

Montessori Global

FAMILY HANDBOOK

2024-2025



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Dear Parent/ Guardian:

Welcome to the Montessori Global School at the Montessori Global Research Institute (MGRI)!

We appreciate you sharing with us the opportunity to be a part of your child's life, growth, and learning. This Family Handbook provides information about our program, policies, and procedures. Please ask us for any additional information you may need.

We are a comprehensive bilingual (English/Spanish) program designed and dedicated to the holistic development of your child in a personal and responsive family environment. Could be rephrased: Our program is guided by principles that ensure every child feels safe, secure, and trusting within their social-emotional environment, where care abounds in their relationships and interactions.

MGRI Montessori Global School follows the principles and pedagogy of Montessori curriculum throughout the day for all children. Our program addresses the range of developmental characteristics emotionally, socially, physically, and mentally for children from infancy through high school years.

We welcome children and families of all ethnic backgrounds, national origins, sex, abilities, and religions. MGRI Montessori Global School equally respects all beliefs and cultures. Religious and/or denominational practice, prayer, worship, training, or instruction is not provided.

During your enrollment, we invite your participation in our experience with your child. We value our relationship with your family and share the mutual goal of promoting the best for your child.

MGRI is insured, licensed by the Florida Department of Children and Families, registered with the Florida Department of Education, and meets all local health, safety, and occupational regulations. These standards relate to our facility, staff, nutrition, health and safety procedures, teacher/child ratios, and record keeping.

Sincerely,
MGRI Administration

MGRI Purpose, Vision, & Core Values

The MGRI purpose is to provide a comprehensive educational experience guided by Montessori philosophy and pedagogy to prepare everyone for lifelong success.

Vision

We imagine a community of higher education and child development specialization that promotes optimal outcomes for a peaceful, productive, and harmonious world.

Core Values

Respect
Integrity
Diversity
Inclusiveness
Appreciation

Philosophy & Principles

Our program addresses the needs of families to support the comprehensive development of their children from birth through middle school years, far more than the traditional concepts and practices of daycare, childcare, and typical public education. MGRI Montessori Global School operates with principles that recognize the unique characteristics of your child, guided by the pedagogical and humanistic philosophy of Dr. Maria Montessori and others, as well as significant research findings in human growth and development.

The program's purpose is to complement the family in developing their child by providing a social learning environment within an emotionally supportive atmosphere. MGRI acknowledges that these are the most critical years for the formation of personal identity and establishment of self-regulation to achieve confidence and competence in relationships, in learning, and in successful decision making.

All children are regarded with respect and treated as individuals. The child is seen as an intelligent and unique individual, capable of learning primarily through exploration, inquiry, discovery, and observation. The program is designed to be child-centered rather than teacher-directed to promote children's optimal educational and personal development, autonomy, and responsibility.

The role of the teaching staff is to prepare opportunities that meet the needs, interests, and abilities of the child; to provide a foundation for the child's social, emotional, and intellectual growth by fostering secure and trusting relationships; and to assist in facilitating curiosity and learning. All faculty, staff, and administration are screened by the Florida Department of Law Enforcement (FDLE).

MGRI is committed to standards of excellence in the quality of the curriculum, the relationships of the staff with the children and families, the professionalism of the staff, and the overall aesthetic and social environment. MGRI has chosen to offer a program of education grounded with the principles of addressing the balanced and comprehensive development of each child. It is also consistent with the recommendations of the National Accreditation Commission for Early Care and Education Program (NAC) and the Florida Department of Education. MGRI is a member of the American Montessori Society (AMS), the International Montessori Council (IMC), accredited by the National Accreditation Commission (NAC), and a Florida Gold Seal program.

NON-DISCRIMINATION POLICY

We provide an environment that is free from discrimination of any type, including based on ethnicity, religion, sex, national origin, age, ability, or any other characteristic protected by law.

HOURS OF OPERATION

The center is open from 7:30am – 5:30pm, Monday through Friday.

The academic year is from mid-August through the end of May. The Montessori Global School follows the Volusia County school and Voluntary Prekindergarten (VPK) calendars for most holidays and teacher planning.

We observe fall, spring, and winter breaks in addition to being closed on Federal holidays. Parents can bring their children during non-VPK days or longer than VPK hours for an additional fee.

MGRI PROGRAMS

A significant feature of a Montessori program is that children participate in a mixed-age environment according to developmental stages of three-year cycles. This provides greater opportunities for peer modeling, tutoring, and socialization than being divided by chronological age. Consequently, a child's enrollment should be considered for the respective three-year cycle rather than by the traditional single academic year progression.

MGRI has the following programs:

Infant/Preprimary (0-36 months)

Early Childhood/Primary (3-6 years)

Lower Elementary (6-9 years; grades K-3)

Upper Elementary (9-12 years; grades 4-6)

For your child's success, placement in a program is determined by developmental characteristics rather than by the child's chronological age.

CURRICULUM

The MGRI curriculum is the vehicle for the child's social, emotional, and intellectual growth. It assists the child's learning of respect for others, politeness, conflict resolution, communication, and personal care as well as cognitive, language, academic, and physical development.

The curriculum design recognizes the unique and important developmental needs, interests, and abilities of children while providing a balance of learning opportunities. The children are free to interact with a wide variety of developmentally relevant learning materials, from practicing dexterity, coordination, and discrimination skills to language, mathematics, concept formation, and cultural arts and sciences. Please see the curriculum description for the respective program and relevant policies. Classrooms are designed as a purposeful place for children, prepared and arranged to facilitate their successful learning, independence, safety, and comfort. Room plans promote visual contact, flow of movement, and a balance of space for both social and individual activities.

The environments are attractive and organized without being over-stimulating, enhancing the child's motivation and appreciation of aesthetics. The display of materials is individualized and purposeful to isolate specific skills necessary for orderly and sequential development, and to assist in learning concentration, successful task completion, order, and self-direction.

All MGRI programs apply the philosophy of a Montessori curriculum enriched by additional pedagogy and psychology, including Jean Piaget, Mary Ainsworth, Daniel Siegel, Sylvano Montanaro, Lev Vygotsky, Erik Erikson, Abraham Maslow, Loris Malaguzzi, as well as contemporary research findings.

Program materials are directly accessible to children to select according to their individual preferences and abilities, fostering imaginative thinking, allowing curiosity and exploration, decision-making and discovery, and to promote responsibility and self-regulation. Materials are designed to address a particular skill or concept for the child to acquire from concrete through abstract experience.

The daily academic schedule includes an uninterrupted morning work cycle for the preprimary class of 1½ hours and three hours for the primary and elementary classes, lunch, outdoor activities, and a community meeting. Infants sleep according to individual need. Preprimary children have a scheduled time for resting. Primary children rest according to individual need.

All children participate in their respective classroom as a social community, learning self-regulation, patience, cooperation, responsibility, respect, and regard for others.

MGRI is a bilingual program of English and Spanish. Children are also exposed to other cultures and languages. The philosophy and curriculum of the school support the child's home language as a prior foundation to the learning of a second language. Children will initiate their own interest and are not forced or expected to use or perform in a second language.

STUDENT PROGRESS, ASSESSMENTS, & EVALUATIONS

The Montessori perspective follows three-year stages of development rather than specific chronological age: 0-3, 3-6, 6-9, and 9-12 years. These stages represent cycles of characteristics that apply to the growth, learning, and development of an individual. As a result, the determination of a student's performance is within these three-year stages and not defined solely by expected grade level. Faculty are alerted to a student's relative performance by these standards and individualize the curriculum focus necessary for progress.

To encourage intrinsic motivation for learning, letter grades are not given. The respective curriculum record and Montessori Record (Transparent Classroom) are used for preprimary and primary students as assessment, evaluation, data management, and reporting systems that provide national and state performance and growth norms for the screening and progress monitoring of curriculum skills for students; in addition, STAT 10 is used for 3-12th grade students.

An evaluation of a student's abilities is typically monitored three times per academic year: at entry or beginning of an academic year; at midterm; and at completion. Ongoing assessments of a student's performance and engagement are conducted regularly throughout the academic year.

Transparent Classroom monitors the student's status in the Montessori curriculum according to respective stage. This is a record of the specific lessons that have been presented, the child's initiative to practice the lesson, and the mastery of the lesson. These entries are regularly updated, and parents have access to them through a parent portal, as well as supplemental resources and information from which can be implemented in a home environment.

STAT 10 is a system of evaluating, assessing, analyzing, and reporting student academic progress that is both normative based and individualized. This system meets all the 3-12th grade standards and requirements of the Florida Department of Education. Four mandatory individual STAT 10 assessments are conducted in the semester.

In addition, MGRI provides an individual quarterly progress report (October, January, March, and May) for each student's participation, attitude, work habits, learning style, and academic performance.

VISITS & OBSERVATIONS

MGRI has an open-door policy. You are always invited to communicate with us for a visit, a conference with your child's teachers, and/or school administrators; please contact the school to schedule an appointment. Observations of your child's class can also be arranged.

We offer the following suggestions to ensure your visit is pleasant and informative. Because our program receives many visitors, we have developed these guidelines to minimize interruptions during the children's learning activities. We also want visitors to have an opportunity to ask questions and respond to children when appropriate.

Please enter and leave the classroom as quietly as possible. Most children will be concentrating on their individual work, although some may show an interest in your presence. Feel comfortable in responding to a child who approaches you, but we would appreciate it if you would not initiate conversation with a child working at an activity. Please kneel or sit while in the rooms. This is less likely to disrupt the children and will permit more natural observations being at the child's eye level. Seating will be provided when possible.

Before entering the infant areas, please wear the shoe covers provided. This is a sanitary precaution because the floor is the primary learning environment of the infants.

Your observations, questions, and comments are important to us. We look forward to discussing them during breaks, or we will arrange for you to talk with the staff.

VOLUNTEER INVOLVEMENT

MGRI welcomes participation from family members, students, and interested supporters. All enrolled families are considered eligible volunteers.

For program purposes, a volunteer is defined as any individual who upon mutual agreement with the MGRI expects to participate on a regular basis in the activities or support of the MGRI, whether classroom, administrative, or operational without expectation for remuneration of any sort.

Please refer to our volunteer packet for more information.

Any volunteer who will be attending the MGRI site during its operation for more than (10) hours or more in a month must complete a screening process according to the Department of Children and Families (DCF (Department of Children and Families)). Volunteers attending the MGRI site during operating hours are expected to receive an orientation of the program philosophy, policies, and expectations by appropriate MGRI representation.

Volunteers interacting with children are asked to familiarize themselves with teaching techniques, program policies, emergency procedures, and health concerns. However, a volunteer is never to supervise, direct, or engage children without the presence of employed faculty.

Volunteers are reminded that they are representatives of the program to children, families, and the public and expected to uphold standards of professionalism and confidentiality.

