

Montessori Academy of North Texas

Elementary & Middle School Student & Parent Handbook



Empowering Children for Tomorrow's Challenges

Montessori Academy of North Texas
906 Cottonwood
Sherman, TX 75090
Phone: 903-893-3500
Fax: 972-767-0999
<http://www.montessorisherman.com>

Mission Statement

To provide an environment that will nurture and empower children to realize and explore the gifts of intelligence, curiosity, and creativity with which they were born. With the “whole child” approach, our goal is to empower children to achieve their full potential in all areas of life.

We intend to:

1. Recognize the importance of the partnership between home and school and support mutual trust and ongoing communication.
2. Provide an atmosphere of order, beauty, and harmony in which each child feels welcomed.
3. Engage children with materials and activities that allow self-correction, while focusing on single, basic concepts.
4. Provide activities that promote the cooperation necessary for individual well-being and a more cohesive society.
5. Provide a framework that promotes the development of self-discipline and conflict resolution.
6. Empower children to exercise choice, demonstrate the ability to make sound judgments, and accept responsibility for their choices. These skills help foster the development of character and independence of the child.
7. Offer opportunities for children to come to know how they fit into this wonderful world.
8. Provide situations that allow children to discover their natural ability to initiate learning and find it self-satisfying, therefore leading the child to strive to learn more and explore alternative ways of learning.

Strengths:

- SACS Accredited
- Certified Montessori Teachers
- Degreed, Texas State Certified Elementary Teachers
- Low Student/Teacher ratios
- Strong academic program with a proven method that allows the child to develop fully at his/her own pace
- Emphasis on Cooperation
- Hands-on educational environment, including computers and internet access
- Multi-age and Multi-cultural classrooms and curriculum
- Excellent facilities and grounds segregated by age-group
- Open observation policies with secured on-line classroom webcams
- Formal Parent/Teacher conferences

Setting

The school building is architecturally designed and landscaped to meet the Montessori philosophy. Windows allow an unobtrusive view into the classroom. Each classroom is self-contained with water fountains, sink areas, and individualized storage areas for children’s items. The building is equipped with a library and computer lab. Three playgrounds allow for the separation of different age groups of children. Each classroom has a garden area on the campus.

Licensing

Montessori Academy of North Texas (MANT) has been licensed by the Texas Department of Family and Protective Services. A copy of the Minimum Standards for Licensed Child Care Centers may be viewed in the school office or any classroom. Our inspection report is posted in the hallway, outside the Director’s office.

If you have any questions or concerns regarding child-care licensing or minimum standard rules, please contact Texas Department of Family and Protective Services:

Local Licensing Office: 550 E 15th Street, Suite 120
 Plano, TX 75074
 (972) 633-6600

Director

Angela Magers

Angela received her B.A. degree in Business Administration from Ouachita Baptist University in 1992. She has extensive experience in business management, human resources, and entrepreneurship. In 1998, she received her Master's in Teaching from Austin College. She holds her Texas teaching certificate and has taught accounting and computer applications for several years at SHS. In 2004, inspired by her own children's Montessori experience, she founded Montessori Academy of North Texas. Ms. Angela holds NAMC Montessori Certifications at the Infant/Toddler, Primary, and Elementary levels. She attended the National AMS Conference in Houston in 2005, California in 2007, & Chicago in 2011. She is a GLOBE certified teacher and speaks Portuguese.

Affiliation and Accreditation

MANT is SACS (Southern Association of Colleges & Schools) accredited. We meet and exceed the minimum requirements set by the Texas Educational Agency (TEA) and make every effort to achieve the highest level of education and standards for the children we serve. We operate in accordance with the licensing rules and regulations for Child Care facilities as outlined by the Department of Family and Protective Services.

Fundamental of Our Learning Environment

Empowering

As stated in our school motto: "Empowering children for tomorrow's challenges.", we believe the school environment should have a positive instead of negative impact on a young person's quest for self. We employ an alternative learning environment, that provides a safe physical and psychological setting for the student, and employs respect for young people's abilities. MANT is a place where early students can develop personal power as well as an opportunity to use this personal power with and for the benefit of others.

Six strategies have been identified and incorporated into the curriculum to foster empowerment: Enhancing personal growth and self-knowledge, developing communication skills and self-expression, creating a community, learning how to learn and engaging in meaningful and challenging work.

Developmentally Responsive

Developmental stages are considered and respected. Each student is respected for where they are in their development and utilizing their unique developmental stage in order to support the unfolding process of growth.

Holistic

Holistic comes from the Anglo-Saxon word "hal" which has meanings of whole, heal, and health. In regard to Montessori theory, this means two things. One, that the focus of the education should be on the whole child for optimal health and growth. Thus, the learning environment should not just focus on developing the cognitive potential, but also the physical, psychosocial and moral aspects of the person. Secondly, the courses of study need to be interrelated so that the child understands the inter-connections of life.

Our Middle School Approach

The secondary design is an integration of the current research in human development, the trends and issues in education, and the Montessori philosophy. The mission of the program is to provide opportunities for adolescents to be self-confident and gain self-knowledge, to belong to a community, to learn to be adaptable, to be academically competent and challenged, and to create a vision for their personal future; thus, to empower early adolescents.

The adolescent is:

- an active, self-directed learner
- a vital member of the class, school, city and global community
- a vital member of the teacher-student-parent team
- responsible for keeping commitments, being honest, and respectful

The Teachers are:

- facilitators for learning
- consultants for the students
- creators of a positive climate for learning
- communicators with parents and community
- role models

The school structure offers:

- a learner-centered environment
- a developmentally-responsive curriculum and teaching team of Montessori teachers with additional adults as resources
- parents-teachers-student partnerships
- multi-aged groupings of 12-15 year olds
- large blocks of uninterrupted learning time
- peer and cross-age teaching

The curriculum and instruction includes:

- trans-disciplinary themes
- learning how to learn strategies
- personal learning plans
- mastery, coaching and exploratory activities
- long-term cooperative learning projects
- a strong sense of community and social interaction with peers
- meaningful and challenging work
- activities for self-expression, self-knowledge, and self-assessment
- activities that value all nine intelligences and a variety of learning styles
- activities to foster interdependence
- activities for learning economic independence
- school and community service projects
- activities that allow work on and with the land

Daily Activity Plan – Lower Elementary

7:30 – 8:15	Homework & Work Corrections
8:15 – 8:30	Community Meeting
8:30 – 11:00	Montessori Work Period & Snack
11:00 – 11:45	Reading/Keyboarding
11:45 – 12:15	Recess
12:15 – 12:45	Lunch
12:45 – 2:45	Daily Activity/Specials
2:45 – 3:00	Jobs/Dismissal
3:00 – 4:00	Study Hall
4:00 – 4:30	Recess
4:30 – 4:45	Snack
4:45 – 6:00	Music, Literacy, & Craft

Daily Activity Plan – Upper Elementary

7:30 – 8:15	Homework & Work Corrections
8:15 – 8:30	Community Meeting
8:30 – 11:30	Montessori Work Period & Snack
11:30 – 12:00	Recess
12:00 – 12:30	Lunch
12:30 – 1:00	Reading
1:00 – 2:45	Montessori Work Period
2:45 – 3:00	Jobs/Dismissal
3:00 – 4:00	Study Hall
4:00 – 4:30	Recess
4:30 – 4:45	Snack
4:45 – 6:00	Music, Literacy, & Craft

Daily Activity Plan – Middle School

Monday - Thursday

8:15 – 8:20	Daily work check/Jobs/Sign-in
8:20 – 8:50	P.E.
8:50 – 9:45	Community meeting with PACE/Lesson
9:45 – 11:30	Group work
11:30 – 12:15	Lunch
12:15 – 12:50	Personal Reflection/PACE
12:50 – 2:45	Individual work/math lesson/Spanish
2:45 – 3:00	Jobs/Dismissal
3:00 – 3:30	Recess
3:30 – 4:30	Study Hall
4:30 – 6:00	Studio Classes

Friday

8:15 – 8:20	Daily work check/Jobs/Sign-in
8:20 – 9:00	Community Meeting with PACE
9:00 – 10:00	Graph/Synthesis of guiding questions
10:00 – 11:30	Electives
11:30 – 12:15	Lunch
12:30 – 2:45	Service Learning / Study hall (first four weeks)
	Study hall/ Extended P.E. (fifth week)
2:45 – 3:00	Jobs/Dismissal
3:00 – 3:30	Recess
3:30 – 4:30	Study Hall
4:30 – 6:00	Studio Classes

The Daily Activity Schedule is a guideline, contingent on the flow of the children, and is subject to change at any time.

Hours of Operation / Observance of Holidays

The Half Day and Extended Day classes will follow the school calendar, which generally follows the Sherman Independent School District (SISD) calendar, with a few exceptions (parent/teacher conferences, staff days, etc.). The school is, however, open throughout the year for Full time students (7:30 – 6:00 p.m.) except for major holidays. The Half Day and Extended Day children can attend the school during the breaks at the cost of \$10.00 per hour, if space permits. Please see the school calendar for details.

Programs and Services Offered

Pre-primary Class	5 days M-F	
	Half day	7:30 a.m. – 11:30 a.m.
	Extended day	7:30 a.m. – 3:00 p.m.
	Full day	7:30 a.m. – 6:00 p.m.
Primary Class	5 days M-F	
	Half day	7:30 a.m. – 11:30 a.m.
	Extended day	7:30 a.m. – 3:00 p.m.
	Full day	7:30 a.m. – 6:00 p.m.
Elementary & Middle School	5 days M-F	
	Extended day	7:30 a.m. – 3:00 p.m.
	Full day	7:30 a.m. – 6:00 p.m.
After-school (Space permitting)	5 days M-F	3:15 p.m. – 6:00 p.m.

Days & Months of Operation

Our facility operates five days a week, Monday through Friday. Our academic year is August to May and we offer a summer program for the months of June and July.

Admission Procedures

Age for programs

MANT requires that all students entering the Pre-Primary program must be 18 months old. Children entering the Pre-Primary program do not have to be potty trained. However, they must be walking. All students entering the Primary program (age 3-6) must be at least 36 months old, potty trained and achieved specific academic goals. Our Lower Elementary program is for ages 6-9, Upper Elementary program is for ages 9-12, and Middle School is for ages 12-15.

Application Process

Non Discrimination:

MANT admits students of any race, color, gender, religion, linguistic, national and ethnic origin, or socio-economic status to all the rights, privileges, programs and activities generally accorded or made available to students enrolled in the school. MANT does not discriminate on the basis of race, color, religion, or national and ethnic origin in administration of its educational policies, admissions policies, or athletic and other school administered programs. The staff and curriculum appreciates and respects cultural diversity in the classroom.

Admission to the school is contingent upon the following:

- a. Each parent and child must visit the school and have an interview with the Director and/or associate prior to acceptance in the school.
- b. Full payment of registration and tuition fees.

- c. Receipt of enrollment forms, including duly physician-signed immunization records and notarized emergency permission forms.

Our commitment is to serve the needs of all our clients. However, on the rare occasion that a student does not meet the academic requirements of the school or fails to conform to the rules and regulations, the school reserves the right to refuse admittance or require immediate withdrawal.

New Students:

An application form may be requested via telephone, e-mail, in person at the school or downloaded from our website. The application must be filled out completely and signed by the appropriate parties. The application must be accompanied by a non-refundable registration fee. Applications which are not fully completed or not accompanied by the registration fee will not be considered. Upon acceptance of enrollment, the registration fee will serve as the enrollment fee. If no space is currently available, the registration fee secures your spot on the waiting list. In addition to the completed application form, MANT must receive previous school records, immunization records, and Doctor's statement of health.

Registration of Current Students:

Beginning in February, registrations for the following school year are accepted from families of currently enrolled MANT students on a first-come, first-serve basis. If there are more registrations on the first day than available spaces, preference will be given to families who have attended MANT the longest. Beginning in March, new family registrations will be accepted for any available vacancies.

Waiting List

If we are unable to accommodate your request for enrollment at any given time, if you desire, your application fee will be held and your child will be placed on the waiting list until an opening becomes available. As space becomes available, families are contacted in order of the waiting list and offered the opening.

Admission of students with Special Needs or Problems

MANT complies with all American Disabilities Act (ADA) regulations.

Withdrawals from MANT

Enrollment is understood to be for the full school year (August – May). No fees are refunded. This allows the school to maintain a consistent staff for your child. Parents/guardians must provide a 45 day written notice to withdraw the child from the school. Once notice has been given, the tuition must be up to date for every day the child attends until leaving.

Change of Address or Personal Information

The school office should be notified immediately – (903-893-3500) info@montessorisherman.com, - upon a change of address, contact information, emergency contacts or telephone numbers.

Student Records

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters MANT until the time the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The director is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. If circumstances

prevent a parent or eligible student from inspecting the records, MANT will either provide a copy of the requested records or make other arrangements for the parent or student to review the requested records.

Parents of a minor or a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or trustees of the district, cooperatives of which the district is a member, or facilities with which the district contracts for the placement of a students with disabilities, as well as their attorneys and consultants, who are:

Working with the student.

Compiling statistical data.

Investigation or evaluation programs.

The parent's or student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher, records pertaining to former students after they are no longer students in the district, and records maintained by school law enforcement officials for purposes other than school discipline, do not have to be made available to the parents or student.

Records are also released in accordance with court order or lawfully issued subpoena. Unless the subpoena is issued for law enforcement purposes and the subpoena orders that its contents, existence, or the information sought not be disclosed, MANT will make a reasonable effort to notify the parent or eligible student in advance of compliance.

Tuition

Payment Policies

Tuition is due on the 1st of each month. A \$10.00 late fee per day begins on the 3rd. A child will be removed from the program if payment is not paid by the 5th day of each month.

Invoices will be e-mailed approximately 5 days prior to the beginning of the following month. **IT IS YOUR RESPONSIBILITY TO ENSURE THAT PAYMENT IS MADE ON TIME, REGARDLESS OF WHETHER YOU RECEIVE THE INVOICE.**

For your convenience, you may pay your monthly payments by debit card, credit card, check or cash. Credit and debit cards are quick and easy. Complete one form and forget about writing a check each month.

If you have a returned check, you will be charged a \$25.00 non-sufficient fund fee and \$10.00 late fee for every day after the 3rd of the month up until the remittance of payment is received by the school.

For families with multiple children registered concurrently, the first child pays full tuition, a second child receives a 10% discount on tuition, and a 3rd or more children receive a 15% discount on tuition.

Occasionally, we will have a special program for our students that may require us to ask you to provide items, some of which you may have to purchase. We try to keep these costs as low as possible. Please be prompt in responding to these special times.

Other Charges & Fees

There is an annual registration fee. This fee is non-refundable and reserves and guarantees your child's space in the program. This is due at the time of enrollment and before the first day of the following academic school year.

There is a semester supply fee for all students in half-day, extended day, and full day programs. This fee is applicable each semester your child is enrolled, regardless of enrollment date. The Fall semester supply fee is due in August. The spring semester supply fee is due in January. The supply fee is due with the first month's tuition for each semester. Summer supply fee is due upon summer registration.

Fees are assessed if your child is not picked up on time (Please see times and fees under "Attendance - Dismissal")

Tuition Assistance

MANT is a CCS provider through Texoma Workforce Commission. Any parent needing financial assistance must contact Texoma Workforce Commission at 903.463.9997 to see if they qualify for CCS assistance.

Academic Procedures & Guidelines

Parents should keep teachers informed of any changes in the home situation that might affect their child. Additionally, parents should contact their child's teacher if anything comes up in conversation with their child that the parents think the school should know.

Class Placement

In order to insure effective class make-up for multi-age grouping MANT considers the following factors when deciding in which classes to place students:

Building Community - At each level, children are clustered in learning communities for a 2-3 year period. These communities provide a number of advantages not found in traditional schools. Children work with others who are older & younger than themselves. The older students serve as role models and tutors for the younger students, and in the process they gain confidence in their own abilities and self-esteem regarding their skill level & expertise. The younger students watch the older ones and in the process gain a clear vision of what is expected of them. They have the benefit of working with and learning from their peers as well as the teacher. This community is a direct preparation for life in the family and the work place.

Balance of Needs and Learning Styles - Each learning community has a unique personality. The placement of children in these communities as they move from one level to another is a very important task. Each community needs a healthy blend of learning styles and personalities. The goal is that each of these classroom communities truly reflects larger communities.

Siblings & Friends - Siblings and clusters of friends are not usually placed together. A child grows from developing new relationships with others and expanding their social network. Building community requires individuals to extend themselves beyond their immediate circle of comfortable relationships.

The Placement Process - The Montessori classroom is child-centered. Therefore, when students are moving from one program to another, the child's assets and strengths are analyzed, then students are placed in a learning community that best fits their needs & gifts.

Three-Year Commitment - Because the composition of a learning community is selected very carefully, it is rare for children to be transferred from one community to another during this three-year period. The school asks parents and children to make a commitment to the learning community and to take the opportunity to get to know other parents & children so that adults can also experience the benefit of the MANT community network.

Promotion

Prior to a student officially progressing to the next age group, a mandatory meeting must be attended with the director.

Students at MANT do not follow a preset curriculum for each grade level. They proceed at their own pace. As a result, the concept that a child is a first, second, or sixth grader does not have the same meaning as it would in a traditional "grade" school. MANT has established expectations for the normal baseline achievement that we expect to see in our students. While they may surpass those standards, they represent a normal index of skills and knowledge that we expect most Montessori students to display.

Advancement to the next class level (i.e.: from Lower to Upper Elementary or Upper Elementary to Middle School) is based on an evaluation of the child's total academic, social, emotional, and physical/motor development. Because our classes can individually tailor the child's academic program to a large degree, regardless into which group he or she is placed, the most important criteria for advancement to an older group are often the student's

social adjustment, independence, work habits, and maturity. We always invite parents to work with us in reaching these decisions, and focus on what will be in the child's best interests.

Parental Involvement

Parent Open House/ Orientation

We invite every parent of a child attending MANT to attend Open House at the beginning of the school year. This get-acquainted meeting is a time to meet teachers, other parents, volunteer for various programs, receive information about changes and updates. This event is mandatory for parents of school age students.

Montessori Parent Education

Parent Education Classes will be scheduled throughout the year to share information about our school and the Montessori methods and materials. Your attendance is highly encouraged. Watch your newsletter and classroom calendars for dates and times.

Parental Visits and Observation

Our webcam via our website allows parents to observe their child in the classroom anytime, anywhere. If a parent wants to personally observe their child in the classroom, they must first contact the MANT office. Visits to individual classrooms during instructional time are only permitted with approval of the director and teacher and so long as their duration and frequency does not interfere with classroom instruction or disrupt the normal school environment.

Communication Policy

The administration, faculty & staff understand the importance of communication in promoting a sense of partnership within the community. We offer these guidelines as a means to facilitate understanding and encourage communication

Contact Information:

Montessori Academy of North Texas

906 Cottonwood Drive

Sherman, TX 75090

Phone 903-893-3500

Fax: 972-767-0999

Phone: To reach any employee of the school, call

E-mail:

Director amagers@montessorisherman.com

Administration info@montessorisherman.com

Lower Elementary: e1@montessorisherman.com

Upper Elementary ue1@montessorisherman.com

Middle School ms@montessorisherman.com

Forms of School/Teacher to Parent Communication

Family Email Addresses - MANT offers a weekly e-mail update to keep parents connected to current events and student deadlines. This weekly announcement contains links to classroom calendars and the current monthly newsletters, as well as special announcements and opportunities. Please be sure that the Admission Office has an accurate email address for both parents so that your family may receive the most updated information regarding the school, programs, activities and events.

Website - www.montessorisherman.com. The school utilizes a web-based communication system for our newsletters, announcements, calendars, and billing. Website communication tools include on-line parent video access, school & classroom calendars, parent handbook, newsletters, photos of recent activities, as well as information about admissions, faculty & staff, parent education, school closings, parent opportunities, and printable forms.

Facebook - MANT has a public and private Facebook account. Parents can become friends of MANT and receive daily announcements.

Lunch Boxes - Reminders are commonly attached to your child's lunch box.

Monthly Phone Calls - Your child's teacher will attempt to contact you a minimum of two times a month to share information regarding your child's progress. These calls are intended to help connect home and school and provide you with valuable information regarding your child's social and academic progress.

Letters from the Director - The Director will communicate to the MANT community periodically through letters sent via e-mail, posted on the website or through standard mail.

Forms of Parent to School/Teacher Communication

Open communication between the staff at MANT and the parents is essential. It is our desire and intent to communicate openly and freely. We ask that parents share and communicate with the teachers on a regular basis. It is difficult for the teachers to discuss anything at length during drop off and pick up times or during school time.

Keep in mind that it is difficult for the teacher to leave the classroom during the school day. Messages will be returned during lunch and after school.

MANT has the following tools for parents to utilize to connect with teachers:

E-mail - This is a quick way to send a message to your child's teacher. E-mail will be checked throughout the day and teachers will make every attempt to reply in an appropriate and timely manner. (See "Contact Information" for classroom e-mail addresses).

"Note to the Teacher" - Forms are available in the MANT office for you to leave a note for your child's teachers. These can be used to communicate something the teacher needs to know or a questions or concern you may have. If the teacher needs to contact you regarding an issue, this form allows you to specify the best way and time to get in touch with you.

Scheduled Conference - Teachers are very happy to schedule conferences to meet with parents one-on-one. This is one of the best ways to share ideas and develop community plans that ensure both school and home, are working toward a common goal and maintain consistency with a child. Conferences can be arranged during lunch

or at the end of the school day. Please send an e-mail or a Note to the Teacher to be contacted to schedule a conference.

Phone Calls - Parents can call the MANT office and leave a message for the classroom teacher. Again, please keep in mind that the teachers are not able to take phone calls during the school day. Messages will be returned during lunch and at the end of the day.

Should an issue arise regarding a communication problem, please follow this procedure:

1. Make every effort to give the school the benefit of the doubt.
2. Remember that students do not always have full access to all the facts or complete information related to the situation.
3. Recall that the school has specific reasons for its rules. The rules apply across the board to all students, and the school makes every effort to enforce them without favor or bias.
4. Please allow ample time to resolve the issue first and directly with the responsible person/people.
5. Please support your child's teacher and the school; call the teacher for any information that might help clarify all the facts.
6. If necessary, make an appointment with the teacher to seek resolution of the issue.
7. If the issue cannot be resolved with the teacher, please make an appointment with the Director.

Who to Contact should an issue arise (in this order):

1. Classroom teachers
2. Director

If there are any changes in school policies, parents will be notified in writing and required to sign a form stating that they have read and will comply with the policy or policy change.

Safety & Security

Montessori Academy of North Texas is committed to the safety of its students, faculty, staff & parents. All access to the campus will be through the main entrance. Each parent will be provided a security code to enter the building. DO NOT allow access into the facility for any other individual. All authorized MANT parents and staff have a security code. Please DO NOT push the panic bar to allow entry.

Visitors

All visitors must register at the Front Desk and obtain a visitors name tag. It is necessary for all visitors to obtain a name tag to wear while on campus, alerting all students and staff of your identification. Name tags will be issued at the reception desk. Visitors will not be allowed to be unsupervised in our environment.

Any parent on campus to visit a classroom must check in with the Front Office and notify the classroom before proceeding to the classroom.

MANT ID car window stickers MUST be visible on all parent and staff vehicles. The sticker must appear in the left corner of the back windshield.

Parental Participation in School Activities

We encourage and welcome parental involvement. Many of the unique activities of a Montessori school are made possible by the voluntary efforts of parents and other individuals. Supporting the school, your children, and the community is an integral part of the Montessori philosophy.

Parental involvement in the school does much to ensure that the Montessori program is a rich, total learning experience for each student. Some of the activities for parent-student interaction relate directly to the classroom education of MANT students. For example, parents may:

- Coach an organized school sports team
- Volunteer a few hours a week to help in the office, read to children, or assemble instructional materials
- Organize school-based social activities
- Lend your time and support to our fund raising efforts
- Help out in the library
- Volunteer to be an Ambassador Family to parents new to the school
- Serve on one of the school's committees
- Contribute an article to the school newsletter
- Help teachers organize field trips or special lessons
- Help organize special events
- Volunteer your time to help the school prepare major mailings
- Teach a specialized, afternoon, studio class
- Help our students work in the Children's Garden
- Share your talents and special interests, such as a musical instrument that you play, a second language that you speak, a craft that you enjoy, or a field that you've studied
- Serve as a class parent

Weather Emergency/Cancellation of Classes

Please watch or listen to the local TV and radio stations for school closings and/or delays, due to weather or other emergencies. Announcements regarding school closing will be available on KXII and KTEN. MANT will also post this information on our Facebook page. We make every attempt to follow the local ISD closings; however, MANT reserves the right to dismiss class due to inclement weather.

Emergency Preparedness & Drills

Each month MANT students and staff participate in drills of emergency procedures. These drills and plans include, but are not limited to, natural events such as fire, tornado, floods, hurricanes, health events, communicable disease outbreaks, and human-caused events such as an unwanted and possibly armed intruder. Students are taught how to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Evacuation maps are posted at the door of each classroom. The nature and proximity of a threat or emergency would determine whether the campus would be locked down or evacuated. If the campus is in emergency lock-down, no one will be allowed to enter the building except for emergency responders. In that situation, students would be released to parents or guardians in a safe and organized manner once law enforcement and other emergency services providers give notice that it is safe.

If children must be evacuated & transported to an alternate shelter away from the center it is the first responsibility of staff to move the children to:

**Sherman Municipal Building
405 N. Rusk, Sherman, Texas**

Children will be taken by MANT caregivers, each caregiver will have emergency contact information, which includes parent and emergency contact telephone numbers for each child in care; authorization for emergency care for each child in care; and a roll call of children in their care.

An assigned group of teachers will transport students. Another group of teachers will be assigned to stay with the students once they reach the Municipal Building and a third group of teachers will remain with the rest of the students at MANT until 100% of the student body and staff have been relocated to the alternate shelter.

Emergency information will be communicated to parents/guardians and the community through a variety of methods, depending again on the nature and proximity of the threat or emergency.

MANT Director, Angela Magers, will be available at the following **Emergency Contact Number- 903-815-3525**

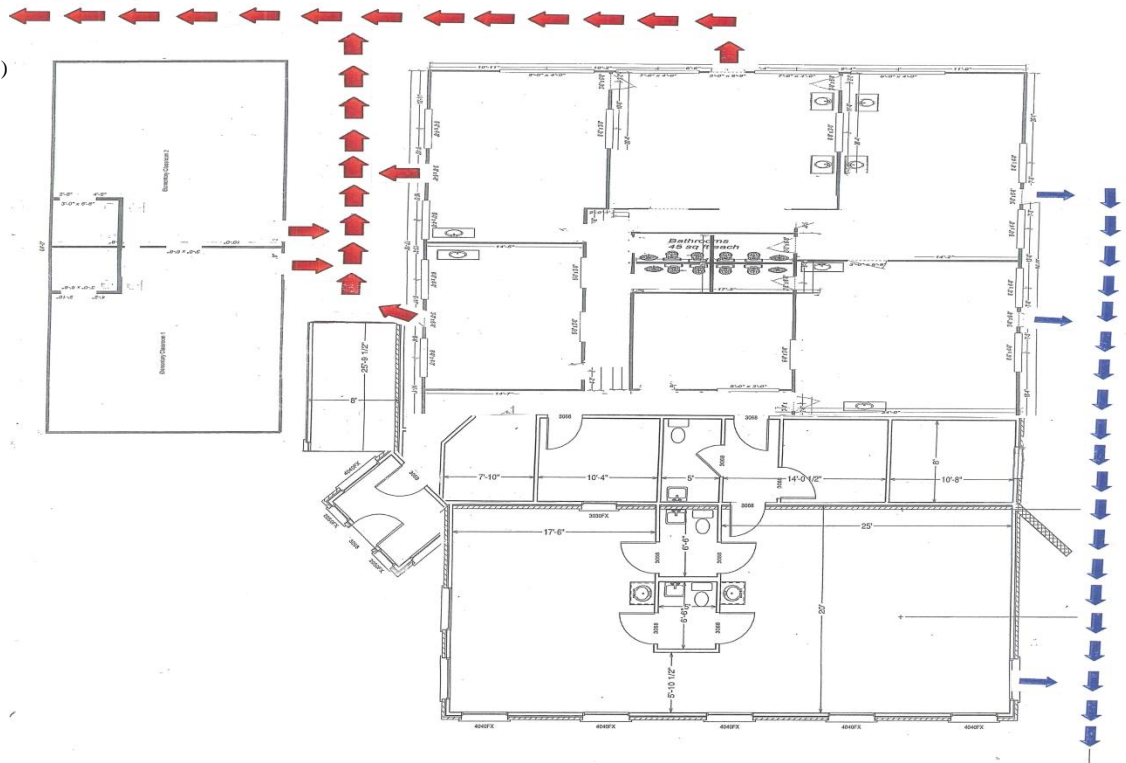
MANT Director, Angela Magers will distribute a school e-mail notification

MANT Director, Angela Magers will call 911 & notify police of our location

News media (KXII and KTEN) will be contacted to communicate emergency information (if possible).

Evacuation Map:

Meeting place:
Primary (3-6 yrs.)
Lower Elementary (6-9 yrs.)



Meeting place:
Pre-Primary (18 mo.-3 yrs.)
Upper Elementary (9-12 yrs.)
Middle School (12-15 yrs.)

Attendance

Our program begins promptly at 8:00 a.m. each day.

Parents, guardians, or individuals dropping off a child, must check them in with their MANT staff. All students are expected to be at school everyday and to report to their classes on time. Frequent absences and tardiness seriously affect academic progress and is disruptive to the teaching environment. In addition, individualized Montessori work time takes place in the morning hours and this is a valuable part of the curriculum we don't want any child to miss. There is no reduction in tuition for absences and/or vacations.

Parents must call the school office prior to 9:00 a.m. to report an absence or late arrival.

Absences

Each day is a crucial part of a student's education. What transpires in the classroom environment is difficult to duplicate. Daily attendance is extremely important. Missing the 3-hour work cycle is considered an absence.

Excused Absences

Illness validated by a parent/guardian. When a student is unable to attend due to health reasons, parents should notify the MANT office by 9:00 a.m. If a child is contagious, a doctor's note must be provided stating the date they are able to return to school.

Tardies

MANT considers the prompt arrival of students to school each morning to be critically important. When children arrive late it violates their sense of order and there is a sense of embarrassment and disorientation. Late arrivals also disrupt the classroom community, the work of other children, and the teacher. Parents should help their child arrive on time as a sign of respect for the classroom community.

All students are to be in class by 8:10 a.m. Anyone who arrives after the designated arrival time will be considered tardy. Elementary students arriving after 8:10 a.m. must report to the office.

Students having 3 tardies will either: lose the privilege of participating in the next field trip (including Land Lab activities) or serve a "Morning Make Up" from 7:30 a.m. – 8:00 a.m. Chronic tardies may result in a required parent/teacher conference and the student not being allowed to re-enroll for the next school year.

Attendance

If a student has 7 absences in a semester, a parent conference with the classroom teacher and Director is required before the child will be permitted to return to school. Absences totaling 15 days or more in a given year, regardless of the reason, may result in attendance probation, remaining in the current level, or a request to withdraw from school.

Students missing a field trip is considered an absence.

Religious holidays, in addition to our scheduled days-off, are subject to prior approval from the Director to be considered an excused absence.

It is the responsibility of the individual student to see his/her teacher to make up any work missed due to an absence. For each day absent, the student will have the equivalent days to make up the work assigned during the absence.

To get full credit for academics, athletics, service learning, and outdoor education, attendance is required. If a student has not met the attendance requirement for academics for the semester and/or cycle, then a teacher/student/parent conference will be held to address the problem.

Arrival

All students in the Extended and Full day programs may be dropped off no earlier than 7:30 a.m. Teachers will be outside to receive your child and escort them into the building. If you arrive after 8:10 a.m., please park your car and walk your child into the school building.

All After-School students may be dropped off as early as 3:15 p.m. Please do not drop off your child unless he is greeted by a teacher or aide.

Dismissal

Extended day students: Students are dismissed at 3:00 p.m. If the student is not picked up by 3:15 p.m., they will be taken back to their classroom (if space permits). If the child is picked up after these times, parents will pay the hourly rate of \$10.00 per hour per child AT THE TIME OF PICK-UP.

Full Day and After-School children must be picked up no later than 6:00 p.m. A late pick-up fee is charged after 6:00 p.m. The late fee is \$20.00 per quarter hour if the child is picked up after 6:00 p.m. The late fee will be collected AT THE TIME OF PICK-UP. Please schedule your activities to avoid a late pick-up & unnecessary fees.

Full Day and After-School students will be called to the front office when the parent arrives to pick them up. We make every attempt to not interrupt the classroom. Therefore, parents are asked to wait at the front counter.

Parents must have proper safety restraints in their vehicles. If a parent does not have proper safety seats or restraints, they will not be allowed to leave the premises with their child.

Releasing to an Authorized Party

Parents, guardians, or individuals authorized to pick up must check the child out with their assigned PIN number. A Consent to Release authorization form must be on file indicating to whom the child may be released. This form contains names, telephone numbers, and driver's license numbers of those to whom your child may be released on any given day. If your child is to ride home with someone other than those individuals specified on this release form, please notify the school in advance in writing with the individual's driver's license number. We will not release a child to an unauthorized person. We reserve the right to ask for photo ID as identification any time an unfamiliar person picks up one of our students prior to releasing the child. A child will not be released to a person without parental permission.

In the case of parental separation or divorce, the school MUST have a certified copy of the most recent court order regarding child custody which specifies who can pick up the child at which times. The school is legally bound to respect the wishes of the parent with legal custody. Without a document, both parents have equal rights to custody. We will keep this information confidential and solely for the safety and well being of your child. It is our policy to remain neutral in these matters and the school may not serve as a visitation site.

Traffic Safety

Please enter the school into the circular drive via the west driveway. This is the ONLY ENTRANCE. The second, east driveway is to be used as the ONLY EXIT.

DO NOT leave your car parked in the circular drive in front of the building. Help us to guard the safety of all children. Please instruct your child about safety and warn him/her about running between cars or out the front door of the school.

It is essential that parents refrain from visiting with or conferring with teachers at drop-off and dismissal time. Parents who wish to speak with a teacher should call the office to set up a convenient appointment time. MANT teachers are on duty at that time and need not be distracted from watching out for the safety of all students.

Academic Work

Mastery Learning

Mastery learning is a form of personalized learning that gives students the necessary time to master particular skills before progressing to the next level of work. The student takes on the responsibility of learning a skill versus merely accepting a low grade and never really learning the information. The teacher's job is to break down the learning steps, to offer suggestions for internalizing the knowledge, and to give the time necessary to learn the information. According to research, the advantage of mastery learning is that it offers clear expectations, fosters mastery of a unit of study, is not competitive, and encourages student responsibility. Its disadvantage, as listed by researchers, is that too many students receive A's. The student's transcript or progress plan indicates that courses have been completed with at least 90% mastery. The procedure is to offer information, provide learning strategies and activities, provide a variety of assessments - performance assessment with rubrics scale, quizzes, written tests, and self-assessments - and re-teach and retest if necessary. Reviews are distinguished from tests. Reviews are to give feedback during the learning process and do not required a 90+%.

Middle School tests are given at the closure of a body of work such as after the completion of an area of study in history, science, math, and language. Tests are always corrected, no matter what the score, for learning. In the event that a retest has to be taken, all subsequent tests will be more in-depth; therefore, certain criteria must be met before a retest is administered such as: reviewing previous material, completing supplemental work, and receiving additional instruction from a teacher when necessary. If the student is still not successful in mastering the material after the second test, alternative testing styles will be utilized. All test grades will be averaged to determine mastery and the students' transcript will indicate areas where modifications were implemented.

Knowledge Binders/Portfolios

Each week elementary students will select one or more completed works to add to their knowledge binder. Middle school students will file their completed work into a binder at the end of each cycle. Students select representative pieces of work to prepare for their family conferences in October and March. At the conference, students and teachers present the portfolio to their parents and use it to support their assessment of themselves.

Science Fair

Students will select a science fair project at the beginning of the school year. Deadlines will be set and shared with the parents for project hypothesis and science fair log book checks. The science fair will be held in the fall semester. Judges will be selected from local colleges and universities. This is a tremendous opportunity for experiential learning and the development of presentation skills.

Elementary JOLT Camp/Middle School Land Labs

During the first semester of school, elementary students will attend JOLT (Journey on Lake Texoma) Camp. Lower Elementary students will attend a day camp. Upper Elementary students will spend 1-2 nights. Middle School students will participate in an environmental awareness and leadership program for one week, leaving on Monday morning and returning Friday afternoon. Activities include trust activities, group initiatives, individual challenges, nature studies, and ecology activities. The purpose of the trip is to develop a cooperative spirit and to build a classroom community for optimal learning the rest of the year.

During the year, Middle School students go to the land lab two to four times and take one adventure trip at the end of the year for field studies. Ground rules are written by the students and approved by the teachers for each trip. Before the adventure trip, there is a compulsory parent/student meeting to review ground rules and procedures, to answer any questions, and to sign all necessary forms. **STUDENTS WHO BREAK GROUND RULES ON A TRIP WILL BE SENT HOME AT PARENTS' EXPENSE.** Parents are encouraged to help their young person find ways to earn the major portion of the monies for the adventure trip.

Service Learning

Service learning goes beyond community service by including preparation, participation, and reflection. It is a method by which young people learn through active participation in thoughtfully organized service experiences that meet a genuine community need and are coordinated in collaboration with the school and community. The young people participate in the planning and decision-making. It is integrated into the academic curriculum and includes time for thinking, talking or writing about their experiences. It provides opportunities to use newly acquired academic skills and knowledge in real life situations in their community. It extends student learning beyond the classroom and helps to foster the development of a sense of caring for others.

Elementary students will participate in the MANT Monthly Mission. These missions include: writing cards for community employees, cooking a meal for a local organization, collecting items for an outreach program, cleaning a local park, crating awareness posters and hanging them in our local community, etc. Many field trips will be connected to these experiences.

Middle School adolescents are going through immense physical and emotional changes. They are struggling with their sense of identity. They need opportunities for the exploration of self, their emerging interests and the immediate, wider world around them. Service learning provides projects where:

- the student has meaningful contact with adults
- they can develop a sense of responsibility
- their participation makes a clear difference and they feel valued and gain self confidence
- they develop decision-making skills dealing with real problems
- they have to deal with the consequences of their decisions
- they can see the connections between the classroom and the community and apply their learning to reinforce concepts, information, processes, and skills taught in the classroom
- the students experience a variety of roles
- students cooperate with others to realize a goal and they can see the concrete outcome of their efforts
- they develop the ability to interact and work with people different than themselves
- they prepare to become contributing citizens by learning habits and skills of active citizenship that fosters an ethic of service
- they become aware of community needs
- they gain a sense of belonging and community membership
- they develop empathy and a sense of caring

In summary, service learning has great potential for both young people and society now and in the future.

Lower Elementary

The Elementary Montessori program is based on the concept of "connecting" different areas of study. The child is not merely introduced to isolated facts. Instead, the curriculum is interdisciplinary, integrated, and converged, meeting the child's interests. Montessori materials offer open-ended exploration and avenues for self-expression, allowing children the ability to progress based on their skills.

The mixed age classroom provides the child with a non-competitive environment, in which they are able to be challenged and develop a great deal of self-confidence. The environment provides them with opportunities to collaborate with others of different abilities and ages. Children work individually and in groups, promoting effective time management and opportunities for critical thinking. In group learning, children are encouraged to contribute ideas, listen to others, and learn to compromise.

This is a time for perfecting and extending the skills already begun, while continuing to build on these academic concepts. Writing is integrated into the curriculum, across the disciplines, encouraging the child to express his/her thoughts. During the elementary years children continue to develop their social skills and acquire the ability to truly grasp abstract intellectual concepts.

The child begins developing a greater meaning and appreciation of the order of the universe through new discoveries in history, geography, biology, and the Montessori Five Great Lessons. Children are naturally curious at this age about their universe and how they fit into the "Big picture". Through the curriculum, they are invited to explore humankind and themselves, the relationship between them, and their role in the world.

Students are presented developmentally appropriate lessons in the following areas:

- [Practical Life](#)
- [Sensorial](#)
- [Language Skill Development](#)
- [Math and Geometry](#)
- [Geography and Social Studies](#)
- [Science](#)
- [Art and Music](#)
- [Foreign Language](#)
- [Computer Skills](#)
- [Health and Physical Education](#)

Students will complete a book report each semester. The book will be assigned by the teacher. Students will be guided how to read and summarize. A working draft will be completed at home. The draft will be reviewed and rewritten into a final copy within the classroom.

Math and spelling reviews are given each week. Students must have parents sign them and return them to school on Friday with all corrections completed.

Weekly work plans and completed work will be sent home on Friday for parents to review. It is requested that parents sit down with their child to review their weekly progress and contact the school if there are any questions or concerns.

Upper Elementary

The Upper Elementary Program for grades 4 - 6 builds upon the skills and content of the Lower Elementary global cultures curriculum while expanding the students awareness of their place in the world's history. By focusing on a variety of civilizations, students learn about significant historical contributions that have been adopted and adapted by societies through time, and they begin to understand how the past has shaped present-day societies, geographies, and current events. Students are able to delve into these subjects through challenging, guided activities and independent research appropriate to their various developmental abilities.

With their knowledge of world culture and history, Upper Elementary students are ready and eager to have an impact on their surroundings, to learn how they can make a difference. The Upper Elementary curriculum offers a practical approach to these relevant issues. Students are urged to "think globally, act locally" by participating in weekly school-wide service work that might include collecting food for the hungry, caring for their classroom garden, or reading to children in the Pre-primary and Primary classrooms. In Upper Elementary, students have research based projects, opportunities to participate in PSIA competitions, science fair projects, art competitions, and more.

In addition to field trips to cultural institutions in and around our community, Upper Elementary provides the first of MANT's overnight study trips. Every spring, Upper Elementary students and their teachers travel out of the city for an overnight academic excursion. These locations are chosen for their natural environments, their ecosystems, and their opportunities for community-building activities. Students have a chance to explore, examine the interface of different species and climates, and to test their growing sense of independence, while staying away, briefly, from their families.

In Upper Elementary at MANT, the student is gently guided through the developmental leap away from young childhood and toward emerging adolescence. Our focus is on building the foundations of organization, self-confidence, cooperation, and curiosity essential to continued academic success. Our teachers provide a growing academic challenge while remaining respectful of the ever-complicated emotional responses of children as they deepen their understanding and empathy towards the world and its people.

Students are presented developmentally appropriate lessons in the following areas:

- Practical Life
- Language Skill Development
- Math, Pre-Algebra & Geometry
- Geography, Social Studies, & Texas History
- Science
- Art and Music
- Foreign Language
- Computer Skills
- Health and Physical Education

Assignments include:

- Three book reports within the school year. Books are assigned or approved by the teacher. Students will turn in a typed copy of their final report.
- Researching a topic of interest regarding the semester continent study. They will write a report, learning and applying MLA style format. A project is due in conjunction with the typed report.
- Texas History Project each year of the UE cycle.
- Selecting a topic and preparing a speech to be performed for an audience and judged by qualified individuals.
- Weekly math and spelling reviews are given each week. Students must have parents sign them and return them to school on Friday with all corrections completed.

Weekly work plans and completed work will be sent home on Friday for parents to review. It is requested that parents sit down with their child to review their weekly progress and contact the school if there are any questions or concerns.

Middle School

The MANT Middle School courses of study reflect an integration of the Texas requirements of essential elements, the newest research on the developmental needs of early adolescents, the Montessori philosophy, the state of the art in current learning theory, and the predictions of the skills needed for a productive life in the twenty-first century.

The curriculum and instruction is designed as a two-year program in which students earn 16 units of Texas Education Agency credits. The language, speech, Spanish, physical education, outdoor education, service learning, and fine arts are courses of continuous progress. The science, social studies, geography, health and math are studied by topics or concepts.

Language I/II (1 unit each year)

The language curriculum follows the reading and writing workshop model established by the Teachers College Reading and Writing Project of Columbia University. It encompasses an integrated study of vocabulary, literature, grammar and mechanics, and writing. The curriculum seeks to teach students to value reading and writing well, to self-initiate reading and writing in their own lives, and to see reading and writing as tools to change themselves and the world around them. Students read and write in a wide range of genres for a variety of authentic purposes and learn to communicate with a variety of audiences. Vocabulary and etymology is presented across the curriculum and is tested each cycle. Grammar is studied daily within the context of literature and writing. With special emphasis on critical analysis, students practice daily a variety of types of writing in response to literature. Eighth graders write two research papers and seventh graders write one research paper during the year as part of their independent study.

Speech I/II (1/2 unit each year)

Speech includes a daily communications lab that focuses on grace and courtesy, listening skills, note-taking, active participation in group discussions by articulating ideas, and making formal presentations. Students learn a variety of communication skills such as acknowledging others, using “I” messages, active listening, goal setting, and group decision making. Students also participate in activities developed from Covey’s Seven Habits of Highly Effective Teens; Costa and Kallick’s Sixteen Habits of Mind and The Heroic Journey. Each year the class develops a mission statement or constitution. Students are able to practice communication skills daily by working in community meetings, class committees, small group cooperative projects, and peer and cross-age teaching activities. Students individually give presentations each cycle.

Social Studies I (1 unit)

This course includes geography and history. The history curriculum focuses on the progress of people and the following topics: Structures (Governments and US Government), Forces (Revolutions), Power (Human Rights Movement), Changes (Industrial Revolution), and Balance (Peace Education and Future Vision). Students do personal and group work in these themes. The focus is on asking large questions and looking for patterns in history and integrating this information into all disciplines. Students develop creative projects and make presentations. In the spring of even years, students become experts in one area of United States or Texas history and present their research at the history fair.

Social Studies II (1 unit)

This course includes geography and history. The geography curriculum includes the study of the themes of location, place, movements, regions, and interaction of people and their environment. The history curriculum focuses on the history of people and the following topics: Connections (Native Americans), Exploration and Perspectives, Identity (Immigration), Systems (Economics and Economic Systems), Interdependence (Ecology and Future Visions). Students do personal and group work in these themes. The focus is on asking large questions and looking for patterns in history and integrating this information into all disciplines. Students develop creative projects and make presentations. In the spring of even numbered years, students become experts in one area of United States or Texas history and present their research at the history fair.

Pre-Algebra and Algebra (1 unit each year)

This math course use a curriculum designed by Stephanie Romero that utilizes the Montessori materials to introduce concepts before practicing them abstractly. The students will have two guiding questions per cycle. Students must take quizzes for feedback and master comprehensive tests. Each year’s curriculum contains units of Pre-Algebra and Algebra.

Physical Science (1 unit)

The physical science curriculum includes the study of Structures (Nature of Science and the Structure of Matter), Forces (Motion and Four Fundamental Forces), Power (Power, Energy, and Waves), Changes (Work and Machines), and Balance (Chemistry and Future Technology). Students do personal work and group work in these themes. The focus is on asking large questions and looking for patterns in science and integrating this information into all disciplines. Students develop long-term creative projects and make presentations. In the spring of odd numbered years, students become experts in one area of science and present their research at the science fair. Outdoor education experiences and the use of machinery are also a part of this study.

Life Sciences (1 unit)

The life science curriculum includes the study of Connections (Cells and Living Things), Exploration (Prokaryote & Eukaryote; Virus, Bacteria and Fungi), Identity (Genetics), Systems (Animal Systems), and Interdependence (Ecosystems and Future Visions). Botany is part of the curriculum at the Land Lab. Students do personal work and group work in these themes. The focus is on asking large questions and looking for patterns in science and integrating this information into all disciplines. Students develop long-term creative projects and make presentations. In the spring of odd numbered years, students become experts in one area of science and present their research at the science fair. Outdoor education experiences and the use of tools and machinery are also part of this study.

Physical Education and Health I/II (1 unit each year)

The physical education classes focus on team sports, individual sports, and aerobic activities. The two-fold purpose of these classes is to teach skills and to instill the importance of physical fitness. Sports include volleyball, soccer, basketball, roller-skating, ice-skating, rock climbing, bowling, swimming, tennis, and track and field. Students also participate in cooperative games. All students are included in all activities. Health is the study of issues pertinent to the needs of early adolescents. Students alternate focusing on The Heroic Journey and The 7 Habits of Highly Effective Teens; Sixteen Habits of Mind. This program has several purposes. One is to provide information about the transition from childhood to adolescence and the journey to adulthood. Another is to provide links between generations to help young people make the journey safely. A third is to create challenging and meaningful experiences, similar to those in the initiation or rites of passage ceremonies. Students explore topics such as belonging, friendships, adolescent development, stress management, self-esteem, peer pressure, drug education, sexuality, nutrition, and balanced-living. There is a time each day in which students spend in personal reflection for development of their intrapersonal skills.

Spanish I (1/2 unit each)

Using the TPR curriculum the students learn to speak, read, and write Spanish. Students participate in a daily lab in order to obtain continuous practice. Students may apply their skills by participating in a foreign exchange program with Sierra Madre Montessori School in Monterrey, Mexico. A small group of Mexican students come to live with our students, and a group of American students go to live with the Mexican families and attend their school. This is done for one week once every other year.

Computer Literacy I (1/2 unit each year)

This computer literacy course includes word processing, spreadsheets, database, graphics, academic programs, and simulation games. All of these activities are integrated into all subject areas. Students also have the opportunity to use the Internet to gather data and communicate with other schools. As an elective, students create and update the school and class web sites.

Outdoor Education (1/2 unit each year)

Students learn to work on and with the land. Students have the opportunity to spend one week at the Environment Leadership camp (MO Ranch), three to four five-day trips to a Land laboratory, and a one-week adventure trip in May. In September, seventh and eighth grade students go to the MO Ranch ROPES course which includes trust activities, group initiatives, individual challenges, personal reflection, as well as classes in orienteering, nature studies, Native American life, ecological studies, and arts and crafts. At the school location, students plant a garden, compost, and do various horticultural projects. At the end of every five-week cycle, students live at the Land Laboratory. Students work together on building projects, which integrates academic work into real-life activities, Global Labs, economic projects, and instruction in learning how to be stewards of the land. In May there is an adventure trip to continue study of one of the science areas more in-depth.

Service Learning (1/2 unit each year)

During the second half of the academic year, seventh grade students spend one week as assistants in a Montessori classroom and eighth grade students spend a week working in a business of their choice. The supervising teachers or adults complete an evaluation form. Students prepare a business letter stating their goals and verifying arrangements. Students also prepare a resume to send with their letter. Students do other spontaneous service based on needs and interests. During the year, students do outreach service four times each cycle. In economics, students operate few class businesses such as a daily vending machine, snack and delivery of catered food. For these businesses, students keep records, prepare and inventory the food, buy supplies, and sell the product.

Fine Arts/Electives (1/2 unit each year)

Students will have the opportunity to select four areas of exploration. Areas of exploration vary each year with student interest and availability of outside teaching resources. Courses may include the following: computer, photography, painting, sculpture, pottery, bike/ auto mechanics, carpentry, economics, trip planning, and cooking.

Drug and Sexuality Education

Drug and sexuality education is an integral part of the secondary program. The significant factors in helping students make good choices for themselves are: decision-making strategies, goal setting and planning, constructive ways of having fun, stress management, good peer relations, self confidence, responsibility for their behavior, respect for others, and the deference of immediate desires. These elements are on-going skills and activities in the classroom. In addition, the health curriculum focuses on information in sexuality and drug education in a workshop with experts.

The school also has three "Reality Baby" dolls, which are 10 pound, lifelike baby dolls that are "born" with earsplitting, nerve-shattering cries. The high-tech newborns, equipped with a microprocessor, shriek randomly - day and night- and are quieted only when "fed" or "comforted". To do either, the "parent" must first scan the wrist band on the baby to identify as the appropriate parent. Three to four eighth graders at a time receive babies for one week. "Grandparents" are asked to provide parenting advice and to limit their amount of babysitting.

Montessori Academy of North Texas is a drug free school. Students who use alcohol, tobacco, or other chemical substance during or after school hours are subject to action by the school. Parents are expected to monitor students' activities so that the students are in safe and healthy environments and therefore, are not exposed to the abuse of chemical substances.

Cycles of Work

In an academic year, there are five cycles of work followed by an immersion week for land laboratory, internships, foreign exchange programs, and testing. Each cycle is five weeks. At the end of the fifth week, there is a product presentation and a written self-assessment of the thematic project work. The cycle format is designed to help students learn organizational, decision-making, and time-management skills. Students keep a graph of the work completed each week. If an appropriate amount of work has not been completed each week, students have the opportunity to catch up in study hall on Friday from 12:30 p.m. - 2:00 p.m., missing electives and extended physical education. If students have not completed their academic goals on Friday, they are expected to catch up on their own over the weekend with parental support. If students do not complete their work by the end of the cycle, they may continue to work during the immersion week (Monday only) at the Montessori Academy of North Texas. If students have not completed their work, an incomplete will be given. Students must make up the cycle work in **summer school**. Students will participate in the immersion week academic program and activities. **Students complete weekly progress reports and graphs for parents to review, sign, and return the following Monday.** At the end of the cycle, students complete an assessment form that is provided to parents.

Independent Study - Personal Topic and History/ Science

Seventh grade students will do one whereas eighth grade students will do two independent studies a year, focusing on history or science and a personal topic. There are specific guidelines and due dates along the way. A research paper is expected. This work is to be done individually. Parents are asked to sign a form agreeing to the selection of work and materials needed for the study, to support their adolescent by taking him/her to the library, and by providing needed materials and resources.

Outdoor Education: Land Laboratory/Erdkinder

“Men with hands and no head, and men with head and no hands are equally out of place in the modern community.....Therefore the work on the land is an introduction both to nature and civilization and gives a limitless field for scientific and historic studies.....The rural atmosphere offers students a kind of ‘place apart’-- a safe and healthy environment to promote their transition to adulthood. “ (From Childhood to Adolescence, Montessori).

Montessori felt that economic independence was as important to the development of the adolescent as personal independence (dressing and feeding themselves) is to the development of the 3 year-old. The land gives them the opportunity to explore the entire economic cycle. The students could be responsible for not only growing and selling the produce grown on the land, but all the billing and accounting as well. The money could be invested back into the land or put towards other projects.

Dr. Montessori envisioned an Erdkinder (translated as children of the land) as the best environment for adolescents to study and work. Montessori called it a “school of experience in the elements of social life”. Students spend Monday night through Friday at the end of every cycle at the land laboratory. The students study the ideas of perm culture and sustainable communities. Students develop a strong sense of community working together on meals, maintaining the environment, working on needed projects, and having time to participate in the change in rhythm of living in harmony with nature. Students also have time for academic pursuits and apply their knowledge of astronomy, geology, biology, ecology, math, and geometry to real-life situations. The students choose a project of interest in which to plan and build with the help of an expert. Projects are done in groups, allowing the students to work with others towards a common goal. A packing list and directions are provided. Students need to bring one duffel bag to the land laboratory facility.

Family Conferences

A family conference is held at the beginning of school in August for individual students to develop their educational plan and understand behavioral expectations. The teachers will advise parents and student of the grade level requirements. The teachers’ and parents’ role is to guide the student in setting realistic goals and then to support the student to meet his/her commitments. At the conference, a contract is created and students develop a semester goal. Students are made aware of their personal learning style through a series of inventories. With this information, students learn how to be more efficient learners and are guided in implementing this knowledge into their personal learning plan.

Other scheduled family conferences are held in October (as needed); March and May. Students are asked to prepare for their conferences. They are asked to evaluate their progress in academic work, personal responsibility and group responsibility, and to prepare a portfolio of their work. Students then request their parents’ and teachers’ points of view in each area. The May conference discusses the results of the Iowa Basic Skill Achievement Test. Students, parents, or the teachers may request additional conferences throughout the year.

Summary for Parents

At the end of each week, students complete a graph of their progress in each academic area that identifies whether they have completed the appropriate amount of work for the week. The graph is cumulative for the five weeks and must be signed by a parent and returned every Monday. Parents are asked to monitor the plan and help their adolescent keep his/her commitments. If students do not complete expected weekly work, then they must attend study hall on Friday from 12:30 – 2:00 p.m. to have the opportunity to get caught up - with teacher assistance.

At the end of each cycle, students summarize their work by recording assessments, activities and projects, and by writing a self-assessment. This form is reviewed by a teacher and student in a conference, copied, and mailed home. It is requested that parents review this report with their adolescent and contact the school if there are any questions or concerns. If so, a meeting can be set up with parents, teacher, and the student to do any necessary problem solving.

Elementary Homework

Montessori challenges children to think, explore, and pursue tangible projects that give them a sense of satisfaction. Many assignments invite parents and children to work together. Ideally, home challenges will give parents and children a pleasant opportunity to work together on projects that give them both a sense of accomplishment.

Homework is intended to enrich and extend the curriculum. The idea is that homework is intended to afford students practice and to reinforce skills introduced in the classroom. Moreover, there is a certain degree of self-discipline that can be developed within the growing child through the process of completing assignments independently.

Homework encompasses a variety of activities, including your child's regular chores. It can help the child develop language skills, cultural awareness, make math a real part of the home environment and give the child a voice in family decisions. Each child is encouraged to read a minimum of thirty minutes each day.

Students that do not complete and turn homework in on time will spend recess, and for special activity time to complete these required assignments. If necessary, the student may miss a scheduled field trip.

The homework assignments in Elementary will involve reading, studying math facts, meaningful activities, individual practice, and researching various topics we are studying throughout the year for presentations. Research has shown that homework that is perceived as "busy" work as a negative effect on student's at-school performance. We dedicate ourselves to never assign busy work, i.e. rote work, worksheets or workbook type activities. Homework should never become a battleground between adult and child. One of our goals as parents and teachers is to help children learn how to get organized, budget time, and follow through until the work is completed. Homework is an essential practical life skill, these students will regularly have homework assigned that will be appropriate to their learning in the classroom.

MANT provides elementary students a copy of text books for homework purposes. This book does not need to be brought back to school on a daily basis. Classroom copies are accessible for students to work on homework during the after-school program.

This book is the responsibility of the student and the student must:

- Keeping textbooks in good condition: No writing in the book, folding pages, or tearing pages
- Reimbursing the school for any damage to and/or loss of textbooks issued to the student. Any misuse of the textbooks due to carelessness or neglect may be considered cause to charge the student a fine for that textbook.
- Returning all textbooks at year-end, semester long course, or withdrawing from school.

Failure to return textbooks, school property, or pay school fines and fees will result in a status of Not Clear.

Fines:

- Torn Pages 25% cost of book
- Obscenities Written or Drawn 100% cost of book
- Damage That Prevents Reissuing 100% cost of book
- Lost Textbook 100% cost of book

Middle School Daily Work

Daily work consists of taking home and bringing back binders and all necessary materials, math problems, literature, apprentice sentences, personal reflection response and self-assigned work. The math work involves a math lesson and practice problems. Upon completion of the lesson, students should check their work and correct errors. Each student will be given the math answers. If the students need help on any problems, they are to indicate the problem numbers at the top of the page and ask for assistance the next day. Students take a quiz every other week and at the end of each cycle there is a comprehensive test. Math work should take approximately 30-45 minutes per day. Students should read the text at least 45 minutes each day and respond using the writing about reading strategies. The independent study homework consists of research, writing, and presentation board.

Parents are asked to support their adolescent by providing a family schedule that allows time and space each evening for schoolwork. For concentrated learning to occur, students should study without the distractions of television and telephones. Student's work assignments are given out at the beginning of each cycle. Thus, students know their assignments in advance so they can learn to plan ahead and avoid conflicts or late night studying. The first time a student does not complete his/her daily work or bring necessary belongings to school, he/she fills out the top of the parent communication and consults with a parent to create a plan to complete the assignment. The second time a student does not complete his/her daily work or bring necessary belongings to school, he/she fills out the bottom of the parent communication form with a plan to complete the assignment and takes it home to be signed by a parent. The third time a student does not complete his/her homework or bring necessary belongings to school, which makes the time spent in the classroom non-productive, a conference is held and an action plan is initiated.

Assessment

Montessori teachers are trained in the observation of children, and the Montessori classroom is an environment in which the teacher observes each child's social, emotional, physical, and cognitive growth to understand how each student is developing. This information is shared with parents in several ways, including written reports of observations and regular conferences.

Assessment and Testing

Students will take tests and quizzes on the concepts and skills that they have been studying. We use them as a feedback loop, at times indicating that a student needs a new lesson or more practice. In Montessori, working with the same children for three years and carefully observing their work, our teachers come to know far more about the students' progress than can be revealed on any paper and pencil test.

All students will participate in the The Iowa Achievement Test of Basic Skills (ITBS) administered annually during the spring semester. Spring testing is mandatory and no testing fee is assessed.

These assessments, along with written reports on each child's progress, their reports, essays and presentations are shared with the parents. Our goal is to communicate a clear picture of each child's growing competence and academic achievement as well as measure progress compared to independent norms.

Parent Conferences

We believe conferences are an important tool to keep parents in partnership. It is not only an opportunity for you to gain insight to your child's academic growth, but also other areas of development. We also utilize our conferences as a way to further your education about the Montessori method. Your attendance and participation is critical. Both parents are encouraged to attend conferences. Formal conferences are held twice each year. Parents are welcome to request a conference at any time during the school year with their child's teacher. These conferences will be scheduled during the teacher's normal work day.

Learning Differences Policy

MANT has a comprehensive plan designed to assist children who may be at risk for learning differences. The goal of the policy is to provide an ideal learning environment, based on Montessori principles with appropriate modifications that will guide and nurture the full development of the child with learning differences.

In accordance with plan, the following guidelines will be observed:

The classroom teacher is responsible for identifying each child he/she feels is exhibiting some characteristics of being “at risk” for learning differences and will notify the Director when “warning signs” or behaviors become apparent. In addition to observations by the teacher and Director, the student will be assessed using screening instruments appropriate to the Montessori classroom experience. In some instances, outside testing may be recommended via ECI, SISD Child Find, a physician, psychiatrist, or psychologist. MANT reserves the right to have any child enrolled in the program screened by our on-site speech therapist.

The first step in requesting an accommodation for a student identified as having a learning difference is to provide the Director with documentation of the condition from a qualified professional. Upon receipt of a diagnosis, the child’s classroom teachers, Director, and parents will meet to design an individualized plan to be followed in the classroom and at home. The plan will outline strategies, outside resources, modifications in the classroom and home environment that will best accommodate the student’s learning differences. The teacher, parents, Director, and any outside learning specialists will meet on a regular basis to monitor progress and make adjustments to the plan, if necessary. The goal is to ensure the success of the child in the Montessori classroom.

If, however, it is determined that the MANT classroom environment cannot adequately accommodate the child’s learning difference, the Director will meet with the parents to explore placement alternatives.

Immunization Requirements

A student must be fully immunized or present a State of Texas affidavit that, for medical or religious reasons, the student will not be immunized. This affidavit must be renewed every 2 years unless it is a valid religious exemption dated before September 1, 2003, and then it is a lifelong exemption. The State of Texas requires that each student’s personal immunization record, reflecting dates and types of immunizations, be retained on file in the school office. All immunizations must be validated by the doctor or health clinic. In accordance with this law, no child will be admitted without certification of the required immunizations.

The state requires a current shot record to be turned in by the first day of school. If your child does not have a shot record on file, he/she will not be able to attend school. If shots are needed to bring the shot record up to date, you have thirty days to do so, or your child will not be able to attend school until shots are received.

Sherman and Grayson County do not require TB testing for your child/children.

Vision and Hearing Screening

A record of a current vision and hearing screening is required. Each child must complete a screening or examination annually. Your doctor may provide this screening and record his/her finding on the back of the immunization card. Vision and hearing screening will be available each fall for students. There is a fee for the screening service.

Doctor’s Statement

The State of Texas requires that all students have a written statement from a licensed physician that the child has been examined within the past year and is physically able to take part in the school program. This document needs to be turned in, along with the immunization records, before any student may start school.

Medical Procedures

When children are ill they need special attention and tender loving care. The time between exposure to an infectious process and symptom onset varies with certain illnesses. With most illnesses, children are contagious for at least three to five days before they develop any signs or symptoms. Please be aware of any unusual behavior, pulling at ears, rubbing neck, etc. These symptoms can alert you to the presence of an early infection. Please do not send your child to school when he/she is ill, including but not limited to: having a fever, sore throat, bad cough, vomiting, flu-like symptoms, or drainage from the nose that is not clear. Please call the office and let us know if your child will not be attending school due to illness.

An "Emergency Medical Authorization" form is included in the application packet. This form contains a place for the child's name, physician name, address, and phone number, and other emergency numbers. The parent's signature on this card must be notarized.

If a child becomes ill at school, MANT personnel will isolate the child and the parents or emergency contacts will be contacted to pick up the child.

If a child is injured at school, but does not require medical attention, the office personnel will apply any necessary ice, bandages, etc. An illness / incident report will be completed. A copy will be provided to the parent. The parent will be called if necessary.

If a child is injured at school and needs emergency medical attention, the office personnel will contact emergency authorities or transport the child to One Medical across the street from our facility. The parent will be contacted. If we are unable to contact parents, the emergency contact will be called. If the emergency contact cannot be reached, MANT staff have the authorization to transport the child to the parent designated medical facility.

Students with a temperature over 99 degrees will be required to leave campus. A child with 100 degree temperature or greater may not return to school until he/she has been FEVER FREE for a 24 hour period, unless the child has been seen by a physician and MANT is provided with a medical release from the doctor to participate in our program.

Please consider the health of all children and teachers. Do not bring your child to school if he/she has had any of the following symptoms in the 24 hours preceding the start of the school day:

Temperature

Rash – unless diagnosed by a doctor as non-contagious

Cough – any cough due to a contagious condition

Discharge from eyes or nose – due to unknown cause or contagious condition

Swelling – in any part of the body

Vomiting

Diarrhea

Should a child be dropped off and MANT is aware that the child had one of the previous symptoms in the prior 24 hour period, the parent will be called to pick up the child.

Parents should notify the Director as soon as it has been confirmed that a child has a communicable disease. Parents will be notified when a communicable disease occurs in the classroom. The school reserves the right to ask for a medical release from the doctor if the child should return sooner than the Director or Teacher thinks advisable.

Medication Policy

If the child needs prescription and non-prescription medication administered during school hours the parents must:

- Send the medication in its original container, with the child's name on it. We cannot administer medication without the prescription on the bottle or packaging.
- Over the counter and prescription medicine must be in a ziplock bag with the child name and the date on it.
- All medication must have expiration dates printed ON the label by the pharmacist.
- Medicine will only be administered by the dosage and method of administration as stated on the medicine label.
- Sign and date a Parent Medication Consent form with specific instructions for the time the medicine is to be dispensed.
- A new form must be filled out every 14 days.
- Each medication must be filled out on a separate form.
- Drop all medication off at the front desk upon arrival.

Please DO NOT send any medicine, vitamins, or a medication form in a lunch box or clothing bag.

MANT shall return all unused medication to a parent when the medication prescription date has expired or the medication is no longer being administered to the child. If the medication is left on premises upon withdrawal from our program, the medication will be disposed.

Child Abuse & Neglect

State law governing child abuse and neglect shall be followed. MANT staff are required to complete an hour of mandatory annual training on sexual abuse and other abuse/neglect of children for all employees. All employees are trained to recognize signs of abuse and/or neglect. Any employee of MANT who has cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect shall make such reports as required by law. These reports shall be directed to one or more of the following agencies immediately.

In the event there is a concern that a child has been abused or neglected, it will be reported to the Texas Abuse Hotline via a phone call to 800-252-5400 or online at <http://www.txabusehotline.org>. If a child is in imminent danger, or appears to be sexually abused, local law enforcement will be called immediately. Our local CPS office is located next door; contact information will be obtained once an agent is assigned for continued communication.

MANT has posted contact information regarding reporting abuse and neglect on the information board in the main entry. MANT will include information in some parent education events regarding sexual abuse and other abuse/neglect of children, including warning signs that a child may be a victim of abuse or neglect. When applicable, information on abuse will be included in our monthly newsletter. Each year one of our monthly missions will benefit children that are victims of child abuse and use this to raise awareness. Local organizations on abuse and neglect include Child Protective Services (CPS), Crisis Center, Child Advocacy Center (CAC), and Court Appointed Special Advocate (CASA).

A parent of a child who is a victim of abuse or neglect can contact the Child Advocacy Center at 903-957-0440 for assistance and intervention.

Dress Code

The school recognizes that cleanliness, personal appearance and proper dress habits are integral to education. Research confirms that there is a direct relationship between student appearance, attitude, and behavior. The school's dress code is established in the spirit of the Montessori way that affords each child choices within parameters of good taste and appropriateness for school activities.

MANT reserves the right to determine the appropriateness of any student's appearance and grooming as a reflection of school standards. Verbal or graphic design on clothing must be courteous without profanity or suggestiveness. Parents may be requested to bring a change of clothes. Students should not display any body piercing or tattoos.

Please send children dressed in comfortable, casual, play clothes. Although we do provide paint shirts/aprons and make every attempt to ensure children do not get paint on their clothes, it is inevitable that at times this may happen.

- **Children must wear shoes in which their foot is enclosed to prevent injury.** Tennis shoes are preferred. Sandals, flip flops, crocks, and open-backed shoes are not acceptable.
- Girls should wear shorts under their dresses.
- Students are allowed to wear fingertip length shorts and/or skirts/dresses, provided that they are hemmed or cuffed.
- Biking shorts, leggings, or tight-fitting knitwear must always be covered with a garment that is at least fingertip length.
- All shirts and blouses must cover the midriff areas at all times and in all circumstances. There must be no exposure of the midriff area or undergarments. The midriff area must not be seen while bending over, while standing, raising arms, and stretching. Low cut necklines are prohibited even when worn with a jacket/sweater or other type of cover up. Shirts, blouses and dresses must not be see-through.
- Students should remove hats when entering the building. This is a school rule for students. Adults can help set a good example by serving as positive role models and removing their hats when entering the building as well.

Please make sure all outdoor wear is labeled with your child's name.

**Dress code guidelines and consequences for failing to abide by the dress code are discussed and established by the Middle School Community for their age group.

Friday – School Spirit Day!

We encourage all our students to wear their MANT t-shirt to school on Friday. This activity encourages community and promotes school spirit and pride.

Personal Possessions

Sharing is a very important part of development. We want this to be a positive experience that will help the child become a confident individual. Therefore, Show and Tell times will be announced on the monthly classroom calendar. Show & Tell items must be educational and have some academic value. Toys may not be brought to school for Show & Tell. Suggestions for Show and Tell include books, collections, any item pertaining to a culture or nation, any item pertaining to history or science, or special honors the child has received. Please label all items sent for Show and Tell with the child's name.

Other than Show & Tell items, NO PERSONAL ITEMS, including toys, are allowed at school. They become a distraction, and many times, it is difficult to determine ownership within the classroom. When we become aware of personal items in the classroom, it is our usual practice to give one opportunity for the student to put it away. However, items will be confiscated if we have to remind students more than once. The item will be returned to the parent.

Electronic devices are not allowed to be utilized by students at school, other than designated curriculum items (i.e. laptop computers in Upper Elementary & Middle School). Students are not permitted to possess items such as cell phones, telecommunication devices with text messaging, pagers, radios, CD players, tape recorders, camcorders, DVD players, cameras, or electronic device or games at school, unless prior permission has been obtained from the director.

Lost and Found

Please label everything that comes to school with your child's full name. Remember to take coats, sweaters, and lunch boxes home daily. During the winter, MANT will attach zipper pulls to coats and jackets. These zipper pulls are labeled with the child's name for quick and easy identification. DO NOT remove them. Items forgotten by students are kept in a lost and found bin for two weeks. Articles left unclaimed for more than two weeks will be donated to charity or used as "extra" changes by MANT. MANT cannot replace lost articles.

Celebrations of Life

Birthdays are a special occasion in a child's life. We honor and recognize this special day through a celebration of the child's life. This is not a birthday party. It is a special event celebrating the growth and development of the child. A form will be sent home for you to help your child recall significant & memorable events during each year of his/her life that will be shared with the classroom.

The MANT office sends an e-mail during the month prior to the child's celebration to coordinate and schedule the event. Celebrations of Life are held at 9:15 a.m., prior to snack, or at 11:15 a.m., prior to lunch. We invite you to attend and share in this special occasion. We make every attempt to have Celebrations of Life on the day of the actual birthday.

Lower elementary students will be creating a timeline of themselves. We will ask that each child bring from home a picture of each birthday starting with the day they were born. Along with the pictures please include some stories or moments that were special about that particular year. (The best sized pictures would be about the size of a wallet photo or a photo that can be trimmed down. We will color copy these photos so they may be returned. We would also like to receive the most recent picture if their birthday is towards the beginning of the school year. If not, then about two weeks prior to their birthday we will ask for you to send in a fairly recent picture to add to their timeline.

Upper Elementary & Middle School students have a different project each year. These activities include a research project of events that happened the year they were born or on the day they were born, a genealogy study, and a futuristic timeline.

Parents are invited, but not required, to provide a special snack or lunch on their child's special day. These items must comply with our nutrition policy. No nuts, cakes, cupcakes, cookies, etc. Some suggestions may be trail mix, fruit salad, muffins, cheese & crackers, vegetable tray, finger sandwiches, macaroni & cheese, spaghetti, lasagna, etc. Due to food allergies and health issues, we request provided food items are store bought. Please check with the office in regard to food allergies in your child's class prior to purchasing or providing any food items. Drinks may not be provided. Students will be provided water by MANT.

Parents are not required, but may donate an item to the classroom in honor of their child. Each classroom has a teacher created wish list of items on the website in the Parent Resource section. Children are able to present the item to the teacher and share it with the class on this special day during the celebration.

The school office is happy to distribute birthday party invitations at school if every child in the class is included in the invitations. We request that you send the invitations without any names on the envelopes. This makes the distribution of the invitations easier and faster for the teachers.

Nutrition

Snacks

Nutrition is a significant part of our curriculum. All classes have a mid-morning snack time. Full day children also have a mid-afternoon snack. These snacks are provided by MANT. MANT makes every attempt to provide a healthy, nutritional snack. Water is provided for snacks. At times, the class will prepare and cook snacks. Parents may be asked to provide ingredients for special projects.

Wednesdays are designated as “Special Snack Day”. One student in the classroom will be providing this snack. This is done in alphabetical order. Typically one child will provide snacks 2 times or less during the school year. Snacks must be within the nutrition policy guidelines. Some suggestions would be: applesauce, vegetable tray, fruit, whole wheat bagels, yogurt, cheese & crackers, etc.

A “Gracious Gourmet Chef” (Lower Elementary) and “Continental Chef” (Upper Elementary) is designated. The student is encouraged to select a recipe and prepare it at home with the parents. The Chef of the Week will demonstrate the recipe for the class. Parents may provide the finished product as the snack for the day or provide the ingredients so each child can prepare his/her own snack after the chef has completed the demonstration. This presentation will take place on Wednesday morning prior to 9:30 a.m.

If your child has a special diet or is allergic to certain foods, please notify the teacher. This must be noted on the Emergency and Immunization Card.

Lunch

All Extended and Full day students must bring a sack lunch. We encourage a healthy, well balanced, meal.

- The provided MANT lunchbox MUST be used. This policy is in place to eliminate competition among students.
- No refrigeration or heating of food is allowed.
- Please utilize cold-packs designed for lunch boxes to keep any necessary items cold.
- A thermos can be used for hot foods.
- Lunch should include healthy foods low in sugar. Some examples of types of food to send are:
 - Protein – Any meat, chicken, boiled egg, yogurt, cheese, cottage cheese.
 - **Peanut butter, peanut products, and nuts CANNOT be sent in your child’s lunch box due to the severity of peanut and nut allergies in children. We appreciate your efforts to ensure each and every child in our community is safe.**
 - Grain – Whole grain bread, tortillas, crackers, bagels, rice
 - Vegetables – A slice of carrot, tomato, celery, cucumber, lettuce, or avocado.
 - Fruits – Banana, apple, orange, peach, pear (peeled or cut into sections)
Raisins, dried fruit, grapes (please cut grapes in half for pre-primary students)
 - **Chips, chocolate, carbonated drinks, candy, cookies, french fries, and items high in fat & sugar content are not allowed.** Teaching good nutritional habits is a vital part of our curriculum. If these items are sent in a child’s lunchbox, they will be removed by the teacher and returned to the parent in the lunchbox.
- Because lunch is being supplied by the family, MANT is not responsible for the nutritional value of the meal.
- Label all non-disposable containers with the child’s name.
- Each child will take home his lunch bag each day with any food he/she was unable to eat (all uneaten dairy products will be thrown away). This will serve as a guide as to what and how much your child eats away from home so there will be less waste. Extra juices will be thrown away to avoid spillage.

Lunch Bunch Friday

Parents are invited to eat lunch in the classroom with their child are encouraged to do so on Fridays. Please contact the MANT office to make a lunch appointment and ensure a Celebration of Life or some other type of activity is scheduled.

Discipline Policy

"Our task is to show the way to discipline. Discipline is born when the child concentrates his attention on some objects that attracts him and provides him not only with a useful exercise but with a control of error."

- *The Absorbent Mind*: Clio Press Limited, 1994: p. 240

Discipline and order must be maintained for the benefit of learning. Behavioral problems are rare. However, when needed discipline will be individualized and consistent for each child, appropriate to the child's level of understanding, and directed toward teaching the child acceptable behavior and self-control.

Integrity, Respect, and Responsibility

The classroom is based on the premise of integrity, respect, and responsibility. The Montessori classroom provides many opportunities at all levels for the development of these universal values. Integrity involves trust and honesty. Learning to trust oneself, peers, and adults is the first step in establishing a community of learners. Honesty in personal relationships and academic work is a cornerstone of the classroom rules.

Students are expected to treat themselves with respect, treat each other with respect, and respect the materials in the environment. Specifically, grace and courtesy lessons are part of the classroom learning and are discussed and practiced. Everyone in the environment needs to experience affirmation. The books and materials in the environment will need to be treated with care. Most textbooks and learning materials belong to the school and must remain in good condition so that others can use them.

There are two kinds of responsibility:

1. Taking responsibility for one's own needs in the learning environment - such as learning time-management, completion of homework on time, focus, physical organization, and problem-solving.
2. Taking care of the needs of others and contributing to the group. This involves supporting others, working cooperatively, active listening and self-management in groups.

Communication Strategies

Developing appropriate relationships with others is a focus throughout our program. Many foundations are established in Lower Elementary. Communication expectations and abilities are increased in Upper Elementary and conflict resolution is emphasized. In Middle School, the adolescent's psychosocial task is developing positive relationships with others. In response to this developmental need, the program focuses on the learning of communication strategies. The four strategies taught are: acknowledging others, "I" messages, problem solving (goal setting, decision making, win/win solutions), and active listening. Students learn about appropriate timing by asking a series of questions in order to reach the appropriate communication strategy. This framework may be useful for parents in helping adolescent age students work through their social dilemmas.

