

Family Handbook

Montessori Elementary & Middle School of Tracy, Inc.

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Introduction

The Head of School and the teachers of the Montessori Elementary and Middle School of Tracy welcome you and your child to the School. The Family Handbook presents the philosophy, goals, policies and procedures of the School. The Family Handbook aids you in understanding the School, and in your child's adjustment to the School. If there are any questions the Head of School and teachers are happy to respond.

We look forward to having your child with us!

Maria Montessori

Maria Montessori was born in 1870 in Italy and became the first woman to receive a medical degree in Italy from the University of Rome. In the first decade of the twentieth century Dr. Montessori observed children carefully and experimented with different materials and teaching methods. Dr. Montessori visited various schools throughout Europe seeking effective teaching approaches. Unimpressed with the teaching styles and methods of the day she returned to her observation of the child to determine the most effective teaching approaches. From careful observation and experimentation Montessori developed the world famous Montessori Method and Montessori Curriculum Materials.

Montessori Method

The Montessori method focuses –

- on the nature of the Student as self-educating insofar as the student must uniquely create the neuron connections in his/her own brain,
- on the role of the Teacher as the critical connection of the child to the learning environment, and
- on the learning context of the environment in supporting learning.

Head of School

Dr. Pamela Zell Rigg is the Head of School. She is responsible for selection and development of the teachers, and the curriculum development of the program. She has been involved in Montessori education for over forty years as a teacher, educational

director, teacher trainer, and head of school. Dr. Rigg has her American Montessori Society Teacher Credentials at the Early Childhood, Elementary, and Infant and Toddler levels. She has an MA in Early Childhood Education from New York University, a MA in Educational Psychology from the University of Arizona, and a Ph.D. (doctorate) from the University of California, Berkeley in Math, Science and Technology in Education. Dr. Rigg is a past Director on the Board of the American Montessori Society (1989 – 1997) in New York City. Dr. Rigg is the Program Director of the Montessori Teacher Education Center San Francisco Bay Area with two teacher preparation location in the Bay Area.

Affiliation

The Montessori School is affiliated with the American Montessori Society. The Society provides standards for the School, and consultants and seminars for professional development. The School is equipped with the required Montessori materials and the Head Teachers hold Montessori Teacher Credentials as required by the American Montessori Society.

School Philosophy Statement

The School believes that the student is naturally interested and curious about the world. Within the context of an accepting, nurturing school and home environments the student's natural tendencies to know about the world.

School's Purpose Statement

The purpose of the Montessori School is to provide high quality Montessori elementary and middle school education to the community that we serve.

School's Goals for Your Child

The School's goal is for your child to experience nurturance, encouragement and direction in order to optimize the potentiality of your child in intellectual, social and emotional development. The language arts and mathematics are foundational and anchor all other learning.

School's Goals for your Child

The State of California Department of Education has established *Standards* called *Core Curriculum*. In recognition of these academic expectations the School has defined academic goals in the area of language arts and mathematics. The academic goals the School has for your child are delineated in the final section of the Family Handbook.

Research has proven that the child's learning and overall productivity increases with the implementation of a standards-based educational system. Standards define the curriculum for the student and identify the level of instruction appropriate to the grade level. As teachers and the family understand the curriculum expectations at each grade level, they better provide the learning experience that allows the child to successfully achieve in all standards. See *The Curriculum Guide for the Lower Elementary Level (Grade 1, 2 3)*, *Upper Elementary Level (Grade 4, 5 and 6)*, and *Middle School (Grade 7 & 8)*.

Montessori Learning Environment

The Montessori learning environment and learning activities for your child reflect the School's Montessori philosophy and goals. The environment supports your child's curiosity about the world and supports your child's development in language arts and mathematics. The teachers act with encouragement and offer direction in order to optimize your child's academic development, and guide your child's social and emotional development.

Hours of Operation

The School is open from 6:45 AM to 6:00 PM. The academic school day is from 8:00AM to 3:00PM.

Arrival time is from 7:30AM – 8:00AM. Departure is from 2:45PM – 3:00PM.

