



The Montessori House

of St. Johns

Parent Handbook

Primary Classrooms

Welcome! The Montessori House of St. Johns extends a warm welcome to you and your family. It is the intention of this community to closely knit the bond between home and school. Parents are recognized as the primary educator and the school as a secondary educator. Together we can aid the child in self-development.

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Mission Statement

The Montessori House's mission is to prepare environments that nurture the human potential. Each child is recognized as a unique individual, as well as an integral part of our community.

Philosophy Statement

The Montessori House strives to guide the child along their own individual path of construction while nurturing the social responsibility needed to live within a cooperative community. The Montessori House ensures the inclusion of all children. It is our goal to provide an environment that recognizes the authentic nature of the child and cultivates a respect for the organic order of development. The Montessori teacher (guide) is trained to prepare the environment with activities that match the laws of development of the child and promote the children's needs and desire for independence, language acquisition, social interaction, movement, and cognitive stimulation, as well as personal and environmental care. It is our intention to have a strong, supportive, and vibrant school community. We aim to create lasting relationships with the children and their families that are built on trust and mutual respect.

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Program Descriptions

We have an in-home toddler community and three Primary (preschool) classrooms located within the former Pioneer United Methodist Church. Each environment is prepared with Montessori materials, guided by a Montessori AMI trained guide and at least one assistant. All programs at The Montessori House of St. Johns focus on the development of the whole child. Each environment is uniquely prepared to address the specific developmental needs of the age group it serves. Our Montessori educators (known as “guides”) are specially trained to observe each child and create opportunities to support their development in the most optimal manner. All programs aspire to follow and nurture each child on their natural developmental path and at their own rate, gaining skills and independence along the way. We aim to create a community of trust and respect.

Our environments are each served by an AMI trained lead guide and at least one assistant. Each environment is prepared with authentic Montessori materials.

Environmental stewardship is important to us! We believe that involving the children in the processes that we take to care and protect for the environment is a big part of our work. This includes involving children in experiences such as gardening, recycling, composting and food preparation. We believe that it is important for children to understand where their food comes from as part of their understanding of our connection to the environment. We source minimally packaged, local, homemade, vegetarian food.

Both programs offer a variety of schedules, including four or five day options. Families can choose dismissal times throughout the afternoon (see tuition schedule). We offer early morning care (7:30-9:00) for primary, and extended morning care (8:30-9:00) for both locations. We also offer an extended afternoon (3:00-3:30) for both locations and aftercare for primary (3:00-4:30). Please note that we need to have a minimum of 4 students interested in extended day options in order to make it available. There are times that we do not have enough families interested to offer these options. We will let you know at least 30 days in advance if this option will not be available.

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Tuition Rates and Fees

Effective 9/1/26

Preschool For All pays tuition for all Primary students at the Montessori House from 9am to 3pm, Monday through Friday.

Please note that these rates are based on an annual tuition amount and then divided into monthly payments. The same tuition is due each month regardless of school closures. Optional summer programming and rates will be released in February of 2026. Holidays and closures are reflected in these rates. No refunds are made for missed days, illness, inclement weather, or other reasons.

Primary Community Connections Programming

(Monday through Thursday Only)

Community Connections Extended Day Programming Art, Yoga, Music, Community Play, Etc. (Not part of Montessori program)	Four Days a Week (Monday–Thursday)	Drop-In Per Day (Not available Fridays) Need approval 24 hours in advance
Early Morning Care 7:30–9:00am	\$360	\$27.80
Extended Morning 8:30–9:00am	\$134	\$9.25
Aftercare 3:00–4:30pm	\$360	\$27.80

Additional Fees

Drop-In Care is not always available. Families can check in with us 24 hours in advance to see if we have space for drop in care. Drop in care will be billed at \$18.50/hour on the following month’s invoice.

Other Fees

- Late pick up: we offer a 5 minute grace period after your child's pick up time, then \$1/minute. Excessive late pick ups can result in removal from extended day programming.
- \$10 daily charge for payments made after the fifth of the month; If late fees total \$50, your child will not be able to attend Community Connections programming until tuition is paid in full.
- \$35 charge for all returned checks.
- 30 days notice is required for schedule changes and summer enrollment in primary.
- 60 days notice is required for schedule changes and summer enrollment in the Nest.

