

PARENT-STUDENT HANDBOOK 2018-2019

Corpus Christi Montessori School Mission:

*At our school, children learn by discovery.
They are joyful and confident.
Building communities and nurturing the environment,
Our children become ambassadors of the world.*

ADOPTED BY BOARD OF DIRECTORS

AUGUST 23, 2018

A copy of this Handbook is available online.

Purpose of Handbook

This handbook is to serve as a guide for students and parents of Corpus Christi Montessori School. The information set forth in this handbook is intended to be informational and not contractual in nature. It is not intended and shall not be construed, to constitute a contract between the Montessori Association of South Texas, Inc. and any student, prospective student, agency of the local, state or federal government, or any other person or legal entity of any and every nature whatsoever.

Administration hereby reserves and retains the right to amend, alter, change, delete or modify any of the provisions of this handbook at any time, without notice, in any manner that the administration and Board of Directors deems to be in the best interest of the Corpus Christi Montessori School.

This handbook is revised periodically and any questions regarding the policies set forth in this handbook should be directed to the school's administration.

Non-Discrimination Statement

Corpus Christi Montessori School does not discriminate on the basis of race, religion, color, national origin, immigration status, sex, disability, academic or artistic talent in providing education or providing access to benefits of education services, activities, and programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. Students may be denied admission or readmission based upon documented behavior problems.

INSERT CURRENT CALENDAR HERE

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INTRODUCTION

What kind of School is Corpus Christi Montessori School?

Corpus Christi Montessori School (CORPUS CHRISTI MONTESSORI SCHOOL) is unique, as a Dual-language public charter school based firmly on sound Montessori principles. As a Montessori school, CORPUS CHRISTI MONTESSORI SCHOOL seeks to develop the “whole child” in a safe encouraging environment. Our educational mission begins with a global view, becoming more specific with time. Our teachers provide students with a prepared environment through which students learn by experiencing, refining all their senses, and observing real phenomena, thus stimulating their sense of wonder and joy in learning as they grow and gain self confidence. The curriculum is designed in three-year blocks, which includes skills, strategies and enriched academics which stimulate aesthetic appreciation, moral values, physical development, and sound emotional growth. We encourage the development of **self-discipline** and impress upon the children the importance of **courtesy, mutual respect, and personal responsibility**.

And so we discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being.

Dr. Maria Montessori

Dual-Language Learning Community

CORPUS CHRISTI MONTESSORI SCHOOL offers a dual-language Spanish/ English educational program, guided by the American Montessori Society and sound second language research. All students will enjoy the benefit of a second language through a Dual Immersion Montessori or Spanish Enrichment Montessori community. CORPUS CHRISTI MONTESSORI SCHOOL will use a slow-growth model to ensure quality development of both the school pedagogy (Montessori) and the Dual-Language program.

The main objectives of the dual language program are to:

- Implement developmentally appropriate practice and provide quality learning environments that meet the needs of linguistically and culturally diverse children and families, and all other children.
- Promote children’s natural language use and apply biliterate learning approaches at home and in the school environment.
- Establish a strong literacy foundation in the primary language in order to build second language acquisition and academic competence.
- Extend the implementation of dual language immersion instructional approaches through collaborative efforts among teachers of all levels, caregivers, and school administrators.
- Ensure that caregivers become better informed about the social, cognitive, and academic advantages of using and learning two languages as they participate in program orientation and leadership training workshops.
- Enhance the professional growth and development of classroom teachers and teaching assistants by providing ongoing staff development training and educational opportunities.

Free the child’s potential, and you will transform him into the world.

Dr. Maria Montessori

CORPUS CHRISTI MONTESSORI MIDDLE SCHOOL HISTORY

The CORPUS CHRISTI MONTESSORI SCHOOL Middle School welcomed its first class in August of 2009 with 16 seventh graders, one lead teacher, and one assistant. After a highly successful year and earning an Exemplary rating in TAKS testing, the middle school grew to include eighth grade, with an enrollment of 29 students. With the increased enrollment, the staffing was modified to include two teachers.

The middle school curriculum was created by Dr. Elisabeth Coe, Houston Montessori Center Director and Administrator of the School of the Woods Middle and High School. Dr. Coe modeled class instruction and management for the two CORPUS CHRISTI MONTESSORI SCHOOL middle school teachers. As Dr. Coe continued to work alongside the two teachers, modifications of the instruction were made to accommodate the school's uniqueness.

BACKGROUND

Montessori Association of South Texas Board of Directors

The Board of Directors of the Montessori Association of South Texas (MAST) is the governing body of Corpus Christi Montessori Charter School. The MAST Board of Directors is an elected board with a focus on policy making, planning, monitoring and evaluation in support to further the school's mission, core values and strategic objectives, rather than on day-to-day operations.

Susan Wolff-Murphy
President

Stephen Doolan
Treasurer

Carrie C. Thompson
Secretary

Chad Hollenbaugh
Member

Patsy Boone
Member

Charter Legislation

In February of 1995, the Texas Legislature authorized the creation of charter schools in Senate Bill 1. The legislation allows for three types of charter schools. Corpus Christi Montessori School falls into the "Open Enrollment" category of charter schools. Open Enrollment charter schools may be operated by a qualifying non-profit corporation, in our case, Montessori Association of South Texas.

Charter schools are public schools and are required to meet state accreditation requirements. In general, charter schools are designed and managed by concerned teachers, parents, and community members. An application for a charter school is submitted to the Texas State Board of Education for approval. Open Enrollment Charter schools are directly accountable to the State Board of Education and are monitored by the Texas Education Agency to ensure that they meet both state and federal guidelines. Many rules and regulations that apply to traditional public schools have been removed from charter schools, yet with this freedom there is a great deal of fiscal and student academic accountability.

*The greatest sign of success for a teacher... is to be able to say,
"The children are now working as if I did not exist."
Dr. Maria Montessori*

MISSION

*At our school, children learn by discovery.
They are joyful and confident.
Building communities and nurturing the environment,
Our children become ambassadors of the world.*

In accomplishing our mission, we:

- value each child's language, intellectual, social, emotional, physical and creative development;
- value the dignity of each child, caregiver and staff member;
- are guided by respect for self, the others and for the environment;
- affirm the joy of doing one's best;
- enable the success of each person by providing a professional, caring and nurturing school;
- provide an environment in which children develop their talents in a cooperative atmosphere; and
- value communication that is open, honest and kind.

PHILOSOPHY

The Montessori Association of South Texas wholeheartedly subscribes to the Montessori Method. The Montessori Method is the name given to a very special philosophy for the education of children formulated by Dr. Maria Montessori (1870-1952), the famous Italian physician and educator. Montessori observed that small children possess a tremendous capacity for learning from the world around them. To capitalize on this inborn enthusiasm for discovery found in young children, Montessori began developing a special learning environment more than 70 years ago. The method she established has been further developed by professional Montessorians throughout the world, and the success of the approach has been noted for more than half a century.

Our philosophy is that *all* children, regardless of race, income, or social circumstance, *can and will succeed* in school and life when given a strong foundation during the first fifteen years of life. Through a Montessori-based education, our students experience combined freedom with responsibility, which leads to high standards for academic excellence, social awareness, and moral development, a more active role in individualized learning, as well as an inspirational view of humanity and its accomplishments. Our philosophy includes exposing our students to life experiences that will enable them to contribute to a better society – develop skills and characteristics such as non-violent conflict management; civility in personal behavior; acceptance of ethnic, cultural, socio-economic differences; compassion in human relations; and respect for ecology in the physical environment. The ultimate goal in connecting children's education to their development as human beings is that each child will be seen as an individual with a unique contribution to make to the world.

Our philosophy is conveyed and contingent upon Montessori's rules for the treatment of the child by adults in the school. The following rules will guide any adult interaction with students of our school within school and after-school associated activities:

1. Never touch the child unless invited by him/her in some form or another.
2. Never speak ill of him/her in their presence or in his/her absence.
3. Concentrate on developing and strengthening what is good in him/her. Take meticulous and constant care of the environment. Teach proper use of things and show the places where they are kept.
4. The adult is to be active when helping the child to establish a relationship with the environment and remain outwardly passive but inwardly active when this relationship has been established.
5. The adult must always be ready to answer the call of the child who stands in need of him and always listen and respond to the child who appeals to him.
6. The adult must respect the child who makes a mistake without correcting directly. But he/she must stop any misuses of the environment and any action which endangers the child or other members of the community.
7. The adult must respect the child who takes a rest or watches others working and not disturb him/her; neither call him/her; nor force him/her to other forms of activity.
8. The adult must help those who are in search of activity without finding it.
9. The adult must, therefore, be untiring in repeating presentations to the child who refused them earlier, in teaching the child who has not yet learned, in helping the child who needs it, to overcome imperfections. He must do this by animating the environment with care, with purposive restraint and silence, with mild words and loving presence. She must make her presence felt to the child who searches and hide from the child who has found.
10. The adult must always treat the child with the best of good manners and in general offer him/her the best he has in himself and at his disposal.

The teacher must derive not only the capacity, but the desire, to observe natural phenomena. The teacher must understand and feel her position of observer: the activity must lie in the phenomenon.

Dr. Maria Montessori

CORPUS CHRISTI MONTESSORI SCHOOL WHOLE CHILD PEDAGOGY

Prepared Environment

CORPUS CHRISTI MONTESSORI SCHOOL adheres to the Montessori curriculum, as interpreted by the American Montessori Society (AMS). The foundations for this curriculum begin early, when the child enters a room that is carefully prepared. This prepared environment entices and encourages sense of order, respect for self and others, and inner discipline. Grace and courtesy, along with a peaceful negotiation of differences, are taught and practiced at all times. The materials in the curriculum are designed to fulfill the child's curiosity and address the appropriate level of readiness.

The Teacher

The Teacher is a guide who helps direct the children's activities academically, spiritually, emotionally and physically in a prepared Montessori environment, in accordance with Montessori philosophy and CORPUS CHRISTI MONTESSORI SCHOOL policies and procedures for the appropriate age group.

The Parents

Parents and Community:

- All parents are strongly encouraged to participate in the various involvement opportunities throughout the year.
- Parents are invited to visit the school at any time other than during the 3-hour work cycle from 8:30 – 12:00. Please call office or teacher to schedule.
- Parents and community people provide enrichment for students.
- Newsletters are sent to parents and community residents on a regular basis.
- Cooperative arrangements are established with outside organizations and businesses.
- School website is updated on a regular basis.
- Any time visiting campus, please check into the office.

