

ENFIELD MONTESSORI SCHOOL

PARENT/STUDENT HANDBOOK



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PURPOSE OF THIS HANDBOOK

This handbook was designed to be used as a reference tool to answer policy and procedure questions you might have about the Enfield Montessori School, Inc. Please read the entire handbook carefully. The School Board and/or the Administrator retain the right to amend this handbook for just cause and parents will be given prompt notification if changes are made.

MISSION STATEMENT

The Enfield Montessori School continues the ministry of Jesus by nurturing the whole child using the Montessori Method.

VISION STATEMENT

The Enfield Montessori School sponsored by the Felician Sisters of North America, promotes the educational mission of the Church. It is dedicated to nurturing both the spiritual and human development of the child. The Montessori method creates a learning environment responsive to each child's inner needs, thus allowing each individual to proceed at his/her own pace. Through total development, we strive to awaken within those who pass through our doors the desire to become actively involved in serving God, the Church, and our Country.

Objectives

1. We believe in developing the spiritual potential of each child by:
 - Presenting a continuous and structured program of Roman Catholic religious education;
 - Helping each child, regardless of religious affiliation, realize the need of moral values and spiritual ideals in everyday living;
 - Coming to the realization that each person is a child of God and therefore has the right to self-respect and to be respected.

2. We believe in furthering the human development of each child by:
 - Accepting and providing for the uniqueness of each child;
 - Meeting the intellectual needs of the child by providing a quality education;
 - Fostering cooperation among students, staff, families, and the community;
 - Encouraging service to each other and to the community-at-large.

3. We believe in fostering the mission and vision of Blessed Mary Angela Truszkowska, foundress of the Felician Sisters, by:
 - Educating and ministering to the needs of staff, parents and students;
 - Celebrating Felician/Franciscan feasts and events.

THE FELICIAN SISTERS

The Congregation of the Sisters of St. Felix (C.S.S.F.), commonly known as the Felician Sisters, is a Roman Catholic Order of Religious Sisters following the rule and lifestyle of St. Francis of Assisi. It had its official beginning in 1855 in Warsaw, Poland.

The Foundress, Sophia Truszkowska, was born in Kalisz, Poland on May 16, 1825. Well educated by a private tutor, she was deeply religious and planned for a time to become a cloistered nun. However, after nursing her ailing father, she realized that God was not calling her to a purely contemplative life -- but where she did not know.

Always interested in the poor and needy, Sophia, in 1854, rented an apartment to care for a number of orphans and aged women. Other women came to join her and on November 21, 1855, the Feast of the Presentation of the Blessed Virgin Mary, Sophia (now known as Sister Mary Angela) and the other women, solemnly consecrated their lives to God's service. This has since been considered the founding day of the Congregation. The number of Sisters grew rapidly and the charitable works of the Congregation expanded.

In 1874, the Felician Sisters extended their mission to the United States with the first established convent in Polonia, Wisconsin. In 1932, the Sisters moved into Enfield, Ct. to begin a Province for the Sisters working in the New England area. Since then, the Sisters have been here serving in education, hospital work, adult day care and other ministries to the poor. On November 21, 2009, the Felician Sisters dissolved all the provinces to form one province – Our Lady of Hope Province.

Mother Mary Angela was beatified by Pope John Paul II on April 18, 1993 in Rome. Now the whole Church can pray to her as Blessed Mary Angela. For more information on the Felician Congregation, visit our website at www.feliciansisters.org.

ST. FELIX OF CANTALICE

Mother Angela chose as a model for her Congregation, St. Felix of Cantalice. Felix, born in Italy in 1513, entered the Capuchin/Franciscan community in Rome where he became the “questor” -- the humble beggar whose duty it was to seek food and alms. He was always joyful and thankful in all he did, especially when he met with the children who often accompanied him on his rounds. Upon his canonization in 1712, St. Felix became known as the patron Saint of children.

In Warsaw, where Sophia had begun her work with the orphans, there was a church with a shrine to St. Felix. Often Sophia would take the children to pray before the shrine. Soon the Warsaw neighbors began to call them “Children of St. Felix” and Sophia and her co-workers the Sisters of St. Felix.

BRIEF HISTORY OF ENFIELD MONTESSORI SCHOOL

The Enfield Montessori School was established in 1965 "... to continue the ministry of Jesus by nurturing the whole child..." Because spirituality permeates all facets of the Montessori Method as envisioned by its foundress, Maria Montessori, this approach was chosen as the educational methodology through which this purpose could be attained. Although the physical plant and the staff have changed along with the technological advances being introduced, the philosophy and the mission remain the same as the day the school was founded.

The school is located in the historic section of the town of Enfield and maintains two buildings. The main, white building houses one primary class and also serves as the residents for the Sisters on staff. The second building, the Montessori annex that is set further back from the road, houses a second primary class and the elementary classes.

September 1965 saw the opening of the first primary class, which consisted of ten children (age 2½ to 4 years), a teacher and an assistant. From that time on, the growth of the school has been monitored and allowed to proceed slowly so that each stage of expansion, the new environment and a new teacher and assistant could be adequately prepared. In September 1965, with a trained elementary teacher on staff, the administrator added the elementary program. In September 1982 builders completed an addition to the annex to accommodate the increasing number of elementary students. In December 2000, the administrator formed a future planning committee to begin planning for the addition of an all-purpose room, a nurse's office, a warming kitchen, and a staff room. Unfortunately these plans were shelved for a variety of reasons but in the summer of 2009, plans were approved for a new driveway and additional parking which were completed. Discussions carried on to find the school a more modern home and in 2014 preliminary plans were developed to relocate the school to the former Felician Heritage Center. As of January 2016 the new address of the school is 1325. In February 2016, the first of two toddler classrooms is anticipated to open.

The Enfield Montessori School is a sponsored ministry of the Felician Sisters of North America. The school follows the Felician Core Values which provide a wonderful framework for our work with the children: The Core values are:

- Respect for human dignity
An empathetic consciousness of others expressed in caring service.
- Compassion
An empathetic consciousness of others expressed in caring service.
- Transformation
The process that encourages an open mind and heart, leading to continuous improvement of the person and ministry.
- Solidarity with the Poor

Ensuring the needs of the poor and vulnerable are met through advocacy and action.

- Justice and Peace

Forging right relationships ... re-creating a sustainable environment ... promoting the common good ... all in the pursuit of peace.

More information about Felician services and the core values can be found at:
<http://felicianservices.org/?/mission/mission-core-values>

MONTESSORI PEDAGOGY

MARIA MONTESSORI

Maria Montessori, born in 1870, was the first woman granted a medical degree by an Italian University. At the age of 28, she was engaged as a medical professional to assess the physical needs of economically and culturally deprived children. Montessori designed materials and techniques that allowed the children to work in areas previously considered beyond their capacity and brought the children to the same academic level as children who do not face the same challenges.

Through her observation of and work with the children, she discovered their remarkable, almost effortless ability to absorb knowledge from their surroundings. This simple yet profound discovery inspired Montessori's decision to further the self-creating process of the child that today is known as the Montessori Method.

Dr. Montessori died in 1952. Today, after many years of international application, the Montessori Method thrives in the United States.

PHILOSOPHY AND OBJECTIVES

Dr. Maria Montessori saw life as a continuum -- each stage evolving from the preceding one and preparing for the next. Consequently, the educational movement bearing her name is a unique complex of philosophy, educational theory, materials and methods concerned with the total development of the person from birth to maturity.

The school should have as its primary purpose the harmonious development of the whole being. The carefully prepared environment provides the conditions and materials that help the children to develop their potential spiritually, physically, emotionally, intellectually, socially and aesthetically, with emphasis on the spiritual and creative growth of each child.

This approach of self-directed yet guided development is designed to help the child grow in self-confidence, independence, self-discipline, respect for others and a joy of learning and to do this at his/her own pace.

SUGGESTED BOOKS AND VIDEO

Our library houses many materials relating to Dr. Montessori and the Montessori Method as well as information on the Felician Sisters and Mother Angela.