Additional Information

- We accept ERDC (DHS) for families that qualify.
- This contract is for September through June. We often offer a limited number of summer session spots in June, July, and August for a fee, based on interest and staff availability. Summer programming is separate from PFA and will not impact your child's PFA spot. We will collect enrollment information for our summer programming in February 2026.

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2026–2027 School Calendar

September	First Day of School	September 8
October	Professional Development	No School October 9
	Professional Development and Planning	No School October 29-30
November	Veteran's Day	No School November 11
	Parent Teacher Conferences and Native American Heritage Day	No School November 23-27 Conferences on November 23 and 24
December	Winter Break	No School December 21–January 1
January	New Year's Day (Observed)	No School January 1
	Martin Luther King Jr. Day	No School January 18
	Professional Development and Planning	No School January 25-26
February	President's Day	No School February 15
March	Planning Day	No School March 1
	Spring Break	No School March 22–April 2

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April	Planning Days and Optional Spring Conferences	No School March 29–April 2
May	Planning Day	May 10
	Memorial Day	No School May 31
June	Last Day of School	June 4

If there is inclement weather or other emergency related closures, we will follow the decision of Portland Public School District or ELD/OHA. If unplanned closures exceed 7 days in a school year, staff will create a plan to offer make up days. Summer programming will be available for a fee. The summer schedule will be released February 2027.

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Children's House

Primary/Preschool

The Children's House environment is specially prepared to meet the developmental needs of children between 3 and 6 years old. We have three classrooms with an adult/child ratio of 1:10 or lower. Our Children's House classrooms are led by trained Guides, who hold diplomas from the Association Montessori Internationale, and are supported by at least one assistant.

We offer an authentic Montessori work cycle that includes activities in practical life, sensorial exploration, language, math, and artistic and cultural appreciation. Practical life focuses on care of the environment and the self, as well as social interactions and development of coordinated movement. The children refine their developing senses with all of our beautiful sensorial materials. Language is all around us with the spoken arts of storytelling, poetry, songs, and books, as well as a complete area of hands-on materials for reading, writing, and grammar. Our hands-on math materials offer concrete experiences with number symbols and quantity. Our classrooms are rich in cultural extensions, including geography, music, and art. We spend time each day in our outdoor environment which includes a natural playscape and garden.

We have access to a large indoor space (Clark Hall) for gross motor activity even when the weather keeps us from going outside. Children who stay for extended days benefit from an additional work cycle in the afternoon which generally consists of individual and whole-group lessons and a lower adult/child ratio, as well as additional time in our outdoor environment.

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Daily Schedule

Detailed schedules for each classroom will be shared with your child's room assignment in August but this is the general flow of the day:

7:30am–8:30	Early Morning Care
8:30–9:00	Extended Morning
9:00–11:45	Morning Work Cycle Individual and group lessons, free choice activities and morning snack
11:45–12:30pm	Recess
12:30–1:00	Lunch
1:00–2:30	Siesta or Afternoon Work Cycle
2:30–3:00	Recess
3:00–4:30	Aftercare

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Arrival, Departure, and Attendance

Arrival

Your child's drop off location for arrival will be shared with your daily schedule once you receive your classroom assignment. A teacher will be there in the morning to greet you and your child. Please say your good-byes at the gate. School starts at 9:00. It is expected that all children will be with their class and ready to enter the classroom at 9:15. Please be on time. If you are running late and arrive after 9:15 a.m., please drop your child off with the office staff and they will assist your child.

If your child is requesting you come in, please explain that you could come back and observe at another time but in the morning only teachers and students come in to start the school day. (Obviously, there are exceptions to this rule but we have found that the children adjust faster if the parents do not come inside. This typically just prolongs the anxiety of your departure. The anxiety of starting a new school usually dissipates faster if the child follows the usual routine from the first day of school.)

Departure

Your child's pick up location for dismissal will be shared with your daily schedule once we've received your preferred schedule and you receive your classroom assignment.