Programs

Before School 6:45AM – 7:30AM

Arrival 7:30AM – 8:00AM

School Hours 8:00AM – 3:00PM

Lower Elementary Level (Grade 1, 2 & 3) in Rooms 1, 2, 3 and 4

Upper Elementary Level (Grade 4, 5 and 6) in Rooms 5 & 6

Middle School (Grade 7 & 8) in Room 8

After School Clubs 3:00PM – 4:15PM – Optional at an additional fee

After School Day Care 3:00PM – 6:00PM

Schedule of the Day – Lower Elementary – Grades 1, 2 and 3.

8:00AM – 11:00AM Language Arts and Mathematics
30-minute reading small group
30-minute mathematics small group
Exact Path Mathematics and Language Arts assignments
Iknowit mathematics assignment

11:00AM – 12:00PM Lunch & Recess
With Physical Education Coach once per week

12:00PM – 12:30PM Silent Reading & Penmanship

12:30PM – 1:00PM Science or History Lesson of the Day
Monday – Botany – Plant Study
Tuesday – Zoology – Animal Study
Wednesday – History – Organization of Time

Thursday – Fundamental Needs of People
 Friday – Geometry – Shapes and their Aspects
 Geography – Study of Land Forms
 within each Continents, Study of Biomes

1:00PM – 2:30PM Follow-up Activities related to the Afternoon *Lesson of the Day*

recess
 session
 Afternoon Specialist:
 Art – once per week
 Music – once per week
 Sports – once per week in addition to once at a
 Technology – once per week
 Spanish – four times per week – 15 minutes per

2:30PM – 2:45PM Preparation for Dismissal

2:45PM – 3:00PM Dismissal

Schedule of the Day – Upper Elementary – Grades 4, 5 and 6.

8:00AM – 11:30AM Language Arts and Mathematics
 30-minute reading small group
 30-minute mathematics small group

Follow-up Language and Mathematics Assignments
Exact Path Mathematics and Language Arts assignments
Iknowit mathematics assignment

11:00AM – 12:00PM Lunch & Recess
 With Physical Education Coach once per week

12:00PM – 12:30PM Silent Reading & Penmanship

12:30PM – 1:00PM Science or History Lesson of the Day
 Monday – Botany – Plant Study
 Tuesday – Zoology – Animal Study
 Wednesday – History – Organization of Time
 Fundamental Needs of People
 Thursday – Geometry – Shapes and their Aspects
 Friday – Geography – Study of Land Forms within each
 Continent.
 Study of Biomes

1:00PM – 2:30PM	Follow-up Activities related to the Study of the Afternoon
	Afternoon Specialist: Art – once per week Music – once per week Sports – twice per week Technology – once per week Spanish – four times per week
2:30PM – 2:45PM	Preparation for Dismissal
2:45PM – 3:00PM	Dismissal

Orientation to the Montessori School

After your initial telephone call to the School a tour of the school is arranged. During the School visit you had the opportunity to observe the classroom, meet the Director, and possibly the teacher that your child will have. After the tour you may request that the link to the application be emailed to you. Upon submission of the application your child is invited to take the on-line diagnostic which tests reading achievement level and mathematics achievement level.

The School is available to answer any questions that may arise before the school year begins.

Admission Policy and Procedure

Admission Policy - The School is an educational service for children ages five and fourteen years old – from kindergarten through eighth grade. Enrollment is available to children within this age range regardless of race, gender, ethnic background, national origin, religion, or disability. Returning students, siblings, legacies and Montessori school transfers are accorded first admission. Enrollment is then open on a first come, first serve basis. The School reserves the right to refuse admission based upon likelihood to benefit from the School program.

Admission Procedure - Tour of the School is required before submitting an on-line application.

- ◆ After the tour a request by the family for the link to the on-line application is made.
- ◆ The prospective student is invited to take the on-line diagnostic which tests reading achievement level and mathematics achievement level.
- ◆ A letter of acceptance or waiting listed is mailed. Re-enrollment of current students is held until March 1st.
- ◆ On-line information is required to be completed.
- ◆ Tuition payment is charged, beginning with the first payment on August 1st.
- ◆ Invitation to the Open House the Thursday prior to the first day of School is emailed along with the School Calendar and the Schedule of the Day.