Other suggested reading material includes:

[A Parent's Guide to the Montessori Classroom](#) by Aline D. Wolf

[The Absorbent Mind](#) by Maria Montessori

[The Secret of Childhood](#) by Maria Montessori

[Maria Montessori - Her Life and Her Work](#) by E. M. Standing

Books on the Catechesis of the Good Shepherd by Sophia Cavaletti

Montessori Today by Paula Lillard
Montessori From the Start by Paula Lillard

Links to many Montessori resources can be found on our school website.

ASSOCIATION MONTESSORI INTERNATIONALE (AMI)

The Association Montessori Internationale (AMI) founded by Dr. Montessori in 1929 is the oldest and largest Montessori organization in the world. AMI is the recognized authority on Montessori education and directs studies in affiliated training centers on four continents. AMI headquarters in Amsterdam houses Montessori's papers, serves as a research center, publishes a quarterly journal, supervises research and development maintains relationships with various national and international organizations and organizes congresses and study conferences.

FACULTY

The faculty consists of qualified post-graduate AMI accredited Montessori teachers and specially trained assistants. Faculty receives ongoing training via in-service programs at the school, sponsored programs by the Office of Catholic Schools of the Hartford Archdiocese, workshops sponsored by Montessori organizations, and more.

ADMINISTRATIVE INFORMATION

ACCREDITATION

The Enfield Montessori School is accredited by NEASC (New England Association of Schools and Colleges) and the state of Connecticut. The school also holds a certificate of recognition from the Association International Montessori.

ENFIELD MONTESSORI SCHOOL, INC

The Enfield Montessori School is a legal Not For Profit Corporation in the State of Connecticut with its own School Board. The school received its official incorporation papers from the State of Connecticut on September 16, 1991.

MONTESSORI LOGO

The Enfield Montessori Logo uses the school's initials - EMS - in an intertwining fashion to form a mandala. A mandala is a circle with repeating patterns representing the interconnectedness of things, an idea in which Maria Montessori firmly believed. In the center of the mandala is a stylized cross. The Montessori curriculum emphasizes the interrelationship of the spiritual and human development of the child, the interrelationship of the child's activities in the classroom, at home, and in society, and the interrelationship of the child and the universe.

This logo was designed by Houston artist, Greg Scott, uncle of Brittany and Ryan Dillman, former students at EMS.

GENERAL INFORMATION

THE MONTESSORI CLASSROOM

The Montessori prepared environment is a child-sized world of materials, activities and equipment designed to allow the child to explore and learn at his/her own level of understanding. Materials and curriculum areas include Practical Life (everyday living), Sensorial, Language, Math, Geography, History, Science, Music and Art.

MONTESSORI VERSUS TRADITIONAL EDUCATION

Montessori differs in the following ways:

1. Children are grouped as follows in a Montessori environment:	Similar to:
18 mths to 3 years	Toddler
3 to 6 years	Primary
6 to 9 years	Lower Elementary
9 to 12 years	Upper Elementary
	Pre k & K
	Grades 1,2,3
	Grades 4,5,6

These groupings follow natural stages of development for the child as theorized by Dr. Montessori and scientifically proven. The groupings allow unique opportunities for mentor/mentee relationships among the children, leadership roles in many facets, collaboration across skill levels and completely differentiated instruction.

2. At each level the children learn through the use of manipulative materials.
3. Children receive individualized and group instructions in all areas of the curriculum and are able to progress at their own pace.
4. Children are helped to take responsibility for their own learning.
5. Children learn in a non-competitive atmosphere that focuses on their own individual strengths and abilities.
6. An atmosphere of love and kindness permeate the environment enabling the children to exhibit care and concern for each other.

TRANSITION FROM A MONTESSORI ENVIRONMENT

Most children readily adjust to new classroom situations upon the completion of our program and find that the skills developed at the Enfield Montessori School, such as a high degree of self-discipline, independence, concentration and enthusiasm for learning aids them in their adaptability to all new situations.

GROUPING CHILDREN

Heterogeneous grouping allows the children to complete the full cycle/curriculum of the Montessori classroom at their own pace. It provides the youngest student with a series of role models, and the older students with peer teaching opportunities for reinforcement of their own learning. It also creates a family atmosphere.

MONTESSORI EDUCATION IS FOR ALL CHILDREN

One of the basic tenets of this philosophy is that each child is unique with a particular potential and that given the proper environment and encouragement, that potential can be developed and realized. This is true for any child. The method is intended to allow children to absorb and learn at their natural pace, not to “force-feed” learning.

CHILDREN’S INDEPENDENT ENTRANCE TO THE SCHOOL

Classroom assistants are waiting by each door every morning to greet the children and parents are encouraged to allow their children to walk into the building by themselves. This policy is in keeping with Montessori’s philosophy of nurturing the child’s independence. He/she is now entering an environment where, as Montessori stated, each child will be helped to help themselves. With the classroom assistant waiting at the door, any needed help is available and the safety of the child is assured. Parents congregating in the entrance can also cause confusion and disrupt the child’s peaceful beginning of the school day.

RECESS

Fresh air and exercise are important for good health all year long. A coat, hat, and mittens or gloves do a lot to make this time more enjoyable for your child during the late fall and winter months.

Remind your child not to share hats, scarves, etc. to help prevent the spread of lice.

Help your child to come prepared for this outside time in all seasons.

OUTREACH PROGRAM

At Enfield Montessori School we are very proud of our efforts to reach out to the larger community and provide support where we can. Engendering the Felician Core Values of Respect for Human Dignity, Compassion, Transformation, Solidarity with the Poor, Peace and Justice in our children, families, and staff is at the heart of our program. To this end, the Enfield Montessori School takes part in a number of events throughout the year and you are welcome to participate in any of them if you choose to. Examples include:

- **Loaves and Fishes** Ongoing
The families of EMS join the Sisters of Our Lady of the Angels on a monthly basis to prepare and serve a meal at Loaves and Fishes.
- **World Hunger Day Food Drive** October 16
Families may drop off a non-perishable food item to the library. Members of the Outreach committee along with students and any parent, who wishes to, will deliver these items to the Enfield Food Shelf.

- **Turkey Drive** November
 Families are invited to drop off turkeys and fixings to the school. Members of the Outreach committee along with students and any parent, who wishes to, will deliver these items to the Enfield Food Shelf.
- **Operation Christmas Child** November
 Families are invited to fill a shoe box with school supplies and hygiene items that will be delivered to needy children around the world. Shipping of these boxes is \$7 which should be included, but which other families are also welcome to support. Boxes can be brought to school.
- **Christmas Gifts for Loaves and Fishes** December
 Families are invited to contribute gifts to the clients served by Loaves and Fishes. Gifts are organized by age range and gender. Groups of students take turns wrapping the gifts and then the wrapped items are delivered to Loaves and Fishes in time for the holidays.
- **Pennies for Patients** Catholic Schools Week
 Children take boxes home to collect change. The proceeds support families of children suffering from cancer.
- **5K Stop Hunger, Run!** April/May
- **Birthday Bags** Spring
 Families are invited to send items that might be used to host a birthday party such as: cake mix; frosting; birthday candles; paper goods; and more. Bags are assembled and delivered to the Food shelf. Families celebrating birthdays can take a bag home with them on their visit to the food shelf.
- **Holidays Celebrated Around the World** Ongoing
 To help the children realize their importance in a global community, we celebrate not only Christian holidays but those of different cultures and religions, enjoying songs, stories, pictures, food items, and more.

PARENT'S ROLE

We at Enfield Montessori School, consider it a privilege to work with parents in the education of children because we believe parents are the primary educators of their children. Therefore, it is your right and your duty to become the primary role models for the development of your child's life – physically, mentally, spiritually, emotionally and psychologically.

Good example is the strongest teacher. Ideals that are taught in school are not well rooted in the child unless these are nurtured by the example of good morality and by healthy family relationships.

Once you have chosen to enter into a partnership with us at Enfield Montessori School, we trust you will be loyal to this commitment. During these formative years (Toddler through grade 6), your child needs constant support from both parents and faculty in order to develop his/her moral, intellectual, social, cultural, and physical endowment. Neither parents nor teachers can afford to doubt the sincerity of the efforts of their educational partner in the quest of challenging, yet nurturing the student to reach his or her potential. It is vital that both parents and students remember that allowing oneself to be caught between the student and the other partner will never have positive results. To divide authority between school and home or within the home will only teach disrespect of all authority. If there is an incident at school, you as parents must make investigation of the complete story your first step. Evidence of mutual respect between parents and teachers will model good mature behavior and relationships.

