

THE TREEPOST



NEWS & NOTES FROM COUNTRY MONTESSORI SCHOOL | WINTER 2017

Giving thanks by giving back

Thirty students, teachers and staff recently spent an evening at Feeding San Diego in Mira Mesa. This was organized by Eva Rayburn, PTC Vice Chair, and was part of Country Montessori's Outreach program. Here are thoughts from two of our students who participated in the outreach program:

Aria Graham, 5th Level

"Feeding San Diego is a community organization that gives food to people that don't have access to food. More than 13,000 volunteers help each year and every dollar donated provides four meals to people in need.

The students organized oranges while the adults organized Starbucks leftovers, watermelons, potatoes, tomatoes, and some helped with the oranges. On Wednesday, everyone put together produce that would go to schools the next day. We made 197 orange bags in less than 2 hours.

About 400,000 people in San Diego are food insecure that means 1 in 8 adults and 1 in 5 children have very little food. Some parents go without meals to feed their children. Feeding San Diego provides more than 21 million meals to children, families and seniors each year.

Some people must make hard decisions everyday like choosing medications or food, gasoline or food, a roof over your head or food. Which would you choose? I think helping the community is good."



Adri Rayburn, 2nd Level

"When I went to help Feeding San Diego, it made me feel thankful for everything I have. I liked volunteering because I was saving people and kids from hunger. It made me feel excited that people can eat because of what I did."

CALENDAR ITEMS

DECEMBER

- 21 Pajama Day
- 21 Last Day before Winter Break

JANUARY

- 8 School resumes
- 15 No School - Martin Luther King, Jr. Day
- 25 Prospective Kindergarten & Elementary Parent Night



Like us on Facebook!



The Treepost is sent to families four times a year. For weekly updates, photos, and timely reminders, like us on Facebook!

Our Facebook page is also a great way to share CMS with friends and family and prospective families.

HELLO from The Head of School

What an amazing school year we have had so far! We are almost half way through the 2017-18 school year with 2018 around the corner. All classroom environments are busy with students working independently, in small groups or engaged in lessons. Our upper level students are preparing for their Early Man and Colonial presentations, our third levels have begun their study of islands and the Kindergartners recently started their reading groups with Ms. Parker. The Early Childhood environments are full of children working in all areas of the Montessori curriculum, with movable alphabets, geometric cabinets, golden bead materials, food preparation, scrubbing and maps of all of the continents.

"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

In October, the school hosted a curriculum night where both the classroom teachers and enrichment instructors shared overviews of their curriculum. The passion of the teachers resonated throughout all presentations which included highlights of the Montessori materials used in the classroom.



Stop in to see the new artwork in our front office!

We are so grateful to all the PTC volunteers who organized and participated in the Halloween Carnival and Food Bank. These activities add so much value to our school.

Our first fundraiser of the year, the Walk-a-Thon, was filled with enthusiastic students working hard for their school. Thank you to our Development Coordinator, Jose Bolanos, for leading this event. The official results will be announced very soon!

On December 14th, the Lower Elementary saw The Nutcracker at the Poway Performing Arts Center to support their classmate, Claire Bromley, who was performing. The following Thursday is the last day of school and a favorite with students as it is Pajama Day.

We return to school on Monday, January 8 along with several new early childhood students. Thank you to all the families who have referred potential students to CMS!

In January, the school will host an education night dedicated to presenting the importance of the cap year of the Montessori cycle (Kindergarten) in the EC program and the elementary curriculum in both lower and upper programs.

I wish everyone a very special and wonderful holiday season and a very Happy New Year!

Warmly,

Adela

Ms. Adela Corrales,
Head of School, CMS

Three Year Cycle

Dr. Montessori observed children and defined four stages of development (0-6, 6-12, 12-18, and 18-24); each stage is approximately 6 years and has its own developmental characteristics and challenges. The Montessori approach was developed in response to the needs and characteristics of the evolving individuals at each plane. In a Montessori environment, children are grouped in mixed ages and abilities in three to six spans: 0-3, 3-6, 6-12 (sometimes 6-9 and 9-12).

The three-year cycle is an essential element to Montessori education. Allowing children to stay in the same Montessori environment with the same group of children and teachers through the full three-year cycle is critical for teachers and children to build a very strong, stable and consistent community. Children can concentrate on the learning process without worrying about the transition adjusting to new teachers and new environment. Our teachers are able to make strong connections with children and give them better support based on their individual needs.

