perhaps the Whitehouse will liven up a bit if the President and his family follows the advice of Jaz: “Make birthdays special and make people talk to each other.”

Josie, playing the part of junior reporter, assisting me with the interviews of her classmates, would like the President to “Be my favorite best friend.” And since she already has at least 20 best friends, adding the President to that list could only make her social circle all the more interesting!

The next room I entered was the Redwood classroom, where the Practical Life area was swarming with students festively decorating ornaments for the holidays. I was not sure how I was going to maneuver between students and red paint, but I gently glided through the classroom, determined to gain the student’s interest in my reporting.

Kriti did not hesitate to answer: “He should tell people to be nice to each other.” Sanjana agreed that he should “tell people to be nice.” Nyssa added that he should “speak nice.”

Lucas wanted the President to “be happy.”

Andrew wisely replied that the President should “Respect and protect our city and the whole solar system.”

Yash Tadikonda produced a miniature globe for me indicating that the President can make peace on earth by “making a present.”

Nathaniel would like the President to tell people to “stop fighting” and Raven would like him to “Tell people not to be loud in the country.”

David said the President can create peace on earth and “lead the people to say ‘No more fighting.’”

Niket wants to preserve our planet by making sure there is “no garbage on the ground.”

And President Obama should always, “keep control of the people,” according to Yash Trivedi.

Malia had a simpler, more practical request of the President: “clean my room.”

Which I’m sure would be a welcome alternative some days, as opposed to cleaning the environment, or the nation!



## Student Peace continued...

This roving reporter next wandered over to the Cherry classroom. I knew it would be challenging for our youngest group of students to answer the prompted question, so I rephrased it very simply, and gave each child plenty of time to answer.

It still proved to be a very difficult concept, so after a few students, Ms. Dina offered to pose the question as a group, during circle time.

Of the students I personally interviewed, Ryan H. told me the President can "share a straw and don't hit people." Armeen, who was sitting with Ryan, echoed his sentiments of non-aggression by saying, "don't fight."

Jens was concerned that people needed documents and said that the President should "give new papers to people." And Nikhil felt the President should "give signs to kids."

During circle, Ms. Dina got the following responses:

Manya said "no more fighting" and then added, "do some tricks."

Meghan also said "no more fighting."

Ryan N. feels the President needs to "give money, and let my daddy say "yes." His sister, Tara, would like the President to "decorate the houses." Possibly in time for the holidays?

Stella feels "he should be quiet." Luke said "he should say 'Please be quiet', while Sreeker would like the President to "talk."

Sammy thinks the Presidents "should go to school" and Oliver said he should "see our kids." (Put it together and one would conclude that the President should visit Sundance School and see our amazing kids!)

For the remaining students in the Aspen class, I had to employ the help of Ms. Suzi in order to interview the students. Inevitably, no matter what time of day it is, I always manage to walk in during circle, or a lesson, or quiet work time. So I passed the interview sheets off to her and eagerly waited to hear their responses. The Aspen class, after all, is home to "The Peacemakers."

When the responses were returned to me, the Aspen students revealed their maturity and thoughtfulness in their answers. There were students who were concerned about safety, for example, Shreya wants the President to "keep my family safe."

Samyak also said "save my family and give good speeches."

Safety is also important to Jenna who wants Mr. Obama to "keep us safe from bad people," while Joseph showed compassion for our non-human friends: "Keep animals safe. No killing."

Knowing that it is important to preserve our earth for future generations, some students gave suggestions for ways the President can help support that goal.

Jolie would like the President to develop "a new car that is good for our air!" And Vishal had some good advice: "Keep the earth safe! Don't go to the sun!"

On the humanitarian front, several students were concerned with those less fortunate than themselves. Rahul wants President Obama to "be friendly to poor kids," while Kasual would like him to "help kids learn, and help the homeless kids."

Realizing that the President is also a man, a person, an individual human being, a few thoughtful students had some ideas on how he can stay grounded and relax.