Students are naturally eager to grow and learn. However, sometimes in the process of maturation new interests may cause them to lose focus. As this natural process occurs, the student needs both understanding and discipline. At times, your child may perceive discipline as restrictive. However, it is boundaries and limits that provide a young person with both guidance and security.

It is essential that a child takes responsibility for their work and be accountable for homework and other assignments. This responsibility also extends to times of absence.

Together let us begin each year with a commitment to partnership as we support one another in helping your child to become the best person he/she is capable of becoming.

PARENTS AS PARTNERS

As partners in the educational process at the Enfield Montessori School, we ask parents:

- To set rules, times and limits so that your child:
 - Gets to bed early on school nights;
 - Arrives at school on time and is picked up on time at the end of the day;
 - Is dressed according to the school dress code;
 - Completes assignments on time; and
 - Brings a nutritional lunch and snack every day.

- To actively participate in school activities such as Parent-Teacher conferences and parent meetings;
- To notify the school with a written note when a child has been absent or tardy and to call in every absence;
- To notify the school of any changes of address or important phone numbers;
- To meet all financial obligations to the school;
- To inform the school of any special situation regarding the student's well-being, safety, and health;
- To complete and return to the school any requested information promptly;
- To read school notes and newsletters and to show interest in the student's total education;
- To support and cooperate with the discipline policy of the school;
- To treat teachers with respect and courtesy in discussing student problems.

PARENTAL INVOLVEMENT/SERVICE HOURS

WHY IT IS IMPORTANT

Parental involvement is necessary because of the co-op nature of the Enfield Montessori School and the Felician Sister's mission to minister to the poor and thus keep a Montessori education within their financial means. Involvement in fundraising, development and maintenance are just a few examples of how parents have made an impact.

SUGGESTIONS

Suggestions should be directed to the administrator or the Director of Enrollment and Admissions. All suggestions are taken into consideration but the school reserves the right to do what we consider to be in the best interests of the school and its students.

REQUIRED PARTICIPATION

Each family is expected to contribute a minimum of 25 hours to one or more school activity during the school year. At the Orientation meeting each September, families are shown the many opportunities that exist for service hours so they can choose what to become involved in. Each family is responsible to keep track of their hours in the Service Hour Book located in the library entrance. If a family chooses not to be involved in any of the above, they may opt to pay a \$625 fee. Families that do not fulfill the total 25 hours will be assessed \$25 for each hour not completed up to the 25 hours.

VIRTUS TRAINING

All school volunteers must attend a VIRTUS training session sponsored by the Archdiocese of Hartford, CT before working with any students. A schedule of training sessions is available online at <http://www.virtus.org/virtus/>. Navigate to the registration page and select "View a list of sessions," please follow the registration directions that are posted. It is your responsibility to obtain this training.

AREAS OF INVOLVEMENT

You may put your 25 hours into one activity or be involved in several activities until you have totaled your 25 hours. The following are the various school activities that parents can get involved in.

ADVANCEMENT COMMITTEE

The Archdiocesan Elementary Schools Development Program was initiated in 1987 by the late Archbishop John F. Whealon. It is an organized, comprehensive process designed to promote understanding, acceptance and support of Catholic Education among various publics. Successful implementation of the Development Program at Enfield Montessori School will have a positive impact on our enrollment, our reputation, and our financial resources. The Development Program focuses on four fundamental areas:

Annual Fund - solicits repeatable donations every year from all of the school's various publics. It builds a broad base of support for the school from which major donors can be identified. The purpose of the Annual Fund is to provide a source of revenue that will offset our annual operating expenses, keep tuition affordable, and provide enrichment activities and programs for the children. Parents are asked to donate to the Annual Fund each year giving as much or as little as they can afford. Although the amount of the donation is important, it is more important that we 100% of our families contributing to the Annual Appeal.

Public Relations - supports the other three areas of Development by reinforcing the unique image of our school and promoting its name recognition among the school's various publics, including current families, prospective families, the community, alumni, teachers and aides, the school board, grandparents, small businesses, major donors, and friends of the school.

Alumni Relations - involves recruiting alumni to support and participate in our educational programs, social events, and fund-raising efforts by establishing regular contact with them through communication in an alumni newsletter, formation of an alumni council, and invitations to events.

Student Recruitment and Retention - involves activities that will insure an optimal level of enrollment by communicating with current and prospective parents through brochures, interviews, open houses, a parent buddy system and an extensive student handbook.

Event Coordinator - involves the numerous school events and activities which occur throughout the school year. The coordinator oversees every school event, assigns chair people, and works directly with the principal and the Advancement Committee.

OTHER SCHOOL ACTIVITIES

Maintenance -

Parent volunteers may be asked to handle minor maintenance projects on an on-going basis.

Major fundraising events –

- The Annual Auction held in March of each year is a great social event for current families and alumni alike. Fund-A-Need proceeds directly impact a current identified need of the school while the remaining proceeds help maintain lower tuition rates.
- The Annual Golf Tournament held in September of each year is a well-attended community event.

School Traditions - In addition to the above-mentioned activities, there are certain functions that have become a tradition at our school. Each year parent volunteers will be asked to chair an event. Parents who have previously chaired the event will be available to help and give suggestions to the parents chairing it for the first year.

- Family Picnic (September)
Lunch and activities for students, parents, and guests
- Apple Pie Making
Each child makes an individual apple pie, and extras are made for the food shelter.
- Thanksgiving Feast (November)
A Thanksgiving snack and lunch are served to the students.
- Children's Shopping Spree – (December)
Each family is asked to provide items suitable for parents, grandparents, siblings, relatives, etc. The younger children bring a list of persons for whom they would like to buy gifts and the older children help them do their shopping along with a little shopping of their own. Parent volunteers help with wrapping.
- Grandparents/Parents Visiting Day – (May)
Classroom visits, Book Fair, Lunch.
- Farewell Luncheon (June)
Parents of the 5th year students in Upper Elementary plan a light lunch for those children who have completed the program and are leaving.
- Hot Lunches Ongoing
Parent volunteers coordinate and serve hot lunches.

SHARING TALENTS

Parents with special mechanical and/or professional skills are also welcome to visit the school and share their expertise with the children. Please contact the Administrator to arrange for a suitable time for such a visit.

PARENTS ARE ASKED:

To save their Campbell Soup labels and Box Tops for Education; to link grocery store loyalty cards to the school; and perhaps link their Amazon purchases through the school link available on the Website. Funds from these programs allow us to offer extra enrichment for the children. All details are in the September newsletter and on the website.

OTHER

There are many other opportunities to volunteer at the school including but not limited to the many of our "optional" fundraisers that require coordinators and workers.

ACADEMICS

PROGRAM OF STUDY

Toddler Program (Ages 18 months to 3 years)

The Montessori Toddler program is based upon the fact that this is the time when children use their bodies, senses, and emerging problem-solving skills to learn about and make sense of their world in the ways most meaningful and effective for them. Dr. Montessori was one of the first educators to recognize that the first few years of a child's life are critical to the development of personality and intellect. Toddlers actively seek out information, they learn quickly and easily, and are especially interested in demonstrating independence. In a Montessori toddler program, the highly trained educators allow children the freedom to learn as much as they can, as quickly as possible. They give toddlers responsive, individualized attention to help build skills in sensory and perception, self-help, language, physical, and motor skills, social and emotional growth.

Primary Level (Ages 3-6)

The Montessori System places great value on the early years as most productive for leading the child into the work of learning. "HELP ME TO DO IT MYSELF," the child's often silent plea, during this extremely sensitive period of development, is answered through guided work in an orderly environment. This fosters what Dr. Montessori called the Qualities of Normalization, i.e. - love of work, silence, order, spontaneous concentration, independence, initiative, and joy. Specific materials and methods reveal the order of the world around the child and nurture a deep respect for the elements of this Creation.