During these three years, children experience different roles, responsibilities and expectations. **The first-year children are the beginners.** They not only get lessons from teachers, but also learn from the older ones by observing and listening to their work. With the help of the older ones, younger children usually learn quickly and enthusiastically. **The second-year children are more independent and comfortable** in the classroom. They learn how to interact with both older ones and younger ones, while developing their knowledge and skills in all different areas. **The third-year children have the unique opportunity to be role models and community leaders.** Their knowledge is reinforced and their skills are strengthened by practicing and sharing with the younger ones.

A mixed age group environment also contributes to the moral development of children as they learn and practice to respect others, be sensitive to their needs, and to collaborate and build a community spirit. The third-year children excel in the Montessori classrooms, and experience the full benefit of Montessori education.

Message from the Board President

Each year, I look forward to the annual school Walk-a-Thon. I love watching the students show their school spirit as they don the latest color Walk-a-Thon T-shirt and participate in this school-wide event together. Parents bring signs, cheer for their children, and provide water breaks as the students race or walk the course. This fundraiser affords students a chance to see how they can contribute to a shared goal for the benefit of the school. Afterwards, students enjoy a shared ice cream celebration of their efforts.

The event helps add enhancements to campus, such as new playground equipment, shade structures, gardens and technology upgrades, that every student can enjoy.

Fundraising is also a marvelous way for CMS students, parents and staff to build a stronger sense of community and lifelong friendships, and have a great time doing it.

This year's Annual Auction Benefit & Dinner will be held on **Saturday, May 19, 2018**. In addition to attending, there will also be opportunities to assist in the success of the auction leading up to the event. Watch for more information in the coming months.

CMS BOARD OF DIRECTORS

President	Nina Kim, Owls
Vice President	Joy Hou, Owls
Secretary	Chris Zedelmayer, Owls
Treasurer	Kathy Rogers, Community Member
Owls	Kalyan Kuppuswamy
Eagles	Sean Gailey
Eagles, Ladybugs, Bumblebees	Peter Townsend
Staff	Adela Corrales, Head of School Vicki Rehkopf, Owls teacher Wendy West, Bumblebees teacher

DEVELOPMENT NEWS

Walk-a-thon success

Thank you to all the CMS students for an amazing job with the Walk-A-Thon – and to all of the parents who came out to cheer on all the walkers/runners. A special thanks to our wonderful sponsors: **Jinx, Reef Point Real Estate, SportClips RB, and Which Wich RB** – we appreciate your generosity!

The event was a huge success and because of all of you, we were able to raise **over \$14,000** to help support the Building Our Future campaign, invest in new technology for students and a new playground structure.

Annual Auction Benefit fun begins

We are already planning for this year's Annual Auction Benefit & Dinner on May 19, 2018. This event is a great way to get involved – from sponsorship, and auction donations to getting parent participation hours. Please contact me for more information: joseb@countrymontessori.org.



PTC NEWS

Thank you to all the families that volunteered for the Halloween Carnival this year. A special thank-you goes to Dragana Petrovic (Halloween Carnival Chair), Sean Gailey (Haunted House) and Ken McCann (Haunted House) for their tireless efforts to make this event a success! The smiles that day reflected the carnival's positive energy, good food, fun games, and laughter.



I hope by now that you have been able to attend one of our PTC sponsored events. Our Classroom Ambassadors have made it their mission to get families involved and join in the CMS community. There are more opportunities to stay connected, so stay tuned!

President	Gilda Reeves – Bumblebees, Dragonflies
Vice President & Outreach	Eva Rayburn – Eagles
Ambassador Coordinator	Kerstin Kirchsteiger – Bumblebees
Social Chairs	Kelley Swaine – Owls Dragana Kotokovic – Bumblebees
Staff Appreciation Chair	Cheryl Schneider – Eagles
Ladybugs	Marea Ortiz Anny Kuo
Bumblebees	Rebecca Colman Jenni Nguyen
Dragonflies	Alaina Beaudette MaryAnn Malvig
Eagles	Monica Scott
Owls	Lisa Wood Corinne Fond Ana Garza-Beutz

(...EXCERPTS FROM CLASSROOM NEWSLETTERS...)

