



ROYAL MONTESSORI ACADEMY

Where Learning Begins

School Policy & Parent Handbook

Introduction

Welcome to Royal Montessori Academy! We look forward to a rewarding school year with you and your child. Please read and save this handbook to consult throughout the year, as it will answer many of your questions about the philosophy, policies, practices and procedures of Royal Montessori Academy.

This policy manual and handbook has been developed as a resource for families, staff, and community members. Please read and familiarize yourselves with the policies and procedures enclosed. Further questions should be directed to the Head of School, Mrs. Collins, School Administrator, Mrs. James or Assistant School Administrator, Mrs. Rowe.

“Let us give the child a vision of the whole universe...for all things are part of the universe, and are connected with each other to form one whole unity” -Maria Montessori

Mission

Royal Montessori Academy's mission is to provide quality education in a safe, diverse, nurturing and creating environment that helps the development of the whole child. This mission ensures that the child is academically motivated, artistically creative, physically active and emotionally supported.

Goals

- To awaken a love of learning, passion for knowledge, and joy of creativity in each student
- To support the development of independent, self-confident learners
- To foster a strong sense of self, respect for others and an ability to work as part of a group
- To develop a repertoire of life skills and a strong academic foundation
- To provide developmentally appropriate physical activity
- To encourage regular practice of self-reflection and nurturing the peace within
- To provide a reliable source of care and information for families

Core Values

- Respect
- Compassion
- Kindness
- Responsibility
- Honesty
- Awareness

Elements of the Montessori Approach to Teaching

Montessori is both a philosophy of child development and a method of applying the philosophy in an educational setting to guide a child's growth. The Montessori classrooms at all levels are dynamic communities of learners and guides. Some basic premises of Montessori for all age levels include:

A Responsive, Prepared, Student-Centered Environment

Children are to be respected as unique individuals, different from adults, but not less important or valued as members of the community. The child possesses an unusual sensitivity and intellectual ability to learn from her/his environment. The focus of activity in our Montessori classroom setting is on the child's experience within the environment, and not on the teacher's teaching. Our environment is designed to meet the needs, interests, and abilities of the children within the class. Teachers adapt the environment through modifying the selection of educational materials available, the physical layout and equipment in the classroom, and shifting the tone of the class to fit the ever-changing needs of the children. Generally students work individually or in small self-selected groups. Community meetings or "circle times" are scheduled so as not to interrupt the child's work and are usually held at transitional points during the day. There is a conscious effort to design our classroom as a "children's house," making it as comfortable and inviting as a home.

A Focus On The Human Tendencies

Maria Montessori based her philosophy of education on the human tendency within the child to explore, to move, to share with a group, to be independent and make decisions, to create order, to develop self-control, to abstract ideas from experience, to use creative imagination, to work hard, to repeat, concentrate, and perfect one's efforts and creations. Each of these tendencies is considered carefully when designing our environments, preparing materials, and planning activities for the students.

A Multiage Community of Learners

Our Montessori classroom is a community of children and adults. The classroom consists of children from a multiage span. This creates a “family” like group where older children model and help care for younger children, and younger children look up to and learn from the older children. Varying levels of ability blend easily in a multiage setting, no child feels left behind and everyone learns at their own pace.

Cooperation and Collaboration

Montessori children learn “at their own pace.” When the child demonstrates readiness, she/he is guided gently by the teachers in the classroom to explore increasingly challenging activities. In a Montessori setting, teachers refrain from comparing students to one another and base evaluations on the progress of the individual. Children are encouraged to work together as well as independently. Often a more experienced child will be asked to assist a less experienced child with an activity or lesson. Group discussion and problem solving are strongly encouraged. Teachers work to create a sense of community within the classroom. Children feel a sense of belonging and responsibility toward their classroom and toward each other.

The Process of Learning

Montessori materials teach through hands on learning, spontaneous engagement, active involvement, and self-directed activity. Montessori materials have a control of error inherent in their design. This allows children to work independently, unafraid to make mistakes and to become comfortable with the fact that errors are essential to the process of learning. While making independent choices and exploring concepts largely on their own, Montessori students construct their own sense of individual identity. They become independent and confident individuals.

The child is intrinsically motivated to learn. In a Montessori classroom children don't work for grades or external rewards, nor do they complete assignments given to them by their teachers. Children learn because they are interested in things and in gaining an understanding of the world around them.

In the classroom there are three stages of learning a new concept or lesson:

1. **Introduction to a concept.** This usually occurs by means of exploration within the classroom, presentation of a concept from a teacher, observing another child at work, a conversation, reading something in a book, etc.

2. **Processing the concept.** The child develops an understanding of the concept through working with materials that illustrate the ideas, provide opportunity for exploration and experimentation, and provide opportunity for repetition of an activity.

3. **Mastering the concept.** The child is confidently able to explain the concept and teach the concept to another person.