Parenting Suggestions which help insure school success:

1. Establish firm limits; be consistent.
2. Read to your child often. Make it a warm family experience.
3. Talk to your child.
4. Listen to your child.
5. Ensure your child has plenty of rest and a healthy, balanced diet, especially a good breakfast.
6. Make getting ready for school as peaceful and orderly as possible. Timers may help children who are slow in the morning. Allow your child plenty of time so he doesn't have to be rushed.
7. Show a genuine interest in child's interests, school activities, accomplishments, and encourage him/her in their efforts.

8. Select good television programs and later discuss them casually with your child. Limit TV time to two hours daily.
9. Encourage your child to ask “why” and be ready to help him find the answer.

Your child needs:

- love, warmth, and security
- to be treated with respect
- understanding
- freedom to explore his world
- freedom to learn by himself
- sensible rules and limits in his life that are enforced fairly and consistently
- much time to explore his world and to do things for himself
- an orderly environment and regular routines in his life
- to have many opportunities for success in his life
- frequent praise and encouragement
- to find out “who he is” and how he is unique
- human companionship
- stimulating environment
- right environment to develop her mind and body

Taken from:
Montessori and Your Child, A Primer for Parents by Terri Malloy

CORPUS CHRISTI MONTESSORI SCHOOL is an Alternative Education Program

Since attending CORPUS CHRISTI MONTESSORI SCHOOL is a privilege granted to each student, the school has the authority to establish stricter disciplinary criteria. All students who do not exhibit exemplary conduct may be subject to removal from the school and return to their resident district. Exemplary conduct is defined as no offenses requiring any type of suspension, removal to an Alternative Education Program, expulsion, and no more than two referrals each grading period for other Code of Conduct infractions. Once a student is returned to his/her resident school for any reason, they may not return to CORPUS CHRISTI MONTESSORI SCHOOL. Attendance also plays a key role. **All students must attend at least 90% of the enrolled school days. All students must maintain passing grades and pass all State mandated tests to remain in good standing and be promoted to next grade level.**

While every effort has been made to specify exact discipline concerns as noted in Code of Conduct, (pages 29-35); on occasion, an unidentified behavior occurs, we reserve the right to impose discipline, professional judgment will be used. This includes, but is not limited to, severe infractions (i.e., fighting). In-school suspension (ISS) assignment will be determined on an “as needed” basis.

The Administration and Board

The MAST Board of Directors work closely together, but not necessarily in the same manner as that of a traditional school board and administration. The CORPUS CHRISTI MONTESSORI SCHOOL administration runs the day to day operations of the school and the MAST Board of Directors governs the school's policies and procedures and keeps the school

aligned with the charter. In addition, board members may likely be found assisting throughout the school in a variety of activities, but these are usually outside the scope of their board duties and are separate volunteer duties to assist the school. Some board members are parents and will be in attendance at events in their role as parents.

In Texas, the funding received by the charter school from the state is based on student attendance. However, no state funding is currently made available for facility expenses. It is left up to the sponsoring non-profit corporation, in this case the Montessori Association of South Texas, to raise funds for facilities.

Contact Information

Corpus Christi Montessori School
822 Ayers Street.
Corpus Christi, Texas 78404
Telephone (361) 852-0707

INSTRUCTION AND ASSESSMENT

Instruction

As a public school, CORPUS CHRISTI MONTESSORI SCHOOL incorporates within its curriculum the Texas Essential Knowledge and Skills (TEKS) guidelines set forth by the Texas Education Agency. Our program exceeds these guidelines significantly for each grade level. Our curriculum is designed to challenge our students. Organizational and study skills are taught to aid students to manage the challenges. Through daily lesson planning, journaling, personal goal setting, and self-evaluating, students develop personal responsibility through organization. Our multi-aged classroom environment allows children to progress to the next level in any academic discipline with ease.

As a Montessori school, CORPUS CHRISTI MONTESSORI SCHOOL seeks to develop the whole person. The Montessori Curriculum begins with a global view, becoming more specific with time. Dr. Montessori designed materials for children to learn by experiencing, refining all their senses, and observing real phenomena, thus stimulating their sense of wonder and joy in learning as they have grown and gained self confidence. The curriculum is designed in three-year blocks, which includes skills, strategies and enriched academics which stimulate aesthetic appreciation, oral value, physical development, and sound emotional growth. We encourage the development of self-discipline and impress upon the children the importance of courtesy, mutual respect, and personal responsibility.

In addition to providing the tools necessary for each child to excel academically, we are also committed to providing a well-rounded education for each child. Enrichment including Spanish, Music, Art and Physical Education are part of our curriculum. Field trips are planned throughout the year to enhance and enrich the child's development. All students are given responsibility within the classroom through the assignment of daily and weekly chores to promote and maintain a sense of community and involvement.

Each of the major subjects of study is aligned with The Texas Essential Knowledge and Skills (TEKS) with key Montessori foundations per subject area. It is to be understood that many activities and projects throughout all age levels will incorporate multidisciplinary studies. Some projects, such as those found in the outdoor environment, will also use multiage-level mentoring beyond the Montessori traditional three-year multiage classrooms.

In all subjects, teachers and the lead teacher will be responsible for ensuring that the curriculum in all classrooms provides opportunities to learn the standards as identified outlined in the TEKS for each grade level.

Major components of Montessori curriculum include environmental awareness, community building, and leadership yielding an emergence of varying projects. Gardening is an example of one such project or goal. The outdoor environment is very key to the Montessori curriculum. It provides a real-world laboratory in botany and earth science, as well as a rich source of artistic and aesthetic inspiration. Caring for a garden develops a sense of responsibility and accomplishment as well. Students also care for other living things such as plants and animals in the classroom and in our outside area.

Strategies

Montessori instruction develops the child's intelligence as well as physical and psychological abilities. It is designed to take full advantage of each child's desire to learn and their unique ability to develop their own capabilities. Children learn directly from the environment, and from other children, more than from the teacher. The teacher is trained to teach one child at a time, as well as some small groups and whole class lessons. The teacher is facile in the basic lessons of mathematics, language arts, the fine arts and science, as well as guiding a child's research and exploration, capitalizing on his/her interest and excitement about a subject.

Teaching methods used include:

- Individualized learning
- Small group instruction
- Whole group instruction
- Hands-on learning that uses various senses
- Working from concrete to abstract
- Research and exploration

Montessori instruction leads to students who:

- learn for learning's sake
- become lifelong learners
- actively seek knowledge
- are self-directed learners who know how and where to look for information
- collaborate in groups
- understand questioning, analyzing, comprehending and discussing
- have tolerance, respect, and open-mindedness toward new information and different culture's people and ideas
- are self-confident
- think before speaking
- show effective decision-making skills
- are socially and environmentally aware
- are patient and calm

Assessment

Classroom instruction will be guided by Montessori Method and philosophy and will ensure that every child masters the Texas Essential Knowledge and Skills (TEKS) in a timely fashion. The connection between TEKS, Montessori classroom instruction, and the assessment of the student's progress relates to individual goal achievement. All three criteria focus on a broad spectrum of learning goals with a multifaceted basis of knowledge, critical-thinking skills, and resource abilities to be well prepared for secondary and post secondary education, and thereby producing a lifelong learner.

Student achievement is reported with the use of portfolio assessment and skills checklists which is presented in student-lead parent/teacher conferences. Any lack of progress will be noted and monitored as well. This provides the student a sense of responsibility for his/her learning and a sense of ownership of his/her education.

ITBS

A summative evaluation will be given to 2nd grade students as a norm-referenced test which is the Iowa Test of Basic Skills (ITBS).

STAAR

The State of Texas Assessments of Academic Readiness (STAAR™) is the criterion-referenced assessment program that has been in place since 2003. STAAR™ includes the 12 end-of-course (EOC) assessments mandated by SB 1031 in 2007 and the new grades 3–8 assessments mandated by HB 3 in 2009. 5th grade & 8th grade are SSI years. Students must pass Math and Reading to be considered for promotion.

Criteria for Promotion

Students are promoted based on the following:

Grades 1 & 2:

A student may be promoted to the next grade level when the student achieves 70% mastery of the Montessori math, language, and cultural studies for that particular grade level, as outlined in the CORPUS CHRISTI MONTESSORI SCHOOL report card and is recommended for promotion by lead teacher and director.

Grade 3:

A student may be promoted to Grade 4 if the student achieves 70% mastery of the Montessori math, language, and cultural studies for Grade 3 and demonstrates proficiency on the STAARS Grade 3 reading test.

Grade 4:

A student may be promoted to Grade 5 if the student achieves 70% mastery of the Montessori math, language, and cultural studies for Grade 4 and demonstrates proficiency on the STAARS Grade 4 reading and math.

Grade 5:

A student may be promoted to Grade 6 if the student achieves 70% mastery of the Montessori math, language, and cultural studies for Grade 5 and demonstrates proficiency on the STAARS Grade 5 reading and math.

Grade 6:

A student may be promoted to Grade 7 if the student achieves 70% mastery of the Montessori math, language, and cultural studies for Grade 6 and demonstrates proficiency on the STAARS Grade 6 reading and math.

Grade 7:

A student may be promoted to Grade 8 if the student achieves 70% mastery of the Montessori math, language, and cultural studies for Grade 7 and demonstrates proficiency on the STAARS Grade 7 reading, math and writing.

Grade 8:

A student may be promoted to Grade 9 if the student achieves 70% mastery of the Montessori math, language, and cultural studies for Grade 8 and demonstrates proficiency on the STAARS Grade 8 reading and math.

- ❖ **The Teacher and Director reserve the right to promote/retain students depending on their developmental readiness.**
- ❖ **The Director and MAST Board reserves the right to revoke a students' enrollment in CORPUS CHRISTI MONTESSORI SCHOOL if any of the following occur:**
 - **persistent misbehavior**
 - **chronic absences**
 - **inability to work independently without constant support**

HOMWORK AND COMMUNICATION

The purpose of daily homework in the Montessori classroom is to promote responsibility and time management skills. This homework includes mathematics fact work and problem solving, the development of listening comprehension, increased vocabulary, and reading fluency; the encouragement of physical responsibility; and the opportunity for parent/child engagement free from distractions.

Reading as a family in the evenings is an activity which is both beneficial and fun! Research over many years has found a significant positive relationship between the amounts of reading and improved reading comprehension, vocabulary and reading fluency.