BUMBLEBEES

EARLY CHILDHOOD | AGES 2.5 - 6



During line times we have been focusing on Sequencing and Monart. Monart is a style of teaching drawing that helps each child to develop their focus, fine motor skills, hand-eye coordination, as well as basic drawing skills, in a fun way! Each Sequencing and Monart activity is related to a book that was previously read and discussed. With sequencing, we discuss the sequence of events in the story and then do an activity or make a snack that is related to that sequence.

Truthfulness is one of the foundations of our virtues. We have many circle

times and role play activities that reinforce the virtue of Truthfulness. We want our children to understand the positive that comes out of telling the truth. As well as being able to recognize the good feeling they have inside when they tell the truth versus the negative feelings they have inside when they don't. We encourage you to practice these virtues at home and use the names of the virtues, so they recognize their meanings. For example, when your child is being truthful let them know you appreciate their truthfulness and why.



DRAGONFLIES

EARLY CHILDHOOD | AGES 2.5 - 6

The Dragonflies have been very busy working in the classroom. They eagerly wait and look forward to new lessons every day! During the month of November, we learned about the voyage of the new settlers in North America, the difference between the Settlers and Native Americans, and harvesting. This month we are talking about helping the less fortunate, writing thank you letters, Hanukkah, and the various ways Christmas is celebrated around the world!

Afternoon Line Times Topics Are Always Related to:

- Mondays - Grace & Courtesy
- Tuesdays - Art
- Wednesdays - Culture
- Thursdays - Cooking
- Fridays - Science

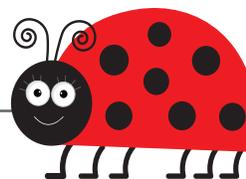
LADYBUGS

EARLY CHILDHOOD | AGES 2.5 - 6

The children are exploring and learning different science experiments during afternoon line time. In November the children made pumpkin playdough and slime. In December the children made artificial snow by mixing baking soda and hair conditioner. During these classroom experiments they learn how to work as a team, create and discover something exciting!

With the end of the calendar year rapidly approaching, school days are busy and productive. Despite the fast pace of the season, we make time every day to observe our students steadily working away, building their concentration, their social and academic skills, and most of all contributing to our classroom to make it a better place. We are constantly amazed at how quickly they show care and concern by offering to help another child or a teacher, and how adept they are becoming when faced with a problem to solve. These are such wonderful things to see and celebrate.

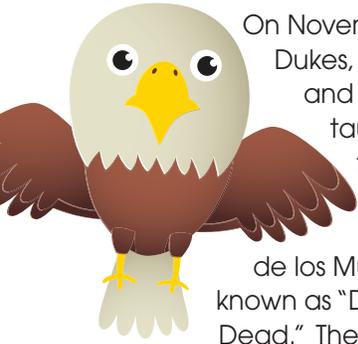
The sensorial materials lend themselves to what we call extensions. After a child is secure with doing the work as shown by a teacher, they are free to explore what else they can do with it. The constructive triangles can become creative designs, the pink tower and brown stair can be used together to create patterns, the red rods can become a tree, and the knobless cylinders can be used together (two or three sets) to construct various arrangements. There are so many possibilities!



(...EXCERPTS FROM CLASSROOM NEWSLETTERS...)

EAGLES

LOWER ELEMENTARY | AGES 6 - 9



On November 1st, Ms. Dukes, Ms. Carrete, and Ms. Salas taught us about the traditional Mexican holiday, Dia de los Muertos, also known as "Day of the Dead." The holiday honors friends and family who have passed away with an altar featuring photos, memorabilia, and favorite foods

of those departed. After learning about the various symbols, such as Marigolds, we tried a bite of a sweet bread called "Pan de Muerto," and concluded by watching the film *The Book of Life*.

Third Level students have been studying *The Mouse and the Motorcycle* by Beverly Cleary in Literature Group. As a conclusion to the book, they created dioramas to bring their favorite scenes from *The Book of Life*. Students presented

their dioramas while their peers had the opportunity to write positive comments on feedback slips. First and second level students were very curious about these projects, so the thirds also presented their dioramas to the entire class. Following this project, the thirds will be studying the elements of fairy tales by comparing original and "mixed up" versions of fairy tales. They'll conclude by creating their own version of a fairy tale!