Evaluation of Student Progress

The Montessori curriculum is carefully structured and sequenced based on the developmental needs of each individual child. Teachers maintain careful records of each student's individual progress. Portfolios of work are kept for children. Children are not compared against arbitrary standards or the performance of their classmates. Parent teacher conferences are held twice a year to discuss student progress. Additional conferences can be held at a parent or teacher's request. If requested, written summaries of conferences can be provided.

Starting the School Year

At Royal Montessori Academy, our emphasis begins with the development of strong, warm, trusting relationships. The social environment paves the way for the children to get the most out of the physical environment as well as our routines and academics.

For every child, even returning children, the first days of the year at Royal Montessori Academy are filled with new experiences, people and expectations. We try to make this adjustment period as smooth and comfortable as it can be for each child because it serves as a foundation for a happy school year and for future separations and transitions. We ask parents to work with the teachers and school in creating a bridge between home and school and to help your child establish trusting relationships with their new teachers.

Transitional articles (blanket, teddy bear, doll, etc.) are sometimes needed by a child having a stressful time. If possible, however, it is best to leave treasured objects at home since they are not easily shared and particularly missed if they get lost at school. If a special object is brought to school, it will be safeguarded by being kept in the child's locker. Please cooperate with the school policy of not having toy guns, weapons or masks in school.

Separation

Helping children to comfortably separate (say good-bye) from their parents is a key component in the program. This may be your family's first experience with separation. Please know that we are sensitive to individual needs and feelings. In order to ease the process, parents and teachers work together to create a bridge between home and our school. We have found that when a parent feels comfortable in the Royal Montessori Academy environment, the child will as well. The building of a relationship between parents and teachers is the foundation for the child's positive experiences in school.

For this reason, we ask parents to visit your child's new classroom or attend "Meet the Teacher" events with your child. During this time, teacher will ask questions to enable them to better know your child before the school year and full separation begins.

Parents must say "goodbye" to their child and tell him/her when they will return. Parents may NOT "sneak out" in order to prevent the child from crying at that moment. Leaving without saying goodbye may be easier for the parents than leaving while a child is crying, but it truly isn't easier for the child. Their tears and cries are symbols of their healthy attachment to you. It is necessary and healthy for children to be allowed to express their emotions. Children will be helped and comforted by a teacher. Leaving without saying goodbye can also make separations more difficult because a child will fear the unexpected departure and try to keep a close eye on his or her parents. This vigilance prevents him or her from engaging in play or interacting with teachers or children. Sneaking out of the room is in direct opposition to the trust that you are trying to build with your child. They will better trust that you will return when they see that you are clear about when you leave. When saying goodbye, tell your child when you will return. "Mommy will be back after lunch to pick you up!" Then upon return remind them, "I am back like I said to pick you up after lunch. How was your day?"

We encourage you to talk openly with your teachers in order to establish positive relationships. Expressing your feeling and needs at this time and all throughout the year is vital to the success of you and your child's experiences at Royal Montessori Academy.

Overview of Curriculum

The child has a deep love and need for purposeful work. She/he works, however, not as an adult, for completion of a job, but for the sake of an activity itself. It is this

activity, which enables she/he to accomplish his most important goal: the development of herself/himself – mental, physical, and psychological powers.

Our Toddler Program is under the guidance of one teacher and two co-teachers, children participate joyfully in purposeful tasks, such as slicing bananas or tending the garden. They develop the skills needed to foster independence and care for themselves and each other. The environment is rich in opportunities to move with balance and control as well as lessons in art and music. The child's development of self-confidence and understanding that he or she is part of a community are fostered. The children work together at tasks such as setting the table for snack or dressing for the outdoors. They gather as a community to play musical instruments, sing nursery rhymes or listen to stories.

Once the child has shown the readiness, and is potty trained (usually around age 3), he or she moves into the Pre-School Program. The child needs to be fully potty trained and independent in bathroom skills before being accepted into the Pre-School Program.

The Pre-School/Kindergarten classroom is an atmosphere of calm, order and joy, as children ages 3 through 6 learn together. The younger children are guided by the teacher and by observing and working with older students. Pre-School students literally absorb information, experiences, and life around them. The older children learn leadership and compassion in this mixed-aged setting. Children learn to work at a task from beginning to end and develop their self-discipline and the capacity for deep concentration. Respect for others and good manners develop naturally as the children grow within the Montessori environment.

In addition to the goals of our program listed at the beginning of this handbook our curriculum includes the following areas:

Practical Life: Young children, Toddler, Pre-School & Kindergarten students, have a natural urge to partake in the activities of daily living and be a participating member of family life. Simple chores adults may take for granted fascinate the child, engaging them in the meaningful learning of life skills. Practical life activities help children develop and coordinate movement, awareness of the environment, orderly thought patterns, independent work habits, and responsibility. The lessons in Practical Life include:

Preliminary Exercises- preparing the fine motor skills for more challenging activities (spooning, pouring, stringing, etc.)

