



MONTESSORI HOUSE

Elementary School

Student & Parent Handbook

2022-2023

www.mhfcschools.com

Phone 281-239-3400

“Cultivating the Greatest Potential within every Person.”

Non-Discrimination Policy

MHFC/MHES is an equal opportunity organization and will not allow discrimination based upon age, ethnicity, ancestry, gender, national origin, disability, race, size, religion, sexual orientation, socioeconomic background, or any other status prohibited by applicable.

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PURPOSE OF THIS HANDBOOK

The handbook is provided to answer many commonly asked questions. It can be a valuable reference during the year and means to avoid confusion and misunderstanding when questions arise.

The School reserves the right to interpret this Handbook, including the rules and regulations governing the academic and non-academic programs. The school reserves the right to modify and/or amend the content of this Handbook at any time during the year. If any written modification and/or amendment is made to this Handbook, a copy of such change or amendment will be distributed to parents.

ABOUT US

Mission Statement

Grounded in Montessori principles and philosophy, our mission is to cultivate the greatest potential within every person.

History

Montessori House Elementary School (MHES) opened in August 2016, to provide MHFC students and families a continuation in Montessori.

Prior to opening the Elementary School, the Montessori House Education Fund (MEFI) was founded in 2012, as a 501c(3) nonprofit corporation. MEFI has two components:

1. MEFI General Fund
MEFI Contributions (donations and benefits) support Educational Services. All contributions, donations, and funds received by the MEFI “general fund” are tax-deductible as allowed by IRS guidelines. Educational Services are those that fall under the mission and goals of Montessori:
 - Tuition Assistance
 - Community Outreach
 - Professional Development
2. Montessori House Elementary School (MHES)
Elementary tuition supports the operations of the Elementary School (faculty salaries, educational materials, classroom furnishings, and operating expenses).

Governance

Montessori House Elementary School (MHES) is part of the Montessori Education Fund Inc. (MEFI), advised by a Board of Directors. The MEFI Board serves as “guardian of the school’s mission. It is the board’s responsibility to ensure that the mission is relevant and vital to the community it serves and to monitor the success of the School in fulfilling its mission and goals”(NAIS Trustee Handbook).

Philosophy

Montessori Education is guided by the work and writings of Dr. Maria Montessori (1870-1952). At its core, the philosophy is simple, to *follow the child*, which assumes that every child is a unique individual who is naturally driven to grow, develop and learn. The educational goals include instilling in students a love of learning, inner motivation, the ability to make appropriate choices, and respect for oneself, others, and the environment.

Partnership Agreement

The School works in partnership with parents and students to support and foster whole child development. Parents, guides, students, and the school form a union based on mutual respect and support, which, in turn, enhances everyone’s understanding, knowledge, and insight and offers a cohesive learning environment.

Hours of Operation

7:00 am – 6:00 pm, Mon - Fri

Affiliations and Memberships

American Montessori Society (AMS)

The School is affiliated with the American Montessori Society. We are on Level 6 of the American Montessori Society's Pathway of Continuous School Improvement, which requires all Lead Guides to hold Montessori credentials (recognized by AMS) in the level(s) they are teaching. <https://amshq.org/Educators/Montessori-Schools/Pathway-of-Continuous-School-Improvement>

Eco-School

The School is affiliated with Eco-Schools USA, at the “silver level”. Eco-Schools USA works to extend learning beyond the classroom and develop responsible environmental attitudes and commitments, both at home and in the wider community.

National Wildlife Federation

The School is designated a Certified Wildlife Habitat in our play spaces, which provide water, food, and shelter to the area wildlife.

Katy Prairie Conservancy

The School supports the environment efforts with our own ‘Pocket Prairie’, which benefits the ecosystem by having authentic Texas Native plants in our yards and environments.

ADMINISTRATION & FACULTY

Admin

Managing Founders	Bob & Pam Nelson
Head of School	Barbara Nelson
Montessori Curriculum Director	Rujuta Arya
Finance Manager	Yaneth Poo
Director of School Operations	Blanca Smith
Director of Admissions	Jessica Diaz
Director of Community Outreach	Norma Angulo
Food Service Manager	Ryan Caridad
Business & Strategic Planner	Margie El-Moussa

Faculty

The Elementary School guides are trained in Montessori pedagogy under the auspices of the American Montessori Society (AMS) or Association Montessori International (AMI). Elementary Guides hold bachelor’s and master’s degrees in addition to Montessori credentials.

Professional Development

Faculty obtains a minimum of 24 hours of professional development each year, which may include attendance at national or local conferences, university courses, or in-service work sponsored by the school.

Faculty In-Service

Faculty in-service days are marked on the School calendar. These days are used for several purposes, including professional development, faculty meetings, and classroom preparation.

Faculty Assignments

Faculty includes lead guides, assistant guides, support staff, and substitute guides. Changes in faculty for the upcoming school year are formally announced once contracts are signed, in April. Any changes made after the School year begins are communicated to parents via email.

SCHOOL PROGRAMS

Academic Day Program 8:30 am – 3:00 pm

Full-Day Program 7:00 am – 6:00 pm

Academic Year

The academic school year is from mid-August to May.

Summer Sessions

Summer sessions begin the first full week in June and end the week before teacher in-service, per the academic calendar. Registration for summer sessions is separate from the academic term.

Spanish Program

Montessori education is our school's primary focus, complemented by a variety of spoken languages from around the world, with Spanish being our predominant second language. What this means for students at Montessori House Elementary School:

Spanish and English are the two primary languages of the Elementary Community. One guide in each community, lower/upper elementary, speaks primarily in Spanish. Spanish language lessons are incorporated into the curriculum/workplan. Most guides are bilingual in English and Spanish, with Spanish being their native language.

Afterschool Extra-Curricular Programs

A wide variety of high-quality, extra-curricular programs are offered through independent providers. Programs are offered at the end of the academic day, beginning at 3:00 pm. Information about these programs' activities is available during parent orientation, through Transparent Classroom, and at the MHFC front office. Enrollment and payment of chosen programs are handled directly through the providers.

ADMISSIONS

Admission Decisions

Admission decisions are made through a careful process that takes the individual student and the composition of the class into consideration. Priority is given to siblings, students transferring from MHFC, and to students with prior Montessori experience.

Admitting students in the first year of each cycle (and continuing through the final year), is ideal for achieving optimal development and learning. Our commitment to maintaining age-balanced communities is to offer all students the highest quality Montessori educational environment from which to learn.

Admission Policy

Elementary Students must be 6 years of age by September 1st to enter Lower Elementary. Lower Elementary (LEL) is grades 1 – 3, and Upper Elementary (UEL) is grades 4 – 6.

Elementary student applications require the most recent progress report/report card and a confidential teacher recommendation form. The teacher-recommendation form must be signed by the parents for release of information and emailed directly from the previous school's admin to admissions@mhfcschool.com.

A class visit will be scheduled for the student and an informal assessment will be made of the student once the application and required documents are received.

Financial Policy

MHES engages its staff, purchases supplies, and equipment, and plans its operational budget on the basis that students are enrolled for a full academic year.

Tuition is non-refundable, including absences, early withdrawal, illness, vacations, inclement weather, school holidays, or other circumstances outside of the School's control, including closure due to a pandemic or natural disaster. A 10% tuition sibling discount is offered (on the lower tuition/s). Admission, re-enrollment, and material/activity fees are non-refundable.

The annual tuition is divided into a 10-month payment schedule, due August 1 through May 1. Tuition is paid through Tuition Express (automatic ACH withdrawal (without fees) or with a credit card(3.5% processing fee).