The MGRI appreciates volunteer involvement and invites inquiries into learning more about program philosophy, principles, and practices. Documentation of volunteer participation may assist the program in receiving budgetary compensation.

CHILDREN'S EXPECTATIONS

A particular principle of Montessori pedagogy is “freedom within limits.”

Children can move around the classroom with appropriate behavior. They can indicate an interest in or select an activity according to the teacher’s facilitation, monitoring, or guidance.

Children have important rights and responsibilities, and classroom procedures apply. Faculty assist children by their own example, individual guidance, and consistent follow-through.

Children’s Rights:

- To work undisturbed.
- To work alone.
- To do nothing; by observing, thinking, or relaxing.
- Not to be forced or expected to share work.

-Not to join a group activity.

Children’s Responsibilities:

- All children and faculty are respected.
- Materials and all features of the environment are cared for.
- Not to interfere with or disrupt activities or other children’s work.
- Pleasant voices are used.
- Children and faculty walk inside.
- A carpet mat or table is used for individual work.
- Materials and mats are carried carefully with two hands.
- Materials and mats are returned carefully to their places neatly when work is done, and the environment is restored cleanly and properly.
- Carpet mats are walked around.

FAMILY INVOLVEMENT

MGRI encourages families to view their child’s enrollment as an opportunity to improve their own lives and for their child’s development. The family role as a participant in the growth, development, and education of their child is irreplaceable.

We will assist families to realize and support their own strengths, define, and achieve their goals, and facilitate utilizing community resources.

Families are encouraged to volunteer time for participation, unique skills, or projects.

Feel free to ask about the program's philosophy and curriculum from the teaching and administrative staff. Discuss any questions, suggestions, and interests you may have. There will be events throughout the year for family participation and opportunities to learn about Montessori philosophy in our school.

The child’s teachers and family support staff may request a visit to the child’s home and for individual conferences to assist your family’s successful involvement in the program.

You are always welcome to request a visit of the MGRI, or a conference with your child’s teachers or administrators. Observations of your child’s classroom can also be arranged.

Your cooperation with the children’s teachers and the MGRI policies is important for your child’s success in the program. Please inform the staff of any significant changes in your family circumstances that may affect your child.

We welcome and appreciate your support and participation.

DISTINCTIVE DEVELOPMENT & LEARNING

Every reasonable effort will be made to accommodate a child considered with distinctive development or learning abilities according to the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA).

If your child has any special need, please notify the Administration in advance. We will make all necessary accommodation whenever possible.

To comply with the ADA and the IDEA, a confirmed professional diagnosis applicable to the child is necessary, including a most recent IEP (Individual Education Plan) if applicable; an updated IEP will be requested if necessary. Please provide any relevant documentation, including records, evaluations, reports, and assessments.

CONFIDENTIALITY

All information obtained about the programs, children, families, and staff, including knowledge of personal situations, conversations, and events, is to be respected as confidential under all circumstances.

Release of information about your child requires a specific written authorization by the parent or legal guardian.

The identity of children and their families may only be released in instances of professional necessity, upon written request by parents to release school records to the third party, or upon written permission by parents to release information such as their phone numbers and home address to other parents.

CHILD RECORDS

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from when they enter Montessori Global until they withdraw or graduate. A copy of this record moves the student from school to school.

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

Child records are available for review by request of authorized parent/guardian as prescribed by Florida Department of Education (DOE) regulations and the federal Family Educational Records and Privacy Act (FERPA). Please see the office for the appropriate request form.

These records include enrollment information, attendance records, health reports, progress reports, accident/incident reports, authorization for medication forms, parent conferences, assessments, and evaluations.

Parents can access their child's learning records with an online program that indicates the academic lessons presented, practiced, and mastered. Speak with your child's teacher to learn about the features of this informative program.

The identity of children and their families may only be released in instances of professional necessity, upon written request by parents to release school records to the third party, or upon verbal or written permission by parents to release information such as their phone numbers and home address to other parents.

All information observed, learned, or otherwise obtained about the programs, children, families, and staff is to be respected as confidential under all circumstances.

ENROLLMENT

Acceptance of enrollment is according to age-based availability. Families with a child from birth to three years, including pregnant mothers, are accepted for enrollment in the pre-primary program; the primary program accepts children from three to six years of age; the lower elementary program from six to nine years; and upper elementary from nine to twelve. For your child's success, placement in a program is determined by developmental characteristics rather than strictly by the child's chronological age.

Application for enrollment can be made with the MGRI administration. An interview will be arranged to complete your application. Acceptance of your application is determined by your child's development characteristics, availability of openings for the proper placement, and the requested attendance hours.

Partial, full, and extended day enrollment is available. For successful educational, social, and emotional development, your child must attend at least four consecutive days weekly. Note that MGRI does not provide drop-off care.

After notification of acceptance, the child's parents or guardians are requested to meet with the MGRI administrators for their enrollment including an orientation visit of the MGRI, an explanation of policies, and an introduction of the child to the classroom teaching staff.

You must provide a copy of your child's birth certificate, a record of physical examination completed within the past year, and all updated age-relevant immunizations. These must be on file at the MGRI before your child can attend. It is your responsibility to maintain your child's appropriate immunizations and examinations. Note that medical verification is required for a child's allergies, dietary restrictions, or other special conditions. Copies of previous health, developmental, and educational records and reports are encouraged.

The ongoing experience of your child in the program is carefully and continually monitored for successful growth and development. Sometimes, you will be asked for permission for program staff to offer specific screenings to assess your child's health and development, and you will be informed of the results. We will also ask your permission to photograph and videotape your child for educational and professional purposes representing the MGRI program. The identity of your child will always be respected as confidential. Please review the accuracy of the Authorization for Filming/Photographing/Web Sharing Form; you always have the option to change your permission.

Children at MGRI wear uniform clothes daily; details are available in this handbook under Dress and Grooming.

Registration

Registration for the following school year begins in March and continues through July. Re-enrolling families will need to complete the online re-registration on the MGRI website.

Change of Address

Parents should notify the school within 2 weeks of a change of address.

ARRIVAL & DEPARTURE

You must indicate the time you bring and pick up your child with your signature in the book provided. If your child will be late or not attending, please notify the office.

For us to maintain proper faculty coverage for the children, bring and pick up your child according to the agreed time; early arrival and late pickup fees will apply at the rate of \$25 for any part of each quarter hour. Note that acceptance of an early arriving child is dependent on adequate supervising coverage.

When possible, please notify the MGRI in advance of any changes in daily hours, especially if extended hours are needed (additional fees apply).

CARPOOL PROCEDURES

The safety and security of your child is our priority.

The following procedures shall be followed:

Follow all signs and arrows in the parking lot.

Cell phone use is prohibited in the carpool line.

Do NOT exit your vehicle while in the line

Slowdown in the parking lot.

Only allow children to enter or exit the side of the car facing the building (please adjust seats as needed).

Parents can only park in the main parking lot.

The back parking lot is nest parking only.

If you are leading the line, pull all the way to the end of the front office building.

You must have a carpool tag to pick up a student in the carpool line. Please show your tag to the carpool staff every day. Adults without a tag will be asked to go to the Main Office before picking up any students. Because parking is limited at MGRI, we ask that you do not use our lot to park your vehicle unless you are on campus.

TRANSPORT OF CHILDREN

Parents are responsible for the transporting of your child. MGRI cannot provide any transportation. Please follow State laws for child seats and restraints and good judgement regarding your child's safety in motor vehicles. The MGRI will assist families in obtaining proper child seats.

Parents are encouraged to support their child to walk when developmentally ready upon arrival and pick up from MGRI. Please do not carry your child unnecessarily. Your cooperation is important for promoting your child's growth and independence.

EXTENDED DAY ACTIVITIES

MGRI offers an Extended Day program before and after school to students who are enrolled in the Nest or Primary classrooms (excluding Kindergarten) **Children who are Kindergarten and up must choose an afterschool program that will pick them up at dismissal.** Parents may drop their child off at school at 7:30 in the morning and they may also use our services after school until 5:30 pm. The scheduled hours must be included in the tuition plan approved by the Head of School.

When possible, please notify the MGRI in advance of any changes in daily hours, especially if extended hours are needed (additional fees apply).

The Before care and Aftercare programs are offered 5 days a week. Montessori Global does not offer individual days or single hours for these programs. Parents who are interested should visit Montessori Global's website and go to Programs > Before care and Aftercare to find more details and to access an application and contract.

After 4 o'clock the Main Office is closed. In an emergency you can reach our aftercare staff by calling the following numbers: 386-492-7165 ext. 108

ATTENDANCE, ABSENCES, & WITHDRAWAL

Your child's consistent daily attendance is important for successful educational and social development.

Please notify MGRI if your child will be late, absent for the day, or for any length of time.

Academic school hours for Primary Students are 8:30 – 3:30 (Wednesday 8:30-2:30); late arrivals or early departures must report to the office and not interrupt the classroom. Please note that the gate will open at 3:15 Monday, Tuesday, Thursday, and Friday, the gate will open at 2:15 on Wednesdays. Notify the office if you will be late or early; unexcused arrival after 8:45am will not be accepted without a note from their doctor etc. If necessary to be late, the student will not be accepted prior to 11:30am daily as we must respect the work cycle.

Academic school hours for Elementary I & II Students are 8:00 – 2:55 (Wednesday 8:00-1:55); late arrivals or early departures must report to the office and not interrupt the classroom. Arrival will be from 7:45am-8:00am on the back playground, students will then walk up the back to their respective classrooms. Please note that the gate will open at 2:55 Monday, Tuesday, Thursday, and Friday, the gate will open at 1:55 on Wednesdays. Notify the office if you will be late or early; unexcused arrival after 8:15am will not be accepted without a note from their doctor or other authorized reason. If a student must be late, they will not be accepted prior to 11:30am daily as we must respect the work cycle.

Consistent lateness may be the cause for termination. **MGRI will not release children picked up 15 minutes prior to the gate opening. (Dismissal for children between 1:40-1:55 on Wednesdays will not be permitted, between 2:40-2:55 every other day) If your child needs to be picked up early, please ensure that you pick up your child based on their academic hours otherwise, the child will not be dismissed until the gates open.**

It is important for your child's consistent participation and MGRI to maintain proper teacher ratios that you follow your agreed schedule for their attendance. Additional fees will apply for arriving earlier or picking up later than your agreed schedule.

For your child's health and safety and those of others, if your child is absent due to sickness, disease, or injury you must provide a validly signed and dated note from the treating physician before returning. The note must state that the child is healthy and able to return to MGRI.

The First 20 of School

Newly enrolled and returning students are expected to attend each day for the first 20 days (about 3 weeks) of school.