Care of the Environment- learning to respect and care for the tools in the space where the child lives and learns (food preparation, sweeping, dusting, washing, polishing, etc.)

Care of the Person- learning the basics of self-care skills (hand washing, nose blowing, dressing, nutrition, etc.)

Grace and Courtesy- learning social skills (walking carefully, communication, manners, table setting, hosting a guest, etc.)

Sensorial

The materials and activities at the Toddler, Pre-School & Kindergarten level are iconic Montessori. They allow children to pursue their natural tendency to classify sensorial impressions and sort by size, shape, color, touch, sound, and weight. The sensorial materials isolate specific qualities, have a built in control of error, allow for repetition, and make abstract qualities concrete. Sensorial activities lay a foundation for math, geometry, geography, botany, art, and music.

Math

An introduction to mathematics at the Toddler level is given through simple counting exercises such as counting the plates when setting the table, counting the children as they line up, and through counting songs and rhymes.

At the Pre-School/Kindergarten level, children's mathematical sense is built on the strong foundation of the sensorial materials where many fundamental concepts, such as length, volume, gradation, sequencing, grouping and so on, have been already experienced via the senses. These activities make the abstract concepts of mathematics concrete for hands on learning. Each activity isolates a particular concept and integrates with other activities to form a strong foundation for further exploration.

Beginning Pre-School math activities include 1 to 10 (sequences, quantity, numeral names, combinations of ten, basic arithmetic), teens, tens, introduction to the decimal system, and the operations of addition, multiplication, subtraction, and division. Children explore fractional equivalences and the fractional names with manipulative materials. They use a wide variety of two and three-dimensional geometry materials and learn the basics of geometric nomenclature. They see and explore binomial and trinomial patterns in certain materials and gain a visual and tactile impression for later work when they will use such patterns to explore the concepts of squaring, square root, cubing, and cube root during the elementary years. The emphasis is always on examining patterns and sequences and the connections between arithmetic and

geometry in order to help children develop their mathematical minds from an early age.

Language

Toddler, Pre-School & Kindergarten children are immersed in language the moment they enter the classroom. Spoken language is encouraged as children communicate with each other individually, in small groups, and in large groups. A library of books is available for enjoyment and information. Stories are read and told individually, in small and large groups.

At the Pre-School level phonemic awareness is taught through hands on activities and games, the alphabet is learned with fun and interesting sorting and matching works, handwriting is practiced through tracing shapes, sandpaper letters, and using chalkboards, moveable alphabet letters are used for writing words, and labels are used all over for word recognition. Reading for 4 or 5 year olds in a Montessori program usually follows an immersion in writing activities, mostly done using the moveable alphabets. The children spontaneously synthesize all of the phonemes they have learned and the sight words they have been given and often discover that one day they can now read. In addition to a wide range of suitable fiction and non-fiction books in the school library, there are vocabulary cards in relation to every subject area (nomenclature of everyday objects, geometry, science, world cultures, etc.). Enrichment of vocabulary across the curriculum is a constant focus in the Pre-School classroom. Another daily occurrence is reading aloud to the children as a group. Introductory activities in areas of grammar, syntax and word study form a part of the early language work. Dr. Maria Montessori described the 5 to 7 year olds as “word lovers,” such was their great interest in language at this age. The concepts of noun, verb, preposition, subject, direct object, etc. are introduced in playful activities using a miniature environment and a variety of movement games. The Montessori grammar symbols used throughout the Elementary Program are first introduced at this age.

Science

Toddler, Pre-School & Kindergarten level sensorial exploration and experimentation is key as children learn about the natural world. For example, sand and water tables allow for open-ended work while other activities isolate individual concepts such as sink and float, magnets, botany, etc. Care for plants and animals overlap with practical life activities and teach science as well as responsibility.

At the Pre-School level basic skills of science, such as measuring, comparing, classifying, and keen observing, are carefully prepared and practiced. This work is

accompanied by extensive classified nomenclature. For example, Pre-School age children learn the scientific nomenclature of the parts of a flower, such as the calyx and corolla. Classification systems such as living/non-living, and vertebrate/invertebrate are also taught. Children study the basic characteristics and nomenclature of plants and animals. They learn to name common domestic and wild plants and animals, and they work with materials to learn fundamental classifications such as mammals, birds, reptiles, amphibians, and fish. Children are also introduced to some basic concepts of physical science, such as floating/sinking, magnetic/non-magnetic. Non-fiction books related to science are read aloud to the children, and they have classroom responsibilities for the care of indoor plants, as well as feeding the birds outside. The children also plant, tend to, and harvest their own classroom gardens.