Parents may access tuition/yearly statements for taxes or FSA by logging in to www.myprocare.com Accounts are automatically set up at the time of enrollment and parent needs only to set a password for access 24/7.

Late/Declined Payment

The School reserves the right to suspend attendance or withdraw a child if tuition is not paid within ten (10) calendar days of the due date. A bank service fee of \$25 is charged for declined payments.

Tuition Deposit/Withdraw Policy

Families who have not re-enrolled for the next school year are assumed to be withdrawing at the end of the school year and the deposit will be automatically applied to the last tuition payment in May. Deposits are not applied to mid-year withdraws, unless for re-location greater than 30 miles from the School. The Enrollment Contract is for a full academic school year, Aug. -May.

Screening

Vision & Hearing: The state requires all students age 4 by September 1st receive vision/hearing screening. The School schedules this screening at the beginning of each school year or parents may obtain on their own and provide the School with results.

Reading: Reading assessments are conducted to understand the reading skill of each student. The information provided by these assessments helps educators make informed decisions, and answer questions to better target instruction.

Student Records

Student records must be complete prior to the student's first day. Student records are kept in the admission office and include complete registration forms, progress reports, and conference notes. Student records remain the property of the School. Student records are confidential and can only be released with written parental permission.

Change in Family Records/ Information

Contact information for parents must be kept current; notify the School immediately of changes in your contact information (email, phone number, address). Call the School or email admissions@mhfcschool.com

Classroom Placement, Transitions & Moving-up

School Considerations

Classroom placement is determined by matching the skills and needs of the individual with the skills and needs of the learning community. The guide is one part of the learning community. Other factors include age, gender, and the personalities within each community.

Parent Requests

The School is responsible for providing qualified and talented guides in every classroom and works very hard to ensure that each student is placed in an environment where their needs will be met. Classroom placements are based on these criteria and not on parent requests for a particular guide or classroom.

Classroom Transfers

Because the composition of a learning community is selected very carefully, it is unusual for students to be transferred from one class to another during the three-year cycle. However, when there appears to be a beneficial reason for a change in the classroom, you will be notified and included in the evaluative process.

Move from Lower Elementary into Upper Elementary

The minimum age for entry into the Upper Elementary is nine years by September 1st. In determining a student's readiness for moving up, the faculty considers social and emotional maturity; self-direction, independence, the ability to work well with others, and academic readiness.

Release of Records

Parents agree, as a condition of continued enrollment, to consent to the release of any of the student's health-related information, including information relating to testing, and medical and mental health records, to employees or agents of the school, as determined by the Head of School or his or her designee, to meet the medical or safety needs of the student and the community or the legal responsibilities of the School.

Re-enrollment

A pattern of disruptive, destructive, and/or disrespectful behaviors, excessive absenteeism, late arrival, or the parents' failure to meet financial obligations can jeopardize a student's continued enrollment.

COMMUNICATION

Communication from School to Parents

Transparent Classroom: Through invitation, Transparent Classroom is available to staff and parents, available online at www.transparentclassroom.com and the mobile app (limited features using the mobile app). Transparent Classroom provides the following:

- School/classroom events calendar
- School/classroom announcements
- Classroom directory
- Photos
- Bi-annual Progress Reports
- Parent Resources (handbooks, menus, medical forms, etc.)

Parent-Student Handbook: The Handbook contains all policies and procedures of the school. The handbook is emailed to enrolled families upon acceptance and updated each August (or as needed per amendments). The handbook can also be referenced at any time through your Transparent Classroom account.

Social Media

- Facebook page: <https://www.facebook.com/MontessoriHouseforChildren>
- Instagram: https://www.instagram.com/montessori_house/
- LinkedIn: <https://www.linkedin.com/company/montessori-house-for-children-elementary-school/>

Communication Between Parents/School

Lead Guides are available Mon – Fri, during their designated ‘office hours.’ For information about your child or questions about the classroom, parents are to contact their child’s lead guide through email. Guides are to respond within 24 hrs.; however, if the matter is urgent, please contact the school by phone.

Whom to Ask for Information: We value open and consistent communication regarding your child.

For matters related to....	Contact:
School mission and goals, professional development, academic counseling, school policies, procedures, and safety.	Head of School Barbara Nelson barb@mhfcschool.com
Child’s progress, classroom activities, and classroom procedures	Classroom Lead Guide Guide’s name@mhfcschool.com
Enrollment, re-enrollment, withdrawal, and student records/transfer of records.	Admissions Director Jessica Diaz admissions@mhfcschool.com
Tuition & Finance	Finance Manager Yaneth Poo yaneth@mhfcschool.com
Tuition monthly/yearly statements and changes in your family information (phone number, address, etc.)	ProCare Account www.myprocare.com Available 24/7
Food catering questions and school menu	Food Service Coordinator Ryan Caridad ryan@mhfcschool.com
PAV, classroom observations, public relations	Director of Community Outreach Norma Angulo norma@mhfcschool.com
Afterschool/summer camp programs, school facilities, policies, procedures, and safety.	Director of School Operations Blanca Smith blanca@mhfcschool.com
Classroom calendar, photos, directory, school forms, and parent resources	Transparent Classroom www.transparentclassroom.com and Mobile app
Montessori curriculum, learning environments, and faculty development	Montessori Curriculum Director Rujuta Arya rujuta@mhfcschool.com

School Closings & Other Emergencies

Parents will be notified of school closings and urgent information via Transparent Classroom.

Local Licensing Office

(713) 940-3009

1110 Ave. G (271-6) Rosenberg, TX. 77471

The Head of School has available a copy of the minimum standards for your review. The School’s most recent Licensing inspection report is posted in the school and can also be found at: www.dfps.state.tx.us/

PARENT INVOLVEMENT

Volunteers are essential to enriching the community life of the School. Knowing that the greatest obstacle for parents is time, we have structured many events and meetings to coincide with the childcare or involve the whole family.

Parent Involvement Opportunities

Volunteer opportunities are available through the Parent Association of Volunteers (PAV) and throughout the School community.

Parent Association of Volunteers (PAV) is made up of parents, guardians, and administrators who function as the backbone of our volunteer force and help our School to fulfill its mission. The primary goals of the PAV are Community Building, Community Support, and supporting the MEFI non-profit, Annual Campaign. Involvement opportunities include:

- Join the PAV and participate in School events
- Attend PAV Meetings (1st Tuesday of each month)
- Attend Parent Coffee (2nd Thursday of each month)
- Classroom Support
- Volunteer to be a Room Parent

SCHOOL POLICIES & PROCEDURES

Getting To and From School

Arrival

7:00 – 8:00 Full-Day Students Arrival: Parents walk child/ren to the morning-care location
8:15 – 8:30 Academic-Day Student Arrival: Parents use the Elementary Drive-Through Lane

Dismissal

2:50 - 3:00 Academic-Day dismissal: Parents use the Drive-Through Lane
3:00 – 6:00 Full-day dismissal: Parents park and come to your child’s after-school classroom door. Wait at the door to give your child time to restore their work and gather items to take home.

Early Release (Academic Day Program):

12:00 Parents use the drive-through lane

Student Mid-Day Pick-Up

Students must be signed out/in by parent/guardian if they need to be picked up during the school day. Please go to the MHFC main office to sign your child in/out of school.

Late Pick-Up

If you are running late for pick up at your designated program time, please notify the School immediately. If the school is unable to contact parents beyond school closing time, the ‘emergency contact’ person listed in your child’s records will be contacted and asked to pick up (this will avoid a call to Child Protective Services and/or local law enforcement).