Attendance

Routines allow children to thrive because they know what to expect on a day-to-day basis. Please assist your child to attend school regularly. Regular attendance along with a timely and consistent arrival and departure is imperative to a child's adaptation to school. If your child will be unavoidably late due to an appointment, or your child is unable to attend, please call or email. School begins at 9:00 and we have a tardy window from 9:00- 9:15 a.m. At 9:15 we lock the gates to the playgrounds at both locations (our PFA site and our Toddler Program, the Nest). If you are tardy (arriving after 9:15), please bring your child to the office at primary and we will ensure they are signed in and walk them to the classroom; at the Nest, please text Bella.

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Snack and Lunch

We provide a morning snack and a family style lunch, all vegetarian. If your child stays for our aftercare program, they will be served an afternoon snack. Our nutritious snack and lunch menu consists of healthy items from two food groups (any combination of fruits, grains, vegetables or proteins) which meets USDA guidelines. When selecting our foods, we focus on locally sourced and in season foods. We also pay attention to packaging, buying bulk and avoiding excess plastic when possible. The menu will be posted each Monday morning at the drop off points, as well as on the home page of Transparent Classroom. The focus of meal times is to enjoy a nutritious, well-balanced meal while relaxing and enjoying time with peers and teachers. Please be sure to communicate any allergies or sensitivities. We may request that you provide substitutions although we are typically able to offer dairy and gluten free alternatives. Due to student and staff allergies, we do not serve any tree nuts or honey.

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Nap Time: Sleep and Rest

An important aspect of functional independence includes the ability to soothe oneself to sleep. This is not a requirement or expectation of any child who is new to our community. The teachers will comfort your child so they can feel secure as they fall asleep, but will be mindful not to create dependence on the presence of a specific person or object to be able to fall asleep. To ensure a comfortable nap, please provide your child with a favorite blanket. Stuffed toys or other objects are not necessary. If your child uses pacifiers at the start of school, please know that they will be used on a limited basis as the goal is to move any child who uses them away from dependence upon them.

We transition gently into rest time, with a routine of bathroom breaks and quiet activities (listening to a story or meditation). After 30-45 minutes of rest, if your child has not fallen asleep, they are invited to get a quiet activity. If your child is unable to stay on their mat quietly or if they are refusing to rest, we will reach out to you to strategize a plan.

Each child has their own mat provided by the school; we ask that you provide a crib sheet and blanket at the start of every week, which will be sent home at the end of the week for laundering. Our naps are generally peaceful, and very much needed.

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Clothing and Shoes

Clothing

The children are developing gross motor skills and spend much of their day moving their bodies and doing activities on the floor. **Please ensure that your child's clothing allows them freedom of movement. The children should also be able to use the bathroom independently so please make sure they are able to fasten and remove clothing.** Your child's clothing should be labeled with his / her name. If not, please know that his / her teacher may label as needed. We prefer that clothing is free of media or characters. These images are a large part of our culture, but we would like our time at school to nurture the development meant to take place under the laws of nature. Characters or images such as dinosaurs and trucks are not what we are referring to. We prefer to limit commercial characters such as superheroes, Disney princesses, and other images from pop culture. Though this is our preference, it is not a requirement. We do have extra clothing available. Additionally, jewelry, tiaras, etc. are also unnecessary distractions to the children. It is best if these items are left at home and will be kept in the child's cubby if brought to school.

Inside Shoes/Outside Shoes

Children and staff spend a lot of time on the floor. We want our community to be as sanitary and comfortable as possible. Children, staff and authorized persons entering the environment will need to remove their shoes. Please provide your child with a pair of crocs (or similar style of slip-on shoe with a hard sole) to be worn in the classroom. We prefer shoes to be free of animal-heads, lights or super heroes and fit properly; we can supplement alternatives as needed, please check with Katie.

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Primary Supplies List

Please label each article of clothing and napping items with your child's initials or first or last name; or know that teachers may do so at their discretion. Please contact the school if you have a hardship in sending any of these items.

- Change of seasonally appropriate clothes: 3 complete sets, including socks & underwear
- Sweater or sweatshirt to remain at school
- Water Bottle for outside
- Cup/mug for water/tea inside
- Boots - 1 pair of pull on rain boots (go back and forth from home to school)
- Crocs (or similar) indoor shoes for the classroom; please ensure appropriate fit as they are worn outside for fire drills so cloth soles are less desirable; a slip-on shoe is best.