Geography

These materials help the child learn about the facts of the material world. Working with the sensorial, language and cultural materials related to geography is an important part of the work of a Montessori Pre-School/Kindergarten classroom. The very young children are introduced early to a sandpaper globe where they can have a visual and tactile experience of the Earth. Other sensorial materials and puzzle maps are used by the children to explore the continents of our world, the countries of each continent, and the states of our own country. They also create key land and water forms such as lakes, islands, and peninsulas. Geography vocabulary is given both orally and with prepared nomenclature cards that are used by the children as an integrated part of their language work. The children are introduced to the diversity of international cultures by means of stories, songs, celebrations, pictures, and artifacts.

Music

At the Toddler, Pre-School & Kindergarten levels informal and formal music education occurs through singing, listening to music, introduction of instruments, introduction of musical notation, and exploration of sound.

Art

A range of art materials and activities are available to students. There is a progression in the artwork as the child's skills develop. Cutting exercises move from very simple to quite complex exercises. Pasting work is followed later by collage. Coloring with various media (crayons, pastels, charcoal) is available. Painting on an easel, watercolor, and clay work are presented. Handwork, including sewing and embroidery, is taught. Seasonal inspirations using different media is a prominent feature in our primary classrooms.

Foreign Language

Students are learning the introduction into the Mandarin Language. These lessons include learning basic words, shapes, colors, numbers, days of the week and more.

Physical Development

At all levels, care of the body is equally as important as challenging the mind. At the Toddler and Pre-School levels movement is built into all Montessori activities allowing the child to develop gross motor as well as fine motor skills. Yoga and other types of more formal exercise are built into daily group times. There are at least two periods of gross motor activity time each day with activities that include running, skipping, swinging, navigating an obstacle course, ball play, group games, sledding in the winter, and activities using other props such as parachutes and ribbons.

Daily Routine

These routines are a general guideline followed by each of our classroom levels. The daily routine is always based on the needs of the children and is adjusted accordingly. Each classroom has different schedules based on specials and recess times.

6:45 a.m. – 8:00 a.m. is considered our BEFORE SCHOOL PROGRAM. Students must be enrolled into this program. Cold cereal breakfast is provided in this program.

3:30 p.m. – 5:15 p.m. is considered our AFTER-SCHOOL PROGRAM. Students must be enrolled into this program.

There is no drop-in availability in these programs. Enrollment is open on a first come, first serves basis until the program is full.

Example of Classroom Routine

8:00a - 8:30	Morning Meeting (Calendar/Pledge of Allegiance/Discussion)
8:30 -10:30	Work Period (Classroom Lessons/Snack)
10:30 – 11:00	Recess
11:00 – 11:30	Discussion/Rainbow Rug
11:30 – 12:15	Lunch/Half Day Dismissal
12:30 – 2:00	Rest/Advanced Presentations
2:00 – 2:30	Afternoon snack
2:30 – 3:30	Specials/Work Period/Dismissal

Discipline Policies

"Freedom within limits" is the core of the philosophy regarding discipline in a Montessori environment. Montessori children enjoy considerable freedom of movement and choice; however, their freedom always exists within carefully defined limits on the range of their behavior. They are free to do anything appropriate within the ground rules of the school community, but they are redirected promptly and firmly if they cross over the line.

Preparation of the environment and carefully defined ground rules are key to successful discipline. When a child oversteps these boundaries and redirection does not work, a serious discussion of the situation occurs between the teacher and the student. At this time age appropriate consequences directly relating to the situation are laid out. Should the child continue to disobey, the consequences will be enforced. For example if a four year old is painting on the wall instead of the easel and refuses to stop when asked, she/he would lose the privilege of using paints for the remainder of the day.

If a child is endangering his or her safety or the safety of another person, an adult will intervene immediately and remove the child from the situation. Once the child/children are safe, the teacher can assess the situation and choose appropriate discipline measures.

If the child's body is out of control and he or she is unable to respond to redirection, discussion, or consequences the teacher may choose to have the child sit quietly in a calm part of the classroom to regain self-control. When the child is able to return to work calmly he or she may do so, with permission from the teacher. This "time out" should never last more than a few minutes for a Pre-School child. If the child is unable to respond to the redirection and the "time out" they may be asked to leave school for the day. The safety of our teachers and the other students in the classroom is a top priority of the school.

A teacher or staff member only, may administer discipline in the school setting.

Our approach to discipline is based on empowerment, mutual respect and trust. Physical punishment is prohibited. Withholding food, rest or sleep as a punishment is prohibited. Methods of discipline or interactions that frighten, demean or humiliate a child are prohibited.

When any student at Royal Montessori Academy finds it difficult to meet the school's expectation of positive conduct, every effort will be made to bring the student, family, and staff together to achieve a solution. This may include parent/teacher meeting and/or meeting with school administrator to best determine a plan of action to help the child understand the expectations of the school. If the student cannot meet the school's expectations of positive conduct, they may be asked to leave the school and the family will be let out of their enrollment contract.