Requests for extension or program changes (planned):

If you need early drop off or late pick-up, please call or email admissions@mhfcschool.com, at least one day prior, so that the School can confirm space is available.

Late Pick-Up Fees

There is a 5-minute grace period. After 5-minutes, the late fee is as follows:

- \$25 for the first 5 – 30 minutes
- \$50 beyond 30 minutes.

* With proper notification, the fees may be waived for circumstances that are beyond your control.

Procedures for Change in Pick-up Routine or Release of Students

Your child will be allowed to leave the School only with parents or persons designated on the enrollment form. In an emergency, or if there are temporary dismissal arrangements, the parent must notify the school, giving the name, date, and identifying information about the person picking up the child. This person must give proper identification, such as a valid driver's license. A copy of their license is kept in your child's file.

Dismissal/Arrival Safety

- Pedestrian traffic, from the parking lot, is prohibited during designated drive-through times.
- Stay in your car while using the drive-through lane.
- In drive-through, students are to exit/enter on the (school) side of the car
- Hand-held cell phone use is prohibited.
- The posted speed limit is 5 mph on the driveway, parking lot, and carpool lane.
- All students younger than 8 years old, unless taller than 4'9" are required to be in the appropriate child safety seat system when they ride in a passenger vehicle. The safety seat system must be installed according to the manufacturer's instructions. Staff will not allow a child into a vehicle that does not appear to meet these requirements.
- You are responsible for your child's safety entering and exiting the School.
- Students may not play or gather in the parking area or outside of school buildings. Please proceed safely to the car.

Confidentiality

It is our duty to protect the confidentiality of our students, parents, and staff. Release of records, sharing of information, or discussion of current or former members of our community is against School policy. All who belong to the School are expected to follow this policy.

Photo, Video & Work Samples Release

Montessori House Elementary School may use pictures of your child and/or samples of their classroom work for marketing and operational uses, including but not limited to newsletters, classroom displays and materials, advertising, brochures, websites, social media, yearbooks, and newspaper or magazine articles.

By enrolling your child in the School, you give consent for your child to be photographed and/ or filmed and waive any right to approve the finished product or accompanying copy.

Nutrition/Lunch

The school is a low-sugar and nut-free facility. Foods from fast food restaurants are not allowed unless pre-approved by your child's guide (ex: pizza on special occasions). This policy is to be followed for breakfasts, snacks, and lunch. If food brought to school is high in sugar, it will be sent home with your child. If foods contain nuts, they will be discarded. The School serves water and milk. Drinks from home must be low in sugar, water, or milk. Juice drinks are not allowed. Breakfast, snack, and lunch menus are posted in the school and accessible through Transparent Classroom.

Catered Lunch:

Catered lunches are offered through an outside provider, arranged directly between parent and caterer. Information on how to order is provided to parents at the time of acceptance, at the beginning of each school year, and through Transparent Classroom.

Lunch from Home:

Lunch from home must meet nutritional guidelines; low sugar, no nuts, no juice drinks, and include protein, grain, and fruit/vegetable. Also, please include a napkin and cutlery as needed.

Classrooms are not equipped with microwave ovens. Store warm foods in a thermal container and perishable food/drinks will need ice packs.

Transportation

Employees are not permitted to transport enrolled students. The only exception is for employees who have children enrolled in the School. The Elementary School program includes 'going out' trips as part of the learning experience. Notifications with parental consent forms will be sent prior to the occasion. For further information about outing transportation, see Montessori Curriculum/Going Out Trips.

Observation/Open Door Policy

Parent observations are highly encouraged and scheduled during the School year, (October –April). During this time, parents sit in the classroom to gain a better perspective of their child's work and the Montessori community as a whole. Please contact the front office to schedule an in-class observation.

Parents are free to visit the School at any time during school hours to observe their child and program activities. Unscheduled visits are done from outside the classroom, observing through the window.

Tutoring/Childcare/Attending Students' Parties

Faculty and staff are not to be approached for tutoring or in-home childcare. This policy honors the professional lines between family and guide and avoids appearances of favoritism.

Faculty and staff may not attend birthday parties for students currently enrolled unless it is to accompany their own child.

Birthday Celebrations

Birthdays are recognized in a unique way, depending on your child's classroom. Please discuss plans with your child's guide in advance.

Birthday party invitations are not to be handed out by staff. Invitations may be sent through Transparent Classroom/parent messaging. Balloons, decorations, goodie bags, paid entertainment and high sugar foods/juices are not allowed.

Water Play

Students enjoy many aspects of water, from classroom work involving water to sprinkler play. For the safety of your child, water activities are limited to these uses and will not include wading pools on school premises.

Dress Code

The purpose of the dress code is to create an atmosphere where maximum teaching and learning can occur. It is the responsibility of the parents and students to comply with a simple dress code to focus on learning. Any style of dress or grooming that draws undue attention, is dangerous, causes disruption at school, or detracts from the learning process is not allowed. Hair style/color must not create disruptions or distractions. Extreme hairstyles, which include hair that is dyed an unnatural color are not permitted. For outdoor play, students are most comfortable and safe in sneakers.

Every Friday is School T-Shirt Day, a day to wear your green School Polo. Each child receives one shirt at the time of enrollment. Additional school t-shirts are available for purchase, please see the MHFC front office.

Possessions

Students are prohibited from possessing or having in their possession tobacco products, drugs/alcohol, matches, cell phones, iPhones, iPods, smart watches, pagers, laser pointers, electronic games, portable radios, tape players, and CD players. Students should not bring valuables to the School, such as excessive amounts of money (over \$10.00) and jewelry. The School will not be responsible for lost, stolen, or damaged valuables. Any such item may be confiscated and, if appropriate, turned over to law enforcement.

What to Bring to School

- Backpack (supplies are provided by the School)
- Reusable Water bottle
- Indoor, closed-toe shoes

During classroom orientation, parents will be provided with any additional materials needed.

Drugs and Alcohol

Although it should go unstated, children must abstain from the use or possession of alcoholic beverages, illegal drugs (which includes medical marijuana), or tobacco products (which includes e-cigarettes and vaping, whether nicotine is present or not), both on and off School property.

School Property

Students are responsible for properly caring for their classrooms, cubbies, restrooms, supplies, and furniture.

Library books are furnished by the school and loaned to the students for the purpose of study or enjoyment. Students may be required to pay for any lost or damaged books checked out to them.

Damaged Property

Students may be held responsible for any damage or harm they cause to individuals, property, and/or the School community at large.

Food, Drink, Gum

Food and beverages will be consumed only in designated areas and at designated times. There will be no chewing of gum in the School unless arranged by the parents and lead guide/teacher.

SAFETY & SECURITY

Building Security

MHES is a closed campus - doors are always locked. Video cameras are located at the MHFC main entrance, main lobby, and back service door.

Visitors

All Visitors and volunteers must check-in at the front office. Office admin will confirm identity, and the reason for the visit, make a copy of their photo ID and provide a visitor badge. Family members (other than parents) who wish to visit must have parental permission and should be arranged in advance.

Outdoor/Playground

Outdoor play and interaction with nature is an integral part of our day. Outdoor play may only be skipped with a doctor's note. The outdoor environment includes gardens, wildlife, and age-appropriate activities. The following rules are enforced:

- All students must stay with their class.
- Guides will supervise students on the playground at all times.
- In case of an accident, one guide will remain with the class while the second guide will bring the child inside for first aid. In the event that there is only one guide, the guide will call for help using the walkie-

- talkie. At no time will the class be on the playground without appropriate supervision.
- Guides inspect the playground daily and report any unsafe conditions to the administration immediately.