Seasonal items (to go back and forth from home to school):

- Mittens or gloves
- Sun hat
- Winter hat
- Rain suit

If your child stays for rest time, takes a nap during his/her scheduled day, please send the following for nap / rest time:

- A bag
- Blanket
- Crib Sheet
- Optional:
 - Small Pillow
 - Small Stuffed Toy
 - Family Photos

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Toileting Resource

In Montessori environments, children this age are typically very aware of their bodies, able to manage their clothing, and motivated to do things “by myself.” When toileting doesn’t develop on the usual timeline, it’s often because the child has become very comfortable in diapers or hasn’t yet had a consistent routine that helps them notice their body’s signals. This is very common and can be addressed with a simple, steady plan.

Here’s what we recommend:

- **Switch to cotton underwear during the day (both at home and school).** Feeling wetness creates body awareness. We will of course support your child with any needed changes at school. Pull-ups function like diapers and make learning slower, so we recommend avoiding them during the day whenever possible. If you prefer your child to wear a pull-up to avoid mess, please place the pull-up over the underwear, not instead of it. This allows your child to still feel the sensation of being wet, which is essential for learning.
- **Follow a consistent toileting routine every 2 hours.** Rather than asking “Do you need to go?” (which usually leads to “no”), use a simple cue such as: “It’s time to use the toilet.”
- **Keep expectations simple.** Each time: walk to the bathroom → pull down pants/underwear → sit briefly → try → wipe, flush, wash hands. Success builds through repetition.
- **Keep responses neutral and calm.** Accidents are normal. A supportive script is: “Your pants are wet. Let’s get dry ones.” No pressure and no rewards—just consistency.
- **Choose clothing that supports independence.** Elastic-waist pants and simple layers are best. Avoid overalls, tight clothing, or anything complicated to remove.

With a consistent approach at home and school, children usually make significant progress within a week or two, and independence comes steadily after that.

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Communication

Honeycomb

Honeycomb is a parent and teacher collaboration app that helps everyone stay on the same page with logistics. Stay on top of the school calendar and parent volunteer opportunities, as well as connect with other families to set up playdates or swap gear. Parents and teachers can also send messages. [Mention info about new families being invited.](#)

Written Messages

Writing a note, sending an email, or messaging us on Honeycomb is the most reliable method to communicate with us. Verbal messages can be unintentionally forgotten. Letting us know about significant changes or events in family life such as sibling issues, visitors, health or sleep issues, business, or vacation plans, a death, a difficult morning, etc. will help us to better meet your child's needs. There are “Need to Know” notes located outside of each drop off point for you to communicate any information to your child's guide in written form. Please call the office or send an email if your child will be absent or late. Notify us in written form of any changes in address, phone numbers, emergency information, allergies or an adjustment in your child's pick up procedure.

Transparent Classroom

Transparent Classroom is our record-keeping tool where we track attendance, daily activities, and plan and record lessons. Our classrooms use this secure, on-line record-keeping system to share your child's activities with you. Transparent Classroom allows you to see descriptions of the lessons, what lessons your child has received, get a look at the lessons which are upcoming in his or her future, and what activities they are choosing. You can also see notes on daily activities such as meals, naps and classroom photos. **Parents receive updates from Transparent Classroom daily, so that you are informed of incidents, ouch reports or other important communication.** You will receive an invitation from the office, via email at the beginning of the year. For more information, visit their website at www.transparentclassroom.com.

Newsletters

Please take the time to read the monthly newsletters from the office as you are responsible for the information that our school is sharing with you. Additional emails will be sent to communicate policy updates, health alerts and program information. We also post pertinent information to Honeycomb. We appreciate your attention and response when requested.

Parent Nights and Workshops

Our staff also offers parent nights throughout the year. We are dedicated to these evenings in an effort to “closely knit the bond between home and school.” Your participation in these events is crucial to the strength of our community. The more invested we all are in our learning community the stronger we will be for our children.

Parent/Teacher Conferences

To provide specific information about your child’s experiences, we hold Parent/Teacher conferences twice a year. The Fall conferences are typically held over the third week of November, while optional Spring Conferences coincide with Spring Break. Your guide will connect with you as these dates approach to schedule your conference and provide additional information regarding the meetings.

Parent Resources

Sometimes you may have a need for school calendars, program information, or even this handbook! You can also email info@themontessorihouse.org with any questions.