Royal Montessori Academy classrooms cannot accommodate one-on-one for any student in our school. Toddler classrooms are a 1:6 ratio and Preschool/Kindergarten classrooms are a 1:12 ratio. Should a child need one-on-one assistance; a parent/teacher conference would be set up to better determine a plan of actions for success in the classroom.

Bullying Policy

Royal Montessori Academy strives to provide a safe, secure, and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. Bullying has a harmful social, physical, psychological, and academic impact on bullies, victims, and bystanders. The school consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Definition

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status.

Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g. spreading cruel rumors, intimidation through gestures, and social exclusion)

Prohibition

Bullying behavior is prohibited in all schools, buildings, property, and educational environments, including any property or vehicle owned, leased, or used by the school. Educational environments include, but are not limited to, every activity under school supervision.

Procedure for Reporting/Retaliation

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to Mrs. James, School Administrator. Any other person, including a student who is either a victim of the bullying or is aware of the bullying or any other concerned individual is encouraged to report the conduct to Mrs. James, school Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

The school official receiving a report of bullying shall immediately notify the school employee assigned to investigate the report. The following school employees have been identified as the investigator: Mrs. James, School Administrator.

There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for investigating reports of bullying

The person assigned by the school to conduct an investigation of the bullying report shall, within one school day, interview the person(s) who are the victim(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

Parents and/or guardians of each pupil involved in the bullying will be notified prior to the conclusion of the investigation. The school shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

Sanctions and supports

If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the school administration and school may take disciplinary action, including: suspension, expulsion, and/or referral to law enforcement officials for possible legal action as appropriate.

Conflict vs. Bullying

Conflict	Bullying
Equal power	Imbalance of power
Happens occasionally	Repeated actions
No intent to harm	Purposeful intent
Equal emotional reactions	Victim reacts strongly
Not seeking power/attention	Is often seeking power/attention
Remorse	No remorse
Effort to solve the problem	Not motivated to solve the problem

General School and Classroom Guidelines

Royal Montessori Academy supports a philosophy based on mutual respect to all members of the community. It is our intention to create a safe, supportive, nurturing environment for students, parents and staff.

There are some basic expectations we have for all members of our community. Please review, discuss, and model these guidelines with your child.

- Walk safely and calmly in the classrooms and hallways: “walking feet”
- Use quiet, calm, and gentle voices; no calling or yelling across the classroom: “indoor voices”
- Be kind and gentle to others; no aggressive behaviors will be tolerated
- Respect the privacy and concentration: do not disturb others who are working
- Respect other’s personal belongings; do not touch without permission
- Take responsibility for care of our classroom and school; return work in good order to shelves

Adult Guidelines and Rules

The entire school community, including administrators, teachers, students, parents, and friends are responsible for modeling appropriate behavior, helping to maintain the

order and neatness of the school environment, and reporting any violations of guidelines or safety concerns to the Head of School, Mrs. Tara Collins or School Administrator, Mrs. Jeanine James.

Royal Montessori Academy is a smoke free environment. No one may smoke anywhere on school grounds. This policy includes electronic cigarettes.

Royal Montessori Academy cannot and will not tolerate any irresponsible and dangerous behavior, acts of violence, threats of violence, emotional or sexual harassment or verbal abuse directed toward anyone. Royal Montessori Academy is a NO WEAPON environment within the building and on our grounds.

Health and Safety

Drop off and Pick Up

Communication between the parents and teacher is essential to the safety and the best care of the child. Often the morning arrival time and afternoon dismissal time are quite busy for the teacher. Her/his primary focus is on the safety of the children so she may not be able to hold a lengthy conversation at these times. Parents can leave notes for the teachers, forms, and tuition payments in the white mail drop box outside the office. Phone conversations or teacher conferences are encouraged and best arranged outside of regular school hours. Emergency phone calls should be made at any time and emergency calls will always be returned as soon as they are received.

Parents are asked to fill out a form authorizing who is able to pick up their child from school and/or act on their behalf in case of an emergency. Children will only be released to people on this list with proper identification. Parents should check and update this form regularly.

Children are expected to arrive at school on time. Late arrivals are disruptive to the classroom and make it difficult for the child arriving late to transition into the school day. Parents should call in the morning whenever their child will be out for the day. Let the classroom teacher and school administration know as soon as possible for longer-term absences.

Children are expected to be picked up from school on time. Late pickups are disruptive to our afternoon programs, often create anxiety in the child who is picked up late and create unsafe student/teacher ratios. Children who are not picked up by on time will be charged a late fee of \$15.00. Severe weather is taken into account with late pick up times and will be excused for that day.

Drop off and pick up times can be **very** busy in the parking lots of our school. Please practice patience and safety when parking. Schools are not made to accommodate mass parking and we do our best as a school to keep the flow of those busy drop off times going.