Harassment and Bullying

The School is dedicated to fostering an environment that promotes kindness, and acceptance, and embraces differences among individuals. Therefore, the School will not tolerate any type of harassment or bullying by a student, employee, or any third party (including vendors, contractors, donors, volunteers, parents, and visitors). Students should be aware that their off-campus behavior is also covered under this policy, regardless of when and where the conduct occurred or who was affected by the student's inappropriate behavior.

Harassment is broadly defined to include unreasonable conduct or behavior that is personally offensive or threatening, impairs morale, or interferes with the educational environment of students and includes, but is not limited to, slurs, jokes, comments, teasing, and other offensive conduct relating to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship, or disability.

Harassment also includes sexual harassment. Examples of sexual harassment include, but are not limited to:

- Requests for pictures of a sexual nature
- Taking, sending, or posting images of a sexual nature without consent
- Spreading lies or information about another individual's sexual activity
- Coercing sexual activity by the threat of punishment or offer of reward
- Obscene or sexually suggestive drawings
- Displaying or sending pornographic pictures or objects
- Offensive touching, pinching, grabbing, kissing, or hugging
- Sexual or lewd jokes, remarks, leering, whistling, brushing against the body, or other suggestive or insulting gestures or comments about another's body
- Intimidating or suggestive remarks about an individual's sexual orientation, whether actual or implied

Examples of other forms of harassment based on race, religion, color, national origin, citizenship, or disability include, but are not limited to:

- Offensive, intimidating, or inappropriate comments, postings, or conduct relating to race, ethnicity, or color (using racial slurs, racial or ethnic jokes, comments, name-calling based on race or ethnicity, etc.)
- Offensive, intimidating, or inappropriate comments, postings, or conduct teasing or joking about another person's disability, failure to speak English clearly, religious background, clothing, or beliefs, or similar behaviors.

Bullying includes a variety of behaviors, but all involve a person or group trying to take advantage of the power they have to hurt or reject someone else. These behaviors can be carried out, physically (hitting, kicking, pushing), verbally (calling names, taunting, teasing, threatening, ridiculing, spreading rumors, etc.), electronically, sometimes called "cyber-bullying" (posting defamatory remarks or photos, sending threatening emails, creating fake profiles, taking over an account and posting as someone else), or through relational aggression (harming or threatening to harm relationships or acceptance, friendship, or group inclusion) or emotional aggression (teasing, threatening, intimidating others).

Bullying or harassment can occur through any type of communication method, including face-to-face communications, phone, text, email, postings on social media (Facebook, Instagram, Snapchat GroupMe, etc.), camera phones, or other forms of technology. The communications can be direct or indirect, such as through friends or others. Any type of offensive conduct, whether on or off campus, on a school bus, or at a school-related event, can create an uncomfortable School environment.

It is the responsibility of all community members to ensure that their words, actions, and interactions with others always reflect the intent to promote respect and trust. Attempts to justify behavior as a “prank” or “joke” do not change its harassing or bullying nature if the object of the joke or prank is not a willing participant. Whatever the basis for the harassment or bullying, it is prohibited.

All concerns relating to harassment or bullying should be reported immediately to the Head of School. We also expect that anyone, whether a student, faculty, staff, or family member who witnesses or has knowledge of an incident of bullying or harassment, will report the incident to the appropriate individual identified above.

When the School administration becomes aware of harassment or bullying, the situation will be promptly investigated. Any student found to have violated this policy will be subject to disciplinary action, including dismissal from school for serious violations, even in the case of a single expression, act, or gesture. Conduct need not meet the legal definition of harassment or bullying to violate the School’s expectations for appropriate behavior and be actionable. No adverse action will be taken against any person who makes a good faith report of harassment or bullying. Retaliation in any form against anyone for making a complaint under this policy or for participating in an investigation is strictly prohibited. Any retaliation should also be reported pursuant to this policy and is itself a cause for disciplinary action.

Policy on Child Abuse/Neglect Reporting

State law and licensing requirements state that childcare personnel is required to report immediately to the police or Child Protective Services (CPS) if they suspect child abuse, neglect, or exploitation.

Employees are required to undergo annual training on laws regarding childcare professionals and the duty to report suspected child abuse & neglect. This training also includes warning signs of abuse & neglect and how to report them to Child Protective Services. (CPS)

If you are the parent of a child who is a victim of abuse or neglect, please call the Child Abuse Hotline for assistance and intervention. Child Abuse Hotline (800) 252-5400 or visit www.dfps.state.tx.us

Child Safety from Sexual Offenders and Predators

According to the National Center for Missing and Exploited Children (NCMEC), sexual perpetrators are commonly people the parents/guardians or children know, and these people may be in a position of trust or responsibility to a child and family.

Because of our concern for student safety, all employees, and those parents who regularly volunteer for School activities with unsupervised access to our students, are screened through the School’s criminal background process. Although the School performs such screenings, the School cannot attest to the background of the various parents whom their child may associate with away from School.

To keep their children safer, parents should talk openly to their children about safety issues. Parents should know their children’s friends and be clear with their children about the places and homes that their children visit. Children should be taught that they have the right to say no to any unwelcome, uncomfortable, or confusing touching or actions by others and to get out of those situations as quickly as possible.

Weapons and Threats

The School takes all threats seriously, even when students make comments in jest, on the Internet, by text, or away from School toward or about another student, employee, or the School. Students are prohibited from bringing any type of weapon (whether operable or not and whether licensed or not) on School grounds, including the parking lot, School sponsored events and outings.

All members of our community are required to immediately report any comment, posting, text, or other form of

communication or information that they receive or learn about that reflects that someone has made a threat toward or about another student, an employee, or the School. If there is any communication or behavior that concerns you, report it to the Head of School immediately.

Gang-Free Zone

Texas House Bill 2086 requires all schools and childcare centers to notify parents/guardians that gang-related criminal activity or anyone engaging in organized criminal activity within 1000 feet of a childcare center is in violation of the law and is subject to increased penalties under state law.

ATTENDANCE POLICY & PROCEDURES

Students are expected to be at School every day and to report to their classes on time. Frequent absences and late arrival seriously affect academic progress and are disruptive to the teaching environment. The School requests that parents and students thoughtfully consider the impact of any absence other than one of a medical or family emergency. Families are discouraged from taking students out of School prior to a School break. Absences for vacations will be considered unexcused. Whenever possible, regularly scheduled medical appointments should be made after School hours. Students with excessive absences, excused or unexcused, may be denied re-enrollment or moving up.

Late Arrival

Please notify your child's guide of a planned late arrival in advance, by 8:30 am.

Late Arrival Procedure

- Parents are to check in their child at the MHFC Main Office to complete the late arrival slip (indicating the reason for late arrival).
- With the late arrival slip:

Lower Elementary Students: Parents escort their child to the Elementary building, enter through the playground gate, and proceed to the backdoor of their child's classroom (A or B). Their guide will admit him/her into the class with the late arrival slip.

Upper Elementary Students: Parents escort their child to the door of the Upper Elementary classroom (East entrance). Their guide will admit him/her into the class with the late arrival slip.

If late arrival becomes habitual (more than 3 times/semester), the following procedures are followed:

- The lead guide will notify the Head of School.
- The Head of School will schedule a conference with parents to reach a solution.
- If timely arrival does not result, the School has the right to end the student's enrollment and recommend educational options that are better aligned with the family's schedule. *Absences*

Excused Absences

- Illness validated by a doctor or therapeutic professional. The School requires a statement from a physician/provider.
- School-sponsored trips and activities.
- Death in the immediate family.