Six Major Areas at the Primary Level

1. Moral Development establishes the foundation for all of the child's future endeavors.
2. Practical Life materials help the child to gain skill and independence in the care of the person and care of the environment.
3. Sensorial Exercises refine perceptions of the senses and help the child organize and use information collected through the senses.
4. Language develops recognition of sounds and letters and other skills basic to writing and reading.
5. Mathematics explores math concepts; to develop basic skills of addition, subtraction, multiplication and division using concrete exercises.
6. Cultural Studies provide exposure to human culture, to nature, to maps, and to the world in which the child lives.

Elementary Level (Ages 6-12)

The program at the Elementary Level rests on the foundation prepared in the Primary Level where the child's inquiring mind gathered NAMES and FACTS. WHAT and WHERE were the interests then. Now the child's mind begins to function

in a new way. WHY, HOW, WHEN are the consuming interests and all the names and facts acquired before are used by the child to become more proficient in **language skills and math**. Now is also the time to use their creative imaginations to explore **cultural subjects** such as worldwide social studies, natural science, mankind's discoveries and inventions, and to experience these ideas in a feeling way. This is the age of Cosmic Education - the age of reaching for an introduction to and an overview of everything. In this way the children perceive their place in relation to all that surrounds them, and come to realize their responsibility in the further development of life itself.

Religion

Regardless of religious affiliation, all children are exposed to the idea of God's existence and His loving care for us, so spiritual and moral development are an essential part of the Montessori Method. Roman Catholic religious instruction is also a basic part of the Enfield Montessori School for the Roman Catholic children. Each day begins with prayer and monthly prayer services are conducted for the school body.

Preparation for the sacraments of Reconciliation and Eucharist is not offered. Because the school is not affiliated with a parish, it is imperative that your child(ren) also be enrolled in a CCD program at your church for your child to be eligible to receive these sacraments.

Art

Art lessons and crafts are taught to all students.

Physical Education

Physical Education is provided weekly at the Primary levels by parent volunteers. The Elementary levels are taught weekly by a salaried, certified gym teacher. The Elementary level instructor follows the guidelines set by the President's Council on Physical Fitness. Each year the children are tested for physical aptitude.

Music

Each classroom teacher teaches music using the Montessori curriculum, music text and singing in the classroom. Learning to play the recorder is introduced at the Elementary Level. Violin lessons are available after school for an additional fee.

Computers

We believe in the responsible use of technology (please note our electronic use policy at the end of this document). All Elementary classrooms are equipped with computers, laptops and iPads are available in all classrooms. New developments in technology are constantly monitored for their usefulness in a Montessori environment.

Safety Programs

Child Lures, a program to help ensure the personal safety of children and youth through increased awareness, education, advocacy and action, and mandated by the Archdiocese of Hartford is presented to the children annually

The Enfield Fire Department conducts Fire Safety Programs for the students. These programs teach fire safety techniques and precautions.

HOMEWORK

Homework is given to provide the child with an opportunity to strengthen and practice skills learned in the classroom. It can and should be a character-building experience. Homework can help a child become equipped with certain essential emotional and behavioral skills. These skills, which the child will eventually need to deal successfully in our society, include responsibility, autonomy, perseverance, time-management, initiative, self-reliance, and resourcefulness.

Since each student has different capabilities and interests, it would be difficult to denote a specific amount of time to be spent on an assignment. If a problem arises or homework time seems excessive, the teacher should be contacted.

GRADES AND REPORT CARDS

Grades and report cards are not administered at Enfield Montessori School because mastery of certain skills occurs at different times for different children. Children work with a task until they feel satisfied and then the teacher judges the degree of mastery and perfection of that particular task. Answers are available in some areas for the children to correct their own work with the final check being done by the teacher. Periodic quizzes are given to the children to prepare them for test taking and to check on their study skills.

LIBRARY USE

To enhance the educational program, the school maintains a centralized library enabling students and parents to borrow books on a weekly basis. All library books, reference materials borrowed from the library must be signed out with the librarian or teacher. These materials must be cared for and returned to the library in the same condition as they were taken. A lost book must be paid for or replaced with the same book. A small fee is charged for overdue books.

Students in the Primary level come to the library once a week where they are read to by parent volunteers and then assisted in choosing a book to be taken home for the week.

PARENT/TEACHER COMMUNICATIONS

Parents have an opportunity to talk to their child's teacher at evening lectures, scheduled meetings, at observations that start in January, and scheduled conferences in November and April. It is important that parents be an integral part of their child's

education by attending meetings and conferences. Additional conferences may be arranged when the need arises.

The Orientation meeting in September is devoted to the discussion of school business. The meeting in October is used to discuss Montessori related topics and parenting issues. Guest speakers will be invited to speak if finances allow. Barring unforeseen emergencies, teachers should not be asked to come to the phone during class time to discuss a child's progress. After school or evening hours may be used if there is a need for a lengthier discussion. In emergencies, teachers may be called to the phone. Parents should be aware that teachers do not have time to read or answer emails during the day because they are with your children.

If you are having any problems, we ask that you go to the teacher first before asking the Administrator to get involved. If a parent is reluctant to confront a teacher alone, the Administrator may be asked to be present at a conference.

The monthly *Newsletter* and weekly *Montessori Matters* email are also very important means of communication between the school and the family. We ask that they be read carefully and completely.

STANDARDIZED TESTING

Standardized testing takes place each year at the primary and elementary levels as follows:

- Primary - Standardized Readiness Tests are administered to children moving up to the Elementary I level. This test acquaints the children with test taking.
- Elementary- Standardized Achievement Tests are administered to the children at the end of each year. This acquaints the children with test taking and gives the teacher an indication of the children's progress and areas that have to be addressed.

Results of this testing are shared with the parents.

LEARNING DIFFICULTIES

When a child seems to be having more than the usual learning difficulties, the teacher will contact the parents for a conference. If a conclusion is reached that the child needs to be further evaluated, the teacher and parents will complete the appropriate forms to request an evaluation through the town. The appropriate specialist will meet with the teacher, principal and parents to determine the learning needs of the student. The school will support the recommendations made through this process.

HEALTH ISSUES

SCHOOL NURSE

A nurse from the Enfield Public School system visits the school once a week. She maintains the health records of the students, performs vision, hearing, and postural screenings, follows regulations regarding communicable diseases, administers medication according to State laws and regulations, cares for children with illnesses and school related injuries, and teaches health issues.

IMMUNIZATION AND HEALTH RECORDS

Each new family is provided with a document outlining the current State of Connecticut requirements for immunizations. Copies are available from the nurse's office. Massachusetts residents should be aware that requirements differ from state to state.

A health assessment is required for newly enrolled students and for students entering sixth grade. A medical update form must be completed and submitted each September for every student.

HEALTH ROOM PRACTICES

Children should be observed before being sent to school to be sure they are free of any signs of disease, such as: headache, upset stomach, sore throat, runny nose, flushed face, red and watery eyes and the like. Students must be without fever, vomiting or diarrhea for **24 hours** before returning to school. A student may not be sent to school with an undiagnosed rash or sore.

Students are sent home from school under the following conditions: temperatures greater than 100 degrees, active vomiting and diarrhea, and suspected contagious diseases.

A physician's note is required for gym restrictions and also to resume participating in gym.

COMMUNICABLE DISEASE CONTROL

Students with contagious diseases must meet the following criteria before re-admittance to school:

- a. Conjunctivitis - on medication for 24 hours.
- b. Chicken Pox - out of school a minimum of 7 days (from onset of symptoms) with all pox scabbed over.
- c. Strep throat/scarlet fever - on medication for a minimum of 24 hours.
- d. Lice - students must have **all** lice nits removed from their hair and show proof of treatment if asked.
- e. Impetigo - lesion must be dry
- f. Scabies - may return with proof of treatment after 8 hours
- g. Ringworm - area must be covered

After an illness, each child returning to school should have a **note** for the teacher stating the type of communicable disease that caused the absence and a statement from the family physician specifying that the child is not in a communicable state. The State Health Department is notified weekly of any contagious diseases.

