

WOODED ACRES MONTESSORI SCHOOL LLC

Serving Our Community Since 2011

License Number: 1678212



PARENT HANDBOOK

School is in session for 173 educational days starting in August and ending in May.

The school is opened to the Families of Wooded Acres Montessori School Monday-Friday.

Hours of operation: 7:30 a.m. - 4:00 p.m.

EARLY CHILDHOOD PROGRAMS

(serving children three-five years of age)

Tuition-Based Programs

Marie Billings

Owner / Directress / Teacher

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“Free the child’s potential and you will transform him into the world.”
Maria Montessori

MISSION STATEMENT/MONTESSORI PHILOSOPHY

MISSION STATEMENT

The mission of Wooded Acres Montessori School is to serve God and families by providing a carefully planned environment that appreciates and celebrates the child. Our desire is to help the young child learn respect for oneself, others, and the environment. The Montessori philosophy believes that the physical, emotional, social, aesthetic, spiritual, and cognitive needs and interest of the child are inseparable and that each facet is equally important to the development of the whole child. The environment is prepared so that the child can explore the environment through manipulating didactic materials and engage in meaningful experiences that foster understanding, concentration, and independence, which will help the child develop foundational habits, attitudes, skills, and ideas that are essential for a lifetime of creative thinking and learning. ***“To stimulate life, leaving it free, however, to unfold itself—that is the first duty of the educator.” — Maria Montessori....*** That is the goal of Wooded Acres Montessori School.

This handbook has been compiled to provide information to enhance your child's experience in early education and to meet state licensure requirements. Please keep it all year for reference. You will be notified of any additions or changes.

Wooded Acres Montessori School LLC is licensed to operate by the Texas Department of Family and Protective Services. **License Number: 1678212**

MONTESSORI'S PHILOSOPHY OF EDUCATION

The Montessori Method of education evolved through many years of observation of children by Dr. Maria Montessori. Dr. Montessori, an Italian educator, was also the first woman medical doctor in Italy. She believed that a child's education should not be fragmented; rather, the whole child must be considered. The teacher must be guide not only of children's minds, but also a guide of their physical, spiritual and emotional lives. The Montessori approach helps prepare children for life by giving them the tools of independence, self-discipline, and respect for themselves and others.

The Wooded Acres Montessori Early Childhood program values and appreciates the diversity and capability of all children, their families, and cultures. We welcome all children at their own developmental level and support their growth to the next stage, realizing that this is a unique and individual process for each child. We believe this growth occurs best in a safe, supportive environment where children are free to learn, grow, and develop through meaningful experiences. We also believe teacher should be active partners with parents in this educational process.

Our program values and supports a developmentally appropriate, Montessori curriculum. We believe that children are active agents in their learning. They learn best from activities they plan and carry out themselves with support and guidance from the adults in the classroom. Children in our classrooms have daily opportunities to decide which classroom materials they will use.

The classroom follows a daily routine which includes a time to plan (Morning Circle Time), an extended work time based on children's choices, time to recall what occurred at work time, large and small group activities, music, story time, snack and outside play.

We welcome you to join us in the classroom in order to see our philosophy and curriculum in action. We hope to form a partnership with parents to achieve the highest expectations for all children. We strive to achieve the highest standard of quality programming in the classroom. Our program

A. AMERICAN MONTESSORI KEY CONCEPTS

MONTESSORI TEACHER

- Educated in Montessori philosophy and methodology appropriate to the age level he or she is teaching.
- Possess the ability and dedication to put the key concepts into practice.

MONTESSORI PARENTS

In order to provide understanding and awareness of the Montessori approach to education and your child's personal development, we ask that parents do the following:

- Parent Orientation-All parents are required to attend the PARENT ORIENTATION MEETING. For your convenience there are two PARENT ORIENTATION MEETINGS scheduled before the school year begins. Please check your school calendar or email for more information. During a pandemic, Parent Orientation will be via ZOOM meeting.
- Observe at least once a year in your child's environment.
- Attend the Parent/Teacher Conferences

MONTESSORI CLASSROOM

- Consist of a multi-aged, multi-level, heterogeneous grouping of students with a combination of individual, small group, and large group learning models.
- Extended to include a partnership with the family. The family is considered an integral part of the child's total development.
- Integrates a diverse set of materials, activities, and experiences.

MONTESSORI CURRICULUM

Wooded Acres Montessori School curriculum is in accordance with the recommendations, standards and training provided by the American Montessori Society. The curriculum includes: Practical Life, Sensorial, Math, Language, Music/Movement, Life Science and Earth Science, Cultural Studies, and Bible Stories. Each day begins with prayer and scripture. Thanksgiving is offer to God for our daily lunch. Music will often include scripture songs. The daily schedule includes large blocks of uninterrupted time (work cycles) for independent work, large and small group lessons, and individual lessons.

B. CLASSROOM EXPECTATIONS

THE MONTESSORI CLASSROOM: Teachers and children are expected to follow three basic rules:

1. Respect and care for self
2. Respect and care for others
3. Respect and care for the environment

The parents and faculty are expected to model gracious, courteous, respectful behavior at all times to all people. We expect EVERYONE in our classrooms to learn and to practice the same basic three rules.

OUTDOOR PLAY- The physical benefits of outdoor play are obvious, but there are also a lot of social and emotional ways children develop when they play outside. For instance, when young kids build sand castles, play games with friends, or explore things they find in nature, it encourages logical thinking, and improves their ability to reason.