Make-Up Work for Excused Absences

It is the responsibility of the individual student to see his/her guide(s) to make up any work missed because of an excused absence.

Unexcused Absences

All other absences from School will be considered unexcused, subject however to the review and discretion of the Head of School.

Make-Up Work for Unexcused Absences

When an absence is considered unexcused, students are not permitted to make up tests or examinations that are missed. These guidelines apply to all School days including those immediately before and after vacations.

Attendance standards require a student to attend 90% of instructional days per semester. Absences are calculated by day. Three (3) unexcused late arrivals equate to one (1) day absence.

Mid-day Pick Up & Return Policy

Should a student need to leave mid-day for a doctor's or therapeutic appointment, students will be allowed re-entry with a 'return to school' note from the medical provider. Students are not permitted to come and go for reasons unrelated to health or therapeutic services. This policy applies during the academic term and summer sessions.

SOCIAL GUIDELINES & EXPECTATIONS

If a student observes or receives information that another student may be struggling with personal issues or has concerns that a student may harm himself or herself or others, please report such information to the School's administration.

General Code of Conduct

The standards of student conduct are designed to provide students with guidance to help them meet the goals and expectations of our community. Students and parents should be considerate and show respect toward other students, faculty, staff, all guests, and visitors.

The list of rules and policies should be read carefully. These policies and standards apply any time a student is enrolled in this School, including when a child is on campus, is participating in or attending a School-sponsored event on or off-campus.

Student Behavior

Students are expected to help create a school culture of respect for themselves and others and to always comply with School standards and rules. Students are subject to serious consequences, up to and including suspension or dismissal from the School for the following behaviors:

- Abuse or damage of School property
- Bullying
- Harassment
- Failure to cooperate with staff
- Leaving campus without authorization
- Use of profane, obscene, bigoted, or other types of offensive language, gestures, or behavior
- Verbal or physical abuse
- Possession of drugs, alcohol, or weapons
- Violation of School's Technology Policies

Off-Campus Behavior

The School does not seek to unnecessarily involve itself in a student's off-campus behavior. However, the School reserves the right to take action with respect to off-campus behavior when it deems necessary, including, without limitation, when that off-campus behavior impacts the student's ability to continue at School, impacts other students' or employees' ability to be comfortable at School, compromises the welfare of other students, or damages the reputation of the School.

DISCIPLINE

An important goal of Montessori is to help students mature and learn a sense of self-responsibility. For this reason, students are expected to appropriately seek help and report problems when circumstances arise. We encourage students to seek help and report problems on their own without parental involvement as much as possible.

The word discipline is used to refer to the spontaneous self-discipline of the child. MHES nurtures self-discipline, which develops over time. The basis of discipline is respect - respect for oneself, for others, and for the environment. The guides and students at MHES set limits for behavior based on the groups' need for a safe and mutually respectful community.

Classroom Ground Rules are established at the start of each new year, and students participate in defining expectations for order and respect. When new rules are needed, they are discussed at a community meeting with the whole group.

Disciplinary matters, or incidents in violation of School rules and regulations, will be handled initially at the most immediate level and dependent upon the severity of the infraction.

Cooperative Discipline

Positive guidance techniques facilitate the development of interpersonal skills, awareness, and respect for oneself and others. Students learn from both adults and students by following these basic principles:

- Model and encourage expected behavior
- Use positive redirection
- Set clear limits
- Offer alternatives
- Allow for logical and/or natural consequences
- Students are expected to participate in community meetings, group activities, and peer mediation.

Peer Mediation

Students are encouraged to solve disagreements using learning appropriate communication techniques, including the 'Peace Plan', which focuses on "I" messages:

"I feel...(feeling) ~ when you...(behavior) ~ because...(effect) ~ I want...(desired behavior)." Example: "I feel angry when you cut in line because I was next. I want you to go to the end of the line."

Most issues resolve with time, within the bounds of safety and common sense as students learn and experience the powerful benefits of open and respectful communication. However, if it is the case that the behavior of a student does not improve and/or continually disrupts the well-being of others, the following steps are followed:

Discipline Report:

- 1) Written notice of the infraction. This document is to be signed by the student and parent and returned to the School the following day.
- 2) A second disciplinary report requires a conference with the student, guide, and parent/s for their support and cooperation, and together a plan will be formulated to best serve the needs of the student and community.
- 3) A third disciplinary report requires a conference with the Head of School. At this meeting, parents may seek professional guidance. Students who have serious or repeat infractions will be placed on disciplinary warning status, which means that further infractions will result in temporary suspension or withdrawal.
- 4) A fourth disciplinary report may result in withdrawal.

Behavioral anomalies and trends will be objectively recorded by classroom guides and used as a basis for discussion.

The range of possible disciplinary consequences includes one or more of the following:

Temporary Attendance Suspension:

Students are prohibited from attending all School activities, including classes, after-school enrichment programs, School outings, and events. Students still have the responsibility to complete and submit all class work and to arrange to make up examinations. Suspension becomes a permanent part of a student’s record. Return to school requires a behavior improvement plan, established between the school/parents and possibly with the guidance of an outside professional.

School Initiated Withdraw

Students may be expelled for serious first offenses; repeat infractions (even if not related); conduct resulting in harm, damage, or disruption to the educational environment; parent or family member causing disruption to the School or the School’s educational mission; not meeting academic requirements; or not meeting attendance requirements. Any matter taken under consideration by the Administration directly or considered serious enough by the Head of School may be grounds for withdrawal.

In addition, the School may report to the appropriate governmental authorities any actions that appear to violate the law.

The School follows the Texas Department of Protective and Regulatory Services Minimum Standards for Licensed Child Care Centers for guidance on discipline issues.

ACADEMIC PROGRAM

Typical Daily Schedule

7:00 – 8:00 am	Full Day program arrival and early care (breakfast available)
8:00 – 8:15 am	Academic Day program arrivals
8:30 – 11:30 am	Uninterrupted Work Period
11:30 – 1:30 pm	Lunch and Specials
1:30 – 2:30 pm	Uninterrupted Work Period
2:30 – 2:50 pm	Restoration of Environment
2:50 – 3:00 pm	Academic Day Dismissal
3:00 – 6:00 pm	Full Day program, after-school care (includes snack)

Individual Workplan

Elementary students are introduced to weekly work plans, which are used as a tool for planning lessons, documenting work, and managing time. Individualized work plans are first developed by the guide. Throughout the day, students refer to their workplan to guide and record their activity and learning. Through practice, students develop skills necessary for successful time management and show greater initiative for developing personal goals within specific time frames.

Progress Reports

The school provides a qualitative evaluation of a child’s performance that takes into consideration the whole child, including strengths, limitations, and social, physical, and creative achievements. Progress reports are sent to the parents prior to parent conferences.

Parent/Student/Guide Conferences

Lead Guides hold two parent conferences per school year. Students in the Upper Elementary classroom are an integral part of the conference, taking pride in their progress and taking responsibility for growth opportunities.

Standardized Testing

Students participate in an annual standardized achievement test. Testing takes place each year, for students in the 3rd and 6th-grade levels, and the results are sent to parents. The School may also decide to include students in 1st, 2nd, 4th, and 5th-grade levels. Parents will be notified of testing schedules at the beginning of each Academic Year, during the Classroom Orientation.

The school believes a child has multiple intelligences, not just those measured by achievement tests. And though we regard these tests as a reflection of how your child compares to other students in these areas, we don't believe these tests provide a complete assessment of your child's strengths or limitations. The areas of achievement and of difficulty noted by the guides in your parent/teacher conferences will contain far more valuable information about your child's abilities and unique talents.