Visitation Policy

All visitors are required to sign in in the school visitor log, recording the date and time of arrival, purpose for visit, and sign out with a time of departure.

The Montessori classroom is a very special place. The environment has been carefully designed to meet the developmental needs of children. A very delicate balance occurs between the child, teacher, and the environment as they work together to support growth and learning. The presence of visitors moving freely through the room can be distracting and at times confusing for the children. It can interfere with the atmosphere of independence and concentration in the classroom.

We ask that all visitors respect the children and the classroom. The teacher will guide visitors into appropriate areas to sit and observe. Visitors should remain seated and refrain from engaging in conversation or activity with the children.

In the case of parents, student teachers, and volunteers, the teachers will direct visitors to appropriate activities within the classroom where they can become involved such as sharing a special skill or cultural information during circle time, listening to children read, or directing a special project.

Supervision of Children

For the toddler program (18 months-3 years) we allow a max of 18 students per classroom with one (1) teacher and two (2) co-teachers. For the Pre-School & Kindergarten programs (3 years-6years) we allow a max of 24 students per classroom with one (1) teacher and one (1) co-teacher.

A child will never be left unsupervised. Efforts will be made to familiarize children and parents with potential substitute teachers, volunteers, and student teachers. Should an emergency arise where the teacher may need to leave the classroom an approved substitute will be called in to supervise the children. In the event of a planned, short-term, non-recurring absence of the teacher (i.e. doctor's appointment, teacher

training, personal day) parents will be notified in advance and an approved substitute will be arranged. All substitute teachers and volunteers will have been approved prior to being in the classroom and have a current background check on file. Background checks are run annually.

In Case of Emergency

Smoke detectors are located in the school. These detectors are checked regularly and inspected annually. When an alarm is set off the fire department will be contacted immediately.

Fire extinguishers are located on the wall near each exit and near the furnaces. These extinguishers are checked regularly and inspected by a professional annually.

Emergency phone numbers are located on the wall near each phone and in each classroom a first aid kit.

In case of emergency:

- The teacher will ask children to stop what they are doing and quietly walk to either the primary or secondary exit. In case of a fire emergency, the smoke detector alarm will go off and the teacher will instruct children to line up at the nearest exit immediately.
- As the children are lining up the teacher or her assistant will check all areas of the classroom for children (bathroom, closets, etc.), get the emergency bag, and in inclement weather collect children's coats and gear from their lockers. In the case of a fire emergency, the teacher will guide the children out of the building as quickly as possible, checking that all children are present and taking the emergency bag. Since a quick evacuation is essential in a fire, this may mean leaving coats and gear behind.
- The teacher will walk with the children to the designated meeting place.
- Once assembled in a safe place the teacher will take attendance.
- Authorities can be notified using a cell phone. Parents will be notified using the emergency contact list. This list is checked and updated monthly.

In the case of a serious medical emergency, a teacher or staff member trained by the Red Cross in First Aid/CPR will evaluate the situation, direct someone to call 911, and follow instructions from emergency personnel. If a First Aid/CPR trained staff member is not immediately available the supervising adult will call 911 and follow the instructions from emergency personnel. Should the child need to be transported to a medical

facility, a familiar teacher or staff member will ride with the child to the hospital and remain with the child until a parent or guardian arrives. The other teacher on duty or a member of the administrative staff will step into the classroom to ensure remaining children are being supervised according to required ratios. **It is important to keep all of your emergency contact information up to date; the school, using this information, will contact parents.**

Fire Drills

Random fire drills will be conducted on a monthly basis. The emergency procedures described above will be practiced.

School Closings, Delayed Openings

If severe weather conditions make travel hazardous, school may be postponed, closed early, or cancelled. Please listen to your local television stations (2, 5 & 11) for school closing and delay information. There is no credit or make up days given for weather and emergency related school closings. In an event that school would be closed early, all parents would be contacted by the administration at the school.

School closings/delays are posted on social media, a text message alert will go out to parents, an email to parents and local news stations.

Local and National Emergencies

In the event that children and staff need to evacuate the building due to a national or local emergency, they will proceed to the closest safe building as directed by emergency personnel. The school will only be evacuated in the event the building is deemed not safe for occupancy by the police/fire department. Please tune into your local TV stations for more emergency information. Please ensure that all information, telephone numbers and emergency contacts are updated and checked throughout the year.

The school highly recommends that each family have an emergency plan for picking up your child at school.

School Closing for Faculty Meetings and Staff Professional Development

In order to ensure the highest quality program and to meet Montessori training requirements for professional development Royal Montessori School closes school to hold regular faculty meetings, professional development days and attend educational conferences. These dates are marked on the regular school calendar.

General Student Health and Safety Policies

All children enrolled into Royal Montessori Academy must provide documentation that must state that the child has received age appropriate immunizations in accordance with the Wisconsin State Public Health Law. Any child who is not immunized because of the parent's genuine and sincere religious beliefs may be admitted if the parent furnishes the provider with a written statement to this effect. All children must remain current with their immunizations and update the documentation at the school annually.