Outdoor play also encourages children to take risks, stretch their imaginations, explore their interests, and discover what they enjoy doing. And when kids spend time outside with peers, it gives them the opportunity to build the kind of social skills they need to forge healthy friendships throughout life.

Outdoor play is subject to weather conditions and teacher discretion. Under normal conditions children will be outdoors:

- For a 1 hour recess and 1 hour in the afternoon for full day students
- When weather is sunny and the temperature is above 32 degrees
- Unless temperatures and humidity make recess undesirable

C. ENROLLMENT / ADMISSION PROCESS

Thank you for your interest in Wooded Acres Montessori School (WAMS). It is wonderful that you are considering WAMS for your child. Submitting an application and visiting the school are the first steps in the admission process.

POLICY FOR ADMISSION - All children who meet the following criteria are eligible for admission:

- Age and gender requirements (Children must be 3 by September 15)
- Physically, developmentally and emotionally able to succeed in our program
- Children must have independent toileting skills

The class is a mixed age group of children and we strive to balance the number of boys and girls in each age level.

General Enrollment Process:

- Make application
- Tour School
- Interview with child (A one hour visit is scheduled for your child during school hours, when possible.)
- Complete Enrollment Forms

The following factors are taken into consideration for enrollment:

- Priority is given to siblings of children previously enrolled in our school.
- Age and gender ratios
- Applications that are on file (first come first served)

Beyond these considerations, **Wooded Acres Montessori School admits children without regard to race, ethnic background, national origin, religion or creed.**

You are encouraged you to visit our school. Please call and schedule an appointment @ 254-424-3059.

During Covid19 Or Other Pandemic Situations The Enrollment Process Will Be As Follows: Before enrolling any child, parents or guardians must schedule an appointment with the Director(s) for a virtual tour, and the child(ren) can accompany the parents in a virtual online interview. We believe this provides both the parent and the Director the opportunity to clearly convey their expectations of **Wooded Acres Montessori School LLC** and go through our enrollment package one-on-one. Upon the decision to enroll your child, parents or guardians will be provided with an application, tuition and financial agreement, all health and emergency forms, as well as a copy of our handbook. All forms sent through email or mailed in.

In the event of a class being at its full capacity, we will place you on the waiting list for up to six months. We are sorry that we cannot always meet the needs of parents or guardians when requested, however you may call us and request a place on the list or submit an application to be placed on a waiting list. You will be called by the Director when an opening becomes available.

ENROLLMENT REQUIREMENTS

- Children must be 3 years old by September 30

- All students must be potty trained.
- Emotional readiness
- Assignment is made according to availability of spaces for children of each gender and age. Consideration is given to the balance of boys and girls at each grade or age level. Each student accepted into a program must meet the developmental standards necessary for success in the program.
- First preference is given to students who are already enrolled in Wooded Acres Montessori School whose performance in school has been satisfactory in the teacher's and Head of School's judgment.
- Siblings of students already enrolled at Wooded Acres Montessori School are given second preference.
- All students at Wooded Acres Montessori School are accepted on a six-week trial basis. Successful adjustment to the program as determined by the teacher and Head of School is necessary for continued enrollment. If this adjustment has not been achieved, students will be asked to withdraw from the program. Prior to this request, behavior of the child, contacts with parents, and efforts to guide the child will be recorded by the classroom teacher. This is a protective measure to preserve the quality of the program for other students in a classroom and to encourage the parents of the child to seek the best possible alternative education for the benefit of the child.
- Children added to the waiting list will be selected on a first come first serve basis in regard to the space availability. The classroom is multi-aged and gender balanced.

D. PROGRAMS and TUITION SCHEDULE

PROGRAMS AND ANNUAL TUITION SCHEDULE						
EARLY CHILDHOOD PROGRAMS	DAYS	HRS.	ANNUAL	(10) MONTHLY INSTALLMENTS	SUPPLY FEE	EARLY BIRD (7:30-8:30)
2-Day Program	T/TH	8:30 - 2:00	\$3250.	\$325.	\$175.	\$ 55.
3-Day Program	M/W/F	8:30 - 2:00	\$4650.	\$465.	\$255.	\$ 75.
5-Day Program	M-F	8:30 - 2:00	\$7900.	\$790.	\$400.	\$125.

- **APPLICATION FEE** of \$50.00 must accompany your Application for Admission. (This fee is non-refundable.)
- **REGISTRATION FEE** of \$200.00 per child is due with the Enrollment Forms. The Registration Fee is nonrefundable. The Registration Fee reserves a spot for your child.
- **SUPPLY FEE** is per child is due on or before August 1st.
- **TUITION PAYMENTS** are paid in ten monthly installments: (August 1st -May 1st). The first tuition payment is due June 1st or due with Enrollment Forms. The first tuition installment will be applied to the August Tuition and is non-refundable.
- An entrance interview for prospective students is required for enrollment.
- Students are accepted on a five-week trial basis.*

E. WHAT IS THE FIVE WEEK TRIAL BASIS? *

It is a time to evaluate your child's readiness for the Montessori Classroom. Most children are still working on readiness skills when they begin an Early Childhood Program. The ability to follow instructions is both necessary and helpful for the success of your child. The first five weeks are very important. Your child learns expectations, rules, and procedures. Simply speaking, during this **trial basis** period we look at the following areas to see if your child is ready for this Early Childhood Program:

Potty Trained

The child knows how to use a potty or toilet. The child is out of training pants and no longer need continual reminders to go to the potty. If he/she still needs help with washing up or has an *occasional accident*—that's not uncommon and is supported at this level.