OWLS

UPPER ELEMENTARY | AGES 9 - 11



This year the 4ths and 5ths, went on some very fun field trips. The Museum of Man was a very good learning experience. "It was fun. There were lots of things there. If you're going to discover something, that would be the place to do it," commented Cassia, one of the 4th level students that enjoyed this trip. They saw skulls and did assignments about hominids while learning fun facts about our ancestors. The 5ths had a very fun time learning about weather and the Midway's wartime experience. "The Midway was fun. I liked how the retired pilot gave us the tour. I also liked how it was still on the water," remarked Raina. They measured wind speed, temperature, and much more using Kestrels (a device used to measure weather). "I thought it was fun and educational. The assignments were cool and the trip was new and unique," noted Maya, who loved her Midway experience. Ultimately these

field trips were very fun and taught us many things. We hope there will be more of them.

Science has gone into great depth in the 4ths and the 5th level studies. The fourths have been learning about electricity, and the fifths are learning about density and many states of matter. We interviewed two fourth levels on their ideas of electricity and magnetism. They told us that their favorite science kit was the Morse Code kit (changing electricity into sound). The fifths have been exploring matter and density in science. The 5th level students have recently made Oobleck. This is non-Newtonian liquid. To test this new substance, we punched it and let it sit in a container to see if it took the container's shape.

What have the Owls been doing in Geometry? The 5th levels have been studying the circumference of circles. First, we went with Mrs. Rehkopf into the kitchen with huge sheets of paper,

and we also took some circular insets (An inset is a little circle with a handle in the middle). We first discussed what we could do to find circumference without pi. Someone said to use a string. Instead, we partnered and used rulers to draw a straight line. We rolled the circle on the line until the mark on the circle edge touched the line again. We marked there, and that line was equal to the circumference. Next, we used the circle to find how many diameters across it was from mark to mark. No matter which circle circumference was measured (even a Hula Hoop), there were always 3 diameters and then a little bit left over. That's where pi came from! The 4ths are also studying circles. They measured the diameters and radii of different sized circles and discovered the relationship between the diameter and the radius. They also learned the formula for volume for rectangular prisms by building the prisms with cubes.

MONTESSORI ENVIRONMENT

How to explain it to your friends

MONTESSORI ENVIRONMENT	TRADITIONAL ENVIRONMENT
Mixed age groups	Same age groups
Individual & small group instruction	Classroom & large group instruction
Child is an active participant in learning	Child is a passive participant in learning
Child learns at their own pace and follows their own individual interest	Child learns from a set curriculum according to a time frame that is the same for everyone
Based on the natural development of the child	Based on age defined national curriculum
Child can work where s/he chooses	Child usually assigned to a seat
Child's individual development brings rewards & motivation	Teacher acts as primary enforcer of discipline
Child sets own learning pace	Instruction pace set by group
Child chooses own work	Curriculum structured for child
Teacher has guiding role	Teacher leads the class
Work and learning matched to the social development of the child	Work and learning without emphasis on social development
Process-focused assessment, skills checklist & mastery benchmarks	Product-focused report cards
Shared focus on academic, social, practical and life skills	Main focus on academics
Shared emphasis on intellectual, social, emotional and spiritual development	Main emphasis on intellectual development
Learning is based on physical exploration	Learning is based on whiteboard and worksheets
Learning is reinforced by repetition & feedback from materials	Learning is reinforced by teacher correction, grades and rewards
Child is active and can move freely around the classroom	Child sits passively at desk

NEW After School Classes

We will be offering **Basketball** and **Krav Maga** after school classes for elementary students starting in January. We will also continue to offer:

- Art**
- Baton**
- Chess**
- Cooking**
- Dance to Evolve**
- Endangered Rangers**
- PlayBall**
- ThoughtSTEM**
- Yoga**

We hope that you will consider participating in one of our diverse after school enrichment classes.

ALUMNINEWS

Jenna Wheaton visited the Halloween Carnival and met up with Ms West and Ms Rehkopf and she talked with them about the activities she has been involved with since she left CMS.



PARENTS' PAGE

Haunted House by Sean Gailey



It is always a pleasure to watch how kids experience the Haunted House.

It starts with some nervous shuffling at the door. Maybe going in isn't such a good idea...

With a little encouragement from friends and parents, I see these wonderful humans dig deep for the courage and bravery they need to face their fear. That uncertain face soon became a wide smile, and as they exit triumphantly, with chin up high, they proudly declare, "Pfff! That wasn't scary AT ALL!"

