

# **Brockman Elementary School**

## **Parent and Student Handbook 2025-2026**



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Dear Brockman Families,

Welcome to the 2025–2026 school year at Brockman Elementary School! It is an honor to partner with you for another year of learning, growth, and discovery. Brockman is a truly special place—one where the Montessori philosophy, joyful classrooms, and a strong sense of community come together to create an environment where every child can thrive.

At Brockman, we believe that children flourish when home and school work in harmony. Our Montessori approach emphasizes independence, curiosity, respect, and a deep love of learning. These values guide our daily practices and shape the experiences your children will have in their multi-age classrooms, during the uninterrupted work cycle, and across all aspects of our school community.

This Parent and Student Handbook was created to help you understand our routines, expectations, and shared commitments. It includes important information about Montessori practices, district policies, communication procedures, attendance, safety, behavioral expectations, and ways you can stay engaged throughout the year. We encourage you to review it carefully and keep it as a reference guide.

Thank you for entrusting us with your child’s education and for partnering with us to support their academic and social-emotional growth. Your involvement and collaboration strengthen our entire school community, and together we will ensure a successful and joyful year for every student.

We are excited to begin this new year with you!

Warmly,

Sharonda P. Giles, Ed.D.  
Principal  
Brockman Elementary School

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# ***I. About Brockman Elementary School***

Brockman Elementary School is a public Montessori program in Richland School District One, serving approximately 290 students in 15 Montessori classrooms: five Primary (3K–K), six Lower Elementary (Grades 1–3), and four Upper Elementary (Grades 4–5). Rooted in the educational philosophy of Dr. Maria Montessori, our school provides carefully prepared environments that honor each child’s natural curiosity, independence, and unique pace of development. Students learn through hands-on exploration, individualized lessons, multi-age classrooms, and uninterrupted work cycles designed to nurture the whole child—academically, socially, and emotionally.

We value the strong partnership between home and school. Parents and community members are always welcome and play an essential role in supporting student success and sustaining Brockman’s vibrant Montessori community.

## ***Vision Statement***

At Brockman Elementary School, we nurture confident, independent, and compassionate learners who are deeply curious about the world and prepared to contribute meaningfully to society. Rooted in Montessori philosophy, we honor the development of the whole child—intellectual, social, emotional, physical, and moral—within a respectful and carefully prepared environment. We believe every child has unlimited potential when provided purposeful opportunities, high expectations, and a supportive community. Our classrooms inspire curiosity, encourage self-direction, and celebrate each child’s unique pace of growth while fostering collaboration, leadership, and peaceful problem-solving.

## ***Mission Statement***

Our mission is to provide an authentic Montessori education that cultivates a love of learning, independence, and responsibility. We partner with families and the community to create a prepared environment where children engage in meaningful work, develop critical thinking skills, and practice grace, courtesy, and respect. Through individualized instruction, purposeful exploration, and a culture of peace, we empower students to reach their fullest potential and become thoughtful, capable citizens who positively impact their world.

## ***II. The Montessori Philosophy***



The Montessori philosophy is grounded in the belief that all children are naturally curious, capable, and eager to learn when provided with a thoughtfully prepared environment and supportive guidance. At Brockman Elementary School, Montessori education shapes every aspect of our work from classroom structure to instructional practices, student interactions, and school culture.

### **The Role of the Teacher**

Montessori teachers serve as guides, observers, and facilitators of learning. Instead of directing all instruction, they follow the child, introducing lessons at the right time, modeling behaviors, and preparing the environment to meet students' needs. Teachers support students in becoming self-motivated, confident, and capable learners.

### **Respect for the Child**

At the heart of Montessori education is a deep respect for each child as an individual learner. We recognize that children develop at different rates, hold unique interests, and thrive when their autonomy is honored. Respect is shown through careful observation, thoughtful guidance, and maintaining a peaceful, supportive environment that nurtures each child's dignity and voice.

### **The Prepared Environment**

Montessori classrooms are intentionally designed to meet the developmental needs of students. Materials are accessible, orderly, and beautiful; they encourage exploration, independence, and responsibility. Students are trusted to care for their environment, choose

meaningful work, and move purposefully throughout the classroom. The prepared environment acts as a silent teacher supporting learning, concentration, and self-discipline.

### **Hands-On, Concrete Learning**

Montessori materials allow children to learn through movement, exploration, and sensory experiences. Concepts are introduced concretely before being explored abstractly, helping children build deep understanding and confidence. Materials are self-correcting, enabling children to learn from their mistakes and develop persistence and problem-solving skills.

### **Multi-Age Communities**

Montessori classrooms include two- or three-year age spans, allowing younger students to learn from older peers while older students develop leadership, patience, and mastery. Multi-age groupings promote collaboration, empathy, and the sense of belonging essential to social-emotional development.

### **Freedom Within Limits**

Students are given the freedom to make choices that support their learning—selecting work, moving around the environment, and engaging in tasks that match their interests and developmental level. This freedom is balanced with clearly defined expectations that guide students toward responsible decision-making, independence, and respect for others.

### **Grace, Courtesy, and Peace Education**

Montessori education emphasizes the development of social responsibility, kindness, and peaceful conflict resolution. Students are taught how to communicate respectfully, solve problems collaboratively, and contribute positively to their community. These lessons develop empathy, self-regulation, and leadership—skills essential for success beyond the classroom.

## ***III. Multi-Age Classrooms at Brockman Elementary***

At Brockman Elementary, students learn in multi-age Montessori classrooms, a core element of our program.

- Primary: 3K–5K
- Lower Elementary: 1st–3rd grades
- Upper Elementary: 4th–5th grades

This structure creates a strong, supportive learning community where students learn at their own pace and develop independence.

## Benefits of Multi-Age Classrooms

- Stronger relationships: Students stay with the same teacher for several years, allowing deeper understanding and consistency.
- Leadership opportunities: Older students model expectations and mentor younger classmates.
- Individualized learning: Lessons are given when students are ready, allowing each child to progress at an appropriate pace.
- Healthy classroom community: Mixed ages encourage cooperation, empathy, and responsibility.

Multi-age classrooms reflect real-world communities and help children grow academically, socially, and emotionally.

## ***IV. School Schedule and Daily Routines***

### School Hours

- 7:05 AM – School doors open
- 7:30 AM – Instruction begins
- 7:31 AM – Students are marked tardy
- 2:30 PM – Dismissal begins

To honor the Montessori work cycle, students should arrive on time each day so they can begin the morning peacefully and without interruption.