Communicate

To be ready for the Early Childhood Program the child must be able to express himself/herself in a way that can be understood by an adult. That doesn't mean the child needs to be speaking in full sentences, just that he/she has an appropriate way of getting his/her feelings and needs across. The child is expected to have a basic understanding that other kids have feelings and needs.

Following Instructions

Children in the Early Childhood Program must be able to follow 3-4 step instructions.

Independent

The child must be able to work independently without needing constant direction and redirection from an adult. It is important that the child can take care of personal needs such as feeding him/herself, getting a drink, and caring for the environment i.e. restore his/her work, roll rug, wash a table, push in chair,. The child is expected to become independent enough to select a work/activity without the teacher's help, and he/she is able to learn their way around the classroom.

Concentration

A child in the program must be able to pay attention to a picture book being read aloud. Typically, large and small group lessons are limited to 10–20 minutes and the child must be able to give his/her attention to the lesson while sitting and listening respectfully.

Emotionally Ready

Emotionally, there are a few things to look for when considering whether your child is preschool ready. The first is the ability to say goodbye to a parent or caregiver without too much anxiety. It's typical to be a little nervous, but if your child cries for extended period or is preoccupied with the separation from mommy and not able to concentrate on work, he/she might not be ready for the program.

F. SANATIZING AND SAFTY PROTOCOLS

During pandemic/Covid19 the following safety protocols apply:

1. **Handwashing:** As soon as students arrive to the classroom, they will wash their hands properly. Hands will also be washed throughout the day and more frequently with soap and water for at least 20 seconds. Hand sanitizer will be also be used when needed. Sanitizing stations are located throughout our facility.
2. **Sanitizing/Disinfecting:** All hard surfaces will be wiped down throughout the day, before and after use as well as at the end of each day. All surfaces and toys will be sprayed prior to leaving the room throughout the day. All sensory bins, soft toys, pillows, dress-up clothes will be put away during this phase of opening.

3. **Mask wearing**(during Covid19 or other pandemics: Teachers will wear mask at all times (except when on the playground). It would be ideal for student to wear a mask while at school, but the reality is that it would be extremely difficult for them, the focus would be 'keeping the mask on'. Though we will not enforce mask wearing (for children under the age of 10) we will support your decision to have your child wear a mask while at school. Fabric masks will go home weekly to be laundered.
4. **Social distancing in the classroom:** The tables have been strategically placed to accommodate for social distancing.
5. **Slip on shoes in classroom:** All children will bring a pair of slip on shoes (similar to Crocks) that will remain at school and be worn in the classroom. Outside, regular shoes will be worn to and from school and on the playground. Please be sure your child can manage putting on and taking off their shoes. Teachers will be allowed to bring in "indoor shoes" to wear in the classroom only. Since children spend time on the floor, we want it to be as clean and safe as possible. Please write your child's name on each shoe so that they can be easily identified.

G. DROP-OFF / PICK-UP PROCEDURE

PICK-UP AND DROP-OFF PROCEDURE: We are required by law to have parents sign-in and sign-out when you drop-off or pick up your child/children. The Sign-In Sheet is available at the door.

It is our policy that your child/children will not be permitted to leave with anyone other than those listed on the Pick-up Authorization Form. Please include your spouse if he/she is permitted to pick-up your child. Anyone not on the Pick-up Authorization will not be permitted to pick-up your child without written consent and identification.

PURPOSE To maintain the integrity of the program and to respect the hours of operation of the program, the following policy has been put into place.

POLICY: Wooded Acres Montessori School Programs end at given times. All children are expected to be picked up by a parent or authorized guardian at the end of the programs given time. If a parent/guardian arrives after the program ends families will be charged a designated late fee. There will be no exceptions or warnings. If a parent/guardian is late for whatever reason (flat tire, heavy traffic, weather conditions etc.) a late charge will be issued. A "no exceptions" policy makes it easier to apply the late policy to everyone consistently and fairly.

LATE PICK-UP PROCEDURE: If you know you are running late, please contact the school and let them know the anticipated time of pick-up. It is helpful for teachers to know in advance so they can help your child adjust to the late departure. There will be a \$5.00 charge per child for every five minutes elapsed after you scheduled pick-up time.

SCHOOL CLOSURES AND DELAYS: For school closure and delays please check your email/text or consult the local weather channel (KCEN) or kcentv.com. Wooded Acres Montessori School follows the Midway ISD weather advisory. If Midway ISD is closed then Wooded Acres Montessori School is closed. If Midway ISD is delayed likewise Wooded Acres Montessori School is delayed.

Weather permitting drop-off and pick-up will take place at the playground gate otherwise drop-off will be at the classroom door, under the carport. Please park and collect your child under the carport at the classroom door. If it is raining que up and drive under carport, your child will be brought out to you.

During pandemic/Covid19 please follow the following safety protocols:

- Please practice social distancing. Please wait for the parent to leave the area before you approach the gate or classroom door.
- Direct contact between parents and staff should be minimal.
- A hand hygiene stations will be set up so that children can clean their hands when they arrive and when we come in from recess. Hand sanitizer will be set up next to parent sign-in sheets. Sign-in pens will be sanitized between each use.
- A designated staff member will wear a mask, greet/receive the child and direct the child.
- Children will be screened upon arrival.