Child's On-Line File Requirements

Prior to attendance the following forms must be completed and submitted to the School:

- Enrollment or Re-enrollment Application
- Admission Agreement
- Consent for Medical Treatment
- Identification and Emergency Information
- Physician's Report
- Parent Participation Form
- Tuition Installments Acknowledgement
- Student Code of Conduct
- Computer Use Agreement
- Child's Pre-admission Health History
- Acknowledgement of the Family Handbook

Upload documents;

California School Immunization Record:

Vaccine

Polio	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input type="checkbox"/> #3	<input type="checkbox"/> #4	<input type="checkbox"/>
DTaP	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input type="checkbox"/> #3	<input type="checkbox"/> #4	<input type="checkbox"/> #5
MMR	<input type="checkbox"/> #1	<input type="checkbox"/> #2			
Hib	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input type="checkbox"/> #3	<input type="checkbox"/> #4	
Hepatitis B	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input type="checkbox"/> #3		
Varicella	<input type="checkbox"/> #1	<input type="checkbox"/> #2			

Polio – at least three doses (if the third or last dose was given before two years of age one additional dose is required)

DTaP/TD – at least four doses (if the fourth or last dose was given before two years of age one additional dose is required)

MMR (Measles, Mumps and Rubella) – one dose of each on or after the first birthday

Hib & HepB – third dose at least four months after the first dose

Varicella – on or after first birthday

Booster Polio, DTaP and MMR between four to five years old

Physician Report

Immunization School Policy

Enrollment at the School **requires** the immunizations doses listed above, and the frequency and dates as indicated.

Tuition

Tuition is for the academic year. Tuition may be paid in full or tuition may be paid in ten equal monthly installments. To secure your child's enrollment for the upcoming school year a *nonrefundable enrollment deposit* of \$200.00 is required. The \$200.00 deposit is

applied towards your child's first tuition installment in August. The tuition deposit is due by the last day of February. The remainder of the first tuition installment is due by August 1st. The subsequent nine tuition installments are due on the first of each month September through May.

Day care hours are hours in addition the regular program hours for which you have enrolled your child. Day care hours are billed at the end of the month.

Change of program charge is \$25.00. Program changes are allowed once within a 30-day period.

Tuition is payable through ACH – direct transfer. Check payments incur a \$10.00 payment-processing fee.

Tuition installments are due the first of the month and are delinquent after the fifth of the month. A late fee of \$50.00 is billed after the fifth of the month

Enrollment is not extended past the month for which payment is not received. Tuition installment balances are sent to an outside collection agency. Enrollment may be re-established through a re-enrollment application and the full \$100.00 application fee.

Payments not honored by the bank incur a \$25.00 return fee. Replacement payment must be secured (money order or cashier's check). Re-occurrence of un-honored tuition payment requires secured payment (money order or cashier's check) in future payments.

Tuition installment payments are not adjusted due to illness, vacation, or other absences from School.

No adjustment or refund is made if your child is withdrawn from the School after April 30th. Before March 30th adjustments are made only with a thirty-day written notice submitted to the Director.

Refund of Tuition - Withdrawal

Refund of tuition is made on a pro-rata basis when thirty days written notice of withdrawal is given by March 30th. The formula for calculating the tuition refund is the academic tuition divided by the total number of school days, times the number of days of your child's attendance. This dollar figure represents the pro-rata use of educational services. This amount is subtracted from payments already made. Refunds are issued within two weeks of your child's last day of school.

Book and Material Fee is prorated along the following schedule:

75% refund with withdrawal prior to November 1st.

50% refund with withdrawal prior to January 1st.

25% refund with withdrawal prior to March 1st.

The Application Fee is not refunded or prorated.

Late Enrollment Tuition

The formula for calculating the late enrollment tuition is the academic tuition *divided* by the total number of school days *times* the number of days of your child's projected attendance. This dollar figure represents the pro-rata use of educational services. This amount is paid over the remaining installment months with the remaining tuition due at the beginning of enrollment. The *Application Fee* is not prorated. The *Book and Materials Fee* is one half if enrolled after January 1st.

Enrollment

Tuition is for the academic school year. Tuition may be paid in full or tuition may be paid in ten equal monthly installments with the first 8 installment due August 1st and the tenth and final payment due May 1st. To secure your child's enrollment for the upcoming school year a *nonrefundable enrollment deposit* of \$200.00 which is applied towards your child's first tuition installment. The tuition deposit is due by the last day of February. The remainder of the first tuition installment is due by August 1st. The subsequent nine tuition installments are due on the first of each month September through May.