Procedure:

1. Parents are asked to read to their child read for a minimum of **15-20 minutes daily**.
2. We encourage parents to read books that are above the child's reading level to enhance his/her vocabulary and comprehension.
3. When students read to parents, students should read books that are at their independent reading level. At the independent level, students should miss no more than 1 in 10 words.

Late Work:

Grades 1-3: Lower Elementary Team will determine guidelines to be consistent for elementary grades.

Grades 4-8: Assignments will be accepted up to two days beyond due date for a max. score of 70. One day late max. score of 80. After that the score will be zero (0) unless made up later and then the student can receive a max. score of 50.

Special Assignments:

Special assignments at home are given as needed on a grade level basis or if child does not complete daily assignments. If your child is assigned additional homework, choose a quiet, place to work that is free from distractions. Our 3rd - 8th Grade students will have STAAR preparation homework. STAAR homework will count as a piece of reading or math for the following day. Students will also have math review homework and research projects as assigned by the classroom guide.

*We especially need imagination in science, it is not all mathematics,
nor all logic, but it is somewhat beauty and poetry.*

Dr. Maria Montessori

GOALS FOR THE ELEMENTARY MONTESSORI CLASSROOM

- To strike the imagination of the child
- To enable children to internalize concepts by the use of concrete materials
- To give children the joy of discovering rules for themselves
- To allow children to learn from the logic of the materials
- To ensure success through experiential immersion
- To ensure success by progressing in small steps
- To allow independent work by the use of self-correcting materials
- To tap into the child's own learning style through multisensory materials
- To provide a personalized curriculum for each child
- To give the child a sense of responsibility for his or her education
- To provide opportunity for cooperative groups and peer teaching
- To interrelate subject areas
- To teach tolerance and appreciation for our many differences
- To teach through history the importance of each of our lives
- To teach children the skills to solve social problems for a win/win solution by offering a classroom environment that promotes peer interaction

The materials we use:

- Move from abstract to concrete
- Move from simple to complex
- Show the whole, the parts, and the whole again
- Strike the child's imagination
- Allow a return to materials on a higher level
- Allow a continually higher level of ordering and classifying
- Are self-correcting
- Are multisensory
- Follow a logical progression in small steps

“Our care of the child should be governed, not by the desire to ‘make him learn things,’ but by the endeavor always to keep burning within him that light which is called the intelligence.”

Maria Montessori

Middle School and Course Study

MIDDLE SCHOOL CURRICULUM

(Established by Elisabeth Coe, Ph.D.)

The history of the development of the middle school curriculum incorporates three major themes: developmentally responsive, holistic, and empowering.

Developmentally Responsive

In the spirit of Montessori philosophy, the theory of looking to the developmental stages as a guide was crucial. The awareness of respecting the child/student in their individual development stage and utilizing their unique developmental stage to support the unfolding process of growth is a basic foundation of Montessori educational design. A thorough study was made of the biological, cognitive, and psychosocial developmental and its implications for the learning environment.

Holistic

The word “holistic” is another major element of Montessori philosophy. Holistic comes from the Anglo-Saxon word “hal” which has meanings of whole, heal, and health. The focus of Montessori education teaching is on the whole child for optimal health and growth. The learning environment is inclusive of the development of the cognitive potential, the physical, the psychosocial and the moral aspects of the person. The courses of study are interrelated so that the child understands the inter-connections of life. As the work of Dr. Coe progressed, the holistic notion began to take on another dimension. It began to include collaboration with the home setting, leading to proactive standing on having student-parent-teacher partnerships as an integral part of a complete, healthy, optimal learning environment.

Empowering

Dr. Coe followed the curriculum requirements established by the Texas Education Agency and identified six strategies that were incorporated into the curriculum to foster empowerment. These were 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.

Refinement of the classroom design continues each year, which makes it a dynamic program that keeps abreast of current research and observations. **The faculty and staff welcome parents and adolescents to Corpus Christi Middle School, and we at CORPUS CHRISTI MONTESSORI SCHOOL are pleased that you have chosen to be a part of this program.**

Summary of Secondary Program

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 include:

- 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
- School and community service projects
- Activities that allow work on and with the land

Courses of Academic Study-Middle School

Corpus Christi Montessori 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 skills vital for a productive life in the twenty-first century.

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

Cycles of Work

In an academic year, there are five-week learning cycles of work followed by an immersion week for land laboratory, internships, and testing. 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 completed work each week. If an appropriate amount of work has not been completed each week, students can catch up in study hall on Friday from 12:30 p.m. to 3:00 p.m., during service learning time. Students utilizing the study hall time on Friday will miss service learning which is held once a week. 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 6th week, the immersion community service week of the learning cycle; however, points will be deducted for late assignments. If students have not completed their work, an incomplete will be given. Students must make up the cycle work in summer school to recover the cycle. Students will participate in the immersion community service week academic program and activities.

Students complete weekly progress reports and graphs for parents/guardians to review, sign, and return the following Monday. At the end of the cycle, students complete an assessment form that is sent home to parents.

Classroom Work

The school day is divided into two kinds of work: individual and group work. Individual work is designed to create a match between the skills, abilities, interests of each student. Students have a variety of work choices in every academic area for independent work or work in small, self-chosen groups. Individual work is assessed individually with mastery tests that may be written or oral. There are opportunities for modified, basic, and advanced work in most areas.

Group work is randomly chosen groups in which individuals learn to work together for five weeks. Student groups work together on physical tasks such as academic tasks in the thematic units, which integrate all subject areas. Individual written tests, group presentations, and self-assessments of the group process assess the thematic unit.

Students are expected to maintain class work and, if necessary, to complete assignments at home or in tutorials. If a student repeatedly misuses class time or interferes with the work of

his/her classmates, a conference is held, and an action plan is established with the student, family, and teachers.

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 assistance on any problem, 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 requested 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, Internet, and telephones. Students' work assignments are given out at the beginning of each cycle. Assignments known in advance, provides students the opportunity to learn good planning and organization skills to avoid conflicts or late-night studying. The first time a student does not complete his/her daily work or bring necessary materials 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 materials 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 materials to school, which makes the time spent in the classroom non-productive, a conference is held and an action plan is initiated. In many cases, the action plan will require that the student be sent to the office any days that materials and daily work assignments are not brought to school.

Mastery Learning

Mastery learning is a form of personalized learning that gives students the necessary time to master 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 responsibility 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. Quizzes are distinguished separately from tests. Quizzes give feedback during the learning process and do not require an 80+ percent. 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 for learning, regardless of the score. Should a student not meet the required 80%, reinforcement and additional support from the teacher will be provided. All tests grades will be averaged to determine mastery and the students' transcript will indicate areas where modifications were implemented.

GENERAL INFORMATION

Application

Application for enrollment into CORPUS CHRISTI MONTESSORI SCHOOL begins in March each year. Letters of Intent to return to CORPUS CHRISTI MONTESSORI SCHOOL are sent during February to current year enrollees. Once the school administration has reviewed the Letters of Intent and determined the classroom student ratio, then a lottery is open to determine applicants' wait list placement.

Corpus Christi Montessori School provides for the exclusion of an applicant who has a documented history of criminal offenses, juvenile court adjudication or discipline problems under the TEC, Chapter 37. Final enrollment is based on a review of behavior records; therefore, admission is provisional.

Daily Attendance

All Lower Elementary and Upper Elementary, as well as Middle School students begin their day promptly at **8:30 a.m.** and are dismissed at **4:00 p.m.** On early dismissal days, school will be dismissed at **12:30 p.m.** **Students are not allowed on campus before 8:15 a.m. unless reporting to the Before Care Program or athletic practice (no siblings).**

Students dropped off before 8:15 am or picked up after 4:10 pm will be sent to Before care or Aftercare and parents will be required to pay the drop-in rate for that service.

Transportation to and from school is provided by the parent.

All students are expected to be in their classrooms between **8:15 a.m. - 8:30 a.m.** Arriving at **8:30 a.m.** is considered tardy. Only doctor or dentist appointments (notes are required) will be accepted for excused tardiness. Habitual tardies will require a meeting between parent and administration (see Tardiness page 19).

When a student is absent, Corpus Christi Montessori School must have a note from the parent concerning his/her absence(s). It must include the following:

- Student's name
- Days missed and reason
- Parent's signature

This note needs to be given to the school office or student's teacher upon returning to school. **If the parent calls and notifies the school, a note is still required for documentation purposes.** A file is kept of all notes received for school records used to report to TEA (Texas Education Agency) through the PEIMS (Public Educational Information Management System).

Attendance Violations

In accordance with State law as specified below, students are required to attend school daily. If a student must attend a medical appointment during the school day, the following will assist your child's attendance:

- Make the appointment after 10:00 am.

- Have the student return to school with a doctor's excuse on the same day so that he/she will not be marked absent for the day.

Texas Education Code (TEC) Section 25.085

- (a) A child who is required to attend school under this section shall attend school each school day for the entire period the program of instruction is provided.

Texas Education Code (TEC) Section 25.095

- (a) A school district or open-enrollment charter school shall notify a student's parents in writing at the beginning of the school year that if the student is absent from school on 10 or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period;
 - (1) the student's parent is subject to prosecution under Section 25.093

Students who are in violation of being absent 10 or more days or parts of days within a six-month period or three or more days or parts of days within a four-week period will be referred truancy court prosecuting the parent (TEC 25.095).

We believe that students cannot be successful and receive the full benefits of school if they are not there. Please encourage your child to attend school regularly. Make every effort possible to limit absences from school.

Upon arrival at CORPUS CHRISTI MONTESSORI SCHOOL, students may not leave campus at any time or for any reason without permission from teacher or administration.

For a student to leave the school, a parent must:

- 1. Sign out student through the Complete Campus Security Solution (CCSS) system in the school office & receive a "Dismissal" pass with the parent/guardian photograph.**
- 2. Student will then give classroom teacher dismissal pass.**

When a child becomes ill at school, the parent/guardian listed on the emergency contact on emergency card will be contacted. A child cannot leave the campus unless a parent/guardian or emergency contact has been notified and the parent has made arrangements to pick up the child.

There are some conditions that will require parents to keep their child at home. Those conditions would be if he/she is contagious or has chicken pox, ringworm, pinkeye, head lice or fever.

Tardiness

CORPUS CHRISTI MONTESSORI SCHOOL and its teachers expect all students to be in class on time. Arriving after **8:30 a.m.** is considered tardy. Student reporting to school after 8:30 a.m. will receive a slip to present to the classroom teacher. Student absent from school for part of a day (for example: tardy in the morning or picked up early in the afternoon) for more than 15 minutes is considered missing part of a school day and will be counted as a partial day absence.