- Children who have a fever of 100° (38.0°C) or above or other signs of illness will not be admitted to the facility.
- A visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness, and confirm that the child is not experiencing coughing or shortness of breath.
- Parents will not be permitted into the classroom without a facemask.

ARRIVAL : All children must be brought into school each morning and accompanied to class. Parents may accompany their child/children into the school or playground until the child feels independent enough to be dropped off at the door. Someone will be at the door or gate to greet the child and insure they enter the classroom/playground safely. Parents are required to sign-in and sign-out their child upon arrival and departure.

It is important that children arrive on time. The Early Childhood programs begin at 8:30. If you need to drop off your child before 8:20 please sign up for the Early-Bird Program. Children who come in late miss important lessons presented during the morning circle time..

DISMISSAL : Parents are expected to come to the door or to the playground to pick-up their child. Parents are required to sign-out. It is our policy that your child/children will not be permitted to leave with anyone other than those listed on the Pick-up Authorization Form. **Please be sure to include your spouse on the Pick-up Authorization Form if your spouse is permitted to pick-up.** Anyone not on the Pick-up Authorization will not be permitted to pick-up your child without written consent.

Please avoid getting involved in long conversations with teachers at the door during morning drop off or pick-up because they need to be watching all children as they arrive and depart. Unless the information is urgent, please leave a message in writing and or text message.

MAKE UP DAYS: *An absence for illness and or vacations is not made up nor is tuition refunded.*

H. ACCIDENT / ILLNESS / EMERGENCIES

ACCIDENTS / INJURIES: All accidents or illnesses during school hours are immediately reported to the parents by phone (and text) using the phone number left by the parent on the sign-in sheets or by the phone numbers on the emergency cards.

In the event of a serious accident/injury the parent/guardian will be notified immediately. If the parents/guardians cannot be reached at the given phone number the emergency contact person will be contacted along with the child's physician. If necessary, we will also call the paramedics or an ambulance. The teacher and/or director will be in charge and make all decisions about the care of the child until the arrival of a parent, the physician, paramedics or ambulance. The school will maintain a parent's signed consent form agreeing to these provisions. **It is to your child's benefit that you keep the school up-to-date on phone numbers, emergency numbers and other pertinent information.**

ILLNESS: Children will be screened upon arrival. Children who have a fever of 100° (38.0°C) or above or other signs of illness will not be admitted to the facility. A visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness, and confirm that the child is not experiencing coughing or shortness of breath

PARTICIPATION: If a child is too sick to play outdoors, they should be kept at home until they are well. Classes go outdoors daily and we have no supervision for a child who must be away from the class.

MEDICATION: Parents must complete and submit the Medical Authorization Form before medications can be given to the child. Medications must be in the original container and must be labeled with the child's name, date, and direction how to administer. Prescription drugs must include physician's name and the date.

For your child's protection and the protection of schoolmates, **KEEP YOUR CHILD AT HOME IF THEY** have any of the following symptoms:

FOLLOWING SYMPTOMS ARE PRESENT:

- skin rash or sores
- stomach ache or nausea
- vomiting
- flushed face
- inflamed eyes
- sore throat
- diarrhea
- chills
- headache
- coughing
- a cold less than four days old

IMMUNIZATION RECORDS: Texas Department of State Health Services requires that child care providers/schools maintain vaccination records for every child. Immunization Records or the appropriate exemptions must be submitted to the school prior to the first day of school.

If you are seeking an immunization exemption please read the following information.

Online requests for an immunization exemption must be made through the web submission form posted at : <https://webds.dshs.state.tx.us/immco/>

OR

Written requests must be submitted through the U.S. Postal Service, commercial carrier, fax at (512)-776-7544, or by hand-delivery to:

DSHS Immunization Branch
1100 West 49th Street
Austin, Texas 78756

Hand-delivered requests may be submitted to the DSHS, Immunization Branch, between 8 a.m. and 5 p.m. Mondays through Fridays. ALL affidavit forms will be mailed to you via U.S. Postal Service. No requests will be filled at the time of hand-delivery.

Affidavit form requests will be processed and mailed within one week from the receipt of the request. If additional information is needed in order to process the affidavit, you will be notified;

The letter must include the following information:

- Full name of each child for whom a form is requested (first, middle, and last);
- Date of birth of each child for whom a form is requested;
- Parent or legal guardian's complete return mailing address, including zip code;
- Number of forms needed for each child (not to exceed five forms per child)

Electronic mail or telephone requests will not be processed.

The official Texas Department of State Health Services affidavit form must be notarized and submitted to school officials. The form must be submitted within 90 days from the date it is notarized.

The school will accept only official affidavit forms developed and issued by the Texas Department of State Health Services (DSHS), Immunization Branch. No other forms or reproductions will be allowed.

EMERGENCY - (NON-MEDICAL): The safety of the children at Wooded Acres Montessori School is paramount. In the event of an emergency or any incident that renders Wooded Acres Montessori unsafe and requires evacuation and or relocating the students to a safe location the children will relocate to the home of RENE OLVARA (neighbor)

1801 Spring Valley Road, Hewitt.

If the emergency or incident requires the evacuation of the neighborhood the children will be moved by personal vehicles to the Hewitt Public Library located AT 200 Patriot Court, Hewitt. Phone: 254-666-2442. Parents will be notified once the children are safe.