Concerns/Grievance Policy

Please address any concerns privately through email or phone calls. We are not available while the children are present to appropriately give you our full attention. Your comments or concerns are very important to us and we will contact you promptly to discuss them.

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Parent Involvement

We encourage each family to participate in volunteer opportunities and social events when you are able. It is our intention that the volunteer opportunities and social events will strengthen our community; we will do our best to create opportunities that allow each family to contribute their talents and time to the school community, through various committees, classroom endeavors, fundraising and projects to support our classrooms. Let us know your skills and interests and we will find ways for you to contribute and enhance our community! Volunteer opportunities include (but are not limited to):

- Participating in Parent Nights
- Participating in work parties
- Material Making for the classroom (sewing / crafting etc.)
- Woodworking for material making or repairing equipment
- Building / modifying furniture
- Volunteer for school events (help plan, set up / clean up)
- Gardening
- Room Parent
- Share traditions from various cultural backgrounds
- Volunteering to do classroom laundry (weekly)

Individuals that are not enrolled in the Criminal Background Registry and are on premises shall not have unsupervised access to children. Any individuals over the age of 18 will be signed in and out of our attendance, excluding persons authorized to drop off and /or pick up a child.

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Observation Guidelines

We welcome parents to observe between 9 and 11 a.m. Ideally, we like to only have one observer at a time so please schedule your observation with the office. (We typically do not have any observations during the first month of school as the students are adjusting to their new environment.) The children do a lot of observing themselves, so they understand that when you come in you are here to watch their work. Please sit in the observation chair and take note of all the different activities taking place in the classroom. If the children come to speak to you, please introduce yourself and explain you are here to observe their work. Please refrain from lengthy conversations with the children during your observation. Please review our [Observation Guidelines](#) for more information.

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Records, Forms, and Assessments

Before school begins, each child's school file must contain the following completed and updated forms:

- Child Enrollment and Authorization Form
- Service Agreement (if applicable)
- Emergency Consent Form
- Parent Questionnaire
- Nap Survey
- Immunization Record (MH will get your child's record from Multnomah County Immunization ALERT system)
- ASQ ([Ages and Stages Questionnaire](#))

Records for children must be updated annually. Staff will ensure parents receive necessary forms for updating. Should your family situation change in any way, for instance in a separation or divorce, both parents will have to sign necessary forms for contact information and authorization for picking up your child. State law requires that all immunization records be completed and on file when the child starts school and be updated when appropriate thereafter.

Child Pick-Up Authorization

Only people listed on your Enrollment and Authorization form will be allowed to take your child. If staff are unfamiliar with the authorized adult picking up your child, they will need to provide photo identification.

Assessment and Screenings

In order to ensure the needs of each child can be met through our learning program, a developmental screening of each child will be completed within 30 days of entry into The Montessori House. Information gained from assessments and screenings will be shared with parents at the Fall Parent/Teacher Conference and placed in the child's file. Children's files are confidential. Research shows that observation and documentation concerning development increases the detection of developmental delays or learning difficulties. Initial screenings of children will give us a baseline and allow us to

individualize instruction to support each child, to identify possible special needs or learning difficulties, and to meet program accountability requirements in our state.

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Confidentiality

All personal information regarding your child and your family is protected and respected at The Montessori House. HIPAA (the Health Information Portability and Accountability Act) is a federal law that imposes new standards for the protection of individual health information. HIPAA affects the nature of the exchange of information from the student's health care provider TO the school. Previous informal exchanges between health providers and school health staff are no longer permitted; explicit written authorization is required from the parent or guardian in order for information to flow to the school. For example, immunization records require such authorization. Within the school setting, FERPA (the Family Educational Rights and Privacy Act) continues to govern the exchange of healthcare information that is contained in the student's educational record. It is not necessary to obtain a release of information from a parent or guardian in order to share such information with school staff for the purposes of ensuring the best and most appropriate care for a student.

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Guidance/Discipline Policy

At The Montessori House of St. Johns, children are told what they CAN do. Using positive statements help the children focus on the positive or desired behavior. For instance, “We walk in our classroom,” is more effective than “Don’t run!” Words like “stop,” “no,” and “don’t” are only used in a situation calling for urgency. Parents are respected as the primary teachers of the children and a relationship of mutual care and concern is expected to exist between parents and the children’s guide for their benefit now and in the future.