The Haunted House crew really took it to the next level this year. We expanded the space by about 20 percent and added several new props and special effects that were generously donated by Gilda Reeves and Ken McCann. I want to send a huge thanks to everyone on the team for all the work they put in. The care and creativity that I saw from the team truly showed how committed these parents were to entertaining, and frightening, their children.

Big thanks to:

- | | |
|-------------------------|------------------|
| Dragana Kokotovic | Diana Crews |
| Kevin McCollough | Blair Kutzman |
| Ravi Ramachandra | Sunil Sunil |
| Niels Klitgord | Minakshi Rathee |
| Krishna Kasiviswanathan | Sudhanshu Mathur |



EAGLES learn about BEES

The Hertzog family joined us in October to share a Bee Presentation. We learned the differences between bees and wasps, how hives function, and all about beekeeping. Violet even showed us how a beekeeper's suit works. Thanks so much to the Hertzogs for sharing one of their fun hobbies with our class. Everyone took home a small jar of honey.



Do you have an interest or hobby or job that you would like to share with your students?

Please talk with your child's teacher!

SCARY-GOOD FUN!

by Dragana Kokotovic

I must admit that the thought of organizing an event as big as the Halloween Carnival was quite scary, yet it turned out to be a fun experience!

Our team included CMS staff, PTC members, Classroom Ambassadors, and numerous parent volunteers who spent many hours scheduling volunteer shifts, planning many fun activities, and turning the friendly school grounds into a Haunted House.

For me, the scariest moment came while we were sorting out the decorations - as I reached into the shed to take out another box, a full-size plastic Zombie fell out of a dark corner right onto my head! Truly, a "Twilight Zone" experience! But what was most gratifying was seeing kids and parents alike enjoy themselves, even past the closing time!

Many thanks to all volunteers - who helped build the set, work booths, donate cakes for the Cake Walk, and special thanks to our PTC President Gilda Reeves for generously guiding me through the whole process!

All in all, it has been,

a fun Halloween,

in Twenty-Seventeen!



HOLIDAY TRADITIONS Around the World

By Ava Zedelmayer, 5th Level

What's a better way to get in the holiday spirit than by checking out fun facts about holidays around the world? I've gathered interesting characteristics about Hanukkah, Kwanzaa and Christmas. I hope you will learn something new.

Hanukah is celebrated on the 25 day of Kislev (Kislev is in the Hebrew calendar. It would be late November or December in the Gregorian calendar) and goes on for eight days. It celebrates the rededication of the Holy Temple (The Second Temple) in Jerusalem at the era of the Maccabean Revolt against the Syrian Greeks. The celebration lasts eight days and on each of the days one more candle is lit on the nine branched Menorah. The middle candle is usually separated from the rest, it being below or above them. During Hanukah, people will play with dreidels which are four sided tops, and eat oil-based foods like doughnuts and latkes which are potato pancakes with garlic. This holiday is also known as the Festival of Lights or the Feast of Dedication. This holiday has been celebrated for over 2000 years.

Kwanzaa starts on December 26th and ends in January 1st. Its name comes from the phrase 'matunda ya kwanzaa' which means first fruits in Swahili. On each of the seven nights a child lights one of the candles on the Kinara and one of the seven principles is discussed. The principles are values of African culture like creativity, responsibility, etc. On Kwanzaa, people sing songs, play African drums, tell poetry and stories, dance and enjoy a feast, or Karamu. The first Kwanzaa was in 1966 and was created to help African Americans reconnect with their culture. It is rooted in the black nationalist movement of the 1960s. Dr. Maulana Karenga, professor

and chairman of Black Studies at California State University, Long Beach, created Kwanzaa in 1966. After the Watts riots in Los Angeles, Maulana searched for ways to bring African Americans together as a community. Kwanzaa is not a religious holiday and despite being an African American holiday, it is mainly celebrated in the U.S. The colors of Kwanzaa are black for the people, red for the blood

that bonds them together and green for the rich lands of Africa. This celebration is a chance for people to celebrate and share their heritage.

Christmas is celebrated from December 24th to the 25th. It celebrates the birth of Jesus Christ and festivities include carols, songs and gift giving. On the night of December 24th, a man named Santa is said to go around the world and give gifts to the good children and coal to the naughty ones. The first Christmas celebration was in 336 AD during the time of

Roman emperor Constantine. Years later, Pope Julius 1 stated that Christmas would be celebrated on the 25th of December.