I. COMMUNICATION

CONFERENCE: Please speak with your child's teacher as soon as any concerns arise. You are welcome to send a note or call the teacher to arrange a conference. Parents should address classroom concerns to the teacher. If concerns remain unresolved, parent should contact the Head of School.

Teachers are available to address parents' questions and or concerns during their conference time between 2:15-3:00 (T/TH) and 3:15-4:00 (M/W/F).

PARENT / TEACHER CONFERENCES: Conferences are scheduled once a year for all students, check your calendar for dates.

Serious concerns regarding safety and care of children during school hours should be directed to Texas Department of Human Services.

EMAIL and TEXT MESSAGING: Communication between schools and families is essential for building trusting relationships that foster parental involvement. Emails will be use regularly to communicate when, where, and what is happening in the classroom and to address questions, concerns, report an absence...etc. A face-to-face conference is encouraged to discuss serious concerns.

Changes in a child's physical or emotional state will be reported to parents regularly by the lead teacher through notes/email/text sent to the parent or through conversations with parents. Parents should let teachers know about possible changes in a child's home situation or behavior.

TEXTING: Texting during school hours is less disruptive and is preferable to calling. But, please call in the event of an emergency.

MONTHLY NEWSLETTERS: Monthly Newsletters will be emailed to you, at the email address provided by you, at the first of each month. These newsletters are provided to help you stay abreast with what is going on in the classroom. A hard copy of the Newsletter

J. FEES AND TUITION PAYMENTS

Wooded Acres Montessori School LLC adheres to the following policies and procedures for tuition payments:

1. Please set up an automatic draft with your bank. Payments should be received by the 1st of the month. Make payments payable to: Wooded Acres Montessori School
2. If you pay by check a \$25.00 per month late fee will be charged when a payment is declined.
3. There will be a \$5.00 charge per child for every five minutes elapsed after you scheduled pick-up time.
4. All tuition is due regardless of sickness, behavioral/disciplinary removal, vacations, weather-related closings or holidays (including Thanksgiving, Christmas, snow days, and Spring Break), **emergency-related closings mandated by the state/local government/DHS, like a pandemic.**
5. If you need to terminate your child's enrollment, a two-week notice is to be given to the school director.
6. ***If you decide to take an extended leave of absence, we can only hold your child's spot by paying a 25% per month fee. The extended leave of absence also applies to those who choose to not send their child to school after the reopening from a forced closure, like a pandemic or emergency-related forced closure.***

7. To ensure your child's enrollment, parents must re-register their child(ren) for the following year.
8. It is understood that there will be an annual increase each July at the start of the fiscal year.

K. METHOD OF DISCIPLINE

One of the primary aims of the Montessori classroom is to teach children self-discipline and heighten awareness to natural and logical consequences. Please familiarize yourself with the Love and Logic method of discipline. It is important that the child have continuity between home and school.

What Are Natural and Logical Consequences?

A consequence is a result of something a person does. Letting children experience the natural or logical consequences of their actions is one way to teach responsibility. A natural consequence means what happens because of something a child does. A logical consequence is a result arranged by the parent but logically related to what the child did. Natural and logical consequences result from choices children make about their behavior. In effect, they choose the consequence they experience.

Sometimes the consequence which naturally or logically follows the child's behavior is unpleasant. By allowing children to experience the pleasant or unpleasant consequence of their behavior, parents and caregivers help children learn what happens because of the behavior choices they made. Using consequences can be an effective discipline tool with children three years old and older.

Natural Consequences

These are the inevitable result of a child's own actions. For example, despite Dad's urging him to put on his coat, Tommy goes outside when it's cold without wearing a coat. The natural result is that Tommy gets cold. This result is a consequence of a choice Tommy made. Natural consequences are:

- The responsibility of the child— he decided not to wear his coat.
- Not administered by the parent— Dad didn't send him outside without a coat on.

Logical Consequences

Logical consequences happen as a result of a child's action, but are imposed by the parent or caregiver. For example, 5-year-old Sandy rides her bike into the street after she was told not to. The logical consequence for Sandy's mother to impose on Sandy is to take her bike away for the rest of the morning. Logical consequences are most useful when a child's action could result in harm to the child. It is important to make sure that logical consequences are reasonable and related to the problem, and to let both the child and the parent keep their self-respect.

How to Use Logical and Natural Consequences

I. Identify reasons.

When your child misbehaves, find out what he or she is doing and try to figure out why. Children usually misbehave for these reasons:

- To get your attention.
- To get power.
- To get even.
- Because they feel inadequate.

It's important to try to understand why the child is misbehaving so you can take the correct action.

Sam, age 4, was playing in the yard with his truck. It was almost time to go to preschool. Mom called to Sam that he had five minutes to finish with his play and put the toys away. Sam kept on playing because he was having fun. "One minute left," warned Mom. The toys were still all over the yard and it was time to go.

Paying no attention to his Mother is a great way for Sam to gain power and get attention.

2. Decide whose problem it is.

Some problems are the child's alone. When this is the case, it's often best simply to let whatever will happen, happen. As long as the consequences are not dangerous, don't interfere. This is a natural consequence. For example, if Sam were playing out in the yard when it began to rain and he would not come in, he would get wet. The natural consequence would be the discomfort of being drenched.

When Sam will not put his toys away, his mother has the problem. Mom really needs Sam to put his trucks away before going to preschool. They live in an apartment complex where there are many other children and the toys might not be there when they return. Mom has been working to help Sam be more responsible for his toys. In this case it's time to use a logical consequence.**3. Offer choices.**

When you want your child to do something or behave in a certain way, the best way is to offer a few choices. Make sure any choice you offer is one you can live with and does not harm the child.