Other guidance techniques include:

- Giving choices to the children. It is important that both choices have acceptable outcomes for the adult/group, but the children feel empowered to control their actions.
- Having an orderly environment and consistent routines help the children know what to expect and to feel safe.
- Giving the children advance notice of an expectation, along with enough time to carry it out or make a choice.
- Letting children know that we ALWAYS use our words to make our will known or to solve a problem and then give them the words they can use.
- Speaking to the child in a quiet, calm voice at his or her eye level, and making eye contact.
- Modeling the graceful way to speak and act within the classroom community.

If a child is unable to respond to redirection and/or is consistently unable to maintain control of his or her body, then the guide will contact the parents to discuss observations, the forms of discipline utilized at home, and agree on a strategic plan of action.

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Illness Policy

The classroom teacher will be responsible for observing signs of illness in each child each school day. For the protection of all students, including your own child, the following guidelines need to be followed. Please keep your child home if any of the following symptoms are observed:

- Fever of 100 degrees Fahrenheit or higher
- Vomiting within the past 24 hours
- Diarrhea in a 24 hour period
- Rash - any kind of rash must be diagnosed by a doctor to determine if it is contagious
- Eye discharge or pink eye
- Fatigue or irritability that prevents participation in regular activities
- Sore throat
- Communicable diseases such as head lice, scabies, etc., which require treatment

Children who are not well enough to participate in classroom activities or go outside are not well enough to come to school. Parents will be notified if their child is not well enough or too tired to remain at school. Parents are responsible for picking up the child from school soon after notification. Children may return to school when:

- Vomiting, diarrhea, or fever have subsided for 24 hours without the use of fever reducing medications
- Cold symptoms are decreasing
- They can tolerate full activities
- They have been on medication / antibiotics for at least 24 hours
- There is no discharge from rash

We are committed to include children with special health needs (temporary & ongoing) and are always available to consult and collaborate with health care related services. We follow the Oregon Health Authority and Oregon Department of Education's guidance regarding school exclusion due to illness. Listed here are links to the current guidance (these links will be updated as new guidelines are implemented). [Illness](#)

[Exclusion Guidance.](#)

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Medication

Any and all medication (prescription or over-the-counter) to be administered at school must be accompanied by a Medication Authorization form, signed by the parent. All medication must be in the original container with the expiration date and dosage clearly labeled. Read the labels of over the counter medications. If instructions for your child's age and weight indicate consulting a physician, staff cannot dispense the medication without a doctor's signature. Non-prescription medication, which does not require a prescription, is limited to the following:

- Antihistamines
- Decongestants
- Non-narcotic liquid cough suppressants
- Anti-itching ointments or lotions
- Sunscreen
- Chapstick
- Hand lotion

Fever reducers will not be administered. Children with a fever need to be at home. Children should never be given aspirin or aspirin containing cold medication as their usage is linked to Reye's Syndrome. Please do not send vitamins, cough drops, and the like. Please deliver your child's medication, along with the Medication Authorization form and the doctor's prescription (if necessary) [to classroom staff](#).

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Toys from Home, Screen Time, and Sharing

Toys from Home

Play items from home will be kept in the child's locker / cubby. The community is richly equipped for your child's developmental needs and it is the hope that eventually your child will want to leave toys at home.

Screen Time

Please avoid any screen time as a part of your child's morning routine. According to the The American Academy of Pediatrics (AAP), **“television and other entertainment media should be avoided for infants and children under age two. A child's brain develops rapidly during these first years, and young children learn best by interacting with people, not screens.”** For further ideas and recommendations, please visit: [5 C's of Media Use](#).

Sharing

Children may want to bring items in to share with their teacher or friends. It is best when the idea of bringing a sharing comes spontaneously from the child. Please refrain from allowing your child to bring a toy for sharing. Items appropriate for sharing should be found in the natural environment or handmade by the child. Ideas for an appropriate type of sharing would be autumn leaves, spring flowers, family picture(s), magnifying glass, drawing, painting, etc. [Complete a Show & Tell slip](#) along with the item and give it to your child's guide.