Once a parent/guardian accepts enrollment, the student must attend school according to the scheduled start date. Parents/guardians are responsible for notifying our staff in advance if their student will not

be in attendance as agreed. MGRI will try to communicate with a child's family absent for the start date. If a student does not attend school within the first three (3) days of the agreed start date, they will be automatically disenrolled and the vacancy offered to the next person on the waitlist.

Student Attendance Rules:

Upon 5 or more excused or unexcused absences: the office will notify the parent.

Upon 10 excused or unexcused absences, the office will arrange a meeting between parents and the principal. After 10 excused absences the student must have a doctor's or physician's note to verify actual illness as the cause of any further absence.

After 10 unexcused absences, a student will be unenrolled. Parents must meet with the Board of Directors to request enrollment reinstatement.

Students may be accepted for enrollment after being unenrolled for lack of attendance with Board of Directors approval. Acceptance and subsequent grade and classroom placement may be subject to assessment to determine the student's appropriate placement according to academic performance.

Absences resulting from extenuating circumstances may be handled on a case-by-case basis by the principal.

Please notify the MGRI office a month in advance if you will be withdrawing your child or planning a vacation.

Parents who voluntarily withdraw their child are responsible for any unpaid tuition for the academic year.

When a student is absent:

The parent must call the school by 9:00am in case of absence so that we know your child is safely in your care.

If parents have not contacted the school by 9:00am, the school personnel will attempt to check on the child.

A note explaining the absence and signed and dated by the parent is expected to be submitted to the office when the child returns to school unless the parent contacted the office during the absence.

Excused Absences:

Planned absences may be considered excused absences, but teachers may require work to be completed ahead of departure. Planned absences will be counted in the total absence rule. Students will have one day to make up work for each day missed during an excused absence. The following are considered excused absences:

An extracurricular activity or public performance approved by the Board

Personal illness, illness, or death in the immediate family

A family emergency

A juvenile court proceeding documented by a probation officer.

An absence required by state or local welfare authorities or a law enforcement officer.

A documented medical or legal appointment

AUTHORIZATION FOR PICK-UP

You must give the names of all the people you authorize to pick up your child. MGRI will not allow your child to leave with a person not specifically authorized by you. Persons picking up a child may be asked for identification to verify authorization. Please notify MGRI to add or delete names of authorized persons.

Note that MGRI will authorize the release of your child only to a person at least 18 years of age.

RELEASE OF STUDENTS FROM SCHOOL

A student will not be released from school at times other than at the scheduled hours except with permission from the principal or designee and according to the building sign-out procedures. Unless the principal has granted approval due to extenuating circumstances, a student will not regularly be released before the end of the instructional day.

Please use the carpool lane when picking up a student at dismissal. Your child will be called individually to your vehicle. Parents must report to the office and sign students out to pick them up before the end of the day. Any student leaving school before the dismissal bell must be signed out in the office by the parent and may depart only via the office doors. A student who needs to leave school during the day with an adult other than the parent, the parent must contact the office in writing allowing the student to be released with the person's full name. That person must present their ID to the front office prior to release of the child.

A student who becomes ill during the school day will be brought to the office. The principal or administrator will decide if the student should be sent home and notify their parent(s).

SIGN IN & OUT

Signing in and out is a mandatory requirement for all families. This is necessary to document your children's attendance.

TUITION & FEES

Tuition is determined by your child's developmentally appropriate program, agreed hours of care, and any tuition assistance. It is calculated accordingly as expressed in your payment plan and fee structure. Additional fees will apply for arriving earlier or picking up later than your agreed schedule.

Upon acceptance of enrollment, parents agree to a 10-month academic year commitment and are responsible for the entire tuition regardless of voluntary withdrawal. Tuition obligation will be waived if expulsion or termination is initiated by MGRI, and any prepaid tuition beyond that month will be refunded. Note that tuition applies to maintain your child's enrollment regardless of attendance or absences, whether due to illness, vacation, or holidays. Tuition, registration, and materials fees are not refundable. Tuition categories are guided by chronological age but determined by developmental characteristics. Consistent toileting ability is required for acceptance into the primary program. A tuition discount of 5% will apply to the oldest sibling; 5% will apply for each next oldest subsequent sibling. Full materials fees apply to each sibling. Five month and 10-month tuition payments will be discounted 3% and 5%, respectively.

Payment is accepted by credit card, direct bank deposit or transfer, money order, check, or Zelle (accounting@montessoriglobalri.com).

Tuition is due in full by the first business day of each month. A valid credit card must be on file at MGRI and will be charged on the first business day of the month if payment is not otherwise received. In the event of credit card payment denial, the responsible party will be notified, and alternate payment is expected before the sixth business day. Beginning on the sixth business day of nonpayment, there will be an additional late fee of \$50 for each week of nonpayment; a child will be considered withdrawn and will not be permitted to attend after three weeks of nonpayment. Weekly tuition payments are due the Friday prior to the week of care needed with no grace period; a late fee of \$10 per day will apply. A returned check fee of \$50 will be applied.

The registration fee will be applied upon initial enrollment and will not be charged again if your child maintains continuous enrollment. Tuition includes expanded curriculum experiences including food activities, gardening, yoga, movement, art, and music. Materials fees include maintenance of the curriculum environment and regular consumables.

DRESS AND GROOMING

Montessori Global's dress code is established to encourage respect for self and others, and to teach grooming and hygiene, prevent distraction and disruption, and minimize safety hazards. Compliance with the dress and grooming standards helps students to be safer, enables them to focus on learning, and limits competition and commercialism.

School uniforms are required to be worn daily. A student who does not comply with the Dress and Grooming Standards must change immediately or may not be admitted. Parents will be contacted to deliver a change of clothes while the student may wait in the office until the parent arrives.

Distracting clothing, media messages and commercial images expressed in logos or slogans are not permitted on clothing, shoes, lunchboxes, or other items.

Media messages include movie and television characters, comments or slogans, and screen graphics. Commercialism is defined as symbols, brands, or slogans referring to products, performers, athletes, popular figures, cartoon figures, companies, movies, video games, and other media. Cultural or religious concerns regarding dress and grooming expectations may be addressed by the principal on a case-by-case basis.

Please write your child's name on all his or her items so they can be easily identified.

Bottoms:

Boys may wear Khaki or Navy shorts or pants. Girls may wear skort, shorts, pants, and jumpers in Khaki or Navy. Shorts may not be more than 2 inches above the knee. Pants must be worn above the hips and must cover all undergarments when sitting and standing. They must be clean, and have no holes, tatters, patches, or fading. **Sweatpants and spandex leggings or athletic pants are not allowed except as undergarments and must not be visible.**

Tops:

All students, both boys and girls, must wear solid Navy or Orange, sleeved and collared polo-style shirt. Shirts must be clean and have no holes, tatters, patches, commercialism, or media messages. One small, embroidered logo (MGRI) is required, but no other commercialism or media messages/logos are permitted. Shirts must be worn tucked into the pants or shorts. Long-sleeved undershirts must also be solid Navy.

Shoes:

All shoes or sneakers must be free of tears or holes and must be solid black in color. No high-heels, flip flops, backless shoes, crocks, or sandals are allowed. Shoes with wheels or lights are NOT permitted. For safety, all shoes should fasten securely around the foot.

Socks:

For reasons of hygiene, socks must always be worn. Socks must not have holes or media messages. They are black or navy in color; girls are permitted to wear Navy blue knee highs.

Hats:

Hats and sun hats are encouraged for outdoor wear. They are not allowed to be worn indoors. They must be Navy in color with the school logo.

Jackets:

In chilly weather, students should be prepared with warm jackets, gloves, and hats. Outdoor clothing must be Navy with the school logo. To avoid distraction, jackets, sweatshirts, or sweaters worn indoors with the school logo must be solid Grey or Navy in color. Brand names and media or graphics must not be shown. Hoods may not cover the head indoors.

Other:

School T-shirts for PE and Yoga may be worn on those days or other days designated by the principal.

Hair, Grooming, and Hygiene:

Hair is to be clean and neat. All students should groom their hair so that it is kept out of the eyes. No distracting hair styles, or unnatural colors are acceptable. Students are to be clean and free of body odors. Students are encouraged to bring a toothbrush with them to school to practice good hygiene habits. Fingernails must be safely trimmed and clean.

Jewelry and Body Adornments:

Dangling jewelry is not allowed for safety reasons. Students may wear only stud earrings. Students may wear jewelry that has religious significance to the child if it is not dangling and does not distract the student or others in the classroom. Necklaces must be worn inside the shirt. No tattoos may be visible. Makeup may be worn during special occasions, such as Picture Day, Graduation, Parents Night Out, Valentines Dance, etc., but not brought to school.

PERSONAL PROPERTY

Do not leave your child at MGRI with candy, gum, or personal objects (money, sport items, pets, jewelry, toys, electronic devices, etc.) except with the permission of the classroom teacher. MGRI will not be responsible for these items.

Some jewelry, clothing, or other personal effects may be potential safety concerns for a child. Faculty may request removal of certain items upon arrival or will remove them on the day as needed. You will be informed if this occurs. MGRI asks for your cooperation in this aspect of your child's safety.

Weapons or any potentially harmful object of any type are not permitted on campus, including toys, replicas, or facsimiles. These items will be confiscated; parents will be notified along with law enforcement, as necessary.

INTERNET ACCESS, CELL PHONES, DIGITAL CITIZENSHIP

The use or possession of cell phones, iPads, iPods, smart watches, or any other electronic device is not permitted on the MGRI campus without specific permission from the teacher or administration.

Children who carry cell phones or other electronic devices must turn them in when they enter school; these will be returned to them at dismissal.

Internet access is a privilege, not a right. Students will follow the Acceptable Use of Electronic Network Policy and the Internet Access Conduct Agreement. Students may only access the internet through the school's filtered connection. Students found to be using the internet irresponsibly, for non-academic purposes, or for cheating on an assessment or assignment will be subject to discipline,

including loss of access privileges for a period and confiscation of the device until a parent conference has been held, and suspension or expulsion.

Photographing students and/or posting student information to social media sites, whether from school- or personally, owned devices, is only allowed with school and parent permission. Using electronic devices to bully or harass another student whether on or offsite is not permitted and is subject to school discipline.

The student and their parent must sign and return the Internet Access Conduct Agreement before accessing Montessori Global's Internet network.

LAW ENFORCEMENT

When law enforcement officers or other lawful authorities request to question a student at school, the principal will ordinarily make reasonable efforts to notify parents unless the officer or other authorized person raises what the principal considers to be a valid objection to doing so. Because the principal does not have the authority to prevent or delay a custody action, or law enforcement investigations, school administration will cooperate as fully as possible with law enforcement officers, juvenile probation officers, and child protection. Notification of a child being taken into custody may necessarily occur after the fact.