In addition to the health care statement, the following documents will be submitted at the time of admission and kept on file while the child is enrolled:

- A written consent signed by the parent authorizing the teachers or other staff employed by the program to obtain emergency health care for the child.
- A written consent signed by the parent allowing for the school to arrange for transportation of the child in need of emergency care.
- A written consent of permission to apply topical sun block, diaper creams, and/or lotions to the child. The parent must provide product for the child in original packaging and clearly label the bottle with the child's name.
- A written consent to allow the child to be photographed at school and permission for the school to use these photographs for school albums, newsletters, on our web site, and for other school related purposes (special craft projects, press releases, etc.).
- A written consent that the parent is familiar with our napping policies and procedures.

Illness Policy

Royal Montessori Academy adheres strictly to the State of Wisconsin guidelines for dealing with illness in the school. The standards are designed to protect your healthy child. **Please do not send your child to school if they are sick or unable to participate in daily activities.** Your child will recover more quickly at home and the other children and adults at the school will be protected from continued exposure to the illness. The school is neither licensed nor equipped to care for ill children.

If a child becomes ill while at school, he or she will be isolated from the other children and parents will be called to arrange for the child to be picked up. If a child is considered to be too ill to attend school at drop off, he or she will not be admitted to

class. Please remember that when illness is accompanied by fever, your child may not return to school until their temperature has been normal for twenty-four hours (without medication). Royal Montessori Academy will notify all other parents of any illnesses that may affect the other students.

Medication Policy

Royal Montessori Academy teachers and staff will not administer any medication, prescription, remedy, or treatment, except as stated earlier in the use of topical ointments such as sun block and diaper cream except to the extent that such administration is required under the provisions of the Americans with Disabilities Act.

Illness Exclusion Policy

EXCLUDE IF:	READMIT IF:
TEMP OF 100.4° F ORAL, 101°F RECTAL, OR 99° F AUXILIARY	Free of fever for twenty-four (24) hours without medication
TEMP OF 100.4° F ORAL, 101°F RECTAL, OR 99° F AUXILIARY PLUS ONE OF THE FOLLOWING: <ul style="list-style-type: none"> • SEVERE COLD WITH YELLOW-GREEN NASAL DISCHARGE • COUGH • SORE THROAT • SNEEZING • SWOLLEN GLANDS • SKIN RASH 	Free of fever for twenty-four (24) hours or note from clinic or physical stating child is not communicable
CONJUNCTIVITIS (PINK EYE) BACTERIAL AND/OR VIRAL	All discharge has ceased or note from clinic or physician stating child is not communicable
HEAD AND BODY LICE	After treatment and free of lice and knits
RINGWORM OF BODY	After treatment and lesions are covered
RINGWORM OF HEAD	After treatment, lesions are covered, and note from clinic or physician stating child is not communicable
SKIN LESIONS, IMPETIGO, AND SCABIES	Skin sores are healed or note from clinic or physician stating child is not communicable

VOMITING	Free of upset stomach and vomiting for 24 hours
DIARRHEA (TWO OR MORE LOOSE WATERY STOOLS PER DAY)	Diarrhea free for 24 hours
FAINTING OR SEIZURES OR GENERAL SIGNS OF A COMMUNICABLE DISEASE TO WHICH THE CHILD HAS BEEN EXPOSED	Free of symptoms or note from clinic or physician stating child is not communicable

Staff and Facility Health and Safety Policies

In accordance with the provisions of the social services law, all teachers and staff at the Royal Montessori Academy are required to report any suspected incidents of child abuse or maltreatment concerning a child to the statewide center of child abuse and maltreatment.

Safety precautions relating to blood must be observed as follows:

- Disposable gloves must be worn whenever there is a possibility for contact with blood, including but not limited to touching blood or blood contaminated fluids, treating cuts that bleed, and wiping surfaces with stained blood
- In an emergency, a child's wellbeing must take priority. A bleeding child must not be denied care because gloves are unavailable.
- Disposable gloves must be discarded after each use
- If blood is touched accidentally, the exposed skin must be thoroughly washed with soap and running water
- Clothing contaminated with blood must be placed in a securely tied plastic bag and returned to the parent at the end of the day
- Surfaces that have been contaminated with blood must be cleaned and disinfected with a germicidal solution

Sufficient and suitable clothing must be available so that children who are dirty or soil their clothing may be changed. Parents will be asked to keep at least one seasonally appropriate change of clothes for their child at school.

Toileting facilities will be kept clean at all times and stacked with toilet paper, soap, and towels accessible to staff and children.

Toileting equipment will be provided appropriate to the toilet training level of the children in the group.