Contraction of a contagious disease, even during vacation time, should be reported to the school so the child's Health Record may be kept up to date. Should you travel abroad (during the school year or in the summer), please know that a PPD (mantoux) test is recommended within 12 weeks of your return. Consult your physician as to the need for TB testing should you have foreign visitors in your home.

ADMINISTERING MEDICATION

Prescribed medicinal preparations may be administered by the school nurse or in the absence of such nurse, any other licensed pursuant to the provisions of Chapter 378 of the Connecticut General Statutes, including a nurse employed by, or providing services under the direction of a local board of education. In the absence of a school nurse, the principal, any contracted teacher, licensed physical or occupational therapist employed by Enfield Public Schools, or coach of intramural or interscholastic athletics of Enfield Public Schools.

A request to administer medication during school hours requires a written order of an authorized prescriber (physician, dentist, advanced practice registered nurse or physician assistant) and written permission from parent or guardian in accordance with the regulations and guidelines approved by the Enfield Board of Education.

The regulation of any State statute or regulation of the Department of Health Services regarding the administration of medications shall be part of this policy.

The Director of Pupil Personnel Services and the Supervisor of Nurses shall be responsible for the administration of this school policy.

A Medication Authorization Form is required each time any medication is to be administered in school.

THE FORM

1. Must be signed by the authorized prescriber who orders the medication.
2. Must be signed by the parent.

MEDICATION

1. Medication **must** be brought in by a parent or other responsible adult (over the age of 18) and given directly to the nurse or administrator. This person must remain to count the medication and to sign a form that verifies the amount.

- a. Medication **must** be in a pharmacy bottle, properly labeled if it is a prescription.
- b. Sample medication not contained in a pharmacy bottle **must** be labeled by the authorized prescriber who orders the medication.
- c. Over the counter medication, (i.e.: Tylenol, Tums, cough drops, lozenges, etc,) **must** be brought in the original unopened container.
- d. Any medication remaining at the School **must** be picked up by a parent or other responsible adult by the last day of school or within one week when a medication is discontinued.

FOOD ALLERGY POLICY

The Enfield Montessori School recognizes that life threatening food allergies are an important condition affecting many school children and positively welcomes all students with food allergies. The school follows the procedures developed by the Town of Enfield to address any food allergies. The school is currently tries to maintain a nut-free environment and asks all students, parents, staff, and visitors to refrain from bringing products containing or exposed to nuts to school. .

ASTHMA POLICY

The Enfield Montessori School recognizes that many students suffer from mild to severe asthma. The school follows the procedures developed by the Town of Enfield and deals with each student on an individual basis working with the parents, the school nurse and the teacher.

POLICIES

STANDARDS OF CONDUCT FOR STUDENTS

Because discipline is an essential ingredient in every person's life, both parents and students must be aware of the need for specific regulations concerning school discipline and order.

Each child is expected to:

1. Respect themselves, their classmates and the staff in both speech and conduct.
2. Respect and be responsible for the care and use of the material and the school environment.
3. Abide by the school policies.

STANDARDS OF CONDUCT FOR PARENTS

Parents are held to the same standard as students with regard to respect for teachers. Enrollment of the child in the school implies a partnership between the school and the parents/child. If the partnership breaks down, parents can be required to withdraw the child from school.

DISCIPLINARY PROCEDURES

Each teacher handles discipline in his/her own class. No corporal punishment of any type is administered. When a child becomes too disruptive, the Administrator is notified and further action is taken if necessary. The Administrator is the final recourse in all disciplinary situations and may waive any disciplinary rule for just cause at his/her discretion. If improper behavior continues, the parents are notified and the incident is documented. Our typical process for disciplinary action is as follows:

After a second documented incident for any improper behavior, a meeting is held with the parents, Administrator, teacher and/or pupil.

After a third documented incident for any improper behavior, a parent meeting is held to plan the type of suspension to be assigned.

An "in-school" suspension means that a student is excluded from the regular classroom but must be present in the school building in a space designated by the Administrator and carry on his/her academic learning.

An "at-home" suspension means that the parents must provide supervision at home for their youngster. If a student is suspended he/she is not allowed to return without a conference with parents, teacher and the Administrator.

The following behavior will be documented: disrespect, stealing, striking another person causing harm to that individual, repeated fighting, harassing others (verbally or sexually), use of profane language, not following school policies, smoking and/or use of drugs or alcohol on school property.

SCHOOL SECURITY

Enfield Montessori takes school security very seriously. All entrance doors remain locked at all times. Doors are attended to during morning arrival from 7:45 to 8:05 a.m. so each child can directly enter their classroom. Late arrivals must be signed in at the office door. No child is ever allowed to open an outside door even for their own parent. All visitors to the building must present valid ID, sign-in, and wear a visitor pass while in the building. Visitors not doing so will be asked to leave by the administrator.

EMERGENCY DRILLS

State law requires that fire drills be held monthly. During the fire drill students should follow these regulations:

1. Rise in silence when the alarm sounds;
2. Close windows and doors and turn off lights;
3. Exit the building in a single file line through the nearest exit;
4. Walk to assigned place briskly;
5. Stand in line facing the building;
6. Return to the building when the signal is given.

CRISIS PLAN

The Enfield Montessori School has an established crisis plan in case of any emergency. All teachers and staff are aware of the procedures to follow to keep your children safe. In the event of an emergency which requires school evacuation, the students will be moved to Our Lady of the Angels Convent, 1315 Enfield Street (860) 745-7791 or to Saint Joseph's Residence, 1365 Enfield Street (860-741-0791). All parents will be notified by email or phone as soon as possible. Please make sure contact information is current.

BULLYING POLICY

Bullying is prohibited at the Enfield Montessori School. It must not be tolerated during the school nor during any school sponsored activities on or off the school grounds. Bullying and intimidation are actions that are contrary to the teaching of Jesus Christ. This behavior is against the fundamental tenet of, "Love your neighbor as yourself," destroys respect for the dignity of the student, undermines the Christian atmosphere of the school, and deprives the student of a safe and caring learning environment.

Bullying means any overt acts by a student or a group of students directed against another student, student against school personnel or school personnel against student, with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school-sponsored activity that acts are repeated against the same student over time. Bullying includes physical intimidation or assault, extortion, oral or written threats, teasing, "putdowns", name calling threatening looks, gestures or actions, cruel rumors, false accusations, and social isolation.

A comprehensive approach, involving everyone in the school and the community, to address bullying at all school levels is essential to reducing incidences of bullying. This approach will involve interventions on all levels, school side, classroom and individual. Students will be periodically advised of the school's policy against bullying and the right of students to anonymously report bullying behavior.

Procedures (in accordance with CT General Statutes 10-222d Act Concerning Bullying Behavior in Schools

1. Administrators and staff members who observe or become aware of acts of bullying are to take immediate and appropriate steps to intervene – unless intervention would be a threat to staff member's safety.
2. Teachers and other staff members who witness acts of bullying, or who receive student reports of bullying must report such acts to the school administrator.
3. Students and parents who become aware of any act of bullying are to report it to the school administrator for further investigation. Procedures will be followed to make written records of acts of bullying.
4. When an anonymous report from a student, or a written report by a parents or guardian are received, and investigation will take place. Any student who retaliates against another for reporting bullying will be subject to consequences.
5. Upon learning about a bullying incident, the administrator or his/her designee shall thoroughly investigate the circumstances. This investigation may include interviews with students, parents, and school staff, review of school records, and identification of parent and family issues.
6. Bullying incidents that demand in school/out of school suspension shall be reported to the Assistant Superintendent for Elementary Schools, Office of Catholic Schools.
7. If it is concluded that an act of bullying has occurred, the parents or guardians of the student who commits such acts, and the parents or guardians of students against whom such acts were directed shall be notified. Consequences for students who bully others shall depend on the results of the investigation and may include a parent conference, professional counseling, detention, suspension, or expulsion. Depending on the severity of the incident, or the series of incidents, the administrator may also take appropriate steps to ensure student safety. These may include implementing a safety plan, separating and supervising the students involved, providing staff support for students as necessary, reporting incidents to law enforcement if appropriate, and developing a supervision plan with the parents.
8. The school will maintain a publicly available list of the number of verified bullying acts that have occurred

CHILD ABUSE AND NEGLECT

The identification and prevention of child abuse and neglect is of the utmost priority in our school. All school personnel must abide by state law and diocesan policy in regards to this subject. All school personnel and especially administrators shall keep informed of their legal obligations under the law. Whenever there is a concern over legal

requirements and obligations, the Office of Catholic Schools should be contacted.