We expect our students to:

- Put forth sincere effort in all their endeavors
- Be an integral part of creating and maintaining a safe environment conducive to learning & development
- Be role models for younger learners and peers
- Be responsible for their own actions
- Show consideration and respect for self, others, and environment
- Display physical and verbal self-control and monitoring
- Use positive conflict resolution strategies
- Manage anger in a safe and appropriate manner
- Participate in developing student behavior expectations
- Work toward self-discipline
- Help create an environment where safe, productive, and uninterrupted learning can occur

Positive methods of discipline and guidance will be used to encourage self-esteem, self-control, and self-direction.

1. Praise and encouragement of good behavior will be used instead of focusing only upon unacceptable behavior.
2. Children will be reminded of behavior expectations by using clear, positive statements.
3. When a confrontation occurs, the teacher/child/or children “explore feelings” in a kind, positive, manner.
4. If appropriate for the child’s age and development, brief supervised separation or time out from the group will be used; separation is limited to no more than one minute per year of the child’s age.

If discipline problems persist, the teacher will present the problem to the Director. The parents will then be called to arrange a conference with the teacher. At the conference the nature of the problem will be explained and discussed. Following this meeting, the teacher and Director will make a decision regarding any further action indicated to best meet the child’s needs. If student conduct becomes disruptive and uncontrollable or physically endangers others in the classroom, MANT reserves the right to remove and/or dismiss the child from school without refund. Parents should always advise the school if a child’s normal routine at home is disturbed or upset.

Vandalism Prohibited

Any malicious attempt to harm or destroy MANT equipment or materials, data of another user of the system or any of the agencies or other networks that are connected to the Internet is prohibited.

Deliberate attempts to degrade or disrupt system performance may be viewed as violations of MANT policy and administrative regulations and possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses. Vandalism as defined here will result in cancellation of system use privileges and will require restitution for costs associated with system restoration, hardware, or software costs.

Forgery or attempted forgery of e-mail messages is prohibited. Attempts to read, delete, copy, or modify electronic mail of other system users or deliberate interference with the ability of other system users to send/receive e-mail is prohibited.

Acceptable Use of Computer/Computer Networks

Technology is an integral part of our society. Therefore, it is important to familiarize children and assist them in developing good skills. Children ages 3 and up will have opportunities to utilize technology, educational software, and develop knowledge and skills. With right of access comes the responsibility to use the Internet both correctly and wisely. Access to the Internet for instance, may mean that some material found will not meet guidelines set in our Acceptable Use Policy. Monitoring and controlling all such material is impossible. The school will make every effort to discourage the appearance of such material. MANT will use both staff monitoring and a firewall in order to prevent the access of inappropriate material. However, due to the nature of the Internet, it is impossible to guarantee that inappropriate materials will not be accessed.

Upper Elementary & Middle School Computers

Each student in Upper Elementary & Middle School is required to have a personal laptop. This computer is provided by the parent. It is the responsibility of the student. MANT is not liable for any damage, loss of information, or technical support. In the event a student’s computer needs technical evaluation, parents may utilize our contracted IT consultants for evaluation. Parents are responsible for any and all repair fees.

Students WILL:

1. Promptly disclose to a teacher or other administrator or school employee any message they receive that is inappropriate, offensive or makes them feel uncomfortable.
2. Report to a teacher any unsolicited e-mail, security problems, or any other inappropriate materials found while working with the Internet.
3. Follow standards and procedures as taught by their teachers.
4. Additional rules and restrictions may be added at any time.
5. System users will only use his/her authorized account (they may not use another person's account).
6. Use appropriate language: swearing, vulgarity, ethnic or racial slurs, and any other inflammatory language is prohibited.
7. Be responsible at all times for the proper use of an issued account.

Students will NOT:

1. Post personal contact information about themselves or other people. Personal contact information includes home, school, or work addresses, telephone numbers, etc.
2. Agree to meet with someone they have met online without the approval of their parents or legal guardians.
3. Access their home e-mail accounts, download programs or enter chat rooms on MANT computers.
4. Attempt to circumvent system security, guess passwords or in any way gain access to secured resources.
5. Use the Internet for commercial gains or profits.
6. Move, repair, reconfigure, modify, or attach external devices to the computers or any system.
7. Attempt to block System Administrator monitoring of any and all computing activities.
8. Access material that is profane or obscene (e.g. pornography) or that advocates illegal acts, violence, or discrimination towards other people.
9. Plagiarize works they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were one's own.
10. Use obscene, profane, lewd, vulgar, rude, or threatening language. Nor will they through means of the Internet, harass or annoy any other users.
11. Knowingly or recklessly post false information about persons or organizations or pretend to be someone else when sending/receiving messages is considered inappropriate
12. Make deliberate attempts to disrupt computer systems, or destroy data by spreading computer viruses or by any other means. These actions are illegal.
13. Illegally download copyrighted software for use on home or school computers. System users are expected to observe the following network etiquette:
14. Using the network in such a way as would disrupt the use of the network by other users is prohibited.

CONSEQUENCES

Violation of this policy may result in any or all of the following:

- Loss of Internet access.
- Disciplinary or legal action by the school or other involved parties.

Information Content/Third Party Supplied Information

System users and parents of students with access to the system should be aware that use of the system may provide access to other electronic communications systems in the global electronic network that may contain inaccurate and/or objectionable material. A student knowingly bringing prohibited materials into the school's electronic environment will be subject to a suspension and/or revocation of privileges on the MANT system and will be subject to disciplinary action in accordance with the Student Code of Conduct. An employee knowingly bringing prohibited materials into the school's electronic environment will be subject to disciplinary action in accordance with MANT policies.

Violations of Laws - Drugs, Alcohol and Gang-related Activities

Although we assume that it will never happen, as the school begins to extend through the higher levels, it seems important to be clear about our position. We expect our students to avoid any and all contact with drugs or alcohol. This is defined to include the use, possession, or sale of any controlled substance (drug) or alcoholic beverage. The possession or sale of any alcohol or controlled substance, either during the school day or during any school-sponsored trip, party, or function, by a student or parent is grounds for immediate expulsion.

MANT is a gang-free zone. Gang-related criminal activity or engaging in organized criminal activity 1000 feet of our facility is a violation of Texas law and is therefore subject to increased penalty.

Violence and Harassment

MANT cannot tolerate any irresponsible and dangerous behavior, acts of violence, threats of violence, emotional or sexual harassment or verbal abuse directed toward anyone. It is forbidden to bring or carry a weapon to school or to use any common object as a weapon.

Adults must use appropriate language around children at all times.

Smoking

SMOKING IS NOT ALLOWED AROUND CHILDREN, EITHER AT SCHOOL FUNCTIONS, OR ON FIELD TRIPS.

Cell Phones

Please turn off and do not use your cell phone while inside the school buildings.

Permission to Photograph & Video

The Permission to Photograph card must be on file in the office. This grants permission for staff and parents to photograph and video tape during class, field trips, and special functions. This also grants permission that the child's photo or video can be published in school publications, including all web based communication tools.

Transportation

No transportation will be provided by MANT between home and our campus or public school and our campus. Transportation will only be provided, utilizing the services of TAPS, for field trips for Elementary children.

Field Trips

A field trip poster will also be posted on the front door of the school the day of the scheduled event. TAPS will be utilized for all field trip transportation. Parents are invited and more than welcome to chaperon, if space allots. Due to liability issues, siblings not enrolled in MANT will not be able to attend field trips. All standards for transportation as specified by the Texas Dept. of Family and Protective Services will be met.

All field trip experiences are an integral part of the academic curriculum for our elementary age children. Elementary Level students are required to attend. Included as part of these trips are leadership training, planning, and organization and an important academic component.

Trip Requirements

A permission slip with field trip details will be sent home and MUST be signed by each child's parent/guardian prior to each scheduled field trip. Each student MUST wear their MANT t-shirt to participate in the field trip. If MANT must provide a shirt for the student to participate, your account will be charged for the t-shirt.

Field trips are part of the educational process. It must be stressed, however, that only those students who have demonstrated good conduct during their classes will be permitted to attend. Proper conduct during the trip continues to be of utmost importance. Parents of any student unable to follow the given guidelines will be notified. In severe cases, the parent will be requested to come and/or provide transportation home for the student.

ONLY MANT STUDENTS ARE ALLOWED TO ATTEND SCHOOL FIELD TRIPS.

Animals

Due to the many challenges animals present, i.e. children's allergies, necessary veterinarian shots, etc., animals will not be allowed on campus. If at any time, the school decides to have a guest visitor, such as a local veterinarian, an announcement will be made via previously specified communication tools. Parents must notify the MANT office if their child is not able to participate in the activity. MANT reserves the right to allow specific animals on-site for extensions of instruction and curriculum purposes.

MANT will have some classroom pets and insects (lady bugs, ants, butterflies, etc.) on site for scientific study.

After-hours employment

Due to potential conflicts of interest, MANT employees will not "moonlight" for personal babysitting and related services.

Library

The library is for all children to utilize and designated class time will be spent in the library. Primary and pre-primary children are not allowed to check out books on their own. Parents are invited to accompany their child into the library to check out any desired materials. Elementary children are allowed to check out books independently. No more than two materials can be checked out at any given time. We hope you will utilize these materials to provide reading and literature opportunities at home.

MANT Logo Items

Lunch boxes, t-shirts, and sweatshirts are available for purchase via the MANT office.

Recycle with MANT

Many items you may throw away each day or discard from time to time can be very useful in crafts and classroom activities. Please keep MANT in mind when you're "spring cleaning". Examples of items we would find useful are:

Empty toilet paper or paper towel rolls	Empty baby food jars	Plates	Utensils
Old clothes for dress-up	Audio/Video equipment	Office or school supplies	Books
Children's software	Small kitchen appliances	Board games	Balls
Educational toys	Craft items	Plastic storage boxes	
CD/DVD	Sports equipment	Gardening items	
ETC., ETC., ETC.			

Community Resources & Services

Texas Department of Family and Protective Services Child Care Licensing

Local Licensing Office:
550 E. 15th Street, Ste. 120, Plano, TX 75074
Phone: 1-800-582-6036

State Office:
701 W. 51st Street, P.O. Box 149030, Austin, TX
78714-9030
Phone: 512-438-4800

Early Childhood Intervention (ECI)

MHMR Services of Texoma
P.O. Box 1087
Sherman, TX 75091-1087
Phone: 903-957-4810

The Rehabilitation Center

1216 Hillcrest
Sherman, TX 75092
Phone: 903-893-7457

Grayson County Crisis Center

4200 North Travis Street
Sherman, TX 75092-4042
Phone: 903-893-5615

SISD Child Find Services

P.O. Box 1176
Sherman, TX 75091
Phone: 903-891-6439, x305

Workforce Texoma Solutions

Grayson County
2415 S. Austin Ave., Ste. 105
Denison, TX 75020
Phone: 903-463-9997

Child & Family Guidance Center of Texoma

804 East Pecan Grove Road
Sherman, TX 75090-1767
(903) 893-7768

Grayson County Health Dept.

205 N. Houston Ave.
Denison, TX 75021
903-465-2878 X241

Grayson County Counseling Services

2009 Texoma Pkwy., Ste. 3
Sherman, TX 75090
Phone: 903-892-2874

Angels of Care

Pediatric Home Health
102 S. Collins Freeway, Howe, TX 75459
Phone: 903-532-1400

Bluebonnet Screening

Lenee Rogers
P.O. Box 595161
Dallas, TX 75359
Phone: 214-728-8810