All students should arrive prior to the class start time and be ready to start work when class begins. PUNCTIONALITY IS ESSENTIAL IN PREPARING YOUR CHILD FOR A SUCCESSFUL DAY. When a child is tardy, they have missed important structure and routines that help their day to run smoothly. If a child will be late, the parent should notify the school office. Students arriving late must check in at the front office to be admitted to class. To prevent interruptions after instruction starts, parents should make every effort to have their child arrive on time.

Chronic tardiness will lead to appropriate disciplinary action and may be cause for legal action against the student and his/her parent or guardian for missing parts of days, see Texas Education Code, Section 25.095.

Before Care and After Care

Before Care will be provided by the CORPUS CHRISTI MONTESSORI SCHOOL for all levels – Lower and Upper EI and Middle School students. After Care will be provided by MAST for all levels. Parents will need to complete a registration form to participate in the After-Care program. **Students are not allowed on campus before 7:30 am unless they are in our Athletics Program and attending practice with Coach.**

Before Care Hours

7:30 a.m. – 8:15 a.m.
\$25.00 per month

CC-Montessori run After Care Hours

4:00 p.m. – 6:15 p.m. Monday - Friday
\$105 per month

If a separate entity runs the After-Care Program this information will be not be applicable

Complete Campus Security Solution (CCSS)

In our efforts to provide the safest environment for our students and staff, the Complete Campus Security Solution (CCSS) software was installed in the school office. The system tracks all visitors/volunteers entering and leaving the campus, as well as student releases, returns, and tardies to campus.

All visitors to the school will check in at the school office and sign-in through the CCSS system. This sign-in process is quick and easy and will provide a thermal photo of the person entering our campus. At the end of the day, reports are assessable for the school office.

Gates will be opened at 7:30 am and close at 8:45 am. Will re-open at 3:45 pm and close at 4:30 pm. Please park on Booty St. during regular school hours and enter thru side gate.

School Related Extra Curricular Activities

Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition and forge strong friendships with other students. Participation is a privilege.

- A student who receives, at the end of any six week period, a grade below 80 in any academic class, other than an identified honor or advanced class, or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the director and teachers determine that he or she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are honors or advanced, and (2) completed the three weeks of ineligibility.
- Any restrictions on participation related to discipline are set out in the Student Code of Conduct.
- If a student is counted absent for the day or leaves school early due to illness, that student may not participate in any after school sporting activities (i.e. basketball or volleyball games)

Some fees may be associated with any extra-curricular/athletic program and is payable by indicated deadline.

Medicine Policy

Designated personnel will dispense medication (including inhalants) to students with a completed request form as prescribed by doctors and directed by parents/guardian. Prescribed medications must bear the original label showing the student's name, dosage, physician's name, pharmacy and date filled. Nonprescription medicines must be age appropriate and office staff will dispensed over the counter medications according to dispensing directions on box according to age of child.

All medicines are to be given to the office staff immediately upon arrival to school, accompanied by a note from the parent requesting administration of medication. Medication given to office staff with a **completed medication dispense form (see Authorization for Dispensing Medication form in the appendix section and is available on school website)**. Parents are encouraged to schedule the administration of student medicine so that medication brought to school will be kept at a minimum. The only exception to this is inhalers and EpiPens for students.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student will not be immunized. The immunizations required are: diphtheria, tetanus, polio, measles (rubella), mumps, varicella, hepatitis a and b series, and meningococcal. Proof of immunization from a licensed physician or public health clinic (with signature, rubber-stamp validation, titer levels) must be provided to CORPUS CHRISTI MONTESSORI SCHOOL. Also required, in the case of varicella (chicken pox), is a signed statement from the parent indicating the approximate month and year in which the student had the illness.

To claim an exclusion of medical reasons or reasons of conscience, including religious belief, a signed affidavit must be presented by the child's parent or guardian, stating that the

child's parent or guardian declines vaccinations for reasons of conscience, including because of the person's religious beliefs. **The affidavit will be valid for a two-year period.**

A person claiming exclusion for reasons of conscience, including a religious belief, from a required immunization may only obtain the affidavit form by submitting a written request to the Texas Department of State Health Services. The request must include the following:

1. full name of child
2. child's date of birth (month/day/year)
3. must be renewed every two school years per the Nueces County Health Department

Written requests must be submitted through the United States Postal Service (or other commercial carrier), by facsimile, or by hand delivery to the Texas Department of State Health Services, Bureau of Immunization and Pharmacy Support, 1100 West 49th Street, Austin, Texas 78546. **State law requires that current immunization records be submitted to the school registrar when the student enrolls. Failure to comply will result in a student being prohibited from attending classes.**

Lunches

Students at CORPUS CHRISTI MONTESSORI SCHOOL are expected bring their lunch to school daily. Our lunch program provides the opportunity for children to learn life skills such as table manners, proper table talk and proper place settings.

Lunchtime is an important time during your child's school day. A good lunch should provide variety and satisfy one-third of a growing child's daily nutritional requirements. **Please remember we are a nut-free zone.**

Drinking water throughout the day is important for learning. The brain is made up of a high percentage of water, which carries nutrients and oxygen to the cells. Dehydration is linked to poor learning and lethargy. (See *"Eating to Learn & Drinking to Learn"* in the appendix section). Please ensure your child brings a spill proof water bottle.

***Please remember to provide a well-balanced, nutritionally balanced breakfast for your child.**

To ensure a relaxed and pleasant lunchtime for all, please observe the following:

1. Please Involve your child in planning, preparing, and packing his/her own lunch will avoid complaints about choices
2. Provide a lunch kit for your child's lunch. Send yogurt and drinks in **small containers that your child can open and close independently**. Please make sure your child's name is clearly marked on lunch boxes and interior containers.
3. Provide utensils (fork & spoon) for your child's meal. Items that need cutting should be prepared at home.
4. Provide a **cloth napkin** and **cloth place mat**.
5. If needed, provide a small, flexible ice pack to keep food cool. (We have observed that frozen drinks do not thaw by lunch time).
6. The school provides milk and water for children to drink. We discourage juice for lunches. If sending juice, please send **100% fruit juice only**.
7. Send fruit and other natural sweets for desserts. Please do not include high sugar foods in which refined sugar is the main ingredient.

8. Snacks should consist of a healthy choice including a protein and a carbohydrate. Some great examples are:

apples	veggies with dip	yogurt
crackers and cheese	beef jerky	humus
sunflower or pumpkin seeds		

***Unacceptable foods for lunch or snack:** **Foods/drinks with excessive**
Highly – sugared foods/drinks, such as, **additives and preservatives, such as,**
Cookies Donuts Gatorade Frozen dinners any processed foods
Candy Cake Hi-C Hot Pockets
Sodas Pudding Flavored Water (sweetened)

*These will be sent home if brought in lunch boxes.

If your child forgets his/her lunch and you wish to bring it to them, please deliver the lunch to the front office no later than 11:50 a.m. Cheese sticks, snacks and milk or water will be provided to any child without a lunch. **Parent delivery of fast food lunches (or the like) will be limited to Fridays only. Sodas, milkshakes, tea, candy, etc., are not permitted any day of the school week even on Fridays.** Parents may join their children for lunch any day of the week except for dates scheduled by the State for standardized testing.

CORPUS CHRISTI MONTESSORI SCHOOL cannot microwave or refrigerate daily sack lunches for lower and upper elementary students. Items from home need thermal containers to be kept hot or cold while at school. **(Please see CORPUS CHRISTI MONTESSORI SCHOOL Additional Lunch info packet).** Middle school students will have access to a microwave and can warm their own lunches, this must be limited to 3 min. or less.

Birthday Celebrations

The children enjoy having birthday celebrations in class. Your child is invited to bring pictures showing each year of her/his life. You may want to help your child prepare by going over the events in the pictures. Traditionally, the children bring a snack to share with the class and teacher. The best snacks are those that are in individual servings.

Please keep treats small and nutritious. Some suggestions include:

- Cheese with crackers
- Fresh fruit
- Mini muffins or specialty breads
- A bag of popcorn
- Granola or oatmeal cookies
- Dried fruit with shredded coconut
- Chex mix
- Stickers, pencils or erasers
- Rice Krispy treats

It is important that each child receive the same serving and/or the same type of treat! Please do not send drinks with your child's snack. The children are given the opportunity to get a drink of water after they are finished with their snack. **Birthday Celebrations will be celebrated on the last Friday of each month. Please arrange birthday celebrations in advance by contacting your child's teacher. Also, please be aware of food allergies and prepare accordingly (No nuts! Also, please check with child's teacher about other allergies in the class).**

Classroom Observations – Require an Appointment

We encourage parents to observe in their child's classroom after the first six weeks of school. When parents wish to observe they must make an appointment with the office or through the child's teacher. Teachers will not be able to talk with parents while they are observing. If you wish to discuss your child with the teacher after your observation, please send an e-mail to your child's teacher or leave a message with the office. Staff e-mail addresses are available on the school website.

We request parents take the time to observe their child's classroom each year in the Fall and Spring. Observations can be scheduled after the first six weeks of school. Observations are typically 30-45 minutes.

To maintain the best learning environment for all children, we require all classroom observations be scheduled during the 3-hour work cycle from 8:30 – 11:30 a.m.

To protect all children at CORPUS CHRISTI MONTESSORI SCHOOL, parents who are in the classroom observing their child or volunteering are not to discuss any child other than their own outside of school and/or the classroom. Violating a child's privacy constitutes a violation of the 1972 Federal Rights Privacy Act. Parents may not ask for any information about any child other than their own. ***(Please see Request for Approval to Volunteer in the Classroom form in the appendix)***. Volunteers may need to attend a mini workshop with Administration and sign volunteer forms (confidentiality agreement must be signed and pass a background check).

Please note that parents/guests in the classroom often change the dynamics and some behaviors observed may not occur without guests in the room. Thank you for understanding the environment is an intricate part of the Montessori learning process.

Cell Phones

Personal use of cell phones, pagers and any other type of electronic device during the school day is not permitted without teacher or administrator approval. If cell phones are used without permission, they will be confiscated from the student. **Parents will be contacted and be required to pick up cell phone from administration. The school will charge a \$15.00 fee for confiscated cell phones.**

If a student brings a cell phone to school, it must be turned over to the student's teacher. The teacher will collect the phone and keep it in a secure location throughout the day. The phone will be returned to the student once their parent has arrived. There will be no exceptions to this policy. Students who violate the policy shall be subject to established disciplinary measures and confiscation of cell phone and will lose the privilege of bringing cell phone to school.