Student Success

Each student is viewed as exceptionally capable, and within this framework, students are recognized for their individual strengths and learning diversity. If a student shows signs of learning difficulty, it is the Guide's responsibility to bring objective observations to parents and the Head of School and/or Curriculum Director.

The School follows a 3-Tiered program for identifying effective learning strategies:

Step 1: Observation and Documentation (4-6-weeks of school)

- Who is having trouble moving toward normalization?
- What obstacles are in the way of optimal development?
- What modification can be made to remove obstacles?
- How will we monitor progress?

Step 2: Consultation & Assessment (4-6 weeks)

- Referral to clinical experts for assessment. An assessment serves as a discovery, to inform the school and parents of interventions that may be necessary to support optimal learning.
 - What does assessment tell us about the child?
 - What type of special support could help?
 - How will we monitor progress?

Step 3: Intervention (4-6 weeks)

- One on One support with a professional (Social Worker, Speech, Occupational, ABA Therapist, etc.)
- Possible referral to a school that specializes in meeting the needs of the student.

Student Services

The school understands and supports the individual learner. We understand that there may be circumstances in which a parent may request that the School provide an adjustment or accommodation for a student's medical needs, physical or mental disabilities, or learning differences. As the range of requests has grown over the years, the School believes that it is appropriate at this time to outline the School's policy and general guidelines for addressing such requests.

General Policy: In general, it is our School's policy to provide accommodations or adjustments for a student's minor needs in circumstances in which the administration determines, in its sole discretion, that doing so is within the reasonable ability of the School and/or its staff and will not result in a significant disruption to the guides' ability to instruct other students, will not require a threat of harm to the safety of other students or employees, will not require a fundamental change to our educational environment or mission, and will not impose

responsibilities on School employees for which they are not trained.

We also ask parents to realize that, given the size of our school and our available resources, we may not be able to provide all requested accommodations. To the extent we agree to provide accommodations, the School requires a willingness to collaborate, with transparency, between parents, the student, and outside professionals (as necessary).

TECHNOLOGY

Cell Phones and Other Electronics

Cell phones, iPhones, iPods, smart watches, pagers, laser pointers, electronic games, portable radios, tape players, and CD players are not permitted at School.

Social Media and Social Networking

Social media encompasses a broad array of online activity, including social networks/media such as Twitter, Flickr, Instagram, Facebook, GroupMe, Snapchat, blogs, and other similar online or Internet communications. Because this form of communication is vast and growing, we feel it is important to communicate to you the School's position regarding a student's use of social media or networking.

Use at School or a School-Related Event:

We do not permit students to access social media and/or social networking sites while on School property or at a School-related event unless such use is on a School social media platform for school-related work.

Use Away from School Property:

It is not our goal to regulate a student's personal online activities when not on School property or at a School-related event. Please understand, however, that certain activities might impact a student's relationships with other students or school employees or School rights that we do reserve the right to regulate. All students should ensure that they are familiar with School's conduct policies to avoid any online communications that might violate those policies.

Guidelines:

You should ensure that your online activities do not violate a School policy regarding bullying or harassment or other similar policies pertaining to how students interact with each other. If you post or say something online that makes another student feel uncomfortable, your activity may result in an investigation and possible discipline.

Students should not "follow" or be "friends" with any faculty member or other adult member of our community (other than the student's parent). Any violation of this prohibition must be reported to the Administration immediately.

Students are not permitted to disclose any confidential information of the School, employees, students, parents, or activities online.

School's Right to Inspect:

The School reserves the right to inspect all electronic data and usage occurring over the School's network or on School property without prior notice. We also reserve the right to assess information in the public domain on the Internet and to discipline students for any violation of these guidelines.

Computer Usage

All computers and devices should be used in a responsible, ethical, and legal manner. V

Purpose:

The purpose of providing access to the Internet is to support research and provide unique educational opportunities. The use of such resources should be limited to those activities that support the School's educational objectives.

Privilege:

The use of the School's systems is a privilege and not a right. Inappropriate or illegal use of the Internet will result in loss of privilege and disciplinary action.

Internet Access:

The School community--students, faculty, administrators, and staff-- have the privilege of full access to the Internet. The School encourages students and teachers to use the Internet to expand their knowledge.

Internet Safety:

Students should never give out personal information (address, telephone number, name of School, address of School, date of birth, Social Security Number, credit card number, etc.) over the Internet. Students also should not meet with someone that they have contacted on-line without prior parental approval. Safety is the responsibility of the parent and student. The School is not liable in any way for irresponsible acts on the part of the student.

Electronic Communication:

Electronic communication, such as e-mail and text messaging, may not be used to harass or threaten others. The School reserves the right to randomly check electronic communication.

Any person who believes that they have been harassed or threatened by any electronic communication should immediately report the concern in accordance with the School's No Harassment/No Bullying policy.

Care of School Computers:

Members of the School community will not abuse, tamper with, or willfully damage any computer or other technology-related device.

Reporting Requirements/Discipline:

Any student who accesses inappropriate material on the Internet, or receives harassing, threatening, or inappropriate materials via e-mail, text, or on the Internet, must immediately report the concern to an adult who is supervising the activity, the Head of School, or administrator so that the situation can be investigated and addressed appropriately.

Students who violate any aspect of this Computer Usage Policy will be subject to appropriate discipline and loss of computer or Internet privileges.

HEALTH & WELLNESS

Accidents

Should your child be injured while at School, you will be advised. Our first and immediate concern will be to care for your child. Depending upon the severity of the injury, you will be contacted and consulted about the procedures you want to be followed (doctor or hospital, etc.). All staff members have been trained and certified in both First Aid and CPR.

All significant incidents, accidents, injuries, and illnesses will be documented on an "Incident/Illness Report" and the parents will receive a copy to be signed; one copy will remain at school and the bottom copy will go home with the parent.

Allergies & Diet Restrictions

All medically diagnosed food allergies and dietary restrictions must be listed in the child's enrollment form. Students who have severe, life-threatening allergies must also have an 'allergy plan' and 'food consent form' on file at the school and updated annually.

Students who have life-threatening food allergies will not be given food from the School, the food catering company, or other outside sources. This includes special occasions, breakfast, snacks, and lunch. Parents must provide all foods, unless parents complete a 'food waiver form', authorizing the School to serve approved foods.

Immunizations

Each student enrolled or admitted must meet applicable immunization requirements specified by the TX. Dept. of State Health Services, the Department of State Health Services and in accordance with the schools' immunization policy.

A student may be exempted from one or more vaccinations for medical reasons. The parent or guardian must provide the school with a certificate signed by a physician (M.D. or D.O.), registered and licensed to practice medicine in the United States, which states that, in the physician's opinion, the immunization required would be injurious to the student's health and well-being or to any of the student's family or household members. Unless a lifelong condition is specified, that certificate is valid for one year from the date signed by the physician and must be renewed every year for the exclusion to remain in effect. Obtained from <https://www.dshs.texas.gov/immunize/school/exemption-faq.aspx#7>

Per school policy, the school accepts students who have medical reasons for immunization exemption and may decline students with delayed/exemption 'for reason of conscience' (based on the community's current health conditions).

Student Illness and Communicable Diseases

The COVID Handbook contains Policies and Protocols pertaining to the pandemic. The handbook is updated as needed, and available in Transparent Classroom. When a revision is made, parents are notified via email.