AUDIO/VISUAL RECORDING

You must authorize or deny the audio or visual recording of your child by MGRI faculty, staff, or administration. Your written instructions are obtained upon enrollment of your child and may be changed at any time at your request.

Parents can audio or visual recording of their child on the MGRI campus; however, recording of any other child is not permitted. Audio or visual recording of any faculty, staff, or administration requires personal written permission in advance.

FUND-RAISING

Classrooms and parent groups occasionally may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the office at least 10 days (about 1 and a half weeks) before the event and must be calendared so that no conflict of school events occurs.

HOMEWORK

Homework is a constructive tool in the teaching/learning process. Purposeful assignments enhance student achievement and develop long-term memory, self-discipline, excellent work habits, and self-confidence. Teachers may give homework to a student to aid in educational development. Parents can help their student master skills and develop responsibility by checking homework and by suggesting how homework may be accomplished. Parents must not give answers or do a child's homework for him or her.

PARENT RESPONSIBILITIES AND RIGHTS

Montessori Global believes that the best educational result for each student occurs when all three partners are doing their best: the Montessori Global staff, the student's parent(s), and the student. Such a partnership requires trust and communication between home and school. To strengthen this partnership, every parent is urged to:

Review the information in the student handbook with your child, then sign and return the Handbook Acknowledgement and Internet Access form.

Put a high priority on education at home and commit to making the most of the educational opportunities the school provides.

Read with your child daily.

Provide a quiet place and regular time for your students to complete their homework without distraction or interruption.

Become familiar with all your child's school activities and the academic and special programs Montessori Global offers.

Discuss with the principal or counselor questions or concerns such as placement, assignment, early graduation, and options available to students.

Attend scheduled conferences and request additional conferences as needed.

Monitor your student's academic progress and contact teachers as needed.

Exercise the right to review teaching materials, textbooks, and other materials, and to examine results of your student's tests.

School Involvement

Parents are invited to become school volunteers. For further information contact the office. For safety reasons, volunteers at school must apply, have approval of the principal and teacher, and make prior arrangements before serving.

Participate in campus parent organizations. Parents can support and be involved in various school activities, either as leaders or in supporting roles.

Offer to serve as a parent representative on planning committees formulating educational goals and plans to improve student achievement. For further information, contact the office.

REPORT CARDS, PROGRESS REPORTS, AND CONFERENCES

Written reports of absences and student performance in each class or subject are issued to parents at Parent Teacher Conferences. Please see the academic calendar for the dates of Parent Teacher Conferences.

SAFETY

Accident Prevention

Student safety on campus and at school-related events is a high priority of Montessori Global.

Although Montessori Global has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should: Avoid conduct that is likely to put self or other students at risk.

Follow the behavioral standards in this handbook and any additional rules for behavior and safety set by the principal and teachers.

Remain alert to and promptly report safety hazards, such as intruders on campus.

Know emergency evacuation routes and signals.

Follow immediately the instructions of teachers and other Montessori Global employees overseeing student welfare.

Emergency Medical Treatment and Information

If a student is injured at school, staff will monitor and assist and contact a parent as needed. For a medical emergency at school or a school-related activity when the parent cannot be reached, the school should have written parental consent and information about allergies, etc., to obtain emergency medical treatment. Parents must complete an emergency care consent form each year and update it if there are changes.

All MGRI faculty have current First Aid and CPR training.

Playground Rules & Supervision:

Montessori Global playground was thoughtfully constructed and maintained to enrich the school experience for our students. It is important that during outside time, teachers and students model appropriate behaviors in problem-solving skills and conflict resolution strategies using the Grace and Courtesy curriculum, and Positive Discipline techniques

MGRI staff always maintain proper supervising ratios, including outdoor activities. Texting, talking, and browsing on a cell phone while supervising children is prohibited.

Fire Drills and Other Emergencies:

Periodically, students, teachers, and other Montessori Global employees will participate in drills of emergency procedures.

Emergency School Closure Information:

If school must be closed unexpectedly due to severe weather, epidemic, or other emergency, families enrolled with the school's text/email service will be notified by email and text message. Closure and expected re-open information will also be posted on the school website and broadcast via local media outlets.

SCHOOL MATERIALS AND BOOKS

School materials and books are provided for each subject or class; however, it is important to note that they are extremely expensive. Students are responsible for the care of these materials and books as directed by the teacher. If a student notices any damage to a material or book, they should promptly report it to the teacher. Please be aware that parents will be charged for replacement costs of any school materials or books that are not returned by the student or if they are damaged.

Additionally, it is worth mentioning that most of the curriculum materials in the classroom are highly specialized. We kindly ask parents to be vigilant regarding any objects or items their child may have taken from the school

SEARCHES

To promote student safety and to ensure that schools are safe and drug free, Montessori Global faculty or administration may from time-to-time conduct searches. Such searches are conducted without a warrant and as permitted by law.

School-provided Storage Areas:

School-provided storage areas are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of the assigned storage areas. Searches of storage areas may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by Montessori Global's policy, whether a student is present. Periodic general inspections of storage areas may also be conducted at random, in accordance with law and Montessori Global's policy.

Drug Detection Dogs:

The principal may request the assistance of law enforcement personnel or private individuals to conduct inspections and searches through specially trained dogs.

SEXUAL HARASSMENT / SEXUAL DISCRIMINATION

Montessori Global aims to protect the safety of the whole child. Parents and students are encouraged to discuss questions, concerns, or complaints of sexual harassment or discrimination with the child's teacher, the principal, and Administration.

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature. Offensive, intimidating, or hostile conduct that results in humiliation, embarrassment, or discomfort is not allowed, including unwelcome touching, gestures, crude jokes or pictures, discussions of sexual experiences, name calling, teasing, or spreading of sexually oriented rumors, or any other sexual conduct, including requests for sexual favors. All students must abide by the conduct expectations above, avoid offensive behaviors, and stop such behavior when asked or told to. Retaliation is not allowed.

During the complaint process the student may be accompanied by a parent or advisor. A substantiated complaint against a student will result in appropriate disciplinary action which may include suspension or expulsion. Concerns and complaints will be handled sensitively and confidentially.

GUIDANCE & DISCIPLINE

MGRI is committed to an environment and atmosphere of trust, safety, and security for all children. Policies, procedures, and interactions are intended to prevent children from physical and emotional harm.

Each child is regarded with respect and treated as an intelligent individual. Children are encouraged to become self-directed and independent within a social environment, learning responsibility and regulation of their emotions and behavior.

All MGRI staff recognize the importance of their own behavior as a role model for children to imitate. Our program gives opportunities for children to learn how to understand their behavior and to develop self-control. They are helped to recognize and understand their feelings, the relationship of their actions with others, and to find acceptable solutions to problems. Conflict is seen as a normal process of learning social skills and self-regulation.

Depending on the nature, frequency, and severity of the behavior, and the age and maturity of the child, parents may be contacted to pick up the child, informed in writing, or make a request for a conference. MGRI will attempt all possibilities to promote the success of a child's enrollment. If our program does not meet the child's needs or abilities, or the child presents harm or disruption to the school, the child's enrollment may be suspended or terminated.

Florida State law prohibits anyone from physically striking or otherwise frightening, humiliating, or threatening a child.

The Montessori Global School's child guidance policy is as follows:

True discipline is provided by creating a positive, enjoyable learning environment that a child wants to participate in.

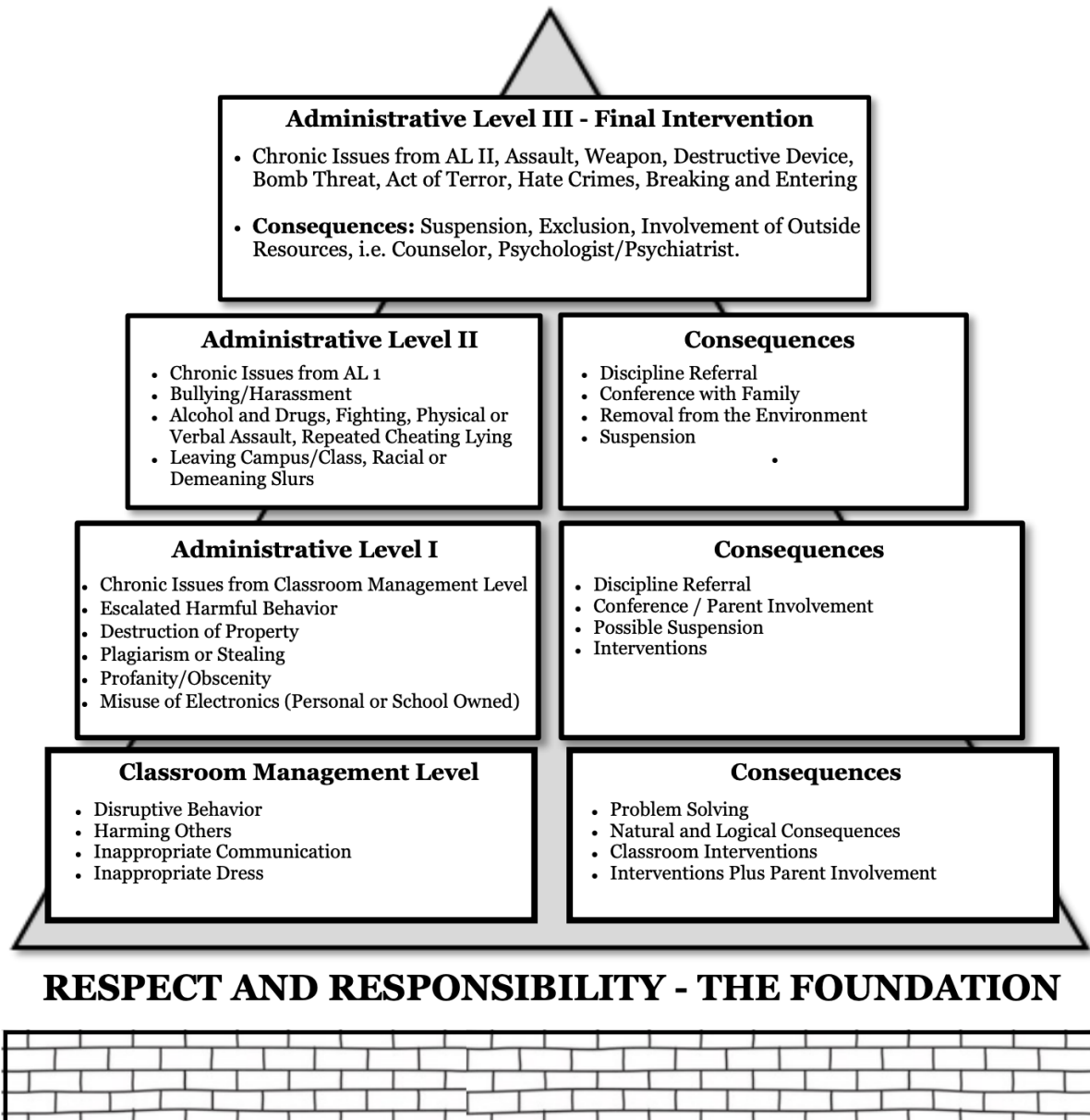
Each child is respected as an individual. Correcting children is intended to develop self-direction and self-control with an awareness of others.