Toys/Electronic Devices

Students may not bring **any** toys or electronic devices to school (Game Boy, Nintendo DS, DSI, I-Pods, portable PS, walkman radios, MP3 players, PSP, I-Pad, Kindle, Nook, Spinners, etc.). If brought to school, devices will be collected, and parents will be contacted. Parents will need to make arrangements to collect the devices from the school office. **The school will charge a \$15.00 fee for confiscated electronic device.**

**Laptops, I-Pads, tablets may be allowed in grades 4-8 with teacher approval based on instruction. Same technology expectations still apply on individually owned devices.*

CORPUS CHRISTI MONTESSORI SCHOOL will not be held responsible for lost, stolen or broken personal equipment.

A separate signature page is required for all students & parents confirming their understanding of the Cell Phone & Toy/Electronic Devices policy. Technology is for educational use only.

Student Records

A student's school records are confidential and protected from unauthorized inspection or use in accordance with the Family Education Rights and Privacy Act (FERPA). FERPA is a federal law that requires the school district, with certain exceptions, to obtain a parent's written consent prior to the disclosure of personally identifiable information from their child's education records.

A cumulative folder maintained in office, which contains information such as standardized test scores, is maintained for each student from the time the student enters CORPUS CHRISTI MONTESSORI SCHOOL until the student withdraws.

Personal notes or work samples made by teachers and other school officials that are not shared, are not considered educational records.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 years of age. 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 parental rights. It is the responsibility of the custodial parent to provide the CORPUS CHRISTI MONTESSORI SCHOOL with any legal papers that affect the student while at school.

Withdrawal

A student under the age of 18 may be withdrawn from school only by a parent or legal guardian.

Parents must inform Corpus Christi Montessori School administration of their intent to withdraw their child from school **at least 48 hours before their last day** in school so records can be cleared, withdrawal forms issued, and teachers contacted. Parents must see that any school property is returned to the classroom before their child's last day of school.

Computer Access/Internet Access

Students are provided access to computers and related technology for developing technological literacy. With access comes student responsibility to use the equipment carefully and appropriately. Configuration standards are established for ease of computer and shall not be altered by students. Computers are the property of CORPUS CHRISTI MONTESSORI SCHOOL and are to be used responsibly by students. A particularly powerful component of computer usage is access to the internet. The responsibility for using the internet appropriately includes four components:

1. CORPUS CHRISTI MONTESSORI SCHOOL installed software which blocks identified inappropriate sites;
2. Student acknowledgment of acceptable use guidelines;

3. Teacher supervision; and
4. Student self-monitoring

CORPUS CHRISTI MONTESSORI SCHOOL has acted to block inappropriate sites; however, no software can be fully effective. Access to the internet is given as a privilege to students who agree to act in a considerate and responsible manner.

Students are responsible for appropriate and ethical behavior on the Internet just as they are in a school building. School rules for behavior and communications also apply to computer use. Students found accessing inappropriate sites may be denied technology access for the remainder of the school year.

Health Screenings

Vision, hearing, Acanthosis Nigricans, and spinal screenings are mandated by the Texas Legislature for students in specific grades. Certified screeners will conduct student screenings throughout the school year. Parents may choose to have the screening done by a physician and provide written results by September 1st to the school office.

Acanthosis Nigricans is a skin condition that signals high insulin levels in the body. Acanthosis Nigricans screenings can help identify children who have high insulin levels and who may be at risk for developing Type 2 diabetes and other conditions such as cardiovascular problems, hypertension, increased cholesterol and triglycerides, and Polycystic Ovarian Syndrome.

Parents will be notified if screening results warrant further evaluation. Screenings are not intended to replace regular health care and medical check-ups by a physician or health care provider.

Parents who object to spinal screening for religious reasons must submit an affidavit to the Director on or before the day of admission stating the objections to screening. Schools are required to have screening documentation on record to comply with the mandate.

Health screenings are mandated as follows:

Grade 1	Vision, Hearing and Acanthosis Nigricans
Grade 3	Vision, Hearing and Acanthosis Nigricans
Grade 5	Vision, Hearing and Acanthosis Nigricans
Grade 6	Spinal
Grade 7	Vision, Hearing and Acanthosis Nigricans

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or

screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Dr. Melissa E. Hernandez

Phone Number: 361-852-0707

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Dr. Melissa E. Hernandez

Phone Number: 361-852-0707

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

[Legal Framework for the Child-Centered Special Education Process](#)

[Partners Resource Network](#)

[Special Education Information Center](#)

[Texas Project First](#)

Parent Involvement, Responsibilities and Rights

Education succeeds best when there is a strong partnership between home and school – a partnership that thrives on communication. Parents are partners with teachers, administrators, and the MAST Board and are encouraged to put a high priority on their children's education and see that they make the most of the educational opportunities the school provides.

Parental involvement can include staying informed about school activities and issues, attending Board meetings to learn more about school operations, becoming a school volunteer or a Room Parent, participating in campus associations, and actively monitoring student progress.

Parents/guardians are strongly encouraged to schedule parent-teacher conferences during the school year. Parents/guardians have the right to review teaching materials and to examine tests that have been administered to their child. Parents also have the right to review their child's student records, including attendance records, test scores, disciplinary records, counseling records, registration and admission records, health and immunization records, and state assessments.

Communication between Home and School

Good communication between home and school regarding a child's education is more than a "plus": it is essential for the student to make the most of the opportunities provided. School communication starts with information documents, such as the **Parent/Student Handbook**, progress reports, report cards, student work for parents to review and sign, the school newsletter, Family Facebook Page, Remind 101 and the school website.

It continues with interaction: messages and phone calls from teachers, parent orientation, back to school nights, family education and social events, Communication might also

include requests for conferences initiated by the school or the parent to discuss the student's progress; to find out more about the curriculum and how the parent can support learning; to head off or resolve problems, etc. A parent/guardian who wants to schedule a phone or in-person conference with a teacher should email the teacher directly. To schedule an appointment with administration parents should call the school office at (361) 852-0707. Generally, a teacher will be able to meet with the parent/guardian or return their phone call. It is also the parent/guardian's responsibility to contact the teacher regarding their student's six-week report card.

After the first Six Weeks, we invite parents to observe in the child's classroom to gain a better understanding of the work of the child in our Montessori environment. The work and the concentration of the child, as well the social interaction within the classroom provides observers a deeper and richer understand of the beauty of the montessori philosophy.

Standards for Family Involvement

Six goals comprise CORPUS CHRISTI MONTESSORI SCHOOL's Standards for Family Involvement. The goals are:

1. Communication between the home and school will be consistent, two-way and meaningful;
2. Parents/guardians will be actively involved in their child's education;
3. Parents/guardians will play an integral role in assisting student learning;
4. Parents/guardians will be active and welcomed volunteers
5. Parents/guardians will be full partners in the decision-making process that affects students and families; and
6. Parents/guardians will use community resources to strengthen family and campus efforts toward student achievement.

(See "What you can do to help your child Learn" in the appendix section)

Parent Participation - Hours of Volunteer Service *(form attached, page 41)*

Our parents are vital to the success of our program. We encourage volunteering in our community. As stated in our parent contract, we encourage 1-2 volunteer service hours per each month per school year. There are many ways to earn volunteer service hours including, classroom help, field trips, fund-raisers, enrichment classes, gardening, making curriculum, opportunities for School Beautification, and school events. All volunteer hours are recorded in the front office in the Volunteer Binder. ***Before volunteering you must complete a volunteer request and sign a volunteer agreement of confidentiality.***

Website

Families may access the site at www.cc-montessori.com and are encouraged to check the website weekly for regularly updated information. The CORPUS CHRISTI MONTESSORI SCHOOL website features information about the school to include information on:

- Staff
- Montessori Curriculum
- Dual-Language Program
- Enrollment
- Calendar
- Newsletters
- Link to PTO
- Classroom Links
- Articles
- Employment
- Public Information
 - Texas Education Agency (TEA)
 - Accountability Ratings

SCHOOL CLOTHING GUIDELINE

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. CORPUS CHRISTI MONTESSORI SCHOOL prohibits any clothing or grooming that may cause disruption of or interference with classroom instruction.

General Clothing

- Shorts, skorts, skirts, dresses, or jumpers must be no shorter than three inches above the knee.
- Girls must wear leggings or shorts under skirts or dresses.
- Oversized clothing (bagging or sagging pants) shall not be worn to school.
- Pants or shorts with holes or tears are not permitted.
- Hair must be neat, clean, and combed or brushed and kept away from face.
- Unconventional hair colors or hairstyles (e.g., Mohawks, spiked hair or designs) causing distractions are not permitted.
- Bandanas, hats, and caps are prohibited, except during outdoor P.E. and field trips.
- Any clothes that are suggestive or indecent or that cause distraction are prohibited. Specifically, strapless shirts, halter tops, spaghetti straps, exposed backs or midriffs are not permitted.
- Inappropriate patches, writing or drawing on clothing or body are prohibited.
- No permanent tattoos should be visible.

Shoes

- Close-toed shoes are required (one-inch heel or less), back-less shoes, flip-flops, sandals, light-up shoes, or hee-lies, are **not allowed**.
 - Boots are allowed, but may not be worn during P.E.
 - **Tennis shoes (rubber soled) are required for P.E. and all other outdoor activities.**
- * Please keep in mind the physical activities the students are involved in each day.*

Jewelry

- Most jewelry should be left at home while attending school. It can become a distraction during class time and a safety issue during physical activities.
 - Girls, only, may wear studded earrings. Hoop earrings are not allowed.
 - Teachers may request jewelry be left at home if it becomes a distraction.
- * Please help your child use good judgment.*

Make-up/Artificial Nails

- Students in lower and upper elementary may not wear make-up or artificial nails to school at any time.

** Please keep in mind the physical activities the students are involved in each day. If make-up or nails become a distraction, this will be addressed privately.*

Field Trip Uniform

- All children must wear a **Red** school shirt while attending field trips. T-shirts are available for purchase in the school office.

*We are the sowers – our children are those who reap.
We labor so that future generations will be better and nobler than we are.*

CORPUS CHRISTI MONTESSORI SCHOOL RESOLUTION POLICY

“CORPUS CHRISTI MONTESSORI SCHOOL policy for all is open, honest and direct communication taken directly to the person who can best help you solve that problem”

Occasionally disputes may occur in school which will need to be resolved. A “dispute” may include any disagreement or conflict between individual policies of CORPUS CHRISTI MONTESSORI SCHOOL, or any disagreement with actions or decisions of the administration.