### **Arrival**

- Students may eat breakfast or report directly to their classroom.
- Staff members greet children and ensure safe entry into the building.
- Parents should remain in the car during drop-off unless signing in a tardy student.
- Students are encouraged to carry their own bookbags and materials to promote independence.

### **Dismissal**

Students are dismissed in the following order:

1. Bus
2. Afterschool Programs

3. Walkers
4. Car Riders

For safety:

- Ride changes must be made in writing by 1:00 PM.
- Early dismissals should be avoided after 1:30 PM unless it is an emergency.
- Adults picking up students must be listed on the child's contact form and show ID.

### **Breakfast & Lunch**

- Breakfast is available each morning from 7:05–7:30 AM.
- Lunch schedules vary and are shared by classroom teachers.
- Students are encouraged to clean up after themselves, use quiet voices, and practice Grace & Courtesy in the cafeteria.

### **Snacks**

Classrooms may have community snacks depending on teacher preference. Families may be asked to provide:

- Fresh fruits or vegetables
- Simple, healthy options

### **Recess & Outdoor Learning**

Students go outside daily, weather permitting. Outdoor time supports physical health, social development, and Montessori practical life skills. Activities may include:

- Free play
- Gardening
- Nature walks
- Peace circles

Please ensure children are dressed appropriately for the season.

## ***V. Montessori Uninterrupted Work Cycle***

The Uninterrupted Work Cycle (UWC) is a protected three-hour block each morning when

students engage in focused, meaningful learning without unnecessary interruptions. This time supports deep concentration, independence, and responsibility—core elements of the Montessori approach.

### What Happens During the Work Cycle

- Students choose purposeful work based on readiness and interest.
- Teachers give individual and small-group lessons, including:
  - Practical Life (care of self and environment, fine motor skills)
  - Sensorial (sorting, classifying, building discrimination of size, color, shape, etc.)
  - Mathematics (hands-on materials for numeracy, operations, fractions, geometry)
  - Language (phonics, handwriting, grammar, spelling, reading and writing)
  - Cultural Studies (science, geography, history, botany, zoology)
  - Art and enrichment extensions
- Students practice skills independently or with peers.
- Children complete work and return materials to the proper place.

### Why It Matters

The work cycle helps students:

- Develop strong concentration
- Build independence and confidence
- Work at their own pace
- Strengthen problem-solving and organizational skills
- Experience calm, purposeful learning

### How Families Can Support

- Ensure students arrive on time each morning.
- Schedule appointments outside morning hours when possible.
- Encourage independence and consistent routines at home.

The Uninterrupted Work Cycle is the heart of the Montessori classroom, giving students the time and space to explore, learn, and grow.

## ***VI. Richland One Attendance Policy***

Brockman Elementary follows the attendance policies of Richland County School District One, which are grounded in South Carolina’s Compulsory Attendance Law. Regular school attendance is essential for academic success, and the district requires all students ages 5–17

to attend school daily unless they have an excused absence.

### **Excused Absences**

Absences may be excused for the following reasons with proper documentation:

- Student illness
- Medical or dental appointments
- Serious illness or death in the immediate family
- Recognized religious holidays
- Court appearances or legal obligations
- Other reasons approved in advance by school administration

A written excuse must be submitted within three (3) days of the student's return to school.

### **Lawful vs. Unlawful Absences**

Richland One categorizes absences as lawful (excused) or unlawful (unexcused).

Unlawful absences may lead to:

- Parent conferences
- Development of an Attendance Intervention Plan
- Possible referral to the District Attendance Office or Family Court, depending on severity

South Carolina law requires the school to intervene when a student accumulates:

- 3 consecutive unlawful absences, or
- 5 unlawful absences total

At that point, the school must create a written Attendance Intervention Plan with the family.

### **Tardies and Early Dismissals**

Tardies and early sign-outs are part of a student's attendance record.

- Excessive tardiness disrupts instruction and may result in attendance interventions.
- Early dismissals after 1:30 PM are discouraged unless it is an emergency.
- Students arriving after 7:30 AM must be signed in by an adult.

## **Family Vacations and Scheduled Breaks**

We recognize and value the importance of family time, travel, cultural experiences, and opportunities to create lasting memories. While we fully support meaningful family experiences, we kindly encourage families to plan vacations during scheduled school holidays and breaks whenever possible. Because the Montessori classroom is highly individualized and sequenced, even a few missed days can interrupt a child's progress and confidence.

By scheduling family trips during designated breaks, families help ensure that children remain engaged in their learning and do not miss important instructional time. We appreciate your partnership in supporting consistent attendance and helping your child grow academically, socially, and emotionally.

## ***VII. Communication with Families***

Strong communication between home and school is essential to student success. At Brockman, we value open, timely, and respectful communication that keeps families informed and strengthens our partnership. We use multiple platforms to ensure parents receive updates about classroom learning, school events, and district information.

### **Schoolwide Communication**

#### **TalkingPoints**

Brockman uses TalkingPoints for quick reminders, announcements, and urgent updates. Messages are delivered by email and directly to your phone via text in your preferred language.

#### **School Newsletters and School Webpage**

Families receive a monthly newsletter through Smore, which include:

- Upcoming events
- School highlights
- Important reminders
- Montessori learning spotlights

#### **Thursday Folders**

Every Thursday, students bring home a folder containing:

- Classroom announcements

- Schoolwide notices
- Forms that may need parent signatures
- Student work samples

Folders should be reviewed and returned each Friday.

### **District Communication**

Richland One sends important notifications through TalkingPoints - phone calls, emails, and text messages regarding:

- Weather-related closures
- Transportation updates
- Safety information
- Districtwide events

Please keep contact information updated with the front office.

### **Classroom Communication**

#### **Teacher Updates**

Teachers communicate regularly with families through:

- TalkingPoints
- Email
- Classroom newsletters
- Scheduled meetings

Teachers will respond to messages within 24 hours on school days.

### **Parent Conferences**

Formal parent-teacher conferences are held twice a year. Additional conferences may be scheduled at any time to discuss academic progress, social development, or concerns.

### **When to Contact the School or Teacher**

Families are encouraged to reach out when:

- Your child is experiencing academic or social challenges.
- There are changes at home that may impact school.