Reports of child abuse or neglect refers to reports alleging that a person under the age of eighteen (18) has had physical injury or injuries inflicted upon him by a person responsible for such child's or youth's health, welfare or care, or by a person given access to such child by such responsible person, other than by accidental means or has injuries which are at variance with the history given of them, or is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual abuse, sexual exploitation, deprivation of necessities, emotional maltreatment, or cruel punishment, or has been abandoned or is being denied proper care and attention, physically, educationally, emotionally, or morally, or is being permitted to live under conditions, circumstances or associations injurious to his well-being.

Whenever a report is made by a mandated reporter to the appropriate civil authorities, such mandated reported shall also inform the school's administrator, who shall report said instance to the Superintendent of schools, and shall ensure that a report, as required by statute, is made to the legitimate civil authorities as per the administrative norms appended to this policy. In an instance of sexual abuse by a school employee, the more restrictive norms of the Archdiocesan policy on this subject shall also be in effect.

Procedures

1. Administrative Norms/Guidelines

"Mandated reporters" are required by Connecticut General Statutes to contact civil authorities whenever such individual have reasonable cause to suspect or believe that a child has been abused or neglected. This required reporting is part of the public policy of the State of Connecticut that seeks:

- A. to protect children whose health and welfare may be adversely affected through injury and neglect;
- B. to strengthen the family and to make the home safe for children by enhancing the parental capacity for good child care;
- C. to provide a temporary or permanent nurturing and safe environment for children when necessary.

2. Who Must Report?

Specific categories of professionals, called mandated reporters, are listed in the state as being responsible for reporting suspected instances of child abuse. These categories include those defined by Connecticut General Statutes 17a-101 which include:

- A. Any physician or surgeon licensed under the provisions of chapter 370 of the Connecticut general statutes
- B. Any resident physician or intern in any hospital in this state, whether or not so licensed
- C. Any registered nurse licensed practical nurse, medical examiner, dentist, dental hygienist, psychologist, coach of Intramural or interscholastic

athletic, school teacher, school principal, school guidance counselor, school paraprofessional, school coach, social worker police officer, juvenile or adult probation officer, juvenile or adult parole officer, member of the clergy, pharmacist, physical therapist, optometrist, chiropractor, podiatrist, mental health professional or physician assistant

- D. Any person who is a licensed or certified emergency medical services provider
- E. Any person who is a licensed or certified alcohol and drug counselor
- F. Any person who is a licensed marital and family therapist
- G. Any person who is sexual assault counselor or a battered women's counselor as defined in Connecticut General Statutes Section 52-146k
- H. Any person who is a licensed professional counselor
- I. Any person paid to care for a child in any public or private facility, child day care center, group day care home or family day care home licensed by the state
- J. Any employee of the Department of Children and Families
- K. Any employee of the Department of Public Health who is responsible for the licensing of child day care centers, group day care homes, family day care homes or youth camps, the Child Advocate and any employee of the Office of Child Advocate.

3. What Must Be Reported

A mandated reporter, who in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any child under the age of 18 has been abused or neglected, or has had non-accidental physical injury or injury which is at variance with the history given of such injury, or is placed at imminent risk of serious harm must report.

Abuse is defined as: (A) any physical injury inflicted other than by accidental means, or (B) injuries at variance with the history given of them, or (C) a condition which is the result of maltreatment, such as but not limited to malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

Sexual abuse and exploitation: is any incident of sexual contact involving a child who is inflicted or allowed to be inflicted by the person responsible for the child's care.

Emotional abuse or maltreatment is the result of cruel or unconscionable acts and/or statements made, threatened to be made, or allowed to be made by the person responsible for the child's care that have a direct effect on the child.

Neglect is the failure, whether intentional or not, of the person responsible for the child's care to provide and maintain adequate food, clothing, medical care, supervision, and/or education.

The duty to report is triggered by the age of the child at the time that the alleged abuse or neglect occurred, not by the age of the victim at the time that reasonable cause to suspect or believe that abuse or neglect has occurred is formed. Therefore, a mandated reporter who has reasonable cause to suspect or believe that abuse or neglect has occurred must report, even if, at the time the reporter has such a suspicion or belief, the victim is over 18, if the conduct giving rise to the suspicion of belief occurred while the child was under 18 years of age.

4. Persons To Whom A Report Must Be Made

An oral report must be made to the State of Commissioner of Children and Families, to the local Police Department (or State Police), or call Care Line 860/842-2288. This oral report must be made as soon as possible, but no later than 12 hours after the mandated reporter has reasonable cause to suspect or believe that a child has been abused, neglected or placed in imminent risk of serious harm. The mandated reporter shall also immediately notify the school administrator, who in turn shall immediately notify the Office of Catholic Schools.

Any mandated reporter who makes an oral report to either the Department of Children or Families or the police must, within 48 hours, file a written report to the commissioner of the Department of Children and Families; this written report must be made on Form DCF-136. If the person who is suspected of abuse or neglect is a school employee, the mandated reporter shall also give a copy of the report to the school administrator.

Within a few hours of making a report, the mandated reporter and/or school administrator should receive a phone call from the investigator from the Department of Children and Families and/or police. School officials shall cooperate, to the extent appropriate, in determining the course of the investigation and notifying the parents if the person accused is a school employee.

5. Cooperation With Investigation Authorities

School officials shall cooperate, to the extent appropriate, with investigations of child abuse or neglect. School officials shall not allow police or DCF officials to interview a child without parental permission, unless the suspect is a parent or guardian. Any interviews of students on school grounds shall be done in the presence of a school official. The role of the school official is not to assist the investigators, but to protect the child.

6. Suspected Abuse Of A Child By A School Employee

Whenever a report is filed concerning suspected abuse or neglect by a school employee, the administrator of the school shall immediately inform the superintendent, and the parents or guardians of the child. School officials shall cooperate with the Department of Children and Families and/or local police in

determining the conduct and course of any investigation, and the notification to the parents or guardians of the child. If requested to by civil authorities, if appropriate, and if there is no danger of additional harm to the child, the school may decide to allow to the investigating authority a short reasonable period of time to investigate before taking any action. If there is concern over additional harm, the suspected employee may be suspended immediately from duty.

7. Suspension – Suspected Child Abuse

Notwithstanding any provision of the General Statutes to the contrary, whenever Administrator has reasonable cause to suspect or believe that a child has been abused by a school employee, the Administrator, with the approval of the Superintendent of Schools, shall immediately suspend such employees with pay, pending the conclusion of an investigation. The conduct of the school's investigation should be determined after discussion with the appropriate civil authorities so as to minimize interference with the investigation by civil authorities by the school and to minimize interference with the school's investigation by civil authorities.

8. Suspension – Suspected Sexual Misconduct

Whenever the Administrator has reasonable cause to suspect that school employee has committed an act of sexual abuse, said employee shall immediately be suspended with pay pending the conclusion of an investigation. The requirements of archdiocesan policy on sexual misconduct shall dictate how the case is handled after the suspension. The conduct of the school's investigation should be determined after discussion with the appropriate civil authorities so as to minimize interference with the investigation by civil authorities by the school and to minimize interference with the school's investigation by civil authorities.

UNIFORMS

Students in the Elementary classes wear uniforms. Parents who have children in the Primary classes may purchase uniforms for them if they so wish.

The girls' uniform consists of either a school plaid or navy jumper or skirt. Navy slacks for colder weather or navy knee-length walking shorts for warmer weather are optional.

The boys will wear plain navy pants with plain navy knee-length walking shorts optional for warmer weather.

Blouses, shirts or knit shirts with long/short sleeves are to be white, pastel yellow, or pastel blue with a collar. Turtlenecks are allowed for colder weather in the same colors. None of these should have brand logos on them, however the school logo is required. Sweaters may be solid white, solid navy blue, or solid yellow.