A child is redirected to more acceptable behaviors or activities. Children are guided to resolve conflicts by example, encouragement, suggestion, discussion, and supportive intervention to help them resolve problems and prevent recurrence.

Basic expectations are regularly discussed with the children.

A child will be given the opportunity to have a break from a situation when needed. A child may be asked or accompanied to leave a situation for a brief period to regain composure. Destruction of property or harming of self or others will not be allowed. In extreme circumstances, a child may be physically removed from an area. As a last resort, a child may be restrained in situations where safety may be at risk for the child or others.

The Pyramid of Intervention



Adapted from Monciello Montessori

Classroom Management Level (Tier I)

Includes: Lead Teacher, Parents, and Student.

Eighty to ninety percent of student behaviors are addressed at the Classroom Management Level, and the Lead Teacher documents accommodations and interventions. Chronic behaviors that prove nonresponsive to these strategies are moved to Administration Level I. Incident reports are completed by the person witnessing/reporting the event and signed by the Lead Teacher and Principal. The report is then emailed to the parent. These reports along with any documentation (e.g., phone logs, behavior plans, emails, etc.) will be submitted and filed with the principal. Lead teachers may request the support of the MGRI team.

Examples (but not limited to):

Disruptive Behaviors: interrupting teachers, distracting during work time, being unprepared for class, misusing materials, rough play, leaving the classroom for an excessive amount of time, vandalizing, bringing inappropriate items to school, or hurting others.

Any student using an object not considered a weapon in a way which harms or intends to harm, haze, harass, intimidate, or threaten another person, will be subject to disciplinary measures. Student violations of this policy may also be reported to law enforcement. Pretending to shoot another student is considered a threat.

Inappropriate Communication: passing notes, starting rumors, calling names, being disrespectful, lying, using rude language, and ridiculing.

Dress: poor choices of clothing and Uniform use (decency).

Administrative Level I (Tier II)

Includes: Assistant Principal, Operations Director, Administration, Classroom Teacher, Parents, and Student.

Administration Level I behaviors result in interventions but may result in a suspension. This level accounts for 5-10% of behaviors. This level may include (but not limited to): documented chronic behaviors from Classroom Management Level and those listed on the pyramid (chronic issues from Category I, destruction of property, bullying/harassment, harmful behavior, plagiarism, stealing, profanity, obscenity, misuse of personal or school-owned electronics, etc.). Willful harmful behavior that results in injury of a child will be considered a physical assault.

Incident reports are completed by the person witnessing/reporting the event and signed by the Lead Teacher and Section Director. These reports along with any documentation (e.g., phone logs, behavior plans, emails, etc.) will be submitted and filed with the principal. Lead Teachers may request the support of the MGRI team.

Administrative Level II (Tier III)

Includes: Assistant Executive Director, Section Director, Classroom Teacher, Parent, and Student.

Behaviors addressed at this level may include (but not limited to): chronic behaviors from earlier levels and those on the pyramid, leaving campus or class without permission, hiding from the teacher, or skipping classes, bad language, physical assault, cheating and lying, and drugs of any sort. Physical assault or harmful behavior that results in biting another person where the skin is broken and/or harming another person leaving bruises or cuts and scratches will result in immediate removal from

the classroom and parents will be asked to come and pick up for the remainder of the school day. If a pattern develops, a plan will be put in place. If no progress is made, academy students may be asked to leave the program.

Administrative Level II behaviors may warrant a Short-Term Suspension, not to exceed five (5) school days. The Assistant Principal may recommend a Long-Term Suspension based upon aggravating factors regarding the severity of the violation or safety concerns which may warrant the recommendation of Long-Term Suspension.

The incident report is completed by the person witnessing/reporting the event, signed by the Lead Teacher, and submitted to the principal with the appropriate documentation (e.g., phone logs, behavior plans, emails, etc.). If a suspension is warranted, the Assistant Principal will write a formal notification letter to the student's parents/guardians, a copy of which will be filed in the student's Cumulative Folder and reported to Head of School. In case of escalating chronic behaviors, the MGRI team supports.

Administrative Level III (Continuation of Tier III)

Includes: Assistant Principal Director, Operations Director, Classroom Teacher, Parent, Student, and School Counselor or Behavior Specialist. Behaviors addressed at the Administrative Level III, including (but not limited to): Assault, weapons, destructive devices, bomb threats, act of terror, hate crimes, breaking and entering, or anything unlawful are more severe in nature and typically result in a recommendation for Suspension, Long-Term Suspension or Exclusion. Additionally, chronic behaviors in all previous levels not responsive to interventions may be elevated to this level. Referral to MGRI, alternative placement, or involvement of school counselor or other outside resources may be responses at this level.

Suspensions

After a student receives a suspension, the parents and student are asked to meet with the Assistant Principal and Principal before returning to the classroom. This meeting helps the students transition back into their classroom. You can find more information about intervention levels on the Pyramid of Intervention in this section.

PEACE EDUCATION AND SOCIAL INTERACTION

Behavior at Montessori Global is based on a positive attitude toward children, an awareness of the developmental psychology of children, and the unique ability to view and address each child's needs as an individual. Montessori educators seek to create respectful, inclusive classrooms, which celebrate diversity, cross-cultural boundaries, and provide opportunities for learning about how communities and individuals establish and maintain consensual peace. Beginning in Nest, children are learning what it means to be a member of a larger community outside of their home. They are learning that their actions or inactions have an impact on their community. Individuals and groups interact with one another and build positive relationships with each other. When internal or external conflicts arise, students learn the tools necessary to self-reflect, take another's perspective, and communicate respectfully and effectively. They are learning how to engage in peer mediation to resolve their differences constructively.

Teachers model appropriate behaviors and teach students problem-solving skills and conflict resolution strategies through Positive Discipline techniques. The goal is to help children learn to reflect, make choices, and develop self-regulation. Natural and/or logical consequences are used to help the child develop inner limits. Teachers explain the reasons for limits or rules to be sure children understand the need for them, and strive to create an environment to promote learning, where children feel safe and secure.

At each level, the school's focus, based on Montessori pedagogy, is on nurturing and encouraging positive behavior. Beginning in Children's House through our Middle School, children are explicitly taught the following lessons on how to:

Be caring and courteous

Cooperate with others

Process a wide variety of feelings and emotions

Self-Advocate in respectful ways

Respect and celebrate the unique qualities of every person

Make appropriate behavioral and academic choices

By employing the Peace Education strategies rooted in Maria Montessori's philosophy and methods, our faculty and staff develop and nurture the following skills and characteristics:

To learn to recognize oneself as being a unique individual. To learn to be self-evaluating, to have realistic knowledge of one's own strengths and weaknesses, while not ignoring or dwelling on them. To develop a personal code of ethics, to have a sense of right and wrong, and to remain true to these values under emotional or group pressures.

To be able to work with others to accomplish a goal, to learn to contribute ideas, to listen to others, and to compromise.

To learn to be responsible, not only in the sense of being reliable, but also being able to understand the effect of an action before performing it and being answerable for it afterwards.

To experience balanced development across emotional, spiritual, intellectual, and physical areas, not neglecting any for the others.

To understand the interdependence of humans, animals, plants, and the natural resources of the earth.

To have knowledge of and respect for the diverse ways humans have met their physical and spiritual needs over the ages.

To be able to communicate clearly and comfortably with individuals of all ages and backgrounds.

To use a variety of effective nonviolent techniques for resolving conflict.

To accept the responsibility of contributing to future generations.

To be self-directed, to be able to initiate activities, set goals, organize time, and complete projects.

To be determined to try, and to be capable of working to the limit of, one's ability in everything one does.

To develop persistence, to be allowed to struggle with challenging work, and to learn to take disappointment in stride.

To think logically and rationally, and to evaluate information and seek out different opinions and facts before deciding.

To be creative, using his or her imagination to generate fresh and innovative ideas in all areas.

To love learning, find knowledge interesting, pursue interests with enthusiasm, and for fun.

SPECIAL OCCASIONS

Birthdays, holidays, and other special occasions are recognized appropriately according to your child's program. Please communicate in advance with teaching staff.

Party invitations for your child may be given out at school only if the entire class is invited.

LOST ITEMS

To limit the number and frequency of lost items we recommend that parents label all items brought to school. Found items will be placed in the Lost and Found. Please check the Lost and Found frequently. Items left in the Lost and Found over breaks will be periodically donated to a local charity.

HEALTH & SAFETY

Daily Health Check

The health condition of each child is checked and recorded daily. MGRI cannot admit a child who is sick or has a contagious condition. If your child is vomiting, has a fever, diarrhea, open or infected sores, runny eyes or nose, redness of the eye with burning and/or discharge, or other signs of infection or illness please see a physician. If your child develops or is suspected of having any of these symptoms while at school, you will be notified to come promptly to bring the child home or to a physician.

You must provide a validly signed and dated note from the treating physician stating that your child is healthy and can return to school. We require at least 24 hours for a child to return to MGRI from the first administration of a prescribed medication. Your child must be free of a fever (less than 100⁰) for 24 hours before returning.

COMMUNICABLE DISEASES / CONDITIONS

To protect children from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should phone the school nurse or principal so that other students who may have been exposed to the disease can be alerted. These diseases include, but are not limited to:

Amebiasis	Hepatitis	Lyme disease
Rubella (German Measles)	Campylobacteriosis	Salmonellosis
Influenza including congenital	Chickenpox	Malaria
Syphilis	Colorado Tick Fever	Chlamydia
Measles (Rubeola)	Scabies	Meningitis
Shigellosis	Gastroenteritis	Diphtheria
Tuberculosis	Pinkeye	Mumps
Whooping Cough (Pertussis)	Hansen's disease	Giardiasis
Ringworm, Ringworm of the scalp	Streptococcal disease, invasive	

Allergies

If your child has an allergy condition (seasonal or food allergy) that needs accommodation during school hours, a medical confirmation is required. Any medical/nutritional statement will be placed in your child's records and shared with appropriate faculty.

The medical statement must specify the allergy to the specific substance, condition, or food and suggest appropriate alternatives. MGRI will apply any necessary restrictions to any snacks, food experiences, or exposures.