- You have questions about classroom routines or expectations.
- You need clarification about assignments, schedules, or communication.
- Health or attendance concerns arise.

## ***VII. Classroom Observations***

We welcome parents into our Montessori learning environment. Observations help families better understand the structure, rhythm, and purpose of Montessori classrooms and provide valuable insight into how children learn, make choices, and interact within a multi-age community.

To protect the integrity of the learning environment and ensure students remain focused and confident, all observations must be scheduled and follow school guidelines.

### **Scheduling an Observation**

- Observations should be scheduled in advance through your child's teacher.
- Each observation lasts 20–30 minutes to minimize disruption.
- Teachers will recommend an observation window that aligns with the Montessori work cycle.

### **Purpose of Observing**

Classroom observations help families:

- See the Montessori Uninterrupted Work Cycle in action.
- Understand how lessons, materials, and routines support independence.
- Notice how students move freely, choose work, and manage responsibilities.
- Observe the calm, purposeful atmosphere of a Montessori community.
- Celebrate their child's growth and development.

### **Observation Guidelines**

To maintain a peaceful and productive environment:

- Enter quietly and sit in the designated observation area.
- Observe silently - Please do not interact with students, including your own child, during the visit.

- Refrain from taking pictures, videos, or using cell phones.
- Take notes if needed; questions can be asked after the observation.

### **After the Observation**

Parents may schedule a follow-up conversation with the teacher to discuss:

- Classroom routines.
- Your child’s engagement and independence.
- Montessori materials observed.
- Ways to support Montessori practices at home.

## ***IX. Student Behavior Expectations & Guidelines***

At Brockman Elementary, student behavior is rooted in respect, responsibility, independence, and peace. Our approach blends Montessori philosophy, Grace & Courtesy, The Nautilus Approach, the Richland One Student Code of Conduct, and the use of Brockman’s Peace Builder’s Center to support positive behavior and peaceful conflict resolution.

### **The Nautilus Approach**

The Nautilus Approach is our restorative process that helps students reflect on behavior, repair harm, and make better choices.

Key components:

- **Reflection:** Thinking about what happened and why.
- **Ownership:** Taking responsibility for actions and impact.
- **Restoration:** Repairing harm—apologies, fixing a mistake, or helping a peer.
- **Reset:** Identifying better choices for next time.
- **Growth:** Strengthening self-regulation and problem-solving skills.

### **Brockman’s Peace Builder’s Center**

The Peace Builder’s Center is a dedicated space where students can:

- Practice peaceful conflict resolution.
- Engage in guided conversations using calming tools.
- Use scripts to express feelings respectfully.

- Reflect quietly before returning to work.
- Receive support from staff in developing empathy and communication skills.

The center reinforces our Montessori commitment to helping students solve problems independently and respectfully.

### **Core Expectations for All Students**

#### **Respect for Self**

- Make safe, responsible choices
- Do your best work
- Accept responsibility for your actions

#### **Respect for Others**

- Use kind words and actions
- Solve conflicts peacefully
- Follow directions the first time
- Allow others to concentrate and work

#### **Respect for the Environment**

- Take care of materials
- Move safely and calmly
- Keep spaces clean and organized

#### **Respect for Learning**

- Arrive prepared and on time
- Stay focused during work cycles
- Use time wisely
- Return materials properly

#### **Montessori Grace & Courtesy**

Students receive direct lessons on:

- Polite greetings and communication

- Waiting patiently and sharing materials
- Caring for the classroom community
- Moving and speaking calmly

These routines help create a peaceful learning environment.

### **Behavior Supports**

To guide positive behavior, staff use:

- Redirection
- Natural and logical consequences
- Reflection time or the Peace Builder's Center
- The Nautilus Approach
- Restorative conversations
- Counselor or behavior specialist support

Families are contacted if additional support is needed.

### **Alignment with the District Code of Conduct**

Brockman follows the Richland One Student Code of Conduct (sent in Thursday folders on August 7<sup>th</sup>), which outlines expectations for safety, respectful behavior, technology use, bus expectations, and care of property.

Student Code of Conduct link - <https://www.richlandone.org/fs/resource-manager/view/27aa9efc-7d85-49d6-9b90-39696968598b>

### **Major Behaviors Requiring Administrative Notification**

Reported immediately and documented in ABE:

- Bullying or harassment
- Fighting or aggression
- Serious threats
- Theft or vandalism
- Inciting a fight
- Persistent disobedience

- Severe disruption
- Public profanity
- Inappropriate touching or remarks
- Weapons, drugs, or controlled substances

### **Family Partnership**

Families help reinforce positive behavior by:

- Reviewing expectations at home.
- Supporting routines and self-regulation.
- Communicating concerns early.
- Encouraging empathy, responsibility, and peaceful problem-solving.

Together, we create a safe, respectful, and peaceful community where every child can grow and thrive.

## ***X. Visitors and Volunteers***

Brockman Elementary welcomes families and community members who wish to support our school. To maintain a safe, orderly, and peaceful learning environment, all visitors and volunteers must follow school and district procedures.

### **School Visitors**

To ensure student safety:

- All visitors must report directly to the front office immediately upon arrival.
- Visitors must sign in using the Raptor Security System, which requires a valid photo ID.
- After signing in, visitors will receive a school-issued Raptor badge, which must be worn visibly at all times.
- Visitors may only access areas approved by office staff and must return to the office to sign out before leaving campus.

### **School Volunteers**

We value our volunteers and appreciate the strong family and community partnership that strengthens our school community.

## **Volunteer Requirements**

To ensure the safety of all students:

- Volunteers must complete Richland One volunteer clearance, which may include a background check depending on the level of involvement.
- Volunteers must sign in through Raptor at the front office for every visit.
- Volunteers must wear a volunteer or visitor Raptor badge at all times.
- Volunteers must follow all school and district policies, including confidentiality and safety expectations.

## **Expectations for Visitors and Volunteers**

All visitors and volunteers are expected to:

- Maintain a positive, respectful presence.
- Honor the Montessori environment (quiet voices, calm movement).
- Avoid interrupting instruction or student concentration.
- Follow all staff instructions at all times.
- Protect student confidentiality.
- Avoid cell phone use inside classrooms.
- Never take photos or videos of students.

These guidelines ensure that Brockman remains a safe, peaceful, and productive learning community.