Brightwheel

Brightwheel bills and collects tuition and other school fees in behalf of the Montessori School. The School advises Brightwheel of enrollments and of the program that a child is enrolled. Brightwheel is advised of program changes, withdrawals and late enrollments. No special financial arrangement can be negotiated through the Director or through Brightwheel that is different than the written arrangements found in the Family Handbook and the Tuition Agreement form including the waiver of late payment, returned checks, and change of program fees. Brightwheel bills tuition and other fees seven (5) day before the end of each month. Review and submit payment by your securely saves bank information at no fee, or pay by credit card for a processing fee.

Family Participation Commitment

Each family is required to donate ten hours per year per child enrolled. Participation may take the form of service on one of the family committees, or service in the school office. If this participation is not possible for your family a \$200.00 Family Participation Fee is assessed per child enrolled.

Arrival and Dismissal Procedure

Prompt arrival is important for your child to fully benefit from our program. The general continuity and calm of the classroom is disrupted by tardy arrivals. The following are the arrival and departure times.

For the *School Program*:

Arrival is between 7:30AM and 7:50AM

Dismissal is between 2:45PM and 3:00PM

Students not picked-up by 3:00PM are taken to Day Care to ensure proper supervision. Late pick-up (after 3:00PM) incurs the standard Day Care charges.

For the All Day Program:

Arrival is between 6:45AM and 7:50AM

Dismissal is between 3:00PM and 6:00PM

Late pick-up (after 6:00PM) incur the after-hours fee of \$5./five minute increments.

Release of Child to Authorized Persons Only

Your child is only released to those persons appearing on the *Emergency and Identification* form that each family completes on-line prior to attendance. If the person is not recognized by the dismissing teacher photo identification is requested.

If someone is picking up your child that is not listed on the *Emergency and Identification* form a signed note or email must be submitted to the school during the day.

Lunch Policy

The family provides lunch for their child. Any portion of the lunch not eaten by your child is returned home so that the family can monitor food preferences and food intake. Children are not permitted to share food with other children.

Lunch is required to be nutritious. A nutritious lunch is low in sugars and low in fats. A nutritious lunch is high in nutrients that include vitamins, minerals and protein. Read the ingredients information on packaged foods. If one of the first three ingredients listed is sugar-based (sucrose, glucose, corn syrup, honey, etc) then do not send that food item in the lunch. The following items are to be omitted from lunches for the same reasons: soda, fruit *drink* (fruit *juice* is fine), cake, cookies, sugared cereals, chocolate items, candy and gum. If a child brings a high sugar or high fat food items you will be reminded of the policy with a note.

The following information is intended to assist you in putting together a healthy lunch for your child. The USDA's Food Guide Pyramid recommends that children eat the following per day:

Milk/Dairy	2 servings	Meat/Protein	2 servings
Vegetables	3 servings	Fruits	2 servings
Bread/Cereal	6 servings		

For older children (and adults), add one serving of milk, one serving of meat, two servings of vegetables, two servings of fruit and up to five servings of bread. **Serving sizes are smaller for children.** One tablespoon per year of age is a good general guide. You may want to try including servings from each of the five food groups in your

child's lunch each day. Some suggestions your child may find appealing are included in the following table.

MEAT/PROTEIN BREAD/CEREAL	MILK/DAIRY	VEGETABLE	FRUIT	
2-3 servings daily servings daily	2-3 servings daily	3-5 servings daily	2-4 servings daily	6-11
Sandwich (tuna, egg, lunch meat, cheese, etc.)	Low or non-fat milk	Raw veggies with low-fat dip (carrot, celery, bell pepper, broccoli, cauliflower)	Unsweetened juices (calcium fortified is good)	Wheat bread
Left-over chicken	Cheese sticks	Mashed potatoes	Banana	Tortilla
Quesadilla (tortilla with bean and/or cheese)	Cottage cheese with fruit	Baked potato with cheese	Apple or unsweetened applesauce	Pasta

On special occasions such as a birthday or holidays, the School stretches the nutritious food rule in order to allow for treats. Please keep the sugar to a minimum. If you have a questions about a food item that you are bringing ask a teacher for advice.

Please advise the School if your child has a food allergy, or a dietary restriction.