Disease Prevention

Proper handwashing and controlling coughs and sneezes are the most important methods of controlling the spread of infection. Common surfaces and materials are sanitized regularly. It is our policy for children and faculty to wash their hands frequently:

After using a toilet
Before and after assisting a child with toileting
After assisting a child with nose wiping
Before and after any food related activity
Before and after entering the infant areas
Before and after administering medication
Before and after treating a wound
Whenever exposed to blood or body fluids

A contagious disease spreads by contact with an infected person or contaminated object. The most common contagious diseases affecting children are impetigo, pinkeye, strep throat, tuberculosis, chickenpox, pertussis or whooping cough, hepatitis A, measles, mumps, rubella, or shingles. If your child was diagnosed with any contagious condition, please avoid school attendance to protect the health of your child, other children, and staff until cleared to return by a health care provider.

Lice

According to the Centers for Disease Control and Prevention (CDC), “Head lice can be a nuisance, but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice.” Parents of a child with lice will be notified to come and pick up their child; the child can return to school the day following the first administration of treatment. Proper treatment is essential, including thorough shampooing of the child’s hair with a product designed to kill lice; washing of all clothes and bed linens in hot water; and complete cleaning, airing, and disinfecting of bedding and sleeping areas. Follow-up shampooing is necessary. Be certain to thoroughly examine siblings and others in your household.

Smoke-Free Environment

Smoking, including electronic smoking devices, is not permitted on MGRI premises, including parking areas, playgrounds, or entryways.

Accident/Injury

Notify your child’s teachers of any accident, injury, or illness that occurs to your child. You will be asked to sign a report describing the nature and circumstances of the incident. All MGRI staff are obligated by law to report suspected abuse or neglect of a child’s health, safety, or welfare.

Any accident or injury to your child while at MGRI will be reported to you in writing and verified with your signature.

These policies are for the concern of your child and that of all other children and faculty. MGRI is interested in the total health, safety, and care of your child and will assist you in any way possible.

Accidents and Incidents

Noteworthy episodes that involve your child are recorded on an Accident/Incident form which is communicated to the family and verified with a signature. All accidents and incidents requiring first aid are reported to parents/ guardians in writing. Any incident involving a child’s head requires a call to the child’s parents. If a child needs treatment beyond what the school can administer, the office will try to contact the parents/guardians. If they cannot be contacted, emergency contacts listed in the child’s Student Information Sheet will be called. In an extreme emergency, the school will arrange for ambulance transport to an appropriate treatment center. If parents/guardians elect to seek medical care for their student after an accident occurs at school, we require that they notify the Principal and Administration as soon as possible.

First Aid

All members of our faculty are trained in CPR and first aid and have knowledge of blood-borne pathogens. The faculty is only permitted to perform the following procedures for first aid: wash or direct a child to wash an abrasion or cut with soap and water, apply a bandage, take an ancillary temperature, and offer ice for bumps and bruises.

Faculty members are not permitted to remove splinters or ticks. Parents will be called if their child gets splinters, ticks, or needs other than first aid for which the faculty is unable to offer.

Concussions

This policy is mandated by Florida Statue titled “Return-to-Learn After Concussion”

After a head injury, 911 will be immediately called for any incident resulting in loss of consciousness, significant neck pain, significant changes in mental state, severe headache, or uncontrolled bleeding or vomiting. Parents are always called when an incident involves the head. In addition, parents must inform the school when their child has had a concussion. Any paperwork provided by the doctor, regarding their child’s transition back to school, should also be shared with the child’s teacher and the appropriate section director.

ADMINISTRATION OF MEDICATION

MGRI staff cannot administer any medication to your child without an Authorization for Medicine. You must sign an Authorization for Medical Treatment form at MGRI. To monitor any reactions of your child, note that the initial dose of a medication must be administered by the parent or physician. MGRI staff records each administration of any medication given to a child. Medication must be in the original container and prescribed medication must have the child’s name. MGRI cannot administer medication “as needed.”

All medications, whether prescription or over-the counter, must be brought to and stored in the office in original containers. All medication will be dispensed by office staff and no student may be in possession of medicine (even cough drops) or self-administer medication of any kind, except for a prescribed asthma inhaler.

Sunscreen or insect repellent can be administered only in spray form and requires a signed authorization by the parent. The container must be labeled with the child’s name.

EMERGENCY INFORMATION

Please provide a reliable phone number as well as alternative ways to ensure someone can be contacted to pick up your child. Be sure to inform MGRI of any changes in your address, telephone numbers, places of work, or any other contact information, as well as for authorized persons. The staff is trained in first aid and cardiopulmonary resuscitation (CPR) procedures. In the event of any injury or emergency involving your child, contact you. Again, it is imperative that you provide reliable ways to reach you.

At enrollment, you will be asked to sign an Authorization for Emergency Treatment Form in an emergency requiring immediate treatment.

EMERGENCY CLOSING

Emergencies such as severe weather, fires, or power failures can disrupt the MGRI operation. In extreme cases, these circumstances may require the closing of the facility.

When the decision to close is made after the facility has opened, parents will receive official notification from the appropriate MGRI administration. When the decision is made before the MGRI day has begun, MGRI will follow information from public announcements via Transparent Classroom,

Phone, and Email of the schools closing due to hazardous situations such as storms or hurricane warnings.

MGRI regularly conducts emergency drill practices for emergency situations.

COMMUNICATION

If you have questions, comments, observations, concerns, or problems regarding your child or any other aspect of the school, please bring it to our attention.

You are encouraged to respectfully speak directly with the person involved at an appropriate time and manner. Of course, do not begin discussions with teachers or other staff with children present. If you are not satisfied after this approach, discuss the matter with the administration. The MGRI administration is available for consulting on any issue not addressed to your satisfaction.

Please address communication of school matters to the administrators. Request a conference personally or send a message by email; texting is not permitted or a formal means of communication.

Drop-Off and Pick-Up are not the appropriate times for conferences as this interferes with safety and smooth transition into and from the classroom. Teachers will make every effort to respond during noninstructional time.

Montessori Global uses digital communication to send updates through our weekly messages, text messaging, and emergency alerts. Email and phone information are obtained from the Student Information Sheets filled out electronically by parent/guardians. Although most communications are done electronically, we do mail some information home. Please make sure we have your most up-to-date address on file. If your child is a member of a two-household family, please make sure both addresses are listed on their Student Information Sheets. If you need to update your information, please email admissions@montessoriglobalri.com.

Please note that MGRI has a policy for faculty and staff of 1 business day turnaround time on digital communication. (Please take into account that the faculty may be out, and unable to answer in that time frame) To prevent, please copy administrative staff in your emails to better assist.

Once again, we thank you for trusting us in sharing the experience of your child's learning and development.

OFF CAMPUS FIELD TRIP

Curriculum-related field trips occur throughout the year. All field trips require parent permission. Chaperones of Field Trips will receive guidelines of their responsibilities on the trip and must complete a background screening. The number of participants will be limited to the number of chaperones that the facility requires. If you are interested in chaperoning, please note it is a first come first serve basis for parents who have fulfilled the requirements. Parents will be limited to the times they can chaperone to give multiple parents the opportunity.

Going out

Going Out is a meaningful, productive component of 'Cosmic Education' as implemented in a Montessori Elementary or Middle School classroom. As children develop through the second plane, they realize that not all their answers can be found in the classroom environment. Going Outs are not

field trips. They are small group visits to local destinations, or visits to local experts which support and are an extension of their classroom work. They are independently planned and implemented by the group of students attending. The classroom requirements and procedure for Going Out trips are communicated by the Lead Teacher to the students and parents. For students to be eligible to participate in a Going Out enrichment experience, the student must meet certain classroom prerequisites. All students must have written parental consent to participate. Chaperones of Going Out trips will receive guidelines of their responsibilities on the trip and must complete a background check.

INFANT & PREPRIMARY (0-3 YEARS)

FEEDING & EATING

Infants are fed or eat according to individual needs. MGRI does not supply formula or food. Bottle fed infants are held while feeding. MGRI accommodates and encourages nursing mothers and follows appropriate procedures for the safety of breast milk. A microwave is not used to warm bottles or food. Infants who are transitioning into solid foods sit at a low (“weaning”) table across from the teacher as the beginning of independence.

MGRI encourages the use of breastmilk for feeding infants. Whenever nursing mothers are supported to feed their child at the school. Otherwise MGRI follows procedures in the storage, preparation, and feeding of frozen or fresh breastmilk. A breastmilk-fed infant cannot be given formula without written authorization from the parent. Copies of these procedures are included in the handbook appendix.

Preprimary children sit at a table when eating. Please provide nutritional meals and snacks for your child; avoid processed meats, sugars, or artificial sweeteners, and packaged “convenient” foods. Select foods that minimize the risk of choking. Avoid hot dogs, nuts, hard candies, spoons of peanut butter, foods with seeds or pits, or popcorn. Celery, carrots, or grapes should be sliced lengthwise into 1-inch pieces.

PACIFIERS

MGRI does not promote or permit the use of pacifiers for children. Research shows that pacifier use interferes with a child’s optimal development of the immune system, dentition, language, self-regulation, and the bonding process.

DIAPER CHANGING/TOILETING

Non ambulatory infants are changed on a changing table; an infant who is walking steadily is changed in a bathroom designed with a low toilet and benches.

Using a toilet is a learning process for the child as an experience of developing control over natural body functions.

Changing diapers or toileting are experiences that focus personal attention on a child and as an opportunity for meaningful interactions rather than as a routine. We implement recommendations from the American Academy of Pediatrics that diapers be checked at least hourly for wetness and soiling. Parents are expected to provide appropriate clothing changes for daily pickup and encouraged to promote toileting self-control with cotton clothing. Children wear cotton underwear at MGRI to facilitate their awareness of body functions.

The child participates in changing and cleaning when developmentally ready. Families are asked to cooperate with the staff in the appropriate methods for their child to learn these skills positively and successfully.

You are to provide enough clothing for your child to be kept at the MGRI. Please use a permanent marker to identify them with each child's name. MGRI is not responsible for washing your child's clothes.

At no time is a child to be punished, threatened, humiliated, or forced in the learning of toileting. MGRI follows strict sanitary procedures in diapering/toileting, including handwashing before and after changing, use of changing paper, appropriate cleaning of the child, sanitizing of surfaces, and proper disposal. Disposable gloves are used only in the event of diarrhea, blood secretion, severe rash, open sores, or medical condition.

ENVIRONMENT & CURRICULUM

The selection and design of materials for infants and toddlers are intended to address the developmental characteristics of noticeably young children.

These include a rich, diverse, and precise modeling of vocabulary; the use and play of words, print, and song; exploratory experiences with the properties and relationships of objects; developing skills of perception, discrimination, identification, coordination, muscle, and body strength; and a variety of sensory, social, communication, cognitive, and physical opportunities.