## ***XI. Family Engagement***

At Brockman Elementary, we believe families are essential partners in each child's educational journey. A strong home-school connection supports student success, reinforces Montessori values, and strengthens our school community. We encourage all families to be involved in ways that fit their schedules, interests, and comfort levels.

### **Family Partnership at Brockman**

Family engagement at Brockman centers on:

- **Collaboration:** Working together to support children.

- **Communication:** Keeping families informed and connected.
- **Community:** Creating opportunities to learn and celebrate together.
- **Montessori Alignment:** Supporting independence and peaceful interactions.

## **Ways Families Participate**

Families are encouraged to engage in a variety of events and experiences throughout the year, including:

### **Montessori Family Nights & Parent Education Nights**

Evening sessions that help families understand Montessori practices, classroom materials, and ways to support learning at home.

### **Parent Book Clubs**

Opportunities for parents to read, discuss, and learn together around Montessori or child development topics.

### **Student Improvement Council (SIC)**

SIC is a parent, teacher, and community advisory group that meets monthly to support school goals, improvement efforts, and family–school partnerships. All families are invited to participate.

## **School Events & Student Showcases**

Families may attend:

- Open House
- Grandparents Day
- Thanksgiving Lunch
- Sweetheart Dance
- DARE Graduation
- Bridging Ceremonies
- International Peace Day
- Veterans Day
- Living History Museum
- Drama Performances

- Science Fairs

### **PTO Events & Volunteer Opportunities**

The PTO supports the school through community events, fundraisers, and appreciation activities such as monthly playdates, FunD Run, Fall Festival, and Family Spring Picnic. All families are welcome to participate.

### **Outdoor and Environmental Work**

Families may assist with gardens, playground spaces, and outdoor learning environments.

### **Classroom-Based Engagement**

Depending on needs, families may help with:

- Materials preparation
- Classroom celebrations
- Multicultural activities
- Community snacks or projects

Teachers will share opportunities throughout the year.

### **Family Learning Opportunities**

Brockman offers workshops and sessions such as:

- Montessori at Home (home-to-school connection)
- Parent Education Nights
- Curriculum, literacy, and math information sessions
- Gifted and Talented Program in a Montessori School

## ***XII. Special Services and Supports***

We are committed to meeting the academic, behavioral, social, and emotional needs of every child. We offer a range of services designed to ensure students grow at their own pace while receiving individualized support when needed. Our team works collaboratively with families to identify strengths, address concerns, and create meaningful plans for success.

### **Multi-Tiered System of Supports (MTSS)**

MTSS is a district-supported framework that provides layered academic and behavioral interventions based on each child's needs.

### **Tier I – Core Instruction**

- High-quality Montessori instruction in all classrooms
- Universal behavioral and academic expectations
- Ongoing teacher observations and progress monitoring

### **Tier II – Targeted Support**

- Small-group support in literacy, math, or behavior
- Teacher or support staff check-ins
- Short-term interventions determined by data

### **Tier III – Intensive Support**

- Individualized, high-frequency interventions
- Close progress monitoring
- Collaboration with the MTSS team and families

Families are notified when Tier II or Tier III supports are implemented and may request a MTSS meeting at any time.

### **Special Education Services (IEP)**

Students who qualify for special education under state and federal guidelines receive support through an Individualized Education Program (IEP). Services may include:

- Specialized academic instruction
- Speech-language therapy
- Occupational or physical therapy
- Behavioral support
- Classroom accommodations

Families are active partners in developing, reviewing, and updating IEP goals.

### **Section 504 Plans**

Students with a documented disability that impacts a major life activity may qualify for a 504 Plan, which provides accommodations such as:

- Extended time or reduced assignments
- Preferential seating
- Medical or health-related supports
- Adjusted expectations based on documented needs

504 Plans ensure equal access to learning and full participation in the school environment.

### **School Counseling Services**

Brockman's school counselor supports students through:

- Individual check-ins
- Small-group sessions on friendship, coping, and social skills
- Classroom guidance lessons
- Crisis or situational support
- Referrals to outside resources when needed

Families may request support from the counselor at any time.

### **Behavioral and Social-Emotional Supports**

To help students grow as peaceful, confident learners, Brockman provides:

- The Nautilus Approach (restorative problem-solving)
- Brockman's Peace Builder's Center
- Social-emotional observations and behavior intervention plans
- Collaboration with district behavior specialists when needed

These supports help students develop emotional regulation, communication, and positive decision-making skills.

### **Speech, Occupational, and Physical Therapy**

Students may receive therapy based on eligibility and need, including:

- Speech therapy: articulation, expressive/receptive language, fluency
- Occupational therapy: fine motor skills, sensory integration, functional independence

- Physical therapy: gross motor development, coordination, and mobility

Therapists work closely with school staff to support student growth within the Montessori environment.

### **Multilingual Learner (MLL) Services**

Students who are Multilingual Learners receive targeted language development support to help them access the curriculum and participate fully in classroom activities. Services include:

- Classroom accommodations to support listening, speaking, reading, and writing
- Collaboration with classroom teachers to adjust instruction based on language needs
- Progress monitoring and annual language proficiency assessments

Families are notified of eligibility, services provided, and student progress throughout the year.

### **Gifted and Talented Services**

Students may qualify for Gifted and Talented services through South Carolina's state and local identification process, which includes multiple measures such as achievement scores, ability testing, and performance tasks. Families are notified by the district when students meet eligibility criteria.

Brockman does not have a separate Advanced Academic Program (AAP) teacher. Instead, students who are identified as gifted receive their instruction and services within the Montessori classroom, where:

- Teachers follow the Montessori curriculum and progression, which naturally provides opportunities for depth, acceleration, and advanced work.
- Students may move ahead in content areas when developmentally ready.
- Enrichment, extension lessons, and independent projects are integrated into daily work cycles.
- Learning is individualized, allowing gifted students to explore topics at their own pace and level of complexity.

As required by the state, the district also provides families with updates about identification, programming options, and continued eligibility.

### **Family Partnership in Student Support**

Families play a vital role in student success. We encourage parents to:

- Share relevant information about their child’s needs
- Attend scheduled meetings and conferences
- Ask questions about interventions and services
- Collaborate regularly with teachers and support staff

Together, we ensure that every child is supported, challenged, and nurtured.