Day Care Hours

In addition to the regular school programs from 8:00AM to 3:00PM there are day care hours that may be utilized on an *as-needed* basis. These hours are supervised and provide care during extra hours a family may require before or after regular school day. Notification of extra hours is requested in advance. Day care hours may be used in an *as-needed* basis. Day care hours are billed at the end of the month.

Afternoon Day Care Hours & Snack Requirement

Afternoon Day Care is provided from 3:00 – 6:00 PM. The school does **not** provide after school snack. Students must provide a snack for themselves.

Late Pick Up – Day Care Program

Late Pick Up is when pick up of a child occurs after 6:00 PM. An automatic, non-negotiable late fee of \$5.00 for each five- minute interval is charged.

Late Pick Up – School Program

Late Pick Up is when pick up of a child occurs after 3:00 PM for a student enrolled in the School Program, or 4:15PM for a student enrolled in the After-School Club. Students are taken to Day Care. An automatic, non-negotiable day care fee of \$3.00 for each fifteen-minute interval is charged.

Personal Belongings Remain at Home

Personal belongings remain at home. They are a distraction to both your child and the other students. The school provides the supply box containing all needed supplies in a non-distracting format!

Clearly label or mark all of your child's clothing. Encourage your child to take personal responsibility for his or her clothing. The School maintains a *Lost and Found*.

Routines

Routines are an integral part of the life of your child and the School program. Routines allow your child to apply practical life skills and develop self-help and social skills. Arrival and departure routines, lunch routines are predictable for your child. Routines follow a sequence so that your child experiences a relaxed and peaceful atmosphere as your child moves through routines and through the day.

Birthdays – Celebration

Your child is invited to have a birthday celebration at School. Birthdays are celebrated at 11:00 to 11:30AM at lunchtime. The family may choose to share cupcakes and/or pizza with his or her classmates. No goodie bags, please. Your generosity is appreciated, but not all families can afford a gift to all the children. Further, our children have so very much stuff already!

Field Study Trips

Field study trips may be arranged during the school year with appropriate notice to families and a permission form to be signed and returned to the School.

Child Abuse Reporting

While everyone should report suspected child abuse and neglect, the California Penal Code requires that certain professionals and laypersons must report suspected abuse. The *mandated reporters* include teachers. Failure to report suspected abuse by a *mandated reporter* within 36 hours is a misdemeanor punishable by 6 months in jail and/or a \$1,000.00 fine. Marks on your child that are not satisfactorily explained to the School are reported to authorities.

Family and School Partnership

Families are in partnerships with the School, establishing and maintaining regular, ongoing, respectful two-way communication to build trust and mutual understanding, and to ensure that your child's learning and developmental needs are met. Teachers greet you at arrival and at dismissal. Notes and email are used to communicate.

The School wishes to assure you that no adult, outside your immediate family and the teachers on staff, has access to your child. Further, should there be an occasion for any agency to request access to your child you will be informed. All children are protected. No parent is permitted to approach or interrogate a student.

You are informed about the program and about the curriculum through the School Weekly Planner and Monthly Planner. Policy changes and other critical issues are communicated to you by email.

Communication between teachers and families ensures your child a smooth transition from home to the School, or from one program to another during the day. Major changes that affect your child, such as changes in room or in teacher, and use of special services, are discussed with you before decisions are made.

The final pages of the Family Handbook contain ideas for the family in order to support the School's efforts.

Unusual Incident/Injury Report to Family

Unusual Incident and Injury Report is made to the family in writing. If the incident or the injury is of significant magnitude the family is immediately contacted.

Confidentiality

Confidentiality is maintained when discussions are held between you and your child's teacher.

Family Observation of the Classroom

Formally, observations of the classroom are scheduled during the months of November and April followed by the Parent Conferences in December and in May.

The Weekly and Monthly Daily Planner

The Family is advised of the specific instruction on a daily basis on the Friday prior to the following week at the lower elementary level, and the Friday prior to the beginning of the month at the Upper Elementary and Middle School levels.

Family Conferences

Informally, you are invited to initiate a conference at any time you feel the need. Formally, conferences are scheduled in December and in May. Your child's progress, accomplishments, and difficulties at home and at School are discussed. Formal conferences provide the opportunity for continuity of input between you and the School.

We work together to make decisions about how to best support your child's development, progress, accomplishments and learning, or to handle problems or differences at home or at school as they arise. Teachers seek your specific ideas for working with your child when at the School.