The CORPUS CHRISTI MONTESSORI SCHOOL and the MAST Board of Directors cannot guarantee that every situation will be addressed to everyone’s satisfaction. However, sincere attempts will be made to find a solution that is fair and reasonable. In order to provide a fair and efficient procedure to facilitate the resolution of disputes, and to preserve the integrity of CORPUS CHRISTI MONTESSORI SCHOOL, the following guidelines have been established:

Student Resolution

A student who has a dispute with another student or with a teacher has the following options:

1. Invite the other student to the “Peace Table”.
2. Bring the dispute to the attention of the teacher.
3. Discuss the dispute with his/her parent.
4. Hold parent, student and teacher meeting.
5. Discuss the dispute with parent and administration.

Parent Resolution

There are four levels to the parent resolution process. A parent who has a dispute with a teacher or administration, or a parent who disagrees with a policy of Corpus Christi Montessori School should follow the following steps in order: ***(see Communications, Concerns, Grievances & Solutions Report in the appendix section)***

Level One: The initial complaint should be directed to the student’s teacher with the objective of resolving the matter informally. If there is no resolution at Level One, proceed to Level Two.

Level Two: Bring the matter to the attention of the Assistant Director with the objective of resolving the matter informally. If there is no resolution at Level Two, proceed to Level Three.

Level Three: If there is no resolution at Level Two, then bring the matter to the attention of the Director with the objective of resolving the matter informally. If there is no resolution at Level Three, a written a written complaint may be addressed to the Board. The procedure for this is described below:

Level Four: The MAST Board of Directors is the final authority. A Level Four complaint must be written and addressed to the President of the Board within ten (10) days of receiving the Director's decision on the matter or within 30 days of the original event.

NOTE: Individual board members may not be contacted through email, phone calls, or in person regarding a dispute or complaint at any time. In the interest of impartiality, board members have the duty to remove themselves from discussions whereupon they have received information outside and apart from board meetings. Direct communication with a board member is strongly discouraged and may disqualify the complaint/grievance. The procedure for hearings is outlined in the MAST Manual of Standard Operating Procedures which may be picked up in the office.

CODE OF CONDUCT

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

All students attending Corpus Christi Montessori School are expected to be **respectful of themselves, respectful of others and respectful of the environment**. Therefore, when a child's behavior is disruptive, disrespectful, cruel or unsafe to the child, others or the environment, it cannot and will not be tolerated.

Expectations

All students, teachers, and administrators are expected to exhibit daily behavior that treats everyone and everything with **respect**, that does nothing to hurt or harm themselves or others mentally or physically; and that does nothing to interrupt the teaching-learning process.

Each teacher has classroom rules which amplify these basic rules. Each looks for ways to reward good behavior, to state inappropriate behavior clearly, and to set reasonable, and logical consequences should rules be broken.

Ground Rules for the CORPUS CHRISTI MONTESSORI SCHOOL Montessori Environment

We want the children to follow three basic rules:

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

The staff models gracious, courteous behavior at all times to all people. They expect EVERYONE in the classroom to learn and practice the same three basic rules. There are many ways to make those three rules work:

Respect and Care for Self means that children will:

- learn about good health and nutrition

- keep their bodies clean, dry and neat
- wear clean, dry clothing
- wash hands before and after eating, after toileting, blowing nose, outside play, care of plants and animals, and art projects
- carry sharp objects, scissors and pencils safely
- practice appropriate behavior in emergencies
- communicate problems directly and honestly
- accept appropriate assistance
- share work only if they wish or decline courteously

Respect and Care for Others means that children will:

While outside:

- participate in all outdoor activities

While inside:

- walk quietly and gracefully
- speak in a quiet voice
- stand in line patiently, sit on circle patiently
- touch another's work ONLY by invitation
- allow others to pass
- listen well and patiently
- wait quietly while others speak
- tap shoulder once to gain attention, and then wait for that person to signal readiness
- say, "Please, Thank you, You're welcome"
- assist others whenever asked
- greet visitors politely
- flush toilet and wash hands
- cover mouth/nose when coughing/sneezing

While inside and outside, children will:

- learn and practice good conflict resolution skills through direct and honest confrontation
- accept responsibility for mistakes; apologize for hurting others and make it right
- ask politely to share – leave graciously if other declines
- touch another's body ONLY by invitation
- ask any adult for assistance at ANY time
- students should respect other's personal space.

In Middle School, many students have their first boyfriend/girlfriend relationship. School is not the appropriate place to show this affection. This includes holding hands, hugging, kissing on school property or at a school related event.

Respect and Care for Environment means that children will:

- observe living creatures, feed and maintain them
- destroy living plants and animals ONLY when we are absolutely certain that they are harmful (i.e. poison ivy, mosquitoes)
- pick up of trash daily, inside and outside

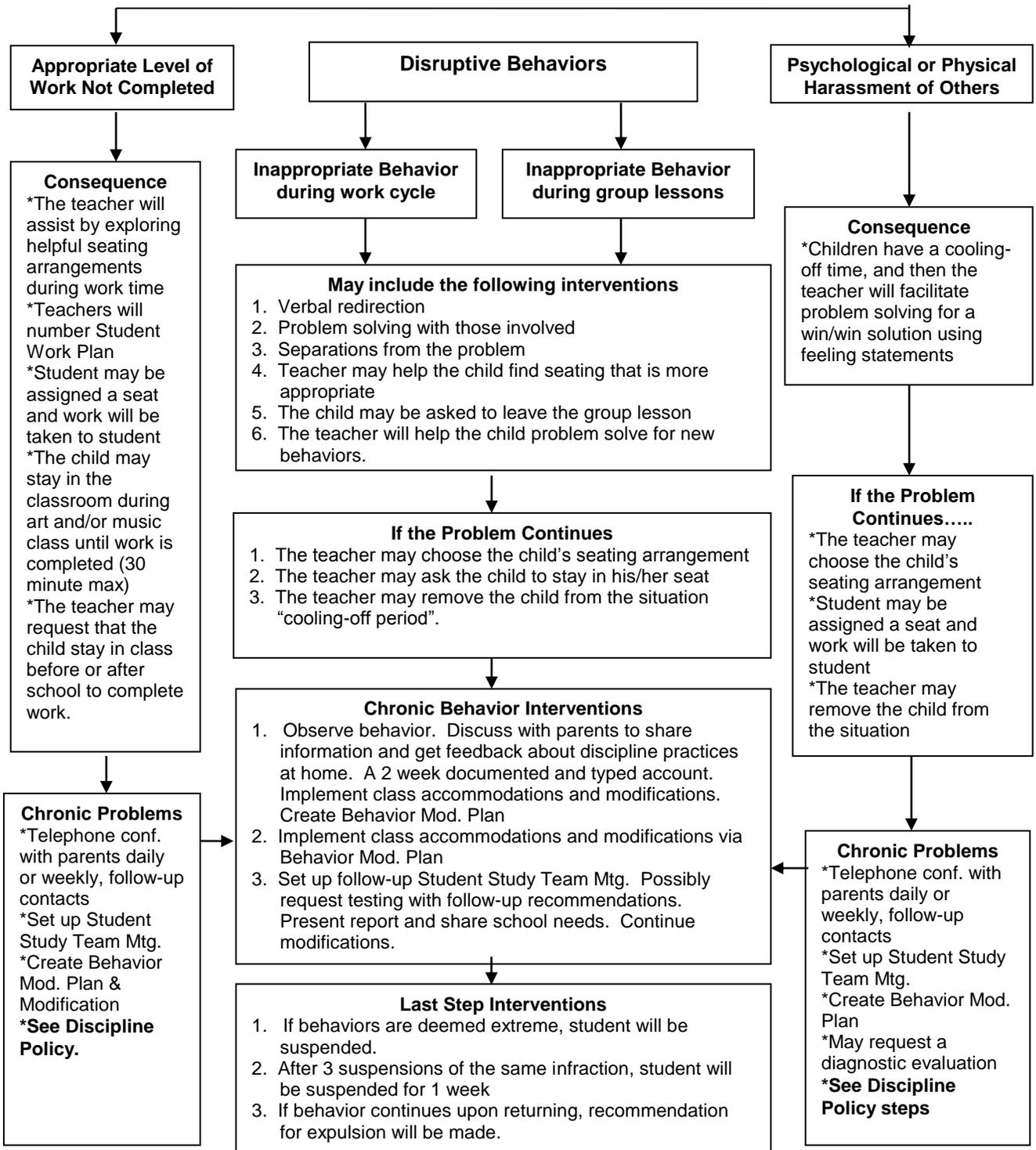
- maintain clean classroom by washing and polishing materials
- clean spills with sponge, broom or mop
- clean table and floor or picnic area after lunch or snack
- carry work materials with care: one object at a time with 2 hands
- put away all chosen materials himself/herself as soon as work is complete
- use all materials so that they remain clean, whole and beautiful
- restore classroom environment at the end of each day

The following behavior is deemed **inappropriate** and will be handled by individual teacher classroom management plans initially, and by administration should the behavior become chronic.

- Lack of respect for classmates, faculty administration and others including bullying and/or “put downs”
- Lack of respect for the community, environment and property
- Rowdy, disruptive and inattentive classroom behavior
- Inappropriate language

Teacher will resolve **inappropriate** classroom behaviors using behavioral interventions based on the chart, *Disruptive Behaviors Requiring Interventions*, which is located on the following page.

DISRUPTIVE BEHAVIORS REQUIRING INTERVENTIONS



Extreme behaviors are those that involve verbal abuse, physical abuse, harassment inclusive of bullying and/or cyber bullying, of a peer and/or adult; or dangerous destruction of property (unsafe behaviors). These behaviors may require immediate action to be determined by teachers, parents, and/or the head of school. Students may be suspended or at the discretion of the director, may be referred to their public home school for any code of conduct violations.