"Sam, I need you to pick up the toys right now. If you don't they will have to be put away until tomorrow. I know you will want to play truck when we come home. That won't be possible unless you put them back in the house now. It's your choice."

It's important to keep in mind that a logical consequence comes from the child's decision.

4. Stand firm.

If the child chooses a consequence, follow through and don't waver. This is very important when you begin using this technique. A child used to getting his or her way through misbehavior may try to do the same thing when choosing a logical consequence.

Sam looked at Mom and continued playing. Mom said "All right, I can see you have decided not to play with your truck this afternoon." Mom then removed the truck and put it in an out-of-reach place that Sam could see. Sam began to cry and throw dirt. Mom remained calm (it was not easy to do) and simply reminded Sam that he had made a choice.

5. Talk to your child about choices in a positive way.

A choice given as a way to get something is far more appealing to a child than a warning. The actual consequence is probably the same, but a power struggle is avoided because the parent is positive rather than threatening.

Sam's Mom might want to rephrase her words. She might have better luck if she said, "Sam, I want you to be able to play with your truck later. Let's bring it into the house right now so you can play with it when we come home from preschool. I know you really like this truck, but if we leave it out here, it might disappear like the blue one did."

6. Let your child know when she or he has done something good.

As soon as a child corrects his behavior, let him know you think it's great. All of us respond better to praise than to criticism. Sometimes it's the only way a child knows he has met your expectations.

Two days later Sam was playing truck again. Now, Mom needed to go to the store and asked Sam to put the truck in the house. He ignored her for a minute, but when Mom reminded him that he was responsible for making sure the truck didn't disappear (either because he left it in the yard or because Mom put it away for a brief period of time) he picked it up and walked toward the door. Mom said, "Wow, I really like the way you're taking care of your truck. I'm proud of you!"

7. If possible, let the child help decide the consequence.

Because the problem is the child's and she is in charge of the choices she makes, it's a good idea to ask her what she thinks a good consequence might be. This makes it more likely that the child will do what you ask. And if she chooses not to do it, she was part of the team that decided what the consequence would be.

Sam and Mom were talking about what might happen if he didn't bring in the truck. Sam understood the reason for needing to keep track of his toys and said that it might be taken away by another child if it were left out. Mom talked about how it would be hard to buy Sam another truck right now because trucks cost a lot of money. Sam said that if the truck disappeared, he might be able to help buy a new one with some of the money he got for his birthday. They both agreed that the best solution was to bring the truck in whenever Sam wasn't playing with it.

Children can often come up with better consequences than their parents when given the chance.

Guidelines for Using Logical Consequences

Logical consequences are arranged by an adult but must be experienced by the child as a direct result of his or her behavior. To be effective, the consequence needs to fit the behavior in a logical way so that the child associates the consequence with the behavior choice.

1. Logical consequences acknowledge mutual rights and mutual respect.

Mother (TV is blaring): "Susie, I realize you and Katie are enjoying your program, but your dad and I are trying to talk. Please turn down the volume or go outside. You decide which you'd rather do."

In contrast, punishment expresses the power of personal authority.

Mother: "Susie, turn that TV off this instant! I'm trying to talk to your father."

2. Logical consequences are related to the misbehavior.

Father: "John, I'm going to mow the lawn this morning, but I won't be able to mow until all your toys are picked up. Please pick them up. If you don't, I'll place them in a bag and put them out of reach in the garage."

In contrast, punishment is rarely related to the logic of the misbehavior or situation.

Father (angrily): "John, I've told you a dozen times to pick up your toys outside. I'm going to mow over them and you can just forget about going to the show this afternoon, too."

3. Logical consequences are not judgmental.

Son: "Dad, remember when I borrowed your pen without asking?"

Dad: "Yes, I do."

Son: "Well, I lost it. I've looked everywhere for it."

Dad: "Well, son, how are you going to replace the pen?"

In this example, Dad handled the situation by focusing on the impersonal fact that a pen was lost and must be replaced. In contrast, punishment implies wrong-doing and personal deficiencies, rather than a mistake or inappropriate behavior.

Dad (very angry): "Son, you took my pen without permission! Don't you know enough to ask? That's outright stealing. And you lost it. You'll never use anything else of mine again!"

4. Logical consequences are related to current and future behavior.

The Smith family recently got a dog. Little Billy agreed to feed it, but did not live up to his agreement. Billy is playing with the dog.

Father: "I'm sorry, Billy, but you're not ready for the responsibility of caring for a dog. You'll have to leave the dog alone for two days. Then you can take on your responsibility for feeding the dog again."

In contrast, punishment relates to past behavior.

Father (angrily): "Billy, you forgot to feed the dog. You don't care one bit about that poor animal. It's just like you to forget. You can't ever play with the dog again."

5. Logical consequences are done in a firm but kind manner with a pleasant, friendly voice.

Jim and Dave are kicking each other under the table.

Mother: "You boys may either settle down and eat your breakfast or leave the table until you're ready to join us!"

In contrast, punishment often is threatening and treats the offender with disrespect.

Mother (angrily): "You two knock it off right now or you'll go to school without any breakfast!"

6. Logical consequences give the child a choice.

Jane has just come home from school and wants to play outside.

Mother: "Jane, if you plan to play outside, you'll need to change into your play clothes."