Ankle socks, knee socks, or tights must be worn with shoes. They may be white or a

solid color.

GYM UNIFORMS

Gym uniforms are worn on gym days and may be worn on early dismissal days. This uniform consists of a navy blue sweatshirt and white t-shirt with the Montessori logo and navy blue sweat pants. On warmer days knee-length walking shorts may be worn. These uniforms must be purchased from Land's End in Sears or online.

SHOES

For the health and safety of the children as well as for the easier maintenance of the floors, students are asked to wear shoes with soft soles or sneakers. Shoes must also have a solid back so the child does not easily slip out of them. During winter months when boots are needed, children should have shoes to wear in class as sitting in boots is not only unhealthy but also creates a floor maintenance problem. Beach shoes (i.e. flip flops) are not suitable for school. Please note that socks or tights must be worn with any footwear. We ask parents to refrain from purchasing 'light-up' shoes for school as they can be very distracting.

EXTRA CLOTHES

Children in the Toddler and Primary classes do exercises using water, therefore parents are asked to provide an extra set of clothes (pants, top, socks and underwear) that will be kept in school in case of accidents.

LABELING CLOTHES

All articles of outer clothing should be labeled to facilitate the handling of lost and found articles. Coats, jackets, etc. that need to be hung up should have loops sewn on them so they will stay on the wall hooks. Since the gym uniforms are all the same please put your child's name somewhere on the clothing.

JEWELRY

Any jewelry worn to school should be kept to a minimum and the school will not be responsible for any sort of jewelry (expensive or otherwise) that may be lost or broken. The only students who may wear earrings to school are the girls who have pierced ears. These girls should wear earrings that are simple and ear-sized, no long hanging or dangling ones as they are distracting.

HAIR STYLES

Unusual hairstyles are often sources of distraction in a classroom. Children should refrain from distracting haircuts or hair colors while school is in session. Eyes should be seen and not covered for all children. What constitutes a "distracting hairstyle" is up to the sole discretion of the Administrator.

PROCEDURES

ADMISSIONS

Admission is within the sole discretion of Enfield Montessori School.

The Enfield Montessori School does not discriminate on the basis of sex, national origin, color or handicapping condition. Although no child will be discriminated against because of religion, parents need to be aware that moral and spiritual development and prayer are an integral part of the program.

The admissions procedure is outlined on the EMS website, where tour information and an application can be located. Admissions preference is given to siblings of children already enrolled in the program and children of alumni who enroll their children at a young age. Due to the need for continuity in a Montessori Program, those students who have the expectancy of remaining through the Elementary Level will also be given preference.

All children are accepted on a provisional basis. It is possible that a particular child may not adjust sufficiently to the Montessori environment. If this occurs, and if in the judgment of the teacher and Administrator, the child is not benefiting from the Montessori experience, and/or is disturbing the class, the parent may be asked to withdraw the child.

A \$50.00 non-refundable deposit must be paid with your application.

SCHOOL CALENDAR

The regular school year runs from September to June. Vacations and holidays coincide with those of the Enfield Public Schools. However, there are some in-service dates that do not coincide with those of the public school. A school calendar specifying details is issued annually. This calendar should be placed in an appropriate place for future reference.

LAST DAY (S) OF SCHOOL. School concludes after 180 days for all students K to 6.

Each snow day is added to the end of the year.

All pre-K students (those children who have not turned 5 by January 1) will finish school on the first Friday in June, regardless of snow days.

SCHOOL HOURS

School is in session Monday through Friday.

Toddlers (partial day)	8:00 a.m. to 11:30 a.m.
Toddlers (full day)	8:00 a.m. to 5:00 p.m.
Primary (pre-kindergarten)	8:05 a.m. to 12:00 noon.
Primary (kindergarten)	8:05 a.m. to 2:30 p.m.
Elementary (1 st – 6 th)	8:05 a.m. to 2:30 p.m.

Those attending the full-day session bring their own lunches.

The particular way in which we begin each morning and the particular lessons with which we begin have an effect on the rest of the day. It is therefore, very important that the children are in class between 7:45 and 8:00 so they can begin the morning at 8:05 with the rest of the children. Children who arrive after 8:05 must be accompanied by a parent or other adult into the building to sign in. Signatures and reason for tardiness are required. Sign in is at the Main Office.

Parents of primary students are asked to be punctual in picking up their children at dismissal at noon. Parents of full-day students should also be punctual for the 2:30pm pickup on full days and 12:00pm on early dismissal days, however any student who has not been picked up from school by 2:40pm (or 12:10pm on early dismissal days or Primary children) will automatically be sent to After School Care and the parents will be billed at the rate mentioned below.

AFTER SCHOOL PROGRAMS

Per Diem

The After School Program has been established to provide a safe, stable, and caring environment for the children of the Enfield Montessori School. This program is geared to promote confidence, self-respect, and respect for others. The children will learn to work and play together while enjoying each other's company. The program is staffed with individuals who promote an atmosphere of caring and respect for each individual child both on an emotional and educational level.

Times and Days of Program

The After School Program runs from noon to 5:30pm to accommodate all of our students. The program is open every full school day and planned early dismissal days due to faculty meetings or conferences. THE PROGRAM IS CLOSED ON ALL HOLIDAYS, VACATIONS, UNPLANNED EARLY DISMISSALS (USUALLY DUE TO INCLEMENT WEATHER), SNOW DAYS AS WELL AS PLANNED EARLY DISMISSALS DUE TO HOLIDAYS (Thanksgiving Eve, the day of the Christmas Show, the day before Christmas break, and the last day of school).

Type of Program

We offer a structured program that includes snack time, homework time, individual and group play time, craft time, and playtime on the school grounds.

Fees for the 2:30 to 5:30 Aftercare Option

Fees are charged only on days your child attends the program. The program fees are \$6.00 per hour (or any part thereof) per child. Invoices of weekly-accrued fees will be sent home with your child each Monday. Please remit your payment (check or cash) by Thursday of the same week in an envelope marked After Care Program and your child's name.

Any parent who does not pick up their child by 5:30pm, will be charged a \$25 late fee, at 5:45 p.m. the late fee increases to \$50 late fee, and to \$75 for any student not picked up by 6:00pm. These fees will be in addition to our standard hourly rates and will help defer the cost of staffing after care for the additional time. We understand that everyone experiences emergencies from time to time and this is always taken into consideration.

Flexibility

Your child may attend aftercare as needed. However, if your child is not a regular participant, a note or phone call to the school office notifying us to expect your child in aftercare that afternoon is expected.

Snack

Children should bring their own snack to the After Care Program. Snack will not be provided by the school.

Forms and Signing Children Out

The After Care Program usually takes place in the Garden Level spaces. Please use the Garden Level entrance in the front of the building to pick up your child(ren). In order to ensure the safety of our children and for correct billing purposes, we ask that you sign your child out in the aftercare book.

Primary After Care (PAC) Program

This program is designed for those families with children who attend school until noon who need regular after school childcare. Enrollment is required to participate as this program is not for occasional use and we expect an annual commitment. The following options are available.

Option 1 (PAC) – After care from 12:00pm to 2:30pm, five days per week. Refer to website for current fees. (fee to be added to annual tuition contract).

Option 2 (PAC+) – After care from 12:00pm to 5:30pm, five days per week. Refer to website for current fees. (fee to be added to annual tuition contract).

Option 3 (PAC daily) – After care from 12:00pm to 2:30pm, one to four days per week. Refer to website for current fees. (fee to be added to annual tuition contract).

If your child is enrolled in the PAC program (Options 1 or 3) and needs additional care after 2:30pm, your child may attend our regular after care program on an hourly basis billed separately at a rate of \$6.00 per hour in whole hour increments on weekly basis.

Lunch & Snack

Children should bring their own lunch and snack to the PAC Program. Food will not be provided by the school.

Forms and Signing Children Out

The PAC Program will take place in the Toddler II room on the Garden Level, where children will eat lunch and nap if appropriate. After nap at approximately 2:30pm students will move to the Aftercare room. In order to ensure the safety of our children, we ask that you sign your child out and write the time that you are taking him/her on the forms provided to you.