The first Christmas tree was put up 1510 but no one knows who put it up, though it is thought to be in Northern Europe. In 2004 Pope John Paul declared the Evergreen tree a sign of Christ because it is always green and therefore, a sign of undying life.

Celebrations in the middle of winter are not new, though. They date back to before Christmas and the birth of Christ. In Europe, many people burn the Yule log (yule is an archaic term for Christmas) which is a specific log that is burned in the hearth. In Slovakia tradition states that the family must keep a live carp in the bathtub until Christmas, when they eat it for dinner. In Germany, children leave their shoes out overnight on December 5th, the night before Saint Nicholas's Day. The good one's shoes are filled with sweets, and the bad ones find a branch in their shoe instead. Christmas has many unique traditions around the globe and it's impossible for me to list them all! Christmas is a fun holiday and is enjoyed by all who celebrate it.

The holidays are often a fun time for everyone. Whether you celebrate Kwanzaa, Hanukkah, Christmas or another holiday, we are all thankful for this wonderful time to be together and share our happiness. Ultimately, religion and our traditions are not what we should be judged by. We are respected for our character, our personality and perhaps most of all, our choices. Let's take this time to get to know each other and bond with family and friends.

Happy Holidays, everyone!



MEET THE TEACHERS

NADIA SALAS

EARLY CHILDHOOD

Where did you live as a child?

I am a born and raised San Diegan.

How many years have you been teaching at CMS?

This will be my 4th year at CMS. I started teaching Spanish just at the Early Childhood level. After 2 years I started to teach both Early Childhood and Elementary. Now I am lucky to be teaching in Dragonflies.

What did you do before you came to CMS?

I love to teach, help and learn so before I was at CMS I was working in Public Health at various non-profit organizations where I conducted research and managed Public Health campaigns. I also taught different age levels on various Public Health topics.

What do you enjoy about teaching in Early Childhood?

First of all, Kindergartners are so cute! Why wouldn't I want to spend my whole day with them? There is something about being their first teacher. Giving them their very first lesson and seeing their first academic triumph it just makes me very happy. I have this great opportunity to help start a child's academic journey to start learning and love it in the process.

Which is your favorite material in the classroom? Why?

I really like all the material because it is so hands on but if I had to pick 1 it would have to be the golden bead material. I love the idea of how math is so abstract but the golden bead materials can make addition, subtraction, multiplication and division so concrete and tangible.

What are your interests?

I really love crafts. I am always looking for things I can make or create. I also love to sing very loud and dance when no one is looking or listening or when I am just with my girls. They don't judge my singing abilities or at least I don't think they do.

What is the most important thing you would like parents to know about Montessori education?

I think that would be that I truly believe in it and it works because I have seen it work for my children. It allows for children to learn and understand the meaning of what they are learning not just memorize things to get by.



LYNN PARKER

LOWER ELEMENTARY

Where did you live as a child?

I grew up in a small town about 70 miles north of Poway.

How many years have you been teaching at CMS?

My first experiences at CMS began in January 2007 as a substitute teacher in lower elementary. This year marks my 10th school year as the lower elementary reading teacher.

What did you do before you came to CMS?

Before CMS, I wanted to be a public school teacher, so I received my Teaching Credential from San Diego State University and began substitute teaching at public schools here in Poway.

What do you enjoy about teaching Reading?

I love it when students say things like, "Oh, that's like when my..." because it means they're making meaningful connections to what they're reading.

Which is your favorite book to read with children? Why?

Dragons Love Tacos and *Charlie and the Chocolate Factory* are two of my most favorite books to share with children. Both books are filled with humor, food, and wonderful imagination!

What is a favorite memory from your childhood?

As a child I spent a lot of time sailing here in San Diego, so I have fond memories of being on the water with family and friends. Sailing helps children learn sense of direction, patience, resourcefulness, and tenacity.

What are your interests?

I enjoy exploring new interests such as: wine, cooking, architecture, improv, Toastmasters, and mindfulness.

What is the most important thing you would like parents to know about Montessori education?

I so appreciate how the Montessori approach honors and fosters the development of the whole child: physical, social, emotional, cognitive, and beyond!



MISSION STATEMENT

Country Montessori School is committed to maintaining its leadership in Montessori education. Our mission as educators and parents is to foster independent, confident, academically prepared, and socially responsible citizens, who will be lifelong learners and problem solvers. We will grow and evolve to meet the needs of our children, parents and community.

Picture your child here...



Call for a tour!

Ages 2.5 - 11

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