In contrast, punishment demands obedience.

Mother: "Jane, change your clothes right now!"

Sometimes there is a thin line between logical consequences and punishment. The tone of voice, friendly attitude, and willingness to accept the child's decision are essential characteristics of logical consequences. No matter how logical an action may seem to you, if your words are threatening, the message conveyed to the child will be one of punishment. Then, your child will be resentful and angry at you for imposing the consequence, instead of taking responsibility for his or her actions and learning from the consequence.

Advantages of Using Natural and Logical Consequences

- The consequence is closely tied to the behavior, and gives the child a chance to learn what happens when he doesn't behave in the way you expect him to behave.
- Because it separates the deed from the doer, it does not shame or punish the child.
- It is concerned with present and future behavior and helps children learn to be responsible for their own actions.
- It is done in a calm environment.
- It lets children make a choice.

Disadvantages of Using Natural and Logical Consequences

It can sometimes be difficult for parents to use natural and logical consequences because: The parent must be able to think ahead and come up with a proper response.

- The parent must not step in and “save” the child.
- The child must be allowed to experience the consequence.
- The consequence takes time to put into action and often does not work the first time.

L. BELONGINGS / CLOTHING / MORNING NEWS

All children must bring their own lunchbox, water bottle, and slip-on shoes (to be left at school). All items must have the child's name on all personal items. **Children may not bring backpacks to school.**

Morning News is a time during the Morning Circle in the children may share something (one item only: book, favorite dinosaur, picture they've drawn or made, robot, ect...) with their classmates (much like Show and Share).

THE MORNING NEWS SCHEDULE IS AS FOLLOWED: (your child may bring on item from home)

- Mon. - Girls Share
- Tues.. - Boys Share
- Wed..- Boys Share
- Thurs.- Girls Share

While in a **pandemic phase**, children **may not bring in any personal belongings from home aside from what is approved: lunchbox, personal water bottle, classroom shoes (please put your child's name on all items)** No backpack, no toys, books, or personal items from home will be permitted at this time. You will be notified when the pandemic phase is lifted.

Please return any unfamiliar items brought home from school by your child. Frequently, these are essential parts of school equipment or belong to another child. Young children typically do not realize that they are taking what isn't theirs, so please do not be embarrassed to return items and talk this through in a loving manner with your child.

CLOTHING: Please allow your child to wear casual, comfortable clothing. Much of the child's work is done on the floor. Dressy clothes restrict movement and participation in activities, and also interfere with concentration.

The children work with water and paint, and even though they wear aprons, they can sometimes get wet. **Please provide an extra set of clothing.** Please label extra clothing with child's name and place it in a zip-lock bag with the child's name on the outside. This change of clothes is to remain at school until the end of the year.

When choosing clothing, please take care to choose clothes allow the child to dress independently. Because self-care is an important Montessori principle, we ask that parents of Early Childhood children avoid sending your child to school

in frustrating and hard to manage clothes.

In addition, we recommend that children wear sturdy, comfortable shoes with rubber soles. **No boots, flip flops, open toed shoes.**

M. PARTIES AND CELEBRATIONS

There will be no special events/gatherings that include parents or guest during a pandemic.

BIRTHDAY PARTIES: Birthday Parties are celebrated in a uniquely Montessori fashion referred to as **The Celebration of Life (CoL)**. Parent and family participation is encouraged for this event. The focus of this event is on the particular child's development from birth to present.

Summer birthdays (half year birthdays) may be celebrated when you and the teacher choose. Please schedule your child's summer celebration after the six-week normalization period and before May.

- Set a date and time with the teacher (12:30 for the 3-Day Program and 1:30 for the 2-Program)
- Prepare a developmental picture poster from birth to current age for the child to present (optional)
- Bring a special treat for your child to serve

You will receive a HOW TO copy of the Celebration of Life when you schedule his/her birthday with the teacher.

Invitations for private parties may be distributed at school only if each child or child of the same gender in the class receives an invitation.

Your child may enjoy donating a special book in his or her honor to the classroom.

CLASSROOM PARTIES: Harvest Party, Christmas Party, Valentine's Day Party, and an End of the Year Party. Parent volunteers will help with providing special treats and classroom preparations.

N. FOOD

- Lunch:** Lunch time is 12:00 -12:45. **We ask that you do not bring in lunches that need to be heated.** Please limit items with high sugar content. Milk will be provided. Please use containers which are easy for your child to open. Grapes and cherry tomatoes must be cut in half. Hot dogs must be cut in half lengthwise. Children may have guests, such as grandparents, aunts, uncles, cousins, siblings, for lunch with parent permission, except during a pandemic.
- Snack:** A health snack is provided daily (always fresh fruit or veggies, a carbohydrate snack: graham crackers, fig cookies, animal cookie, cheez-it etc... will be served every Friday) Snack preparations will follow, as always, Health and Safety protocols. Peanuts or any items with peanuts will never be served for snack.
- Food Allergy:** You may provide lunches that contain peanuts for your child. If your child has an allergy to any foods, please be sure that it has been indicated in your child's paperwork and put in writing. This should be given to the teacher AND director. All allergies will be posted in the classroom. Depending on the allergy, some rooms may become completely "nut free."
- Food Prep:** During a time of a pandemic the food prep works (for children) will be removed from the shelves however, cooking tools are still available to the children for cutting, peeling, or rinsing items in their lunchbox that they bring from home.
- Celebration of Life (Birthday Celebrations)-** Please provide nut free snacks. During a pandemic phase all snack items must be prepackage. No home cooked snacks.