The infant environment is designed to promote safety, security, comfort, curiosity, movement, and independence. Simple activities are placed on low shelves for the mobile infant to explore. An interesting variety of objects are brought in a "Treasure Basket" to a propped up nonmobile infant. Open-sided floor beds are used for the infant to rest and sleep without confinement. Restrictive furniture such as walkers, playpens, highchairs, "sassy seats," or cribs are not used.

Teachers regularly speak, sing, and read to infants to promote language development. The teacher's relationship with an infant is highly personalized, responsive, and loving. According to Dr Maria Montessori, the infant is an astutely aware and intelligent person in a state of the "unconscious absorbent mind." The teacher's interactions with the infant facilitate the experience of their world as rich, empowering, trusting, and secure.

The infant's daily activities are highly individualized and not scheduled. Feeding, sleeping, changing, and interactions are according to the infant's needs, interests, and developing abilities.

The preprimary daily activities are scheduled around an individualized greeting, a 2-hour uninterrupted work cycle, community meeting, outdoor activities, lunch, rest, and afternoon activities. Morning and afternoon snacks are available.

The preprimary classroom is organized with accessible materials for individual engagement in areas of practical life, sensorial, language, arts, and music. A child is presented simple lessons in holding, carrying, interacting with, and returning a selected activity to its proper place. The repeated practice of these procedures helps a child to develop a sense of sequence (beginning, middle, and end), autonomy, responsibility, and care for the environment. The nature of the preprimary social community encourages patience, respect, self-control, and cooperation. The variety of activities are designed to isolate specific skills of large and small muscle control; eye-hand coordination; sensory discrimination of color, shape, form, and size; vocabulary enrichment; phonemic sound recognition; and verbal communication.

The principles of the curriculum for 2-3 and primary children emphasize individual activities for the child to explore and master. Concrete concepts are presented before abstract ones; simple concepts

before complex ones; presentations follow a left-to-right, top-to-bottom sequence as preparation for reading and writing.

CHILDREN'S HOUSE PRIMARY (3-6 YEARS)

CURRICULUM

The primary daily activities are scheduled around an individualized greeting, a 3-hour uninterrupted work cycle, community meeting, outdoor activities, lunch, and afternoon activities. Morning and afternoon snacks are available.

The primary curriculum expands a wide range and variety of purposeful activities for the child's work, in what Montessori described as "materialized abstractions." Each activity is designed for specific learning objectives and presented with personal lessons to a child. The curriculum is organized in five major areas:

Practical Life materials allow practice of everyday activities such as pouring, cleaning, and sorting while developing concentration, coordination, order, independence, equilibrium, and refinement of small and large muscle control. These skills provide a foundation for further academic success, including the perceptual and physiological practices necessary for writing and reading.

Sensorial materials refine the use of the senses in differentiating color, shape, size, weight, form, taste, smell, sound, tone, and texture. This promotes preparation for the perceptual and physical skills necessary for reading and writing, and for concepts of mathematics, geometry, algebra, and abstract thinking.

Mathematics materials provide a visual and kinesthetic experience of quantity and symbols while preparing the child for the operations of addition, multiplication, subtraction, and division.

Language materials present concrete experiences of the alphabet, phonetic sounding of letters, word construction, writing, and reading, encouraging comprehension, vocabulary development, articulation, and expression.

Art, Geography, Science, Music, and Movement materials allow the child to expand a range of interests and to develop cultural awareness, creativity, and self-expression.

ELEMENTARY (6-12)

ACADEMIC EXPECTATIONS

MGRI has the commitment to provide exceptional opportunities for your child's fullest development, intellectually and socioemotionally. The richness of the academic environment and the developmentally appropriate mixed-age classroom facilitate children's intrinsic motivation. The consistency of the daily schedule, the uninterrupted work cycle, and the personalized relationships of the teachers all contribute to a respect for learning.

ATTENDANCE, TARDINESS, & ABSENCE

A student's consistent daily attendance is significantly important for successful educational development and integration into the social community. Parents are responsible for their child's

consistent and timely attendance. Please notify MGRI if your child will be absent or late for the day or for any length of time.

Attendance Policy

Students between five (5) and twelve (15) years of age are mandated by Florida law to attend public school, private school, or a state institution.

MGRI students are allowed no more than 5 unexcused absences per semester and no more than 10 unexcused absences per school year.

Excessive excused absences may result in further inquiry from the Head of School and request for additional documentation.

The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment.

According to Florida law, MGRI full-time students from 5-15 years old must meet at least 920 hours (about 1 and a half months) of attendance in an academic year.

Tardiness

School begins daily at the respective program times.

Please notify MGRI if your child will be late or absent. Community meetings, courses, and activities are scheduled in advance. A student who arrives late will receive a notice of tardiness. One or more hours late in a day will equal an absence, and 5 tardiness notices will equal 1 absence. A student with 20 or more absences in the school year must attend a week of summer school (additional fees will apply) to receive full credit for the year.

Absences

If a student's attendance rate drops below 90% in any grading period, the student will be referred to the Head of School for consultation.

Excused school-related absences are not included when evaluating excessive absences.

The following factors are considered "reasonable" excuses for not attending school:

Personal illness – written physician's statements may be required to verify extended or repeated illness

Death in the immediate family -documentation is required

Observation or celebration of a religious holiday

Other cause as determined by the Head of School

State law requires the disenrollment of a student after ten (10) consecutive days of unexcused absence. Minors between the ages of fourteen and eighteen years of age who drop out of school, or who accumulate 15 unexcused absences in any 90-calendar-day period, will not be issued a learner's permit or will have their driving privilege suspended by the Florida Department of Highway Safety and Motor Vehicles.

Please notify the MGRI office at least one week in advance if you will be withdrawing your child or planning a vacation.

ACADEMIC INTEGRITY

MGRI prevents cheating and plagiarism by reviewing appropriate sources and references of information, including the proper use of the internet, and teaching students the value of academic integrity, proper attribution, and authentic writing.

Cheating, plagiarism, and inappropriate collaboration are examples of a violation of integrity.

Cheating is a student obtaining or attempting to obtain or aiding another to obtain credit for work by

any misleading means. Cheating includes but is not limited to lying; copying from another's work, test, or exam; exchanging answers or questions of a test; taking or receiving copies of an exam; using or displaying notes, cheat sheets, or using internet or electronic devices without faculty's permission. Plagiarism is the use of another source of ideas, material, or information without proper referencing. To avoid plagiarism, everything that is not a student's own original work needs to be documented. This includes printed matter, audio-visual material, online material, interviews, dissertations (published and unpublished), and media sources.

All work submitted by a student is assumed to be completed by the student. The student is responsible for following the standards of properly quoting, citing, and referencing any source of information that is not the student's own words according to the American Psychological Association (APA) Manual, 6th edition. Concerns, accusations, suspicions, or confirmations of academic integrity will be reviewed by MGRI faculty and administration. Depending on the episode's nature, parents may be notified by telephone and confirmed email for a discussion and proposed outcomes. Outcomes may include discussion with the child; written agreement and/or improvement plan; resubmission of assignments, or loss of assignment credit. Serious breach of conduct may result in suspension or dismissal. All communication with any incident will be documented in writing with the parents; confirmed email messages and replies is considered appropriate documentation. Texting, social media, or telephone conversation are not approved communication methods.

ANTI-BULLYING

MGRI believes in providing an educational environment for all students, faculty, staff, volunteers, and families that are free from harassment, intimidation, or discrimination. The guiding principle for our school is to "Be Kind."

Bullying means any repeated and pervasive written, verbal, or electronic expression, physical act, or gesture as a willful, conscious behavior that is designed to hurt, injure, threaten, embarrass, distress, or frighten another person.

MGRI will not tolerate any form of this behavior. Faculty continually review with students about the importance of developing and maintaining peaceful, respectful, and caring interactions and relationships within the school community. Faculty will correct, facilitate, and intervene when necessary to address bullying behavior to support the student in developing self-regulation and the importance of compassion. Parents will be notified when appropriate to prevent escalation and to schedule a conference when needed.

DISTRIBUTION OF NON-SCHOOL MATERIALS

Written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be posted, sold, circulated, or distributed on any school campus by a student or non-student without the prior approval of the principal. Any student who posts or distributes material without prior approval will be subject to disciplinary action. Materials displayed without this approval will be removed.

ADVISING SERVICES

Counseling services are available for all MGRI elementary students, including the following:

- Academic
- Career
- Personal

Parent Conferences
Group Sessions

CAREER READINESS

All elementary students have access to career advising and career exploration experiences throughout the year. Career advising helps students understand how their personal interests, strengths, and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals. Career exploration experiences take the form of interactive presentations with professionals, job shadowing, field trips, internships, and courses designed to expose students to the different career clusters.

For the 2021-22 school year, MGRI has career-focused opportunities with a range of exploration and advising features:

Elementary students will be virtually connected to professionals in a variety of occupations through interactive live sessions, students participate in service learning and career education to gain skills in a specific field, while participating in student competitions, internships, and receive college credit. Students will be assisted to define their aptitudes and talents, helping to make them college or career ready by graduation.

ELEMENTARY CURRICULUM (6-12 YEARS)

Dr Montessori described this stage as the second plane of development, where the elementary child has moved from a state of physiological and psychological independence into one more of mental and intellectual independence. The elementary child's interests and abilities expand into abstraction, imagination, and peer interactions, with an increased awareness of morality, justice, fairness, and culture. While the focus of the earlier plane of development was mostly on the self, the elementary child becomes more focused on others, particularly the local community of family and friends.

Lower Elementary (6-9 years)

Designed around the broad interests of the students, the elementary program offers an enriched and exciting integrated curriculum that is sequential and cumulative. Language and math are core subjects integrated throughout the entire program, and all subject areas are presented in complement to each other. Great lessons involving the Timeline of Life, geography, zoology, and botany are presented to unveil the concept of order in the universe. In addition to mastering the rich academic lessons, the program goals are to develop within the child a sense of self-worth, respect for others, and a quest for knowledge.

Upper Elementary (9-12 years)

Building on the lower elementary curriculum and philosophy, the upper elementary program extends academic and social concepts to higher levels of abstraction and complexity. Topics such as early humans and great civilizations are a continuation of Timeline studies. Beginning chemistry is explored in relation to the origin of the universe.

The Montessori Elementary curriculum contains the following areas:

Language (reading, grammar, writing)

Grammar, reading, and writing are integral parts to all subjects in MGRI elementary curriculum, as students express their interests and satisfy their curiosity. Lower elementary students master principles and rules with thorough studies of grammar, spelling, and mechanics. Upper elementary students will learn the History of Language and history of English, mastering the six skills of

language arts: reading with purpose, writing creatively, listening, speaking, viewing, and representing. Students practice reading in small groups and individually, rather than by grade level or as a class. They can explore a variety of genres while gaining the skills needed to be life-long readers. They analyze, think critically, and compare literature to support opinion and perspective. Using these reading and writing skills, they present ideas through formal and informal presentations.