## ***XII. Student Progress Reporting in a Montessori School***

At Brockman Elementary, student learning is viewed as a continuous journey of growth rather than a set of assignments that earn traditional grades. Because Montessori education is individualized and developmentally responsive, Brockman does not issue traditional letter grades. Instead, we provide families with ongoing feedback about each child’s progress through detailed Montessori Progress Reports.

### **Progress Reports Every Nine Weeks**

Students receive a Montessori Progress Report every nine weeks. These reports provide a clear picture of your child’s:

- Academic growth in reading, writing, math, and cultural subjects
- Mastery of Montessori lessons and materials
- Independence and work habits
- Concentration, engagement, and persistence
- Social-emotional development
- Grace & Courtesy skills
- Areas for continued growth.

Progress Reports reflect where students are on the continuum of Montessori learning—not compared to peers, but based on their individual development.

### **How Montessori Teachers Assess Progress**

Montessori teachers use a wide range of assessment methods, including:

- Daily observation of student work and independence.
- Individual and small-group lessons that allow teachers to monitor mastery.

- Work samples and student portfolios.
- Record-keeping systems that track lesson readiness and completion.
- Conversations and conferences with students about their learning.
- Mastery checklists aligned to Montessori sequences and state standards.
- Documentation of academic, social, and emotional development.

Because teachers know each student deeply, assessment is continuous and holistic.

### **Mastery-Based, Not Grade-Based**

Rather than receiving points or percentages, Montessori students progress by demonstrating:

- Understanding of concepts
- Accurate and careful use of materials
- Ability to explain what they've learned
- Application of skills to new situations
- Increasing independence and responsibility

Students may revisit lessons until they show mastery—viewed as an opportunity for growth.

### **Communication With Families**

In addition to nine-week progress reports, families stay informed through:

- Parent–teacher conferences
- Classroom updates
- Work samples sent home
- Teacher communication via TalkingPoints or email

Teachers partner closely with families to support learning and independence at home.

### **Our Commitment**

Brockman's progress reporting system is designed to:

- Honor Montessori philosophy
- Reflect each child's unique learning path
- Provide clear, meaningful feedback

- Support long-term academic and social-emotional success

Our goal is to help every child grow confidently—academically, socially, and independently—without the pressure of traditional grading.

## ***XIV. Assessments***

At Brockman Elementary, assessments are used to support student learning, guide instruction, and monitor growth. In a Montessori school, assessment is ongoing and individualized. As a public Montessori school, Brockman also participates in district and state assessments to ensure students are progressing toward South Carolina academic standards.

Our goal is to use assessment information to understand where each child is, celebrate growth, and plan next steps—not to compare students to one another.

### **District and Schoolwide Assessments**

To support instructional planning and monitor academic development, Brockman use the following district-approved assessments.

#### **myIGDIs (4K)**

Used in Pre-K to support early learning and literacy development.

Assesses foundational skills in:

- Early literacy
- Early numeracy
- Cognitive development
- Social and emotional skills

#### **STAR Reading (5K–5th Grade)**

Administered **three times per year** (Fall, Winter, Spring). STAR Reading provides information on:

- Reading fluency and comprehension
- Early literacy skills
- Growth across the school year
- Areas needing support or enrichment

#### **i-Ready Math (5K–5th Grade)**

Administered **three times per year** (Fall, Winter, Spring). i-Ready Math provides:

- Diagnostic information about math readiness
- Growth progress in number sense, operations, geometry, measurement, and data
- Personalized learning pathways (when applicable)

### **Kindergarten Readiness Assessment (KRA – 5K Only)**

Administered at the beginning of kindergarten to measure:

- Social foundations
- Early literacy
- Early math
- Physical well-being and motor development

### **State Assessments (Grades 3–5)**

South Carolina requires students in grades 3–5 to participate in SC READY.

SC READY (ELA, Math, and Science)

- ELA is administered in grades 3–5
- Math is administered in grades 3–5
- Science is administered in 4th grade only

These assessments measure student achievement and progress toward South Carolina College- and Career-Ready Standards.

### **How Brockman Uses Assessment Data**

Assessment results help teachers:

- Identify student strengths and areas for growth
- Tailor Montessori lessons and pacing
- Provide targeted support through MTSS
- Plan small-group and individual lessons
- Communicate progress to families
- Monitor academic development over time

Assessment data is used as one of many tools to understand each child’s learning—not as the sole measure of success.

### **Communicating Results to Families**

Families receive updates through:

- Interim Reports every nine weeks
- Montessori Progress Reports every nine weeks
- Fall and Spring parent–teacher conferences
- STAR Reading and i-Ready Math reports
- State testing reports (SC READY)
- Ongoing teacher communication and classroom updates

Teachers partner with families to interpret results and support learning at home.

## ***XV. School Safety***

Brockman Elementary is committed to maintaining a safe, secure, and nurturing environment where every child can learn and grow. We follow Richland One safety procedures, including the Standard Response Protocol (SRP), while preserving the calm and peaceful atmosphere that supports Montessori learning.

### **Safe and Secure Campus Procedures**

Controlled Building Access

- All exterior doors remain locked during the school day.
- Visitors must enter through the front office only.
- All visitors must sign in through the Raptor system and wear a visible badge.

### **Supervised Environments**

- Staff supervise hallways, playgrounds, lunch areas, and transitions.
- Students are never left unsupervised.

### **Standard Response Protocol (SRP)**

Richland One uses the Standard Response Protocol (SRP), a nationally recognized safety framework that provides clear, shared language for students, staff, and first responders during emergencies. The SRP includes five actions, each with specific directives:

**1. Hold – “In Your Room or Area, Clear the Halls”**

Used when an issue occurs inside the building but not in classrooms (e.g., medical emergency). Students continue learning while hallways are kept clear.

**2. Secure – “Get Inside, Lock Outside Doors”**

Used when there is a potential safety concern **outside** the school. Students remain inside, and instruction continues as normal.

**3. Lockdown – “Locks, Lights, Out of Sight”**

Used only when there is an internal threat. Students and staff follow lockdown procedures, staying quiet and out of sight until released by administration or first responders.

**4. Evacuate – “To a Location”**

Used when students must move to a different location (e.g., fire). Staff and students exit calmly and follow assigned routes.

**5. Shelter – “For Hazard Using Safety Strategy”**

Used during severe weather or environmental conditions. Students take appropriate shelter based on the emergency.