TEC, CHAPTER 37 – UNACCEPTABLE AND SERIOUS MISBEHAVIOR

The following are deemed **unacceptable** and as **serious misbehavior** as defined by TEC, Chapter 37 and will be dealt with immediately by school administration:

- 1. Violation of the District's Discrimination and Harassment Policy-**
Students shall refrain from harassment or discrimination by words or actions based on another person's disability, race, color, gender, national origin, ethnicity, sexual orientation, age, religion, marital status, socioeconomic status, cultural background, family status, physical characteristics, or linguistic characteristics of a national origin group.
- 2. Theft and Stolen Property-** No student shall steal or attempt to steal school property or private property on school property or during a school activity, function or event that occurs off school property. No student shall have stolen property in his or her possession. Stealing means taking or withholding someone else's property without permission or extorting or taking the property by deception.
- 3. Substantial Disruption of School or School Activities-** Any conduct that substantially disrupts school activity, or is likely to, is forbidden. Willful disobedience, open defiance of a staff member's authority, threats of harm to persons or property, harassment or discrimination prohibited by school rules, including racial and sexual harassment, or language that creates an immediate danger of disruption to the orderly operation of the school or creates a clear and present danger of violation of the law or attendance regulations are prohibited.
- 4. Use or Display of Vulgar and Plainly Offensive, Obscene, or Sexually Explicit Language-** The use or display of vulgar and plainly offensive, obscene, or sexually explicit language is prohibited. Clothing with vulgar and plainly offensive, obscene or sexually explicit references and comments is prohibited.
- 5. Damage or Destruction of School Property-** No student will vandalize or attempt to destroy school property. The district will attempt to recover (through legal action if necessary) from those students or their parents, the actual cost of repair or replacement of school property vandalized or intentionally or recklessly destroyed by students.
- 6. Damage or Destruction of Private Property on School Premises or During a School Sponsored Activity-** No student will cause or attempt to cause damage to private property either on the school grounds or during a school activity, function, or event off the school grounds.
- 7. Coercion, Assault, Menacing, Threats, Intimidation or Harassment-** No student will coerce, assault, menace, intimidate, harass, or threaten to harm another person for any reason including to obtain money or other property, or force any person to do any act against the will of that person. Assault means intentionally, knowingly, or recklessly causing injury to another. Menace means by words or conduct the student intentionally attempts to place another person in fear of imminent serious physical injury.

8. **Possession, Handling, or Transport of Any Dangerous Weapon-** No student will possess, handle, or transmit any object that can reasonably be considered a dangerous weapon on school grounds or off the school grounds at any school-sponsored activity, function, or event. A dangerous weapon is defined as any weapon, device, instrument, material, or substance, animate or inanimate, which under the circumstances in which it is used, attempted to be used, or threatened to be used is readily capable of causing death or serious physical injury, or is possessed in a manner in which another person could reasonable consider it to be a dangerous weapon. Dangerous weapons include, but are not limited to, guns and other firearms, knives, metal knuckles, straight razors, explosives, noxious and irritating gases or chemicals, poisons, drugs, or any other items determined by the teacher or director to be fashioned with the intent to use or sell or harm, threaten or harass students, staff members, parents, or patrons.
9. **Use or Possession of Any Controlled Substances, Including Alcoholic Beverages and Drug Paraphernalia-** No student shall possess, use or transmit, any drug paraphernalia or possess, use transmit, or be under the influences of any controlled substance or intoxicant of any kind on the school grounds or off the school grounds at a school-sponsored activity, function, or event. Use of a drug authorized by a medical prescription from a registered physician for use during school hours will not be considered a violation. Students who must take prescription medication at school are to follow district adopted procedures.
10. **Violation of City, County State and Federal Laws while involved in School Activities-** No student shall violate federal, state, county, or city laws while involved in school activities.
11. **Misconduct that Occurs Off Campus-** Students may face disciplinary consequences for (1) any off campus behavior that would otherwise tend to disrupt the educational process or the operation of the school; (2) for conduct that occurs off the school premises at school-related or supervised functions; (3) or for behavior that occurs while traveling to and from school has a threatening effect on student safety or physical or mental health.

An educational method that shall have liberty as its basis must intervene to help the child to a conquest of liberty. That is to say, his training must be such as shall help him to diminish as much as possible the social bonds which limit his activity.

Dr. Maria Montessori

Consequences of Serious Misbehavior

Infractions of the rules have consequences and can lead to the student being sent to **administration**. Each visit to administration has its own consequence:

<u>TYPE OF BEHAVIOR</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
Disregard of general school rules	Teacher Intervention, Incident Report	Teacher/Director/Parent conference, suspension
Disruptive classroom behavior (shouting, excess noise, throwing objects, kicking, hitting, fighting)	Teacher intervention, Incident Report	Teacher/Director/Parent conference, suspension or expulsion
Obscenity/profanity or use of other inappropriate words	Teacher/Director/Parent conference, removed from situation for a period of time deemed necessary, Incident report	Up to 10 days suspension
Off school grounds without permission	Teacher/Director/Parent conference, Incident Report	Suspension, Police Notification
Defiance (purposefully challenging classroom teacher)	Parent notification, sent from situation for a period of time deemed necessary, Incident Report	Up to 10 days suspension
Destruction of Public Property (vandalism)	Teacher/Director/Parent conference, Incident Report, Restitution	Expulsion, police referral
Possession, use or distribution of intoxicants (including tobacco and alcohol)	Teacher/Director/Parent conference, Incident Report, Suspension	Expulsion, police referral
Possession, Handling, or transport of any dangerous weapon	Teacher/Director/Parent conference, Incident report	Expulsion, police referral
Computer Abuse	Parent notification, Incident Report, loss of computer privileges	Expulsion, police referral, restitution
Theft	Teacher/Director/Parent conference, Incident Report, Restitution	Expulsion, police referral, restitution

School Administration has discretionary power in invoking disciplinary actions and procedures in order to maintain a climate conducive to learning and to the protection of individuals and property. The school administration shall consider the age and past pattern of behavior of a student in determining whether to suspend or expel that student. The director has authority to expel a student. If a parent/guardian disagrees with the expulsion, a hearing with the MAST Board may be requested.

*** Repeated suspensions will lead to expulsion.**

Safe School

In compliance with the Title IX, Section 9532, when a student is affected by either a threat or becomes a victim of a violent criminal offense while in or on the grounds of CORPUS CHRISTI MONTESSORI SCHOOL, he/she will be allowed to attend a safe public elementary or secondary school of their choice including a public charter school. CORPUS CHRISTI MONTESSORI SCHOOL will attempt to secure a cooperative agreement with another school district to accept transfers when reasonable and appropriate. CORPUS CHRISTI MONTESSORI SCHOOL will notify parent/guardian that their student may transfer to a safe public school:

- Within 14 calendar days of the start of the school year for students enrolled in a school identified by TEA as a persistently dangerous school, or
- Within 14 calendar days of the incident for students who are victims of a violent criminal act.

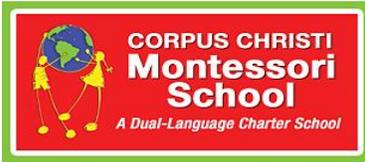
CORPUS CHRISTI MONTESSORI SCHOOL is committed to the safety and security of all students, as well as the staff, to maintain a peaceful and respectful environment.

APPENDIX PAGES

CORPUS CHRISTI MONTESSORI SCHOOL FORMS

AND

PARENT SIGNATURE PAGES



August 2018

Dear Parent/Guardian/Student,

Corpus Christi Montessori School is a public charter school which provides parents and students with a choice in education for their children. By choosing to become a part of the CORPUS CHRISTI MONTESSORI SCHOOL family, all stakeholders must agree to support the Corpus Christi Montessori philosophy, curriculum, and policies.

Parents/guardians are expected to attend school meetings, conferences, and all other school-related events during the school year. Parents will work together with teachers, students, and administration in the best interest of meeting the educational goals set forth for the school year. Teamwork and dedication, along with an unwavering commitment to serve our students to the best of our ability, are crucial to our school's success!

This handbook provides valuable information about our school. Familiarizing yourself with this information will help you understand our school policies, guidelines and parent/student responsibilities. Please acknowledge that you have received and reviewed this handbook by signing below and return this page to the school's secretary.

Thank you for choosing CORPUS CHRISTI MONTESSORI SCHOOL! Your instructional and administrative support will ensure our mission of providing the best educational experience for all children!

Sincerely,

Cerise Weeks
Head of School

POLICY AGREEMENT STATEMENT

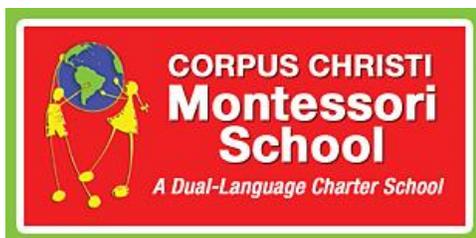
I hereby acknowledge that it is my responsibility to review the 2018-2019 Parent-Student Handbook online at the CORPUS CHRISTI MONTESSORI SCHOOL website: www.cc-montessori.com. If there are any questions or concerns, please contact the administrative office.

Signature of Parent(s)/Guardian

Date

Student(s) at CORPUS CHRISTI MONTESSORI SCHOOL:

822 Ayers St., Corpus Christi, Texas 78404
Phone: (361) 852-0707
www.cc-montessori.com



2018-2019 FIELD TRIP PERMISSION FORM

_____ has permission to attend class field trips
(Student Name)
during the course of this school year. I understand that I will be notified
of each trip but that this one permission slip will cover the entire school
year. If I choose for my child to not participate in a specific field trip, I
will send written notification to my child's classroom teacher.

Parent/Guardian Signature

Date



PARENTS' / GUARDIANS' PLEDGE

ATTENDANCE

I will stay abreast of CORPUS CHRISTI MONTESSORI SCHOOL communications by reading all correspondence disseminated by newsletters, e-mails, and school website.

I will ensure that my child comes to school every day by 8:30 a.m. or 7:30 a.m. if my child participates in the Before Care Program or athletic program.

I understand that if my child is absent 10 or more days or parts of days within a six-month period or three or more days or parts of days within a four-week period may be referred to their home school in lieu of prosecuting the parent (TEC 25.095) at the Director's discretion.

I will make sure that my child promptly makes up missed work following absences.

I understand that the school day ends at 4:00 p.m., and I will make arrangements to pick up my child at that time, or make prior arrangements for After Care.

I understand that my child is allowed to enter the school building by 7:30 a.m. if he/she participates in the athletic program and/or if arrangements for Before Care are made; otherwise, I will adhere to the 8:15 a.m. drop off time.

I will telephone the school prior to 8:30 a.m. on the day of any absence to report why my child is out. I will submit a written excuse for any absences upon my child's return for documentation purposes.

HOMEWORK

I will read and listen to my child read for a minimum 15-20 minutes each day.