Mathematics

The ideas of number concepts, place value, numerals, and related quantities are reinforced and expanded upon. This area provides opportunities for mathematical thinking enhancement through base systems, operations, measurement, problem-solving, introduction to algebra, and algebraic thinking. Familiar math materials provide students with the means to expand from some concrete to more abstract knowledge and understanding of mathematics.

Geometry

Geometric forms, plane figures and solids, lines and angles, shapes and triangles, perimeter area, polygons, and trinomial cubes are part of the topics presented. Elementary students develop spatial thinking abilities and get basic skills and knowledge in geometry by manipulating, drawing, and measuring. The use of the rich Montessori materials supports the blending of geometry learning, the development of spatial representations, and imagination. This area enhances and advances geometric skills, including Pythagorean theory to trigonometry.

Physical Sciences (Earth Sciences/Geology, Chemistry, Physics)

The physical sciences provide elementary students opportunities of learning through sense and focus on the process and topics of science, including the importance of empiricism: the physical environment, the solar system, the study of life, the laws and structure of the universe, the basics of Quantum physics and chemistry, and the work of scientists. Students learn to think critically, ask questions, follow a systematic process of observation and investigation, plan and conduct controlled experiments, collect, and analyze data, and write lab reports.

Social Studies I (Astronomy, Physical, Human, and Environmental Geography)

Geography is extensively covered in concrete and abstract levels. As in other areas of the Montessori curriculum, the lower elementary students first experience the big picture and then move gradually to the details (e.g., continents, countries, landscapes, nations, cultures, and the solar system). The program covers cultural holidays, dedicated events and occasions, birthdays of famous people, including composers, artists, painters, sculptors, and their lives, achievements and works. Lessons, activities, and projects promote an in- depth understanding of astronomy topics, the physical world, Earth movements, population diversity, national and international economy, world regions and characteristics, and global warming. Upper Elementary students will plan and finalize a research project

Social Studies II (History)

The history curriculum promotes the exploration of a variety of concepts including how the world began, the story of life on Earth, the timeline of humans and the development of civilizations, the distinctions and universalities of religious beliefs, the measurement of time, and the basics of archeology. Topics explore the fundamental needs of humans through time, evolutionary changes, Middle and Modern Ages, governmental structures, and international relationships. United States history is studied from Native Americans to the current President.

Biological Sciences (Zoology, Botany, Biology)

The Montessori lessons and materials are meant to encourage a sense of wonder at the infinitieth of the cosmos, the beauty of the laws of nature, and the miracle of life, preparing them for a lifetime of discovery. Through these lessons (e.g., animal, and planetary kingdoms; kingdoms of life, classification, balance in nature, human body systems, basic ecology) students explore the interconnectedness of all living things. Studies focus on classification of kingdoms, functions of plants, life cycles of plants and animals, ecology, and environmental concerns are introduced.

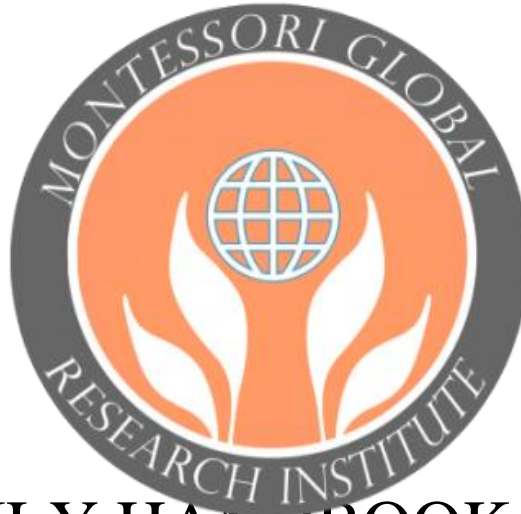
Foreign Language (Spanish)

As a bilingual school, the Spanish language is one of the regular classes included in the curriculum. Students experience daily the sounds of a different language, writing, reading, and cultural studies.

Music, Movement, & Visual Arts

Elementary Montessori students are encouraged to express their feelings, experiences, and creativity through art, music, and movement. Music includes lessons in piano, percussion, wind, and voice; movement includes dance, yoga, and meditation; art experiences include drawing, painting, sculpture, graphics, computer design, and art history. Students learn about techniques, design, and the works and histories of artists and composers.

Montessori Global Research Institute



FAMILY HANDBOOK

APPENDIX A

MONTESSORI GLOBAL RESEARCH INSTITUTE
ACCIDENT/INCIDENT REPORT

Child Name: _____ Birthdate: _____

Staff Name: _____ Reviewed by: _____

<input type="checkbox"/> NASAL DISCHARGE	<input type="checkbox"/> RASH/SORES	<input type="checkbox"/> RED/RUNNY EYES
<input type="checkbox"/> VOMITING _____times	<input type="checkbox"/> DIARRHEA _____times	<input type="checkbox"/> FEVER _____
<input type="checkbox"/> BRUISES/BURNS/MARKS	<input type="checkbox"/> CUT/WOUND/BITES	<input type="checkbox"/> SWELLING
<input type="checkbox"/> LICE	<input type="checkbox"/> UNCLEAN	<input type="checkbox"/> TEETH/MOUTH
<input type="checkbox"/> INJURY	<input type="checkbox"/> COMPLAINT BY CHILD	<input type="checkbox"/> NEEDS CLOTHES
<input type="checkbox"/> EARLY ARRIVAL	<input type="checkbox"/> LATE PICKUP	<input type="checkbox"/> OTHER

Description of Accident/Incident:

Place of occurrence: _____ Date/Time: _____

Witnessed by: _____

Action/Treatment:

<input type="checkbox"/> CLEANING/BANDAGING	<input type="checkbox"/> ICE APPLIED	<input type="checkbox"/> NO TREATMENT NECESSARY
<input type="checkbox"/> PARENT/GUARDIAN NOTIFIED _____		
<input type="checkbox"/> MEDICAL REFERRAL _____		
<input type="checkbox"/> OTHER: _____		

Parent/Guardian signature: _____ Date: _____

Parent/Guardian comments:

Code of Ethics
of the
American Montessori Society

AMS requires that all member schools and affiliated teacher education programs agree to comply with the AMS Code of Ethics. AMS relies on the self-compliance of this Code.

In pledging to accept the Code of Ethics, heads of schools and program directors agree that the educators in their institutions will strive to conduct themselves professionally and personally in ways that reflect their respect for one another and for the children they serve; and that they will do whatever is within their talents and capacity to protect the right of each child to have the freedom and opportunity to develop his or her full potential.

PRINCIPLE I – Commitment to the Student

In fulfillment of the obligation to the children, the educator:

shall encourage independent action in the pursuit of learning;
shall protect the opportunity to provide for participation in educational programs without regard to race, sex, color, creed, or national origin;
shall protect the health and safety of students;
shall honor professional commitments, maintain obligations and contracts while never soliciting nor involving students or their parents in schemes for commercial gain
Shall keep in confidence information secured during professional service unless disclosure serves professional purposes or is required by law.

PRINCIPLE II – Commitment to the Public

The Montessori educator shares in the responsibility for the development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public.

In fulfilling these goals, the educator:

shall support the American Montessori Society and not misrepresent its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution to distinguish private views from the official position of the Society;
shall not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession.

PRINCIPLE III – Commitment to the Profession

The Montessori educator makes efforts to raise professional standards and conditions to attract persons worthy of trust to careers in Montessori education.

In fulfilling these goals, the educator:

shall extend just and equitable treatment to all members of the Montessori education profession;
shall represent his or her own professional qualification with clarity and true intent;
shall apply for, accept, offer, recommend, and assign professional positions and responsibilities based on professional preparation and legal qualifications;
shall use honest and effective methods of administering duties, use of time, and conducting business.

MONTESSORI GLOBAL RESEARCH INSTITUTE AUTHORIZATION FOR MEDICATION

No medication is to be given to a child without the parent/guardian's signed permission and written medical authorization.
--

Child's Name: _____

Name of Medication/Prescription Number:

Amount to be given: _____ Time to be given: _____

Parent/Guardian Signature: _____ Date: _____

Record of Medication given:

Date	Time	Amount	Initials	Reaction

Received & reviewed by parent: _____ Date: _____

MONTESSORI GLOBAL RESEARCH INSTITUTE
Child Guidance Policy

The State of Florida Administrative Code, Department of Children and Families Child Day Care Standards 65C-27.001, Florida Statute FS 402.305(12), regarding child discipline states: Childcare facilities must ensure that age-appropriate, constructive disciplinary practices are used for children in care.

Children shall not be subjected to discipline, which is severe, humiliating, or frightening. Discipline shall not be associated with food, rest, or toileting. Spanking or any form of physical punishment is prohibited.

The Montessori Global Research Institute incorporates the following guidance practices:

True discipline is provided by creating a positive, enjoyable learning environment that a child wants to experience.

Each child is respected as an individual. Correcting a child is intended to help develop self-direction and self-control with awareness of others.

Young children are learning social interactions and relationships. Conflicts are opportunities to develop these skills.

A child will be redirected to more acceptable behaviors or activities. Children are guided to resolve conflicts by example, encouragement, discussion, and supportive intervention to help them learn to appropriately resolve their problems.

Basic expectations of behavior are regularly discussed with the children.

A child will be given the opportunity to have a break from a situation when needed.

All children must feel safe. Destruction of property or harming of self or others will not be allowed. In extreme circumstances a child may be physically removed from an area or restrained by staff. When this is necessary, it will be done as minimally as possible to protect from harm.

MONTESSORI GLOBAL RESEARCH INSTITUTE
CHILD HEALTH REFERRAL

Child Name: _____ Birthdate: _____

Staff Name: _____ Date: _____

<p>The program staff have seen the following signs of illness in this child today:</p> <p>___ FEVER of _____ from: mouth / underarm / ear taken at: _____ (temperature) _____ (circle one) _____ (time)</p> <p>___ COUGH for _____ days. Description: _____</p> <p>___ RUNNY NOSE for _____ days. Description: (color) _____ (thick) ___ (thin, watery) _____</p> <p>___ DIARRHEA _____ times. Description: (color) _____ (consistency) _____</p> <p>___ VOMITING _____ times. Description: _____</p> <p>___ RASH or SORES on _____ Description: _____</p> <p>___ EYES. Description: (pink) _____ (draining) _____ (other) _____</p> <p>___ PAIN or INJURY. Description: _____</p>
--

___OTHER PROBLEM. Description: _____

MEDICAL REPLY

Child seen by: _____ Date of visit: _____

Child's problem / diagnosis:

Medication / instructions / precautions:

Date child may return to MGRI _____ NOTE: MGRI Health Policy requires at least 24 hours before child returns if antibiotic is prescribed. The first dose of any medication must be administered by the physician or parent.