**Student-Friendly Practice**

Teachers present SRP procedures in developmentally appropriate ways so children understand what to do without fear or anxiety. Drills are calm, quiet, and reassuring.

# IN AN EMERGENCY TAKE ACTION



## HOLD! In your room or area. Clear the halls.

### OCCUPANTS

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

### STAFF

Close and lock door  
Account for occupants and staff  
Do business as usual



## SECURE! Get inside. Lock outside doors.

### OCCUPANTS

Return inside  
Do business as usual

### STAFF

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for occupants and staff  
Do business as usual



## LOCKDOWN! Locks, lights, out of sight.

### OCCUPANTS

Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend

### STAFF

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Account for occupants and staff  
Prepare to evade or defend



## EVACUATE! (A location may be specified)

### OCCUPANTS

Evacuate to specified location  
Bring your phone  
Instructions may be provided about retaining or leaving belongings

### STAFF

Lead evacuation to specified location  
Account for occupants and staff  
Notify if missing, extra or injured people



## SHELTER! Hazard and safety strategy.

### OCCUPANTS

Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### STAFF

Lead safety strategy  
Account for occupants and staff  
Notify if missing, extra or injured people

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## Emergency Drills

To ensure preparedness, Brockman conducts regular drills throughout the year:

- Fire drills
- Lockdown drills including Active Threat
- Secure drills
- Tornado/severe weather drills
- Earthquake drills
- Evacuation drills

Each drill is practiced with clear expectations and Montessori calm.

## School Resource Officer (SRO)

Brockman's School Resource Officer:

- Helps maintain a safe and orderly environment

- Supports emergency planning and SRP implementation
- Builds positive relationships with students
- Assists with training and safety education

The SRO is a visible and supportive presence on campus.

### **Visitor and Volunteer Safety**

To maintain a secure environment:

- All visitors must report to the front office upon arrival.
- Raptor screening and a photo ID are required.
- Visitors may only access approved locations.
- Unscheduled classroom visits are not allowed.

### **Emergency Communication With Families**

During emergencies, updates may be shared through:

- District phone calls, emails, and texts
- TalkingPoints messages
- School website or social media (if appropriate)

Please ensure your contact information is always current.

### **Family Partnership in School Safety**

Families support safety by:

- Following arrival and dismissal procedures
- Using the car line responsibly
- Keeping contact information up to date
- Reporting concerns promptly
- Reinforcing safety expectations at home

Together, we ensure Brockman remains a safe, peaceful place for all children.

## ***XVI. Technology and Devices***

At Brockman Elementary, technology is used to enhance learning, promote digital citizenship, and support district assessments. While Montessori education emphasizes hands-on materials and concrete learning experiences, technology is integrated intentionally and purposefully to support student growth.

Every student is expected to use technology responsibly and safely in accordance with district policies.

### **District-Assigned Laptops**

All Brockman students receive a Richland One district-issued laptop for instructional use.

- Devices are used during teacher-directed lessons, research, assessments, and digital learning activities.
- Laptops remain at school unless otherwise directed by the principal.
- Students are responsible for handling devices with care and reporting any issues immediately.
- Students must follow all expectations outlined in the Richland One Acceptable Use Policy (AUP).

Teachers closely monitor device usage to ensure a safe and productive learning environment.

### **Richland One “Free to Focus” Expectations**

The Free to Focus initiative helps students stay engaged in learning and minimize digital distractions.

<https://www.richlandone.org/FreeToFocus>

Students must:

- Use laptops only for instructional purposes.
- Access district-approved apps, websites, and learning platforms.
- Keep laptops closed and stored when not in use.
- Follow teacher directions regarding device use.
- Protect login information and passwords.
- Immediately report inappropriate content or technical issues.

**Students may not:**

- Access gaming or entertainment sites
- Use chat or messaging features without teacher permission
- Change device settings, backgrounds, or system functions
- Download software or add browser extensions
- Eat or drink near laptops
- Use another student's device

Free to Focus ensures that technology remains a tool for learning, not a distraction.

**Richland One Board Policy JICJ: Prohibition of Personal Electronic Devices**

Richland One Board Policy JICJ states that students may not use personal electronic devices during the school day unless specifically authorized.

[Board Policy JICJ - Prohibition of Personal Electronic Devices During the School Day](#)

Under this policy:

**Personal electronic devices must:**

- Be turned off
- Be stored in the student's backpack or locker
- Not be used on campus during school hours

This includes cell phones, smartwatches with communication features, tablets, earbuds, and gaming devices.

**If a student uses a device during the school day:**

- The device may be taken away by school staff
- A parent or guardian may be required to pick it up
- Additional consequences may apply under district guidelines

**Internet Safety and Digital Citizenship**

Students receive guidance in:

- Safe online behavior
- Protecting personal information

- Staying on approved websites
- Reporting inappropriate content
- Respectful digital communication

### **Personal Devices (Cell Phones, Smartwatches, Tablets)**

To support a calm and distraction-free Montessori environment:

- Personal devices are not to be used at any time during the school day.
- Devices must remain off and stored per Board Policy JICJ.
- The school is not responsible for lost, damaged, or stolen personal devices.

Students should use district devices only when directed by their teacher.

### **Family Partnership in Technology Use**

Families help support safe and healthy technology habits by:

- Reinforcing district policies at home
- Monitoring children’s online activity
- Encouraging balanced screen time
- Supporting device care and appropriate use

## ***XVII. Nursing Services and Medication***

Brockman Elementary is committed to supporting the health and well-being of every student. Our school nurse provides care for illness and injury, manages health plans, and ensures students with medical needs receive appropriate support during the school day.

### **Nursing Services**

The school nurse:

- Provides first aid and cares for sick students
- Manages chronic health conditions and emergency plans
- Administers medication with proper documentation
- Maintains health records and communicates with families

Families should inform the nurse of any medical conditions or changes.

## **Medication at School**

To keep all students safe, all medications must go through the health room.

### **Prescription & Over-the-Counter Medication**

- Must be in the original container.
- Must have a completed Richland One medication authorization form with appropriate signature.
- Students may not carry medication unless authorized for emergency use.

### **Emergency Medications**

(EpiPens, inhalers, seizure medication)

- Require a current medical action plan.
- Self-carry is allowed only with medical and administrative approval.

### **Medication Delivery**

- Medications must be brought to school by a parent/guardian, not sent in backpacks.