If a child is not yet potty trained parents must supply an adequate supply of disposable pull-ups and wipes. Diapers will be disposed of in a tightly covered trashcan and kept out of reach of children. Royal Montessori Academy can change cloth diapers but does not have the necessary tools to wash the liners. All liners will be bagged for the parents to wash and return.

All rooms, equipment, supplies, and furnishing accessible to children will be cleaned and disinfected as needed to protect the health of the children and staff, and in a manner, consistent with the health care plan guidelines issued by the Wisconsin Office of Children and Family Services Regulations.

Nutrition

Lunches

Parents are required to provide a balanced, nutritious lunch for their children. Parents should remember to include a protein, grains, vegetables and fruits for lunch. Candy and other highly sugared foods are not appropriate and prohibited. If parents are having trouble discovering meals their child is willing to eat, they are encouraged to speak with teachers who will be happy to give them ideas. The school can reheat lunches if required. An ice pack is suggested to keep food fresh until lunch. Refrigeration is not provided. At lunch the school also provides water, or milk for each child.

Please send healthy foods only, no “junk food” – we define junk food as any food that is high in fat, sugar and/or salt and low in nutritional value. Some examples include candy, chips, cookies, cake, doughnuts, etc. Since juice has little nutritional value, please save juice boxes for a special at home treat or for birthday celebrations in the classroom. Do not send meals that take more than 1 minute to 1 minute and a half to prepare in a microwave. With multiple students needing lunches heated up, meals that take 3 minutes to prepare slows down this process greatly.

We expect the children to feed themselves. Parents provide lunches that are prepared in a way that is easiest for their child to handle independently. Please offer foods for your child in small, manageable portions.

Food Allergies

For children with life threatening allergies and/or asthma, we ask that you fill out

detailed protocol on the pink Authorization form provided upon enrollment. This will help to ensure that we minimize the risk of exposure to allergens and have an up to date action plan in place with appropriately trained staff. Once a child is diagnosed with a significant food allergy or life threatening condition, parents must meet with the Head of School, Mrs. Tara Collins or School Administrator, Mrs. Jeanine James along with classroom teachers in order to develop an action plan.

General School Information

Clothing

All clothing and other belongings, which are brought to school, should be clearly labeled with your child's name. A supply of clothes for changes should be sent at the beginning of the year and checked regularly to insure an adequate supply. The children work with materials in the classroom that may result in their clothing becoming soiled or wet (water, paint, etc.), sometimes more than once a day. They appreciate the option of changing into clean dry clothes on their own.

Since self-sufficiency is encouraged, parents are asked to consider the ease with which their child is able to dress him or herself. For example, overalls may look cute but may be challenging for your child to unhook when they need to use the bathroom.

Each child should keep a pair of indoor shoes to wear while at school. This helps keep our environment clean and healthy. Every child must wear some type of shoe in case there is an emergency or fire drill and we must exit the classroom quickly.

Outdoors Play

Time outdoors is an important part of a child's day. It provides the fresh air needed to ensure good health and aids in the development of social and gross motor skills. Your child will need an outdoor pair of shoes and socks in their locker for outdoor play.

Weather permitting the children will go outside every day. In the case of a light sprinkle or drizzle or flurry the children may still go outside for a short time. Wisconsin's weather is known to change frequently; therefore it is important to dress appropriately. Layering clothing is very helpful. Sometimes mittens and socks get wet after a play period. For children who attend all day, sending spare mittens, socks and hats is also helpful.

If your child is recovering from an illness and still is not able to go outside, you are asked to keep him or her home. The school does not have adequate staff to provide for the care of one or two children while the other children are outdoors.

Lost and Found

With so many children, it is sometimes difficult to keep track of clothing and other belongings. Having each article of clothing clearly labeled helps prevent losing items. A “lost and found” bench is in our vestibule. Clothing that is not claimed after a reasonable amount of time may be kept as extra items for children who may need it on any given day or donated to a good cause.

Classroom Materials

The materials in the classroom are there to be used by all the children and the staff attempts to make them as inviting as possible. Sometimes they are too successful and pieces of the apparatus get invited home. It is often the most important/favorite pieces that find their way home. Should this occur, we ask that parents not worry about this and return items as soon as possible.

Birthdays

Birthdays are special days and we enjoy celebrating them at school. Please remind your child’s teacher a few days before the birthday so the teacher is able to plan for the celebration. Parents are welcome to bring a birthday snack for the classroom and join the classroom celebration!

We practice the favorite Montessori tradition of creating a picture timeline of your child’s life. Please send in a few pictures of your child at birth so the entire class can see how he or she has grown or changed. Every birthday child will be honored by participating in the birthday walk where the child (carrying a model of the earth) carries the earth around the sun (a candle in the center of our circle) for each year of his or her life. We follow up by singing Happy Birthday and the child can blow the candle out.

Holidays and Celebrations

“All mankind shares a common history, a common world of cultures, and struggles toward a common future. The child should