"To assist a child, we must provide him with an environment which will enable him to develop freely."

-Maria Montessori

At lunch we ask the Lord to bless our food. The following is the pray we pray:

*Bless us Oh Lord, and these thy gifts,
Which we are about to receive,
From thy bounty,
Through Christ, Our Lord. Amen.*

O. THE FIRST DAY OF SCHOOL

WHAT TO BRING:

- A. Lunchbox (Healthy lunch)
- B. Water Bottle
- C. Slip on shoes (to be left a school)
- D. Change of clothes (in zip lock bag with your child's name on bag and clothes, to be left at school)
- E. 3x5 Family Photo, not in a frame

Please put your child's name on ALL of their personal belongings.

TIPS FOR THE FIRST DAY OF SCHOOL

1. Take time to sort through YOUR feelings
2. Visit the school together
3. Pack a piece of home (family photo)
4. Nail down the morning routine, practice (see section P)
5. Don't talk about it too far in advance
6. Give your child some control i.e. pick out lunch box, what to wear etc..
7. Mimic preschool rules and routine(see section P))
8. **Don't sneak out-and don't linger too long**
9. Remind your child that mommies always come back.

For an elaboration of these tips (that will help you and your child have a successful first day of school) check out this website- <https://www.care.com/c/stories/3214/9-tips-for-the-first-day-of-preschool/>

P. DAILY ROUTINE and CLASSROOM RULES

DAILY SCHEDULE / ROUTINE

- 8:30 - Recess (Greet on the Playground)
- 9:30 - Morning Circle
- 10:00 - Work Cycle
- 11:30 - Music / Story
- 12:00 - Lunch
- 1:00 - Recess
- 2:00 - Dismissal

"To let the child do as he likes, when he has not yet developed any powers of control, is to betray the idea of freedom.

GROUND RULES FOR THE CLASSROOM:

1. When the teacher rings the bell we STOP, LOOK, AND LISTEN
2. First we have a lesson and THEN we do our work
3. We take one work and put it back

- All work is done on a rug or a table
- We use walking feet
- We use an inside voice
- We respect other people's personal space and work
- All that we do is considered a WORK, never a mess
- We are polite and respectful
- We take care of each other, ourselves, and the environment
- We express appreciation for the accomplishments of others

Q. PARKING

There is parking in front of the school and along the drive where there is mulch. On rainy days please que-up and drive around the carport and enter the carport from the back, the passenger side of the automobile will be facing the classroom door. Please park in such a manner that you do not block the drive.

R. VISITORS

We encourage parents to visit the school. Please let us know if you would like to observe the classroom or have lunch with your child. Parents may allow other family members to visit. All other visitor may schedule an appointment.

S. SIGHT RISK and HAZARDS

The following are risk and hazards we are aware of:

- Ants
- Wasp
- Snakes
- Insects
- Stray Dogs

The school playground has the normal ongoing problem with ants, chiggers, and other insects. We regularly treat for ants and insects. The children and staff are taught to report new ant hills or wasp nest. Ticks and snakes are also a possibility. Occasionally, stray animals may come on the premises (outside the fenced in playground). The Animal Control Dept. is immediately called.

T. SECURITY

The doors to the classroom will remain locked while the children are on campus. Parents who wish to visit are welcomed. Please use the classroom door for entering and exiting the building. Please knock and wait for an **adult** to unlock the door. It is important that parents strongly enforce the rule that only adults may unlock the doors.

No one, other than employees, parents, and or visiting relatives with parental consent will be admitted into the classroom. With the exception of Child Care Licensing, picture identification is required.

Signing your child in and out daily is necessary for keeping track of when and with whom the child left the school. Identification and authorization of any individual who doesn't regularly pick up the child must be available along with written consent from the parent.

Wooded Acres Montessori School has evacuation plans in place in case of fire and or other emergency.

U. SUBPOENA

In the event that I or a faculty member is served a subpoena and must gather records/data and or appear in court a fee of \$125.00 will be charged to your account.

V. VIDEOS AT SCHOOL

Videos are used to enhance the curriculum. Videos are age appropriate. Educational programs are made available in the Early Bird Program. Educational videos will be shown during recess when weather does not permit outdoor play.

Video viewing is optional, children may choose other activities.

W. WEAPONS

All classrooms and schools are “weapon free” zones. No deadly weapons, firearms, or facsimile weapons, such as water pistols, cap guns, etc. shall be brought to school by any child or adult.

X. HANDBOOK ACKNOWLEDGEMENT

WOODED ACRES MONTESSORI SCHOOL'S HANDBOOK ACKNOWLEDGEMENT

I acknowledge that I have received a copy of the *Wooded Acers Montessori School*, Hewitt, Texas, Parent/Student Handbook. I understand that it contains important information about *Wooded Acers Montessori School's* general policies and regulations and about my privileges and obligations as a parent/guardian. I acknowledge and understand that this handbook is neither a contract nor a legal document. I further acknowledge that I have read and understand *Wooded Acers Montessori School's* policies and regulations and agree to adhere to these policies and regulations. I further acknowledge that revisions to the handbook may occur. I have received this handbook, and I understand that it is my responsibility to read and comply with the policies and regulations contained in this Handbook and any revisions to it.

Print Name

Date

Parent/Guardian Signature

Please sign and return this page to the school. Thank you.