### **When to Keep Your Child Home**

Please keep students home if they have:

- Fever of 100.4°F or higher
- Vomiting or diarrhea
- Contagious illness

Students must be fever-free for 24 hours without medication before returning.

### **Health Plans and Allergies**

Families should notify the school nurse of any allergies or medical conditions that require a health or emergency plan.

## ***XVII. Field Trips***

Field trips are an important part of the Brockman Montessori experience. They extend learning beyond the classroom, support hands-on exploration, and connect directly to classroom lessons.

### **Permission and Participation**

- A signed permission form is required for all field trips.
- If payment is required, money must be sent in a secured envelope labeled with the student's name and teacher's name.
- Students without permission will remain at school with assigned work.

### **Safety and Supervision**

- Students are supervised by teachers, staff, and cleared volunteers at all times.
- Emergency information and first aid supplies accompany each trip.
- Students are expected to follow all school rules and demonstrate Grace & Courtesy.

### **Transportation**

- Most trips use Richland One school buses.
- Students must follow all bus safety expectations.
- Charter buses may be used for longer trips.

### **Chaperones**

- Chaperones must complete volunteer clearance and sign in through Raptor.
- Younger siblings may not attend.
- Chaperones must stay with their assigned group and avoid taking photos of students.

### **Student Expectations**

Students are expected to:

- Stay with their group
- Follow directions the first time
- Show respectful behavior at all times
- Use quiet voices and represent Brockman well

Students who struggle with behavior may be required to have a parent chaperone for future trips.

### **Lunch**

- Students may bring a disposable lunch
- Students will receive a bag lunch from the cafeteria

- Some field trips may have a special lunch at a restaurant with a fee

## **Family Communication**

Teachers will share details about:

- Date, time, and location
- What to wear or bring
- Cost and deadlines
- Chaperone needs

## ***XIX. Richland One Montessori Program Intent to Return/Parent Agreement***

The Richland One Montessori Program Parent-Family Agreement and Intent to Return for the 2025-2026 is a requirement to be submitted by parents to confirm acknowledgement of the overview and procedures of the Montessori program. The signed agreement and intent is due by Friday, January 24, 2025.

NOTE: Please participate in a Montessori Parent Information Session 2025-2026 to be eligible to apply for another child to attend. Click on the link below to register.

<https://forms.office.com/r/PM1BKEHhE4>

1. As Richland One Montessori Programs, we are dedicated to creating a nurturing environment that prioritizes the holistic development of every child: body, mind, and soul. Each classroom community fosters independence, and we strive to cultivate a culture of mutual respect among all members. Guided by the Montessori philosophy, we have established key goals:

**Learning:** We embrace a comprehensive approach to learning, encompassing academic studies, field exploration, service projects, relationship building, and community engagement.

**Community:** We are committed to nurturing relationships that strengthen our community bonds.

**Hard Work:** We value diligence and perseverance in facing challenges, acknowledging the effort and determination required for growth.

**Respect:** Manners are integral to demonstrating respect and care for others, ensuring that everyone's feelings and belongings are treated with consideration.

**Peace:** We aspire to be a community that appreciates the intricate dimensions of both

personal and global peace.

I acknowledge these goals.

2. As Richland One Montessori Programs students, parents, and teachers mature, each assumes greater responsibility for upholding these community values. Together, we make six promises:

1. **Building Community:** We pledge to extend grace and courtesy to one another, fostering an atmosphere of friendliness, openness, and helpfulness, echoing Dr. Maria Montessori's belief in the importance of social grace and inner discipline.
2. **Valuing Work Time:** We commit to regular and punctual attendance, understanding that consistent class participation is crucial for academic and social progress. By prioritizing our time in school, we provide ourselves with the roots of responsibility and the wings of independence, as Dr. Montessori envisioned.
3. **Demonstrating Proper Use of Materials:** We promise to engage fully in lessons and display the proper use of materials as instructed by our teachers. Through our dedication to learning, we embrace Dr. Montessori's philosophy that concentration and stability deepen when children pursue their interests.
4. **Contributing to a Supportive Community:** We vow to create an environment that fosters concentration, independence, and normalization for all. By celebrating individual achievements and nurturing self-discipline, we uphold Dr. Montessori's vision of children who are masters of their own will and actions.
5. **Working as a Team in Communication:** We pledge to collaborate as a three-part team—students, parents, and teachers—in nurturing the holistic development of each child. Through open communication, advocacy, and mutual support, we honor the interconnectedness of all aspects of life.
6. **Completing Assigned Tasks:** We commit to diligently completing tasks assigned by our teachers, recognizing the importance of independent effort and accountability. By encouraging children to tackle assignments themselves, we empower them to develop confidence and competence in their academic pursuits.

I acknowledge these promises.

3. Parents are encouraged to observe within the Montessori community, engage in parent education opportunities, and volunteer their time to further support our shared

goals of holistic child development and community growth.

I acknowledge these expectations.

4. My child is enrolled in a Montessori program in Richland County School District and this agreement is a requirement for enrollment acceptance and continuation of placement. A student's program acceptance may be revoked for reasons including, but not limited to the following – (as per policy AR JFABC-R)

- submission of incorrect information
- excessive absences, early dismissals or tardies
- repeated consequential violations of the discipline code
- employee separation from the district

I acknowledge this as the procedure.

5. A parent/guardian must notify the school within ten days of any changes in my home address and any circumstances that directly affect my program status. If a student withdraws from the program, is withdrawn from, or a program parent separates from the employment of Richland One, the acceptance approval becomes invalid, and the student must attend the zoned school. For ages 3K & 4K, this will be based on space availability.

I acknowledge this as the procedure.

6. My child must be fully toilet trained. This independent skill is vital for school readiness and participation. Staff cannot change children who have soiled their clothes. In case of an accident, parents will be notified to come to the school to clean or change your child within 30 minutes. Repeated toileting issues may result in release from the program with placement on the waiting list for future enrollment once the skill is fully developed.

I acknowledge this as the procedure.

7. Tuition is charged for 3K – 4K students only on an income-based sliding scale. Tuition assistance is determined by submitting a Montessori Tuition Assistance Application to the Office of Montessori Programs at the beginning of each school year and is based on the Federal Income Eligibility Guidelines. Fees are per year for the ten-month program. Tuition can be paid on a monthly basis. Persons who accept a slot and will be paying

tuition need to pay one month's tuition, which will be non-refundable. Fees are subject to change at the beginning of the 2025-2026 school year.