I will read books that are above my child's reading level in order to enhance his/her vocabulary and comprehension.

I will encourage my child to read to me at his/her independent reading level. I understand that at the independent level, students should miss no more than 1 in 10 words.

I will ensure that my child will complete special assignments, i.e., STAAR preparation homework; math review homework; and spelling homework.

DRESS CODE

I will ensure that my child comes to school each day in proper dress, according to the guidelines listed in the Parent-Student Handbook.

I understand that if my child comes to school in violation of the school dress code, he or she may not be permitted to attend class, and will need to wait for the appropriate clothing to be brought from home.

PROMOTION POLICY

I understand that my child must meet 70% mastery of the Montessori curriculum and pass all STAAR tests appropriate for his/her grade level.

DISCIPLINE

I have read, understand and support CORPUS CHRISTI MONTESSORI SCHOOL's **Code of Conduct** including all its rules and disciplinary consequences.

I understand that at any time, my child may be asked to return to his/her home school if my child cannot adhere to the Code of Conduct established for the school.

FAMILY SUPPORT & VOLUNTEER

I agree to CORPUS CHRISTI MONTESSORI SCHOOL's Standards for Family Involvement:

- 1. Communication between the home and school will be consistent, two-way and meaningful;
- 2. Actively involved in their child's education;
- 3. Play an integral role in assisting student learning;
- 4. Active and welcomed volunteers
- 5. Full partners in the decision-making process that affects students and families; and
- 6. Use community resources to strengthen family and campus efforts toward student achievement.

I agree to attend all Parent-Teacher Conferences for which I am scheduled so that I may meet with my child's teachers to discuss his/her performance in school.

I agree to support my child's academic work by communicating regularly with his/her teachers.

I understand that I am not required to sign this contract as a term of my child's admission to CORPUS CHRISTI MONTESSORI SCHOOL but do so voluntarily because I believe that CORPUS CHRISTI MONTESSORI SCHOOL is a partnership between parents and educators in creating the best possible education for my child.

CORPUS CHRISTI MONTESSORI SCHOOL relies on parent involvement and volunteer service. We would like to have your participation in order to help students at CORPUS CHRISTI MONTESSORI SCHOOL.

Child/Children's Name

Parent / Guardian Signature

Date: _____

Eating to Learn

Food must supply the nutrients necessary for learning, and the critical nutrients include proteins, unsaturated fats, vegetables, complex carbohydrates, and sugars. The brain also needs a wide range of trace elements such as boron, selenium, vanadium, and potassium.

The National Research Council publishes an annual report on nutrition, and the findings have been summarized by many. The report concludes that Americans eat too much saturated fat, sugar, and simple carbohydrates. They eat too few fruits, vegetables, and complex carbohydrates. That's insufficient for basic, much less optimal, learning and memory. In addition, many children have food allergies (most commonly to dairy products) that can cause behavioral and learning problems.

Are specific foods particularly good for the brain? There are many, and children rarely get enough of them. They include leafy green vegetables, salmon, nuts, lean meats, and fresh fruits. Other evidence indicates that vitamin and mineral supplements can boost learning, memory, and intelligence. Calpain has been found to act as a "cleaner" for synapses, dissolving protein buildup. This makes them more efficient for neural transmission, hence learning. The dietary source for calpain is dairy products (yogurt and milk are best) and leafy green vegetables (spinach and kale are excellent). Most kids eat to get rid of their hunger and lack sufficient information to eat for optimal learning. This is a concern because the essential myelination and maturation of the brain is going full speed up to 25 years of age.

Drinking to Learn

Dehydration is a common problem that's linked to poor learning. To be at their best, learners need water. When we are thirsty, it's because there's a drop in the water content of the blood. When the water percentage in the blood drops, the salt concentration in the blood is higher. Higher salt levels increase the release of fluids from the cells into the bloodstream. That raises blood pressure and stress. Stress researchers found that within five minutes of drinking water, there is a marked decline in corticoids and ACTH, two hormones associated with elevated stress. In addition, if water is available in the learning environment, the typical hormone response to the stress (elevated levels of corticoids) is "markedly reduced or absent". These studies suggest a strong role for water in keeping learners' stress levels in check.

Because the brain is made up of a higher percentage of water than any other organ, dehydration takes a toll quickly. There's a loss of attentiveness, and lethargy sets in. Dehydration means many children need more water, more often. Soft drinks, juice, coffee, or tea are diuretics that don't help much. Teachers should encourage students to drink water throughout the day. Parents who know this can suggest that their children use water as the primary thirst quencher instead of soft drinks.

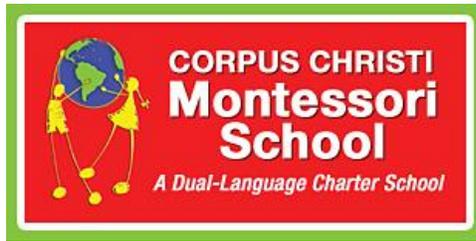
from Teaching with the Brain in Mind

Eric Jensen

ASCD 1998

What You Can Do To Help Your Child Learn

- Make certain that your child gets an appropriate amount of rest each night by setting a regular bedtime.
- Start each day right; a calm beginning at home sets the tone for behavior at school.
- Encourage your child to have a good breakfast with protein, grains, and fruit or juice.
- Keep the lines of communication open between yourself and your child's teacher. Inform the teacher of any family situation that could influence your child's behavior.
- Speak positively about what your child has accomplished each day. Set aside a special time to go over the work that is brought home each week.
- Play educational games like Scrabble, Spill and Spell, and Password as a family. This increases your child's vocabulary and excitement for learning new words.
- Take your child to the library and encourage reading for pleasure.
- Limit television watching to educational and age-appropriate programs for a specified amount of time.
- Encourage curiosity about the natural world through excursions to state parks, nature centers, and museums.
- Eat dinner at the table together. Sharing experiences helps children feel that they are valued. Talking at the dinner table also gives young people a sense of belonging and stability.
- Listen attentively to your child. Respond to questions with guidance rather than answers. Remember that your child looks to you as a model for behavior.



REQUEST FOR APPROVAL
TO VOLUNTEER IN THE CLASSROOM

To Head of School:

This is a request for approval to volunteer in the classroom.

I, _____ wish to serve as a
(Print Name)

Volunteer in the classroom _____. I have signed &
(Name of Classroom Teacher)
understand the confidentiality agreement.

I have completed the Parent Volunteer Forms and on file in school office.

Signature: _____

Date: _____

OFFICE USE:

APPROVED: _____ DECLINED: _____

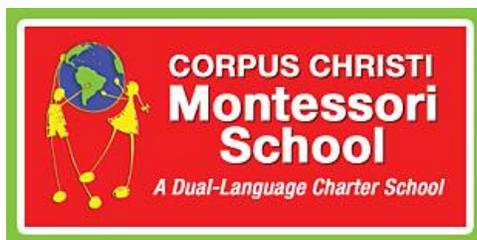
SIGNATURE: _____ DATE:

(Head of School)

Parent Volunteer Forms completed and on file in school office.

Dated: _____

Verification Signature: _____



Communications, Concerns, Grievances and Solutions Report

Name of Student: _____ Date: _____

Name of Parent(s)/Guardian: _____

Describe Concern:

During what school activity did the concern occur: _____

Time of occurrence: _____

Name of staff member who was present during occurrence: _____

Was the staff member a witness: YES _____ NO _____

Problem Solving Used: _____

Student's Reaction: _____

Comments: _____

Parent called: _____ Date _____ Time _____

Parent response: _____

Parent meeting schedule: _____

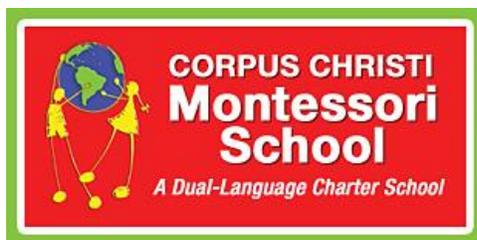
Reported to: _____ Date _____ Time _____

Reported by: _____

Solutions Proposed: _____

Signature (School Personnel)

Signature (Parent)



Conference Preparation

Parent/Guardian Form

Child's Name: _____

Teacher Name: _____

Please complete this form and **bring it with you** to the parent conference.

My child has shown growth in the following areas:

What are your goals for your child between now and the next conference?

Do you have any questions or concerns you would like to discuss?

Parent Signature

Date

Cell Phone & Toys/Electronic Devices Confiscation

As stated in our Parent-Student Handbook on page 29:

Cell Phones

Personal use of cell phones, pagers and any other type of electronic device during the school day is not permitted without teacher or administrator approval. Cell phones will be confiscated from the student. **Parents will be contacted and be required to pick up cell phone from administration. The school will charge a \$15.00 fee for confiscated cell phones.**

If a student brings a cell phone to school, it must be turned over to the student's teacher. The teacher will collect the phone and keep it in a secure location throughout the day. The phone will be returned to the student at the end of the school day. There will be no exceptions to this policy. Students who violate the policy shall be subject to established disciplinary measures and confiscation of cell phone.

Toys/Electronic Devices

Students may not bring **any** toys or electronic devices to school (Game Boy, Nintendo DS, DSI, I-Pods, portable PS, Walkman radios, MP3 players, PSP, I-Pad, Kindle, Nook, Spinners, etc.). If brought to school, devices will be collected, and parents will be contacted. Parents will need to make arrangements to collect the devices from the school office. The school will charge a \$15.00 fee for confiscated electronic device.

Laptops, I-Pads, tablets may be allowed in grades 4-8 with teacher approval based on instruction. Same technology expectations still apply on individually owned devices. **CORPUS CHRISTI MONTESSORI SCHOOL will not be held responsible for lost, stolen or broken personal equipment.*

A separate signature page is required for all students & parents confirming their understanding of the Cell Phone & Toy/Electronic Devices policy.

By initialing and signing below, I understand and will comply with the school guidelines as outlined in the Parent-Student Handbook.

_____ There will be a \$15.00 fine per violation to collect any cell phone or electronic device. Cell phones or electronic devices will only be released to the parent or guardian after the fee has been paid.

_____ If the cell phone or electronic device is collected again, the phone or electronic device will not be released to the parent until the last day of school and the \$15.00 fine per violation has been paid.

Parent Signature

Date

Student(s) at CORPUS CHRISTI MONTESSORI SCHOOL:

Name: _____ Grade Level _____

Name: _____ Grade Level _____

Name: _____ Grade Level _____