EARLY DISMISSALS

Please refer to the school calendar to note noon dismissals for children who normally stay until 2:30. You are responsible for making sure your child has transportation home at noon if he/she does not take the bus.

CANCELLATIONS/DELAYED OPENINGS

From time to time due to inclement weather or an unexpected occurrence, one of the following may occur: classes may be cancelled completely, there may be a delayed opening, or there may be an early dismissal. In these events follow the ‘NO SCHOOL’ or ‘DELAYED OPENING’ announcements for the Town of Enfield. The snow line may be contacted by dialing (860) 253-5170.

Please remember that in case of a “DELAYED OPENING,” the schedule is as follows:

Two-Hour delay - Doors open at 9:45 a.m. and school begins at 10:00 a.m. with dismissal at 2:30. Morning children do not come to school, unless they are enrolled in the PAC program.

Before school care is available from 8:15 a.m. for a \$10 fee per student. Any child arriving at school prior to 9:45 a.m. will be placed in the Before School program where there is adequate supervision.

ABSENCES

If your child is not coming to school, please notify us by telephone before 8:00 a.m. Only ILLNESS, serious EMERGENCY, RELIGIOUS HOLIDAY, or a DOCTOR or DENTIST appointment that cannot be scheduled after school are excused absences. If a ONCE IN A LIFETIME opportunity presents itself, please clear this with the Administrator. Email is not a reliable way to notify of us absences.

When a child returns to school after being absent for whatever reason, the child should present the teacher with a **note** giving the **dates and reason** for the absence.

Any student absent 10 or more days will receive notification from the school. All absences beyond 10 days require a doctor’s note.

Any student arriving after 8:05 a.m. is considered tardy and is documented as such.

PHYSICAL EDUCATION EXCLUSION PROCEDURE

Physical education is a subject required of all students by State of Connecticut Statute. If there is any reason of a medical nature, which would cause a restriction in physical education activities, the following procedure is to be followed:

- Parent/guardian may write a note to excuse the student from physical education class for 1-2 days.
- Should the student need to be excused for a longer period of time, the primary healthcare provider must provide documentation.
- A new form is required for each school year.
- Students who are excused from physical education class will also be restricted from recess.

TRANSPORTATION

Parents provide transportation to and from school for all students not considered to be of Kindergarten age, and for those students who live outside of Enfield.

The Town of Enfield supplies bus transportation to and from school for Enfield students who are considered kindergarten and older. Pick up spots are based on the most direct routes to the school. **Written permission** must be obtained from the parents before a child is excused from riding on the assigned bus. Children who do not behave on the bus will have bus-riding privileges taken away.

LEAVING SCHOOL WITH AUTHORIZED ADULT

Children will be allowed to leave school only with their parents or with persons listed on the Emergency Form. If for any reason someone else is to pick up the child, the school should receive **written notification in the a.m.** In case of an unforeseen change of plans a phone call to the school by the parent will be acceptable. In this case please do not leave a message. In the event that the phone line is busy, please call back to speak to a staff member. Email is not a reliable way to advise the school of changes in pick up.

USE OF SCHOOL GROUNDS

As the school does not assume responsibility for playground supervision after school hours or when school is not in session, parents are asked to assume this responsibility by providing supervision during these times and being present on the playground. We also ask that you be respectful of the many residents of the campus.

PHOTO/VIDEO POLICY

During the course of the school year, students may be photographed or videotaped. These images may be used for marketing or advertising, newspaper stories, or on our website. If you do NOT want images of your child to be used for any of these purposes, please notify the administrator in writing.

PARKING

There is NO PARKING allowed on the left side of the driveway as you enter the property at the front of the school. There will be one drop off point for all children. Upon entering the driveway, you must continue your way around the loop, only stopping to let your child(ren) out. It is recommended that your child(ren) exit your vehicle from the right side so traffic can continue smoothly.

For those parents who wish to stop and walk their child to the door, you should park in the lot on South Road and walk from there to the front of the school.

RETURNING CLASSROOM MATERIAL

In the classrooms, we have some small sized items such as money, objects, and imported didactic materials. If, on some occasion, your child's pockets contain an item or two, please see that they get back to us promptly as it can take six weeks or more to reorder and/or replace these items.

SCHOOL PROPERTY

The parent of a child who carelessly destroys or damages any furniture, equipment, materials, buildings or anyone's personal property will be obligated to pay the full amount of repairs and labor or replacement. Books borrowed by the student must be returned in the same condition as when they were taken. No writing in the borrowed books is permitted. The student will pay a fine or for replacement of any damaged book.

LOST AND FOUND

Any items found in the school building or on the school grounds should be given to the administrative assistant to be placed in the lost and found in the office. Items placed in the lost and found remain there for 30 days. After 30 days, items are donated to charity.

SCHOOL VISITORS

All visitors to the building must present valid ID, sign-in, and wear a visitor pass while in the building. Visitors not doing so will be asked to leave by our security officer or the administrator.

SNACKS

The children may bring a snack for themselves that may be eaten during the morning break. We encourage the children and parents to bring in and provide nutritious snacks such as fresh fruit, cut up vegetables, or dry fruit.

Reminder: We are a nut-free environment.

BIRTHDAY OBSERVANCES

Students are not required to wear their school uniform on their birthday. Birthdays will be a celebratory event not involving food. Children may bring in small items to share with their classmates such as pencils, erasers, stickers, etc. The teacher in each class will make it a special day for each child.

Birthday party invitations (or any other type of invitation) should NOT be distributed on the school grounds unless all children in a class receive an invitation.

SCHOOL PICTURES

School pictures are taken professionally each fall in time for Christmas giving.

MONTHLY NEWSLETTER

A newsletter is distributed each month for the children to bring home. Its purpose is to communicate school events, promote school spirit, update you on the status of various school/committee efforts, identify community programs that may be of interest to our families and highlight our alumni. If you have an item for the newsletter, submit it to the Administrator for approval before the end of the month. A weekly email also goes out on Monday mornings. The administration is sensitive to maintaining a minimum number of emails going to your inbox.

BOOK BAGS

The children will periodically take home reference books, textbooks, library books etc. To protect these items from getting wet and/or soiled, children should have book bags that close. They should be of backpack size so as not to obstruct the coatroom area.

BOOK CLUBS

The teachers make it possible for their students to build up their own paperback libraries at home through purchasing inexpensive paperbacks either from the Scholastic, Trumpet, or Firefly Book Clubs.

BOOK-IT

In order to encourage our students to do more recreational reading, we have been participating in the Book-It Program sponsored by Pizza Hut. This program begins in October and ends in March. All students 5 years and older participate in this program. Each teacher establishes the monthly requirements as to the amount and kind of books to be read. The students in each class who meet the requirements may participate in a pizza party scheduled at the conclusion of the program in the spring.

Book-It for Beginners is a Read Aloud Program for Preschool and Pre-Kindergarten children. In the months of March and April the Primary children are read to for at least 60 minutes. At the end of each four-week period, the child will receive a pizza award certificate from Pizza Hut.

ENFIELD SPELLING BEE

Our Upper Elementary students enjoy participating in the annual town Spelling Bee sponsored by the Junior Women's Club of Enfield. The winner's school has the privilege of "housing" the trophy until the next spelling bee is held.

TUITION

Tuition will be managed by FACTS, a tuition collection company that will oversee and manage the tuition payment process for the school. FACTS contracts are due back to school no later than April 30th and paying the tuition in full is due no later than June 1st. If you choose to sign up for FACTS on line, the school office must be notified of this and the paper work sent into the office.

TUITION ASSISTANCE

Tuition Assistance is available to eligible families as determined by the FACTS Management Company. To apply for aid, submit an application and the required and accurate paper work to the FACTS Management Company by March 15th. Applications are available at the school and online at <https://www.factstuitionaid.com/FACTS/gaapp>. FACTS sends a report to the school and in consultation with the Board of Trustees decisions are rendered and the respective families are notified.

Families should be sensitive to the fact that the Tuition Assistance available is a finite amount and should be used to help our most deserving families. After all, all children deserve this kind of education.