I acknowledge this as the procedure.

Not applicable

8. All students are given an adjustment period during the beginning of each school year. Parents will be notified by the teacher if a pattern of problematic areas of focus occur to engage in a tiered support process for your child. The STEPS TO INTERVENTION may include intervention strategies, referral to the MTSS Team, an improvement plan, progress monitoring, a probationary period and determination of responsiveness to support in the Montessori setting.

I acknowledge this as the procedure.

9. Intent to Return for the 2025-2026 school year.

Yes, my child(ren) will return for the 2025-2026 school year.

No, my child(ren) will not return for the 2025-2026 school year.

10. Child(s) Name(s):

11. Current Grade Level(s):

12. Home Address:

13. Parent/Guardian Name(s) Signature:

Appendix A – School Calendar



## 2025 – 2026 School Calendar

Event	Date
<b>August 2025</b>	
2nd grade Swim Begins	August 18 – 28, 2025
Open House	Thursday, August 28, 2025 – 5:30 p.m.
<b>September 2025</b>	
Grandparents Day 1 (last name A-F)	Wednesday, September 3, 2025 – 9:00 a.m.
Grandparents Day 2 (last name G-O)	Thursday, September 4, 2025 – 9:00 a.m.
Grandparents Day 3 (last name P-Z)	Friday, September 5, 2025 – 9:00 a.m.
Interim Reports (first nine weeks)	Thursday, September 11, 2025
Early Release / Peace Day Celebration	Friday, September 19, 2025
<b>October 2025</b>	
Fall Picture Day	Thursday, October 2, 2025
Early Release at 11:00 a.m.	Thursday, October 9, 2025
Parent/Teacher Conferences	Thursday, October 9, 2025
Teacher Workday (no school for students)	Friday, October 10, 2025
Fall Festival	Friday, October 17, 2025
Report Cards (first nine weeks)	Thursday, October 23, 2025
Parent Education Night	Thursday, October 23, 2025
Red Ribbon Week	October 26-31, 2025
FunD Run	Friday, October 31, 2025
<b>November 2025</b>	
Fall Picture Day (make-ups)	Thursday, November 6, 2025
Interim Reports (second nine weeks)	Thursday, November 6, 2025
Early Release at 11:00 a.m.	Friday, November 7, 2025
Veteran's Day Program	Friday, November 7, 2025
Thanksgiving Dinner Primary	Tuesday, November 11, 2025
Thanksgiving Dinner Lower	Wednesday, November 12, 2025
Thanksgiving Dinner Upper	Thursday, November 13, 2025
Fund Run (make-up day)	Friday, November 21, 2025
Student/Staff Holiday (schools/offices closed)	Monday, November 24, 2025 – Friday, November 28, 2025
<b>December 2025</b>	
Lower Elementary Arts Performance	Tuesday, December 9, 2025
Holiday Spirit Week	Week of Monday, December 15, 2025
Upper Elementary Arts Performance	Tuesday, December 16, 2025
Early Release at 11:00 a.m. / Teacher Workday	Friday, December 19, 2025
Student/Staff Holiday (schools/offices closed)	Monday, December 19, 2025 – Friday, January 2, 2026
<b>January 2026</b>	
Parent Education Night	Thursday, January 15, 2026
Report Cards (second nine weeks)	Thursday, January 15, 2026
Early Release at 11:00 a.m.	Friday, January 16, 2026
Student/Staff Holiday (schools/offices closed)	Monday, January 19, 2026
Career Week	Week of January 26, 2026

<b>February 2026</b>	
Book Fair	Week of February 2, 2026
Sweetheart Dance	Friday, February 6, 2026
Parent Education Night – Learning at Hands	Thursday, February 12, 2026
Interim Reports (third nine weeks)	Thursday, February 12, 2026
Professional Development Day (no school for students)	Friday, February 13, 2026
Student/Staff Holiday (schools/offices closed)	Monday, February 16, 2026
Upper Elementary Living History Museum	Friday, February 27, 2026
<b>March 2026</b>	
Spring Picture Day	Wednesday, March 4, 2026
PTO Auction	Saturday, March 7, 2026
Music in Our Schools Week	Week of March 9-13, 2026
Early Release at 11:00 a.m.	Thursday, March 12, 2026
Parent Conferences	Thursday, March 12, 2026
Teacher Workday (no school for students)	Friday, March 13, 2026
St. Patrick's Day Walk	Saturday, March 14, 2026
Special Olympics Week	Week of March 16, 2026
DARE Graduation – Upper Elementary (5 <sup>th</sup> )	Thursday, March 26, 2026
Report Cards (third nine weeks)	Thursday, March 26, 2026
Field Day	Friday, March 27, 2026
<b>April 2026</b>	
Field Day Rain Date	Friday, April 2, 2026
Student/Staff Holiday (schools/offices closed)	Friday, April 3, 2026
Student/Staff Holiday (schools/offices closed)	Monday, April 6, 2026 – Friday, April 10, 2026
Interim Reports (fourth nine weeks)	Thursday, April 16, 2026
Upper Elementary Arts Performance	Thursday, April 23, 2026
Volunteer Breakfast	Friday, April 24, 2026
Lower Elementary Arts Performance	Tuesday, April 28, 2026
SC Ready Science	Tuesday, April 29, 2026
<b>May 2026</b>	
SC Ready Reading	Tuesday, May 5, 2026
SC Ready Writing	Thursday, May 7, 2026
SC Ready Math Section A	Wednesday, May 13, 2026
SC Ready Math Section B	Thursday, May 14, 2026
New Parent Orientation	Friday, May 15, 2026
Spring Picnic	Friday, May 15, 2026
Primary Bridging	Tuesday, May 19, 2026 – 9:30 a.m.
Lower Elementary Bridging	Wednesday, May 20, 2026 – 9:30 a.m.
Upper Elementary Bridging	Thursday, May 21, 2026 – 9:30 a.m.
Parent Education Night - Transitions	Thursday, May 21, 2026
Spring Picnic Rain Date	Friday, May 22, 2026
Student/Staff Holiday (schools/offices closed)	Monday, May 25, 2026
Last Day of School for Students	Wednesday, May 27, 2026
Report Cards (fourth nine weeks)	Tuesday, June 2, 2026 – mailed home

***Calendar is subject to change.***