When to keep a child home:

The School is not licensed to provide get-well care or to isolate children, for extended periods of time, who cannot participate in school activities. If one or more of the following exists, your child may not attend school:

- If your child is required to have more than one breathing treatment/ medicine treatment per day.
- The illness prevents the child from participating comfortably in all activities including outdoor play.
- The illness results in a greater need for care than guides can provide without compromising the health, safety, and supervision of the other students in school.
- The child has one or more of the following (unless a medical evaluation by a health-care professional indicates that you can include the child in the school's activities):
 - A forehead, ear, or armpit temperature reading above 100 degrees.
 - Symptoms or signs of severe illness such as lethargy, abnormal breathing, two or more incidents of diarrhea/vomiting within a 24-hr. period, a rash with fever, mouth sores with drooling, behavior changes, or other signs that the child may be severely ill.
 - Lice (live or nits)
 - Symptoms of Pink Eye (red, itchy eye(s) with discharge)
 - Green/yellow runny nose
 - A health-care professional has diagnosed the child with a communicable disease, and the child does not have medical documentation to indicate that the child is no longer contagious.
 - In extraordinary circumstances, such as a Pandemic, parents will be notified of additional safeguards and restrictions for a safe return to school in the COVID Handbook.

Symptoms of Illness while at School

Should your child show signs/symptoms of illness during the day, you will be notified immediately. You must arrange to have him/her picked up as soon as possible. Your child will await your arrival in a safe area away from other children. If it is difficult for you to get to the School within a reasonable time (30-45 minutes), you must designate another person to pick up your child.

Children sent home due to illness/symptoms of illness must be symptom-free and without the need for fever-reducing medicine for 24 hrs. before returning to school. You will be provided an "Incident/Illness Report" letting you know what symptoms your child experienced at school. This note will explain the 24-hr. rule for returning to school. A complete list of communicable diseases, which would exclude a child (or employee) from attending school and protocols for return to school, can be found at: <https://www.dshs.texas.gov>

If your child has been diagnosed with a communicable illness, notify the School immediately, so other parents can be alerted to watch for symptoms.

Head Lice

Parents/guardians should consult their physician, pharmacist, or [Lice Care Solutions](#) for advice on the proper use of an approved medicated shampoo for the head lice. Students must be excluded from school until the scalp is free of lice and nits.

Medication

The School administers prescription medications only. Medications are to come in their original container with the prescription date, doctor's name, and child's name. These are checked in at the front desk. A Medical Authorization Form must be filled out (forms are located in Transparent Classroom).

- Any exception must be accompanied by written permission from your child's physician, indicating dosage instructions, and a doctor's note indicating the dosage for the child.
- Prescriptions and breathing treatments are given once daily after lunch.

Sunscreen & Insect Repellants: When needed, please apply before coming to school. Parents who wish for sunscreen or insect repellent to be re-applied are to provide the School with sunscreen and insect repellent, labeled with the child's first/last name.

Travel Alert Status

As you travel DOMESTICALLY OR INTERNATIONALLY, please be aware of health and safety precautions that could prevent the spread of infectious diseases. COVID protocols and CDC recommendations are listed in the COVID Handbook. To learn more about Travel Advisories and health, visit the World Health Organization's website at www.who.int or the Center for Disease Control at www.cdc.com.gov.

MONTESSORI CURRICULUM

Developmental Distinction

At about six or seven years old, students make a huge transition from the Absorbent Mind stage into the Reasoning Mind stage. Students in this stage become group-oriented and like to work collaboratively. The question "why" replaces the "what" of earlier stages as they become interested in moral questions. Students at this age begin to use their imaginations more and wonder what part they will play in the bigger scheme of life.

Curriculum Overview

The Montessori elementary curriculum was designed by Dr. Maria Montessori to give the child between the ages of six and twelve the opportunity to gain an understanding of how the universe came into being and the place of the human being in that great drama.

The Montessori curriculum is integrated, and concepts are first introduced through a 'whole', through presentations of the five "great stories". These stories include the Origin of the Universe, the Coming of Life on Earth, the Coming of Human Beings, the Story of Oral and Written Communication, and the Story of Numbers. The stories are then referred to again and again as the child gains more and more knowledge. Awareness of the interrelatedness between all living things is what Dr. Maria Montessori called "Cosmic Education".

"The child will develop a kind of philosophy which teaches this unity of the universe; this is the very thing to motivate his interest and to give him a better insight into his own place and task in the world and at the same time presenting a chance for the development of his creative energy."

~Maria Montessori, Published by www.ageofmontessori.org

Students see themselves as part of a whole. They become aware of their relationships with other people and things, which brings them to an understanding of the responsibility they have to others. Following one of the five great lessons, isolated concepts are introduced and emerge in a natural fashion.

Mathematics

The math curriculum is designed for students to develop: (1) a conceptual understanding of basic number facts and functions, the value of money, the meaning of time, and (2) computational and problem-solving skills. A concrete representation of abstract ideas and symbols helps the child fully understand concepts, before introducing more advanced math concepts/operations.

Language

The language curriculum is designed for students to develop: (1) the muscle control required to produce written language, (2) the listening and reading skills required to understand the tone, as well as the substance, of verbal and written communications, (3) the critical thinking required to analyze thoughts and ideas and, (4) the basic skills required to communicate effectively, orally and in writing. Reading skills acquired at the primary level are continually enhanced through direct applications in the classroom such as literature, poetry, and book discussion groups.

Spanish

Spanish and English are the two primary languages of the Elementary Community. One guide in each community, lower/upper elementary, speaks 100% in Spanish. Spanish language lessons are incorporated into the curriculum/workplan. Most of the guides are bilingual in English and Spanish, with Spanish being their native language.

Geometry

Geometry has been defined as an awareness of the relationship between man and the objects in his environment. Montessori saw the study of geometry as practical, based on the physical reality of our world. Exploration of these shapes, and their names and structure, provide the groundwork for studies ranging outside the confines of the classroom.

Culture

Cultural Studies are designed to help students appreciate the impact of geography and technology upon the history of humanity. Montessori materials familiarize students with various landforms, bodies of water, continents, countries, and capital cities. A historical perspective is reinforced through the development and use of timelines in conjunction with research projects on subjects such as "The Creation Story", "Timeline of Life", "Timeline of Early Humans" and "The Civilizations".

Science

The Science curriculum is designed to (1) familiarize students with some of the fundamental principles of scientific investigation, (2) to strengthen their powers of observation and critical thinking, and (3) explore some of the basic concepts within the fields of biology, chemistry, physical science, astronomy, and earth science.

Fine Arts

The Fine Arts curriculum (art, theater, and music) is designed to familiarize students with some of the great masters and to encourage the students to recognize the Fine Arts as a creative means for expressing one's observations, feelings, imagination, and personal experiences. Many of the class projects thematically relate to other academic areas.

Specials

Class specials include Handwork, Nature (gardening and Eco-school initiatives), and PE.

Study of Living Things

Students study, observe and care for an assortment of plants, insects, amphibians, birds, fish, and mammals. Students follow proper handwashing procedures after handling animals. Students do not handle chickens, ducks, and reptiles, such as snakes, turtles, lizards, iguanas, and amphibians, such as frogs and toads as part of the 'classroom environment'.

Students must not have contact with chickens, ducks, and reptiles, such as snakes, turtles, lizards, iguanas, and amphibians, such as frogs and toads.

Cultural & Community Events

Cultural/Community events involving parents are integral to the life of the School. Many of these celebrations revolve around the activities of individual classes, while others bring the larger community together. Whether small and informal or organized for the whole school, celebrations and rituals highlight and affirm the values and vision of our school.