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Holidays, Religious Activities, and Birthdays

Children at the Montessori House of St. Johns come from diverse religious heritages. Religious education is not part of the curriculum. We do understand the importance of the traditions and customs of our students and welcome families to share their home culture with the rest of the community. That may include bringing in something special to share or coming into the classroom to teach the children a song or share a true story. We welcome the diversity of our families and hope the children can learn about themselves and others as we identify the many different celebrations that take place throughout the year.

Notes for specific holidays:

- **Halloween:** The children do not wear costumes to school on Halloween. We do not have sugary treats at school - so please leave any Halloween candy at home.
- **Christmas, Kwanzaa, Hanukkah:** The religious base of these holidays is shared as a point of information in the terms of “some families believe...” This is a great time of the year to hear a variety of customs shared throughout our community and the rest of the world.
- **Valentine’s Day:** The children make Valentines for their classmates at school. No need to bring in commercially prepared Valentine’s Cards.

Birthday Traditions

We recognize the anniversary of your child’s birth as a community. Food and gifts are not part of our celebration. In the toddler community, the adults wish the child happy birthday and will ask the child if he/she would like to be sung to. They respect the child’s wishes. At the primary level we will have a simple birthday gathering. The guide will share some milestones or events of your child’s life each year, and photos demonstrating their growth. We will send you an information-gathering sheet in the month prior to their birthday. Food and gifts are not part of our celebration.

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Mandatory Reporting

Oregon state law mandates that workers in certain professions must make reports if they have reasonable cause to suspect abuse or neglect. These people are called mandatory reporters and they are a crucial link in the system to protect Oregon's most vulnerable citizens. By law, mandatory reporters must report suspected abuse or neglect of a child regardless of whether or not the knowledge of the abuse was gained in the reporter's official capacity. Additionally, staff members cannot release children to parents or caregivers who appear to be under the influence of drugs or alcohol. Should that situation arise, we would delay departure while we arrange another authorized person to pick up your child in order to avoid calling local police & Child Protective Services. Mandatory reporting of abuse or neglect of children is a 24-hour a day obligation. Mandatory reporters include teachers, school personnel, directors and staff of day care centers and preschools.

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Non-Discrimination Policy

No child will be refused admission because of race, creed, color, religion, or ability. Program participation by children with diverse cultures and needs contribute to the richness and social development of the classroom. The Montessori House believes that children of all ability levels are entitled to the same opportunities for participation, acceptance and belonging. We will make every reasonable accommodation to encourage full and active participation of all children in our program based on each child's capabilities and needs. The Montessori House will work with health care and related professionals to meet a child's special health care needs.

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Emergency Preparedness

We have an Emergency Preparedness Policy and each month we practice one fire drill and an additional natural disaster or security drill. Our staff is trained and equipped to respond appropriately in the event of a real emergency. Each family will have an emergency out-of-area contact in case phone lines are down. The out-of-area contact number for the Montessori House is: Jeff Randel, Megan's Brother, 785.766.5754. To conduct a hazard hunt of your home and for other Emergency Preparedness information:

- <https://www.ready.gov/earthquakes>

Emergency Supplies Kit

In the event of an emergency such as an earthquake or ice storm that could cause your child to be at school for an extended period of time, we created supply kits for your child. We charge a one time fee of \$20 (PFA families are not charged a fee). Please let us know if this is a hardship. Our supply kits contain:

- Water, Protein foods
- Plastic poncho or 2 3-gallon trash bags, Space blanket, Emergency light stick (sold at hardware & outdoor stores)
- Change of clothes and underwear

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Contact Information

The Montessori House of St. Johns

7528 N Charleston Ave.

Portland, OR 97203

503-719-5818

EIN 83-4232720

www.themontessorihouse.org

Children's House (Primary/Preschool)

7528 N Charleston Ave.

Portland, OR 97203

Toddler Program ("The Nest")

7400 N Jersey St.

Portland, OR 97203

Director

Megan Eskander: megan@themontessorihouse.org

Administrative Coordinator

Katie Selby: info@themontessorihouse.org

Eagle Lead Guide

Ashley Christensen: ashley@themontessorihouse.org

Eagle Guide

Lara Bohn: lara@themontessorihouse.org

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Quetzal Lead Guide

Laura Johnson: lauraj@themontessorihouse.org

The Nest Lead Guide

Isabella Allen: bella@themontessorihouse.org

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