The meetings provide the opportunity to solicit and to incorporate your knowledge about your child for ongoing assessment and planning at School.

Calendar of Family Events

The *Calendar of Family Events* lists the events that involve the family in social and informational activities at the school:

You can find the calendar on the parent portal and on our school website.

Family Participation Committees

You are encouraged to be involved in the school. In addition to the Family Events there are the following Family Participation Committee (FPC). The Committees are:

Events and Activities Committee
Facilities and Garden Committee
Office Support Committee

Events and Activities Committee – The Events and Activities Committee helps to inform and to organize families to support special events and activities that occur at the School. This includes:

Book fair in the Fall and in the Spring,
School Photo-day in the Fall and Spring,
Saturday Field Day in the Fall,
School Field Day the last Wednesday in the School Year,
Alumnae Evening the Second Friday in October,
Year Book

Facilities and Garden Committee – The Facilities and Garden Committee helps to identify needs in the play yard, general grounds, and the classroom. The committee organizes and conducts the work parties on the Saturday in the Fall and in the Spring.

Grievance Procedure for Families

Difficulties and differences that arise from interactions between teachers and families are resolved through special conferences, or individual meetings involving all participants. The Head of School facilitates the meetings.

School Transfer

The School's formal record of your child's development is available for transfer to another school with family permission.

Referrals and Community Resources

The Head of School has the range of experience and the community resources to make appropriate professional referrals when necessary. The Head of School and teachers are familiar with and make appropriate use of community resources including social services; mental and physical health agencies; and educational programs such as museums, libraries, and neighborhood centers.

The family is referred to resources and services based on the needs and interests observed by the director or teachers or expressed by the family.

Sickness Policies and Procedures

Sick children are not admitted to the School. Children are excluded from school when they exhibit the following symptoms:

- ◆ Fever (101°F or higher)
- ◆ Diarrhea
- ◆ Vomiting
- ◆ Rash with fever or rash alone
- ◆ Sore throat with fever and swollen glands
- ◆ Coughing that is bad enough to make the child red or blue in the face or a cough that is followed by whooping sounds
- ◆ Mucus or pus draining from the eye (conjunctivitis - pink eye)
- ◆ Yellow skin or eyes
- ◆ Crying or extreme irritability.

Advise your child's teacher of special health conditions or considerations so that they are alert to the health of your child.

Should your child become ill or injured at School, we will notify you immediately and take whatever steps you indicated on your on-line emergency form in your child's account. You will also be informed if your child has had any minor bump or bruise during the day.

If your child will be absent for more than two days, notify the School. If your child has a communicable disease (e.g. chicken pox, measles, Covid) notify the School immediately.

See paragraph on *Medication* below if your child requires medication while at School.

Please changes emergency numbers (your work or home phone number, new doctor, etc.) on-line in your child's school account.

Medication

The School administers medication to your child on your written request noted in the *Administration of Medication Request form*.

Provide all medications directly to the teacher. Prescription medication containers are required to have the original label containing the student's name, the name of the medication, the dosage, the expiration date, and the time and frequency of the administration of the medication.

Nebulizers and inhalers require the completion of the *Nebulizer Care Consent/Verification* by the child's physician.

A written record is kept of each medication application.

Notify the teacher if your child is taking any medication that may account for behavioral changes.

Medical Emergency

In a medical emergency the School will notify the family at the phone numbers listed on the on-line enrolment application.

Discipline Statement

Students experience security where there is consistent adult guidance and discipline. Adults, in their role of caring-for-students model, teach, and reinforce pro-social behavior. Teachers use constructive and consistent methods of discipline in order to maintain a peaceful and nurturing environment that supports learning.

Teachers do not use humiliation, intimidation, ridicule, coercion, threats, mental abuse, or interference with daily living functions.

The teachers are trained in observation to anticipate possible conflicts and to prepare the environment to minimize difficult situations. Techniques such as redirecting, natural and logical consequences, active listening and I-messages are techniques used by the teachers. The family is contacted in situations in which the student is or potentially may inflict harm to self, to others, or to the environment.

Consistent ground rules and reminders of proper behavior result in clarity for students in a majority of the time. In situations in which these techniques do not produce expected results, the School's position is that this environment is not meeting the students' needs and a more suitable environment is required. – **See *Dismissal* on page 20.**

Teacher – Students Interaction

- ◆ **Teachers interact frequently with students showing interest and respect.**
Teachers interact non-verbally by smiling and by listen to students during activities and routines. Teachers verbally interact by speaking with students throughout the day. Teachers actively seek meaningful conversations with students.
- ◆ **Teachers are available and responsive to students.** Teachers listen to students with attention and respect. Teachers are aware of the activities of the entire group even when dealing with a smaller group. Teachers position themselves strategically and look up often from involvement. Teachers spend time observing each student without interrupting an actively involved students.
- ◆ **Teachers speak to students. in a friendly, positive, courteous manner.**
Teachers call students by name and speak with individual students often asking open-ended questions. Teachers include students in conversations; describe actions, experiences, and events; listen and respond to student's comments and suggestions

- ◆ **Teachers talk with individual students, and encourage students of all ages to use language.** Teachers ask students open-ended questions and talk positively to students about family members, family events, traditions, and routines.
- ◆ **Teachers treat students of all races, religions, family backgrounds, and cultures with equal respect and consideration.** Teachers initiate activities and discussions to build positive self-identity and teach the value of differences. Teachers make it a firm rule that a person's identity (age, race, ethnicity, family life, physical appearance, and ability) is never used to tease or reject anyone. Teachers speak positively about each student's physical characteristics and cultural heritage. Teachers react to teasing or rejecting among students by intervening to discuss similarities and differences.
- ◆ **Teachers provide students of both sexes with equal opportunities to take part in all activities.** Teachers provide models, props, and visual images that counter traditional sex-role limitations such as female firefighters, male nurses. Teachers value positive levels of noise and activity involving both girls and boy. Teachers acknowledging individual students, avoid gender stereotypes in language references such as *strong, gentle, pretty, helpful* for both girls and boys.
- ◆ **Teachers encourage student's development of individual functioning, as appropriate.** Teachers foster the development of helpfulness both in the classroom and within the school in the various tasks that require help.
- ◆ **Teachers facilitate the development of responsibility, self-regulation, and self-control in students.** Teachers set clear, consistent, fair limits for classroom behavior. Teachers use student's mistakes as learning opportunities, describing the situation and encouraging the children's evaluation of the problem rather than imposing the solution. Teachers anticipate and eliminate potential problems, redirecting children to more acceptable behavior or activity. Teachers listen and acknowledge children's feelings and frustrations, and respond with respect. Teachers guide children to resolve conflicts and model skills that help children to solve their own problems. Teachers encourage appropriate behavior, patiently reminding children of rules and their rationale. Teachers apply logical or natural consequences in problem situations.
- ◆ **Teachers do not use corporal punishment or other negative discipline methods that hurt, humiliate, or frighten students.** Food or beverage is never withheld as a form of discipline.
- ◆ **Overall sound of group is pleasant.** Busy activity, pleasant conversation rather than harsh, or stressful noise is achieved. Adult voices do not predominate. Classical music is often heard.
- ◆ **Teacher's support students' emotional development, assisting them to be comfortable, relaxed, happy, and involved in their learning, and in other activities.** Teachers assist children in dealing with anger, frustration, or sadness by identifying and reflecting feelings. Help students use various strategies to express emotions and solve social problems. Intervene quickly when students' responses to each other become physically aggressive, discuss the inappropriateness of such action, and help students to develop more positive strategies to solve conflicts by encouraging children to verbalize feelings and ideas,

including both positive and negative emotions. Teachers supply words for very young students to describe feelings and discuss alternative solutions with students.

- ◆ **Teachers recognize and encourage pro-social behaviors among students.** Teachers help students learn to take turns, to solve problems, and to show concern for others. Teachers support students' beginning friendships and provide opportunities for students to learn from each other as well as adults. Students are encouraged to cooperate in small groups.
- ◆ **Teachers use a variety of teaching strategies to enhance students' learning and development throughout the day.** Teachers stimulate students' thinking and extend their learning using verbal methods such as posing problems, asking questions, and making comments and suggestion. Teachers introduce students to new experiences, ideas, or challenges and guide students in the acquisition of specific skills as needed, being careful to challenge, but not frustrate.

School Holidays

The traditional School holidays are observed: Labor Day, Veterans' Day; two days at Thanksgiving; two weeks at Winter Break; Martin Luther King, Jr.'s Birthday; two days for Presidents' Birthdays; one week at Spring Break; Memorial Day.

Day Care is provided on the following School holidays at no additional charge for children enrolled in the All Day Program:

- Winter Break - six days during the ten-day break
- Spring Break – five days during the five-day break

For an additional charge, children enrolled in the School Program may attend.

Dismissal

The Montessori School reserves the right to dismiss a student who is not suited to our individualized program, who is not benefiting from the School environment, or who exhibits inappropriate behavior. Inappropriate behavior includes biting, pinching, punching, etc. of children or teachers, not listening to the teachers, and using rude language or gestures to children or to teachers, or other inappropriate behavior as determined by the School.

On the first incident of inappropriate behavior the family is notified and may be required to remove the child.

On the second incident of inappropriate behavior the family must remove the child for the remainder of the day.

On the third incident of inappropriate behavior the child is dismissed from the school.

The family is legally liable for any damage done to property or to another person.

Further, a child is dismissed if the family member(s) exhibits abusive or disrespectful behavior to students or adults at the School.

The school is a community of shared goals and values. When there is a disparity between school goals and values and the family's goals of values then the two cannot co-exists.

Finally, any tuition not current by the end of the month results in automatic dismissal of the student.

Emergency Action Plan Handbook

The *Emergency Action Plan Handbook* is located in the School Office and on our website for your review.

In the event of a disaster such as an earthquake your child remains at the School unless advised by authorities to evacuate. If your child is moved, the location will be posted. All reasonable precautions for your child's safety and health will be taken. Three days of supplies are on site for each child. The prescribed medical supplies are available in each classroom in a special, portable case, and the prescribed school medical supplies are located in the office. Monthly drills are held school-wide.

Every precaution to ensure your child's health and safety have been taken

School Uniforms

Details of the school uniform requirements may be found on a flyer at the School office and on the School website. The School logo polo shirts is ordered directly through the School in red or blue, and in long sleeve or short sleeve, in the appropriate size for your child. Other parts of h uniform may be directed purchase at Macy's, Penny's, Target, etc.

Home Activities for Language Arts

Reading

1. Read to your child each night.
2. Share and help your child memorize Nursery Rhymes, prayers and songs.
3. Show enthusiasm for reading

Reading Comprehension

1. Read a portion of a story then have your child predict the ending.
2. Have your child retell stories.
3. Ask your child questions about the story you read.

Writing

1. Help your child learn how to hold pencils and crayons correctly by participating in coloring activities. (Using a triangle pencil grip will be helpful.)

2. Teach your child to write his/her name and letters of the alphabet correctly. (e.g., Charles not CHARLES)
3. Make dots on paper, forming the letters of the child's name, and have your child write his/her name tracing the dots.
4. Have your child use different mediums when writing (e.g., clay, sand, paint).

Written and Oral English Language Conventions

Encourage your child to speak in complete sentences and use correct grammar.

1. When ready, help your child sound out and write 3 letter words that are in the same family (e.g., cat, hat, rat, or sat, hat, cat).
2. Model proper English usage when speaking.

Listening and Speaking

1. When giving directions to your child, have him/her repeat the direction back to you.
2. Play age appropriate games with your child that incorporate listening and speaking (e.g., "Simon Says")
3. Have your child recite a poem or prayer.

Technology Agreement

The School subscribes to several on-line educational programs:

Edmentum's *Exact Path* – Reading, Language Arts and Mathematics
GoMath! *iknowit*
Typing

Students are required to spend time in each of these programs each school day. Students are assigned home reading time daily on Edmentum's *Exact Path* – Reading. Other educational programs may be provided for and approved by the family, especially for students in day care.

Technology offers exceptional opportunities to access information and have experiences unavailable in the past. Equally, it offers the opportunity to waste time that should be used for school work. More seriously, there is the opportunity to be cruel and unkind toward classmates. Unkind, cruel or humiliating behavior is not permitted among students during school time or after-school hours. Such negative behavior detracts from the academic focus of the school.

Student Behavior Agreement:

Unkind, cruel or humiliating behavior is not permitted among students. Such negative behavior detracts from the academic focus of the school. Students are held accountable for their own behavior. Another student's behavior is not an excuse. Each student's behavior is considered under their control and the student is accountable for that behavior.