Going Out Trips

The Elementary School program includes 'going out' trips as part of the learning experience. Notifications with parental consent forms will be sent prior to the occasions. Parents will have the option of transporting their own child or using alternative transportation (from a volunteer parent or hired bus company).

The purpose of "going out" is to foster independence by making connections with the world beyond their community to support ongoing classroom research. Parent chaperones may be necessary for trips involving travel.

Parent Chaperones

- Parents must read, agree to and sign forms for going out and/or transporting students.
- Parents must commit to escorting students from school to the field trip and from the field trip back to school. No side trips are permitted. Parent chaperones may not leave the group at the field trip site to return home.
- Parents must oversee and be aware of the students they are responsible for at all times on the trip.
- Parents must follow the plan and guidelines established by the guides prior to the trip.

Parents may not bring siblings on the field trip. They cannot give their fullest attention to the students they are responsible for when a sibling is present.

EMERGENCY PREPAREDNESS PLAN

Emergency Plan

The first responsibility of staff in an emergency evacuation or relocation is to MOVE THE CHILDREN TO A DESIGNATED SAFE AREA OR ALTERNATE SHELTER.

TYPES OF EMERGENCY RESPONSES AND PLANS:

EVACUATION

FIRE: Fire Alarm Sounds

Immediate situation rendering inside of building unsafe; safety can be sought outdoors (example: fire).

The caregiver in charge will:

- Take the clipboard with attendance.
- Check restrooms and close doors.
- Line up and count to ensure all children are present.
- Evacuate the building, to the designated safe area (within the school's fence, along Lakemont Bend Ln.)
- Take attendance using face/name recognition.
- Confirm all are present (green sign) if a child is missing (red sign).
- Approval must be received before reentering the building.

Admin (person in charge) will:

- Take the RED emergency bag (located in the main admin office) and your cell phone.
- Evacuate the building, to the designated safe area.
- Ensure everyone is accounted for.

HOSTILE PERSON: "Evacuate Now" is announced

Immediate or imminent situation rendering partial areas inside the school unsafe (example: a hostile person inside the building).

Caregivers in charge will announce "1-2-3 Look at Me", and

- The caregiver in charge will take the clipboard with attendance.
- Check restrooms and ensure classroom door is closed and locked.
- Line up and count to ensure all children are present.
- Evacuate the building, to the designated safe area: The grass area, to the right of the EC playground/East of the EC playground.
- Take attendance using face/name recognition.
- Confirm all are present (green sign) if a child is missing (red sign).
- Approval must be received before reentering the building.

Admin (person in charge) will:

- Call 911 and/or press the emergency button located in the main office
- Take the RED emergency bag (located in the main admin office) and your cell phone.
- Evacuate the building, to the designated safe area: The grass area, to the right of the EC playground/East of the EC playground.
- Ensure everyone is accounted for.

LOCK-DOWN or SHELTER IN PLACE

LOCK-DOWN: “Lock-down” is announced

Immediate or imminent situation rendering the area outside of the building unsafe (example: hostile person on the property/outside of the building, or within close vicinity of the school).

Caregivers in charge will announce “1-2-3 Look at Me”, and

- Call students and employees into the buildings and into the designated safe area.
- Take the clipboard with attendance into the safe areas:
 - Toddlers: Kitchen
 - EC/LEL/UEL: Classroom Restrooms
- Turn off the lights, sit on the floor, and remain quiet.
- Take attendance using face/name recognition.
- Confirm all are present (green sign) if a child is missing (red sign).
- Activity bags are in each designated safe area (containing books/activities, a flashlight, and a plan for extended sheltering).
- Approval must be received from the person in charge before leaving the safe area.

Admin (person in charge) will:

- Call 911
- Take the RED emergency bag (located in the main admin office) and your cell phone.
- Move to a designated safe area (kitchen, EC restrooms)
- Ensure everyone is accounted for.

SHELTER IN PLACE: 3-Whistle Blows & “Shelter in Place” is announced

Immediate or imminent situation rendering partial areas of indoor space unsafe and leaving or exiting the school unsafe (example: tornado)

Caregivers in charge will announce “1-2-3 Look at Me”, and

- Call students and employees into the building and into the designated safe area.
- Caregivers in charge will take the clipboard with attendance into the safe areas:
 - Toddlers: Kitchen
 - EC/LEL/UEL: Classroom Restrooms
- Take attendance using face/name recognition.
- Confirm all are present (green sign) if a child is missing (red sign).
- Activity bags are in each designated safe area (containing books/activities, a flashlight, and a plan for extended sheltering).
- Approval must be received from the person in charge before leaving the safe area.

Admin (person in charge) will:

- Take the RED emergency bag (located in the main admin office) and your cell phone.
- Move to a designated safe area (kitchen, EC restrooms)
- Ensure everyone is accounted for.

RELOCATION

RELOCATION: “Relocate” is announced

Relocation of students and staff to an alternate safe place to take shelter (example: flood, fire).

MOVE TO THE SECONDARY BUILDING LOCATION:

Montessori House for Children
20625 Lakemont Bend Lane
Richmond, TX. 77407

Montessori House Elementary School
7233 S. Mason Road
Richmond, TX. 77407

HOW WILL THE SCHOOL COMMUNICATE DURING AN EMERGENCY?

- **FOR FIRE OR EVACUATION:** Admin will call 911. School admin will use cell phones if power is out or if the school has been evacuated outside the building.
- **FOR POLICE OR EMS SERVICES:** Admin will call 911. School admin will use cell phones if power is out or if the school has been evacuated outside the building.
- **FOR HEALTH EMERGENCY:** Admin will call 911
- **ROSENBERG OFFICE OF DFPS:** Admin will call 832-595-3000
- **PARENTS:** When possible, parents will be notified via phone or Transparent Classroom (Text message and School Announcement).

NON-EMERGENCY OR AFTER-HOURS CONTACT NUMBERS:

SHERIFF’S OFFICE: 281-342-6116
HEAD OF SCHOOL: 713-875-3347
SCHOOL OWNER: 281-468-0160

TDFPS HAS THE OWNERS’ NUMBERS ON FILE:

BOB NELSON 281-610-6585
PAMELA NELSON: 281-468-0160
BARBARA NELSON 713-875-3347

HOW WE CONTINUE TO CARE FOR THE CHILDREN UNTIL EACH CHILD HAS BEEN RELEASED:

Children will be kept safe and engaged until released from evacuation, relocation, or sheltering/lock-down. Activities will include storybooks, songs, and games.

HOW WE WILL REUNIFY THE CHILDREN WITH THEIR PARENTS/GUARDIANS:

As the evacuation, lock-down, shelter-in-place or relocation is lifted, students will ONLY be released to parents and/or guardians or individuals on the approved pick-up list on file.

Parents & Students... will be notified, in writing, of any policy change or change made to the Parent-Student Handbook.

ACKNOWLEDGMENT AND RECEIPT OF STUDENT/PARENT HANDBOOK

The registration of a student is considered an acceptance, on his/her part and on the part of his/her parents or guardians, of all rules and regulations of our School.

The rules and regulations contained in this Handbook are not meant to be all comprehensive. Rather, they presuppose the goodwill and judgment of a student in all circumstances in which he/she may find himself/herself.

Parents/guardians are asked to familiarize themselves and to ensure that their child understands information pertaining to school, safety, security, attendance, social, behavioral, academic, technology and health policies and procedures contained in this Student/Parent Handbook.

Parents/guardians and students over age 8 must sign the form below.

We have read and understood all statements and provisions outlined in the Student/Parent Handbook.

Parent/s/Guardian/s

Student

Age

Date