Ben would like the President to "find more new inventions and give more vacations." Grace said the President should "never be angry!"

And lastly, Ethan suggests Mr. Obama "sky dive- a lot!"

I wonder how adventurous the new President will be? Certainly he has a big job ahead of him, and our students are aware of it to some degree. They want a leader who will protect them, their family, and the world they live in. Their President needs to ensure their safety, while preserving the very earth that sustains them. And maybe, if he can find the time, he should relax and have a little fun. After all, isn't life supposed to be fun? Just ask a child-they always seem to know what's most important in this world!

# Sundance Student Alumnus: **EMILEE HOFFMAN**

**Age: 11**

**How old were you when you attended Sundance?**

2 years and 9 months – 5 ½ years.  
The first year I went 2 days a week,  
the second year, 3 days a week,  
and the 3<sup>rd</sup> year I went a full day  
for Kindergarten.

**Who were your teachers?**

Miss Robin and Miss Brandi

**What school do you currently attend?**

Marble Valley School in El Dorado Hills

**What are your favorite subjects in school?**

Art, math, reading and language arts.

**What extra curricular activities do you enjoy?  
Any hobbies or sports?**

Soccer (6 years)-mid-fielder Folsom Attack Select  
team  
Basketball (4 years)-point guard Folsom Stars  
Softball (6 years)-pitcher Panthers and  
Aftershock ('08)  
Golf (approx. 5 years)  
Piano (3 years)

Performing Groups for Youths (PGY) for 6 years,  
singing and dancing and putting on a show  
twice a year.

**Are you planning to go on to college when you  
finish high school?**

Yes

**Do you know what college or what state/country  
you would like to study in?**

Stanford or University of Hawaii



Emilee with Kim Welch

Playing 18 holes of golf with LPGA player Kim Welch in October 2008 and shooting a 92 for 18 holes!

**What kind of work/career do you want to pursue when you are an adult?**

FBI Agent or Professional Golfer

**What is the most exciting or interesting thing to happen to you in life so far?**

**What is your favorite memory of Sundance Montessori School?**

Doing the jobs and working in the vegetable garden.

**What parting words of wisdom do you have for our young Sundance students?**

Work hard, do your best and you will succeed.

Emilee's mom, Michelle, had a few things to add about our former student, and some kind words to include about her experience at Sundance:

"She does do a lot and she is a really good athlete. She is also a really hard worker and really knows how to stay on task (maybe she got that from Sundance). One thing I do think she got there is she doesn't need to be told to do her work. She keeps track of all her projects and gets her stuff done on her own. I think Montessori played a big part in that because she learned at an early age to be self-directed. I also think it helped with self-confidence. I think back to Em's years at Sundance and they were so wonderful. She had the benefit of a class with 12 kids and 2 teachers. Miss Robin really loved Em and saw all her potential and brought it out in her. Emilee brought up Sundance not long ago and asked if she could go to school there (she knew the school was expanding).

Thank you and Miss Robin again for interviewing her. "

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## About Our School

Sundance Montessori is a private Montessori school serving the needs of children in Early Childhood (3-6) and Lower Elementary (6-9).

The campus is conveniently located in the historic district of Folsom on a quiet, peaceful lot with two school buildings, a spacious play yard, complete with a small orchard of fruit trees, and a beautiful children's garden.

Before and after school care is also available on campus. Children may also participate in playgroups after school in M.A.P.S., Inc., a social skills play therapy program, dedicated to fostering diversity and compassion among children of all needs and abilities.

Check out the school's new website at:

[www.sundancemontessori.com](http://www.sundancemontessori.com)

Cherry classroom parent, Ryan Saul (Oliver's daddy), has graciously built the new school website, and will coordinate management of the site with Ms. Brenda, throughout the year. We will continue to build items into our website that will be beneficial for parents to use, including: posting upcoming events, downloadable frequently used forms, classroom calendars, newsletters, and more!