



The Manor
Montessori
School

Parent Handbook
2026-2027

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Introduction

This handbook contains important information that you will need to know throughout the school year. Please read this handbook and reference for future use.

The Manor Montessori School Mission

The mission of The Manor Montessori School is to provide an ideal learning environment based on Montessori principles that will guide and nurture the full development of the individual child.

Montessori Principles as Included in the Mission Statement

Below are listed the core principles which we believe embody the essence of Montessori and which are meant to serve as a guide in our efforts to achieve this mission.

The Experience of the Child

1. The tendency toward purposeful activity is human, learning is natural, self-satisfying, and life-long.
 2. True happiness is a product of sustained involvement in challenging, purposeful activities that provide a feeling of self-worth and satisfaction.
 3. Concentration deepens involvement and offers an intrinsic reward separate from the accomplishment of a particular goal.
 4. There are periods in a child's development when the acquisition of particular knowledge and skills is accomplished with greater ease. These "sensitive periods" must guide the curriculum. The environment and teaching methods will reflect the changing needs of students as they move through a series of metamorphic stages from birth to maturity.
 5. An atmosphere of order, beauty and harmony best supports the work of the individual and invites participation.
 6. Children learn best through engagement with materials and activities which are self-correcting and isolate basic concepts.
 7. The work of the young child is very unlike the work of the adult. "Children use the environment to construct themselves; adults use themselves to improve the environment. The young child works for the sake of process; adults often work to achieve an end result."
 8. Activities that promote cooperation are encouraged and lead to individual well-being and a more cohesive society.
 9. Children develop character through direct involvement in and responsibility for conflict resolution.
 10. Younger children need experiences and materials leading to physical independence, socialization, sensorial awareness, development of concentration, language and mathematical exploration, cultural exposure, and opportunities for creative expression.
- Older children need the materials and resources to acquire a common body of knowledge which will enable them to function as adults. In concert with this, the

integrated curriculum strives to provide the student with anthropological study, opportunities for independent research, and guidance and tools to become self-directed and life-long learners.

The Role of the Guide

1. The support of the independence of the child is the foundation on which the interdependence of humanity is based.
2. Students need the opportunity to exercise choice as they demonstrate the ability to make sound judgments and accept responsibility for their choices.
3. The development of inner discipline is fostered by allowing students to take initiative in choosing cycles of activity, following their own inner timetable, completing cycles of activity, and participating in the evaluation process within the limits of time and readiness. The adult provides explicit and reasonable limits and the structure which allows the students to feel secure.
4. Mistakes are a natural facet of learning. The environment should enhance the development of a friendly relationship to error as one of the means for growth and self-improvement.
5. Multi-age grouping provides the student with a valuable experience that allows for confirmation of skills and exposure to a wider range of experiences that include the opportunity to guide others.
6. If an adult performs an activity which could have been accomplished by the child, the child is robbed of an opportunity for growth.
7. The role of the guide is to help the children in the natural process of learning. The guide creates opportunities for observation of students in order to assess their individual needs. The guides undertake continuing study in order to meet those needs.
8. Children are content and more likely to succeed when supported by a home and school that share common values. The school recognizes the role of the family as the first and primary educator and supports this work through parent and community education.
9. Education must be viewed as a partnership where mutual trust and open lines of communication are maintained among all parties.
10. A respect and appreciation of life in all forms is taught and modeled at all levels of school life. Students will be aided in becoming conscious of the universe as the embodiment of order and harmony. Work at all levels of society will be valued as a critical aspect of the whole.

The Montessori Program

Practical Life

When the child first enters the Montessori environment, the teacher introduces them to the exercises of practical life, such as table washing, shoe polishing, flower arranging, and the

button, snap, tie and buckle frames. It is with these exercises that the child acquires progressive independence and develops control and order. The child also acquires the ability to organize and carry through to the end of a project with these exercises. The basis for all other work in the classroom comes from the child's work in practical life, where they become aware of the need to care for themselves, their environment, their friends, and their world.

Sensorial Exercises

The Montessori sensorial apparatus are scientifically designed to aid the senses in discriminating form, shape, size, color, sound and touch. They consist of a massive array of colorful materials. The pink tower which shows cube relations, the red rods which show linear relations, and the color tablets which isolate colors of the environment are only a few examples. Working with these materials, the child discovers they can "see" things with merely the touch of their fingers. Other sensorial materials include the bells, sound boxes and listening exercises, which teach the child to discriminate sounds.

Mathematics

The child has already worked sensorially with the materials showing cube relations, square relations, and linear relations. By the time a child is four years of age, they are ready to abstract and learn symbol and quantity by working with materials such as the evenly graduated red and blue rods going from 1 to 10. These and other pieces of apparatus help the child to clearly understand the symbol and quantity of numbers from 0 to 10. This gives the child the key to the mathematical world, and they can begin working with more advanced apparatus which leads to abstraction.

An important aspect of the Montessori materials is that the concept or fact being studied is isolated. Each difficulty is also isolated, and presented in the graded sequence. Manipulations of concrete materials leads the child to make their own abstractions.

Geometry and mathematics are interrelated as frequently as possible, for it is necessary to use mathematics in the study of geometry. In Montessori, geometry is used in the study of mathematics as a clarifying device to reveal relationships and the logic of various mathematical and algebraic processes.

Language

Through various games and exercises the very young child is made aware of the fact that words are made of sounds. A child learns that each sound has a symbol and traces the sandpaper letters with their fingers during their sensitive period for touch. Knowing the sound and the symbol for each letter of the alphabet, the child begins to build phonetic words.

Soon the child continues into reading with more advanced games and exercises. The Montessori child has exercises in grammar and the function of words, which are incorporated into the ready program.

The study of grammar begins with the study of individual words, first in an informal study with games and later in a more formal manner with the structured exercises of the grammar boxes.

Reading

After much experience with reading classification, commands, puzzle words, movable alphabet, and phonogram booklets, children receive short simple books with which they are familiar. The child is able to read these books one after another, thus deriving a great deal of pleasure in the first encounter with the child's own ready books.

Gradually, this extends to reading classic literature and poetry as well as reading in all areas of the curriculum. Trips to the public library enlarge the fiction and non-fiction collection in the school library.

Geography, History and Science

Geography folders, land and water forms, flags, and puzzle maps form a part of the social studies curriculum. History language cards of presidents, types of shelter, transportation, food, and clothing are also used. These all lead up to the elementary class timelines.

Science involves the children in many classification exercises, as well as the nomenclature for the parts of a tree, a leaf, and a flower. Stories of the animal and plant kingdoms, along with experiments, bring the exciting real world to the children.

The first science experiments are designed to give the child a basic knowledge that will make possible the understanding of various subject matter. Some of these include the development of the solar system, the earth and its configurations, life on earth, and the needs of plants and animals.

Montessori biology is structured in such a way as to give the child a means of classification so that they can structure and relate the facts of biology. The ultimate goal is an ecological view of life and a feeling of responsibility for the environment.

Art

In addition to art expression for its own sake, art is an integrating factor for the rest of the curriculum. For example, a study of the historical development of artistic expression is made available within the history material. Lessons are offered to aid the child in the development of skills that will assist creative expression through various media. Creative art activities offer representations of a child's own growing knowledge.

There are a variety of ways in which each class provides art experiences. Some are daily individual art projects, and some are weekly group projects.

Music

Music is an important part of the integrated curriculum. Music theory, ear training, and eurythmics give the child the necessary components of the system. Mastering these components provides the child with a medium through which they may creatively express themselves and thereby continue to expand their own self-creation.

Through the use of bells, musical instruments, pre-recorded music, and songs, music is integrated into the program.

Spanish

At the Potomac Center, children in the Elementary Junior class have Spanish lessons every day, while four- and five-year-old children have Spanish lessons twice a week. At the Rockville and Bethesda Centers, Kindergarten children in the Primary program have Spanish lessons twice a week. Spanish instruction introduces children to dialogue and vocabulary through music, videos, games, and visual aids.

Physical Education

The children engage in outdoor play daily, weather permitting. In addition, a physical education program is incorporated into the curriculum. Each week, the children are introduced to skills such as stretching, running, team sports, throwing, and catching.

Field Trips

Field trips are considered an important part of our program. These special outings are planned by the classroom teacher and the children in the class. Kindergarteners will take one trip per semester. Elementary students will take more frequent trips.

These trips are impossible without volunteer drivers or parent helpers. Parents are asked to do their share by assisting with field trips, either by driving or by serving as a parent helper.

Toilet Independence

Children enrolled in the two year old program need not be potty trained.

Children must be able to use toilet facilities independently to enter the primary classroom. It is understood that "accidents" will happen, and an extra change of clothes is required at school. Children should be dressed in clothing that they can manage themselves to use the toilet.

Length of a Montessori Program

The Montessori program at our school continues into the elementary levels, allowing each child the opportunity to continue from the nursery level through Grade 3 (ages 2 through 9). These programs give recognition to a child's sensitive periods at each stage of development. The work is designed to accommodate these special periods of heightened awareness.

There are two complete cycles of work which our school offers, the first is the Primary work which requires three full years to complete (ages 3 to 6). The second is the Elementary work which also requires three full years to complete (ages 6 to 9). At the end of each cycle, a certificate of completion is presented to each child.

The Elementary Program is for children whose sixth birthday is before September 1st, or whose parent receives from the teacher a recommendation for the best group placement for the child. Since there are so many individual differences and the program has been tailored to the individual and not the age of the child, the criteria cannot be codified. The teacher will look at the academic level, as well as mental, physical and emotional maturation when making a recommendation for the placement of the 6 year old child.

The Primary and Elementary Programs both give recognition to a child's sensitive periods in each stage of development. Individualized attention and care is given to effectively develop the basic academic skills which will empower the child to pursue a lifetime of creative learning.

Three and Four Year Old Programs

The 3 year old children will have a rest/nap time in the afternoon. Please send a child size nap mat for nap time. Children who do not sleep will be given quiet activities during rest time such as books, puzzles and coloring.

The 4 year old children will continue work in their classroom following lunch and recess.

Before and After Care

Our Before & After Care program is available on a full-time, part-time, or occasional (drop-in) basis, as space permits.

Program Hours

- Before Care: 7:30 – 8:40 a.m.
- After Care: 3:00 – 6:00 p.m.

The occasional (drop-in) rate is \$25.00 per hour.

Families enrolled in our full-time After Care program (3:00 – 6:00 p.m.) also receive complimentary Before Care and full-day care on Manor's Parent/Teacher Conference days (held twice each school year), providing added convenience and value.

If you drop your child off between the hours of 7:30 and 8:40 a.m. you must park and walk your child to the daycare room and sign your child in the sign-in book.

If your child uses the After Care program between the hours of 3:00 and 6:00 p.m. it is a requirement that you park and come in the building to sign your child out. If the children are on the playground please walk around to the playground. The sign-out book will be on the picnic table for easy sign out.

Please try to pick your child up at approximately the same time each day. When you arrive for pickup, please wait in the hall area to allow the staff time to say a proper goodbye to your child. We ask that you promptly gather your child's belongings and have a good evening with your family.

No siblings, who are not enrolled at The Manor Montessori School, are permitted to play inside or outside the school.

The guidelines for enrolling in daycare:

1. Parents must notify the school office before the child will be admitted into Before Care or After Care. For Before Care, parents must contact the office the previous day; for After Care, parents must contact the office before 2:30 p.m.
2. The daycare program must have space for your child before the child can use the program.
3. We can only accept students of The Manor Montessori School into this program due to limited space and insurance restrictions.
4. There is a late fee of \$50 for pickup after 6:00 p.m. for the first 10 minutes, and a charge of \$25 assessed every 10 minutes after. Families that arrive after 6:00 p.m. more than 3 times may be denied use of after care.
5. Children not picked up before 3:00 p.m. and whose families have not contacted the main office before 2:30 p.m. will be placed in After Care and charged for one full hour as parents/guardians are reached.

6. Families who use drop-in **Before Care or After Care five or more times per month** will be required to enroll in a full-time care program. This ensures that we can maintain adequate staffing and provide appropriate care for all children enrolled in our programs.

Pupil Attendance

Every day at The Manor Montessori School is an important one. Students are expected to attend every scheduled school day. We believe that daily attendance is a useful life skill. However, we also believe that physical and emotional health are very important, and we want our students and their parents to recognize their personal needs and respond to them. Should there be a pattern of frequent absences, the director shall set up a conference with the parents to discuss a remedy for the situation.

As a private school, certified by the state of Maryland, sometimes parents make the erroneous assumption that our expectations regarding attendance are not as rigorous as in the public sector. This is not true. We have the same attendance requirements as all certified schools. Therefore, we expect family vacations to be scheduled when school is not in session, and medical appointments (as much as possible) to be scheduled at a time other than class time.

Tardiness

Students are expected to arrive at school on time each day. Arriving on time allows children to begin their day calmly, participate in the full Montessori work cycle, and establish a consistent routine.

Late arrivals can be disruptive to the classroom environment, interrupt the concentration of other children, and make it more difficult for your child to transition smoothly into the day's activities. We ask that families make every effort to arrive on time each day.

Should tardiness become excessive, a conference will be scheduled with the parents to discuss the situation and work together to develop a plan for improving punctuality.

Class Placement

Class size, ages, placement of children, length of the child's school day, and selection and placement of school personnel are decided by the school director. Parent preferences will be taken into consideration whenever possible. The school director uses the guidance of the Maryland State Board of Education, the Association Montessori Internationale, and the American Montessori Society.

Communication

There are a variety of ways teachers communicate with parents.

1. Teachers will send communications through Brightwheel.
2. Through monthly newsletters sent through Brightwheel.
3. Through fall and spring conferences.
4. In an in person or virtual meeting by request. All parents are invited to observe their child's classroom after October, or schedule a conference with their child's teacher at any time they have the need.

Directory

Brightwheel has an option for families to share their information in the School Directory. The Brightwheel Directory enables members of the Manor community to connect with other students and their parents. The Directory may not be used for any kind of solicitation or to circulate announcements about events except those sponsored by the school.

School Notes

School notices and your child's work will be sent home once a week in a Communication Folder. Please return the folder to be reused all year. Parents and staff may not distribute notices or solicit services without previous authorization from the administration of The Manor Montessori School.

Appointments

Conferences are scheduled for each child twice each year unless more are needed to be scheduled by parent or teacher. We encourage you to communicate with your child's teacher when the need arises. So that the teacher may give full attention to the class, please do not enter any classroom except by appointment previously made through your child's teacher.

Parent Involvement

Many parents come to our school for the first time not knowing how they can be of help and become involved. Here are some suggestions:

1. Ask your child's teacher for ways in which you can help.
2. Ask the school director for ways in which you can help.
3. Volunteer your time at any of the school social events.
4. Give donations to the Annual Giving fund and Spring Auction.
5. Attend all parent meetings and attend your child's conferences.

Faculty and Staff Gift Policy

Although gifts are not expected, parents may wish to give presents to faculty and staff. Manor requests that simplicity and meaningfulness should govern the choice of gifts. They should be presented before or after the school day. Often, the most welcome gift is a note of appreciation from the child or parent sharing a memory that made a particular impression. Collective solicitation of targeted sums of money from parents is not consistent with Manor's philosophy and with the diversity of our community.

Parking

Children should be let out or received in front of the school building. Parking is not permitted at the entrance of the buildings and parents should not leave their cars. The teacher or teacher assistants will assist the children from the car to the building in the morning from 8:40 a.m. to 9:00 a.m. If you arrive before or after that time, please park in the parking lot and walk in your child. The children are ready for pick up at 11:40 a.m. to 12 noon, and from 2:40 p.m. to 3:00 p.m. After 3:00 p.m. to 6:00 p.m., we request that parents park their car in the parking lot and walk in to receive their child.

Class Dismissal

When any change is to be made in the time or method of a child's departure from school, please notify the school by email (office@manormontessori.com) or by telephone (301) 299-7400. Unauthorized people will not be permitted to take a child from the school building. Please be sure to update your child's Brightwheel account with the names of approved adults authorized to pick up your child. We also ask that you add the authorized individuals to your child's State of Maryland Emergency Form. Should the office be notified by email or phone that someone new will be picking up, Manor will ask that individual for their identification card and a copy will be placed in your child's file.

Adjusting to the Beginning of School

New Students:

Before school begins, all new students will be invited to school for a short Meet and Greet to meet his/her teacher. The schedule for those meetings is on the school calendar.

Sending your child to school for the first time is an adjustment for both parent and child. To help ease the transition, we offer the following suggestions:

1. If you anticipate a separation issue, where the child might cry, follow these steps: bring your child in, say goodbye, and without lingering, leave as quickly as possible without being too abrupt. This will allow the teacher time to bond with your child.
2. Plan on making yourself available during the first week of school. Parents are welcome to stay on property.
3. For your children, just beginning, during the first week of school, parents are welcome to pick up their child early instead of following the full schedule.
4. The parents must maintain a cheerful attitude and remind the children what a fun day it will be at school.
5. It is not uncommon for a child to come to school happily for the first three or four days and then show reluctance the fifth day. Once children have made friends and have developed a routine at school, this reluctance usually fades away.
6. Please make sure that your child goes to bed early. A tired child finds school difficult.
7. Please have the child eat a healthy breakfast at home.
8. Please be sure that the child arrives at school on time. Sometimes late arrivals make a child uncomfortable and hesitant about going into a class that has already begun.
9. When you pick up your child, try to avoid asking what was done in school that day. Many times, the child can not repeat the names of the apparatus. When the child is ready, sharing the day with you will occur in a natural way. Feel free to contact the teacher to ask what your child is doing.
10. Please be on time when picking up your child.

Snack

Snack time in the classroom is a very important social aspect of the Montessori environment. It is a wonderful time to teach the art of food preparation, serving others, eating etiquette, nutrition, and clean-up. Snacks are provided by The Manor Montessori School. If a parent volunteers to provide snack, a healthy snack for all the children is encouraged. Please be aware that we are a nut-free school.

Lunch Period

If the child's schedule includes staying past 12:00 p.m., a lunch should be brought from home. A thermos works well to keep lunches cool or warm since there is no refrigeration or method of heating lunches in school. Lunch boxes should be clearly marked with the child's name on the outside. Please include a spoon or fork, if needed, with a napkin. The children are not allowed to trade any food in their lunches at school.

The best lunch is the one that offers a variety of foods in small portions. The children are encouraged to eat the main food first and desserts last. What your child does not finish is sent back home in the lunch box so that the parent can monitor the food that the children love most, as well as the amount of food that is needed. Children should be taught at home to clean out their lunch boxes thoroughly each day after school.

Children should come to school each day with a refillable water bottle clearly marked with their name.

Safety Rules

Children are not allowed to go beyond the entrance of the school or playground without an adult accompanying them to the car. Children must be under the supervision of an adult whenever on the playground. The children are taught rules to follow on the playground with an explanation as to why they are necessary.

1. No handling sticks or rocks.
2. No climbing trees.
3. No pushing or shoving other children.
4. No climbing the fence.
5. Children must ride down the slides feet first.
6. Children are not allowed to go into the building, while on the playground, without adult supervision.

Although all precautions are taken to ensure the safety of your children, The Manor Montessori School is not liable for medical expenses incurred on school property or during school events.

Personal Belongings

We request that toys remain at home. Please check your child's pockets and book bag to see what they contain before school. Check especially for small "home" items and kindly check for unfamiliar objects when your child returns home. These may be part of school materials.

Children may occasionally be requested to bring in very special items which relate to school work. Each class has a certain procedure for sharing these special items. Please check with your child's teacher for this information.

School Clothing

Please have your child dressed according to the season-sensible and comfortable clothing which is easy for the child to manage independently. Elastic waistbands on pants or shorts are easier for a child to manage than overalls with buckles or snaps, when using the restroom. In the winter, please send hats, gloves and boots. The children do play outside every day, if weather permits.

Shoes that are suitable for climbing and running are recommended. No loose sandals or clogs, please. No crocs should be worn to school.

Each year we accrue a large amount of unmarked, unclaimed clothing. To alleviate this, all sweaters, jackets, raincoats, socks, and lunch boxes should be clearly marked with the child's name.

School Uniforms

School uniforms are worn by the elementary class children only (grades 1 through 3).

Health Standards

Parents must notify the classroom teacher and the school office if your child has any allergies or asthma. If your child has life saving medication to be kept at school, the proper State of Maryland medication forms must be filled out. Children with food allergies must bring their own snack.

Parents must complete all of the required State of Maryland Emergency Form and health forms prior to the start of the school year. All forms expire one year from the date in which they were signed.

Behavior Policy

As children learn the proper words to express their feelings, and struggle with new social situations at school, undesirable physical behaviors can occur such as hitting.

When a child hits or hurts another child, we:

1. Intervene immediately.
2. Help the child who was hurt.
3. Briefly remove the child from the situation and talk to them calmly.
4. We might remind them that hitting hurts, that their hands are for helping and doing work, and talk about any feelings they might have about the experience.
5. Reunite the child with the classroom and move on.
6. Reinforce positive behaviors.
7. Notify parents of all children involved, ensuring privacy of all families.

If this behavior becomes frequent or is seriously hurting others, we:

1. Meet with the child's family to discuss what is happening and to share our observations.
2. Strategize how we can work as a team to help stop this behavior, including consistency in language used at school and at home.
3. Create a plan for future check-ins regarding this behavior.

If the behavior persists, we will ask for outside help from a doctor or therapist to guide us in keeping all children and staff safe. If we are unable to provide a safe learning environment for all children, we will then help counsel the family toward a more suitable school environment for their child.

Biting Policy

One of our primary goals is to provide a safe and loving learning environment for children. When a biting incident occurs, there are many upset feelings. When it does occur we take it very seriously and try to find the reason why the child bit and try to extinguish the behavior as quickly as possible and assist in developing positive social skills.

Biting is not uncommon. It causes more upset feelings than any other behavior in group settings for young children, such as learning centers and day cares. Parents of the child who was bitten, parents of the child biting, and their teachers all want the behavior to end as quickly as possible. As we know, young children up to two years of age learn through mouthing objects and people. Typically this does not continue after the age of three.

Why do children bite? Children will bite for many different reasons. Some of them include:

1. Experimental biting.
2. Teething discomfort.
3. Becoming independent.
4. Using muscles in new ways.
5. Learning to play with other children.

6. Frustrated in expressing his/her needs or wants, or is threatened by new or changing situations such as a parent returning to work, a new baby, or parents separating.

When a child bites another child, we will:

1. Intervene immediately.
2. Help the child who was bitten.
3. Talk briefly to the child who bit and remove the child from the situation for a brief period of time. We tell the child in a calm but firm voice, "No biting, biting hurts." Or "I do not like it when you bite people. You hurt him/her. She/he's crying."
4. Reinforce positive behaviors.
5. Notify parents of all children involved. We will not share the names of the children to protect the privacy of families.

If the biting continues, we will:

1. Meet with the parent(s) of the child who is biting.
2. Assign a person to stay/shadow the child.

While using all of these techniques, most children resolve the biting behavior. However, should this continue without improvement, we must take further steps to ensure the safety of the children in our care. Therefore, we may require that the child that is biting find another learning environment that will meet his/her individual needs.

Screen Time Policy

The Manor Montessori School's screen time policy is to only allow the use of passive technology for special holidays/events.

Weather Closures and Delays

When inclement weather, hazardous road conditions, building emergencies, or other unforeseen circumstances require a delayed opening, early dismissal, or school closure, Manor will notify families through Brightwheel.

Notifications will be sent in the following ways:

- **Brightwheel Message:** An announcement will be sent to the entire Manor community through Brightwheel. Please ensure your email address is current in your Brightwheel account so you receive these important notifications.
- **Brightwheel Text Message:** A text notification will be sent to the mobile phone number(s) listed in your Brightwheel account.

Every effort will be made to post these announcements no later than 5:30 a.m.

In the situation of an early dismissal, parents are responsible for picking up their children as quickly as possible after an unexpected early dismissal. In the event a parent cannot reach the

school to pick up his/her child, the parent needs to call the school to make alternative arrangements for the student to get home. Parents should plan ahead for an emergency "back up" person(s) for when our schedules are altered.

Emergency Communications

In the event of a campus emergency or community-wide crisis, Manor will notify families through Brightwheel.

Notifications will be sent in the following ways:

- **Brightwheel Message:** An announcement will be sent to the entire Manor community through Brightwheel. Please ensure your email address is current in your Brightwheel account so you receive these important notifications.
- **Brightwheel Text Message:** A text notification will be sent to the mobile phone number(s) listed in your Brightwheel account.

Families will be informed of the steps being taken to ensure the safety and well-being of our students and staff.

Depending on the nature of the emergency, parents may not be able to enter the building or pick up their child immediately. In these situations, Manor will follow the procedures outlined in the school's Emergency Planning Guidelines and will work closely with local authorities. Children will remain safely supervised until officials determine it is safe to reunite families.

Snow Makeup Days

Manor builds in three extra snow days into each year's school calendar. If actual inclement weather cancellations exceed those allotted days, Manor will add snow makeup days to the calendar.

Teachers' Meetings

The teachers meet regularly for discussions on schedules, upcoming events, program evaluations and problems, pedagogical discussions with in-service training, and seminar experiences shared through the use of notes, tapes and videos.

The children remain in the classroom with the teachers who are with them throughout the day - people who engage in projects like:

1. Repetition in the use of the apparatus
2. Art projects
3. Spanish lessons
4. Science projects
5. Cooking projects

6. Napping
7. Music activities

Use of the Church Building

The school is not affiliated with either church and we do not offer religious instruction. We are tenants leasing classroom space from the church. The staff and parents are requested not to contact or use the church offices or telephones.

Change of Address or Telephone

Please update any change in the family's home address, or in the home or office telephone number in Brightwheel.

Schedules of Tuition Payments

Tuition for the first semester is due on or before August 1st. Tuition for the second semester is due no later than January 1st. There is no refund of tuition or registration fees for early withdrawal or late entrance. Students register for an entire school year, or from the time they enter until the end of the school year.

Monthly payments must be made by the first of each month beginning August 1st and ending April 1st.

Placement in classes can not be made until the deposit of \$500.00 and the registration fee (\$50.00 for new enrollees and \$25.00 for re-enrollees) has been paid. The \$500.00 deposit is applied toward the second semester tuition or subtracted from the total tuition charge before being divided to nine monthly payments.

There is no charge for earlier than 9:00 a.m. drop-off for children enrolled in the full day to 6:00 p.m. class.

There is a 10% tuition discount for all siblings of children enrolled in our school.

Fundraising

The Manor Montessori School conducts three fundraising projects each year to provide funds for special projects which fall outside the regular operating costs of the school.

1. ANNUAL GIVING: This fund, consisting of tax deductible contributions, was established to help provide for additional opportunities within the school to maintain the highest standards and quality associated with being the first Montessori school in the state of Maryland.
2. SPRING CARNIVAL: This is an event designed for the children to enjoy a wide variety of activities such as pony rides, trackless train rides, moon bounce, face painting, and

games. It is also an enjoyable way for parents and children to socialize with friends and classmates.

3. **ONLINE AUCTION:** Coinciding with the Annual Spring Carnival, Manor Montessori hosts an online auction. Families bid on a variety of donated items and experiences, while local businesses contribute products, services and gift certificates

Visitors

Although it would be nice to allow children who are not enrolled in our school to visit for a morning or an entire day, we are forced to deny requests for such visits since we do not have health records for non-enrolled children.

Withdrawal

The school reserves the right to exclude, withdraw, or dismiss any student from classes or from the school for any cause whatsoever including but not limited to violation of school rules, disruptive behavior by a student or student's parents, or nonpayment of fees and tuition. No reduction in tuition will be made for absences or withdrawal initiated by the parent before the end of the school year. Places taken at the beginning of the school year are understood to be taken for the whole school year. There is a one month trial period in the classes for all new students.

If during the school year a teacher suspects that a student has something interfering with his/her learning, or the student has an emotional or social problem, then the parents, in consultation with the director, need to work out a satisfactory plan to have the student evaluated so that the needs of the student can be met in the most appropriate way.

If parents do not comply with the request, then the school may choose to exercise its prerogative to withdraw the child from all of its programs.

Babysitting

To maintain appropriate professional boundaries between staff and families, The Manor Montessori School does not permit teachers or other school employees to provide babysitting or childcare services for currently enrolled students or their families. This policy helps preserve the professional teacher-child relationship, avoids potential conflicts of interest, and ensures that all interactions between staff and families remain fair, consistent, and focused on the educational environment.

The Manor Montessori School Policy for Communicable Diseases and Illness

The best place for a sick child to be is at home, both to recover and to prevent the spread of illness.

When a child becomes ill at school, the teacher will contact the parent to inform them. Any child that has vomited, has diarrhea, or has a fever of 100.4 or above while at school must be picked up within 30 minutes. The child shall remain in a designated room with a staff member until the parent or designee arrives to take the child home. If the child is not picked up within 30 minutes, staff will begin calling emergency contacts to locate someone to pick up the child. The child cannot attend school the next day and until they are fever free without fever reducing medication and/or have not vomited or had diarrhea for 24 hours.

A child with symptoms of illness that they can not manage themselves (excessive mucus, uncomfortable coughing, thick yellow mucus) should be kept home to recover. If symptoms are interfering with the child's ability to be at school successfully, or if they are acting in a way that can infect others (coughing uncovered, touching mucus then touching items in the classroom) they will be sent home under the same conditions mentioned above.

If staff are unsure about a child's symptoms, they may ask you to mask your child until the child's symptoms subside. If you do not agree to this, your child may be sent home to protect the health of other children.

We request transparency with diagnosis of illness, particularly COVID, Flu, Strep, RSV, Fifth Disease, and Hand, Foot and Mouth. Classwide notifications can alert families to the possibility of exposure and help slow the spread of illness.

For infections that require antibiotics, children may return to school 24 hours after taking the first dose, or later if recommended by their doctor.

Any child absent for more than three days will need a doctor's note to return to school. You may also be asked for a doctor's note if your child has been diagnosed with an illness mentioned above showing that your child can return safely to school. Therefore, please always ask for a note when leaving your doctor.

The Manor Montessori School Lice Policy

If lice or nits are observed in your child's hair, the teacher will contact the parent to inform them. That child must be picked up within 30 minutes. They shall remain in a designated room with a staff member until the parent or designee arrives to take the child home. If the child is not picked up within 30 minutes, staff will begin calling emergency contacts to locate someone to pick up the child.

In order to return to school, you must present a note from a doctor or professional lice removal professional noting that your child has been treated and is free of lice. If your child's lice return after 10 days, we will require professional lice treatment in order to return to school.

Reference Reading

Families who learn about Montessori philosophy and reinforce its principles at home enhance and extend the benefits of their child's Montessori education.

Reference List

The Absorbent Mind – Dr. Maria Montessori's last book about infant and early childhood development. Essential reading.

The Discovery of the Child – A 1948 revision of The Montessori Method by Dr. Maria Montessori.

Maria Montessori: Her Life and Work – A very comprehensive study by E.M. Standing.

Education for a New World – By Maria Montessori. Preparing the child for the needs of tomorrow's world.

To Educate the Human Potential – By Dr. Maria Montessori. To help teachers interpret the needs of children beyond age six for the acquisition of culture.

The Formation of Man – Resume of Dr. Montessori's work of her more important concepts and her approach to "world literacy."

The Secret of Childhood – An interpretation of the child to the adult by Dr. Montessori.

Learning How To Learn – By Nancy Rambusch. Gives a long bibliography.

Reconstruction in Education – By Maria Montessori. The need for a scientific study of peace to prepare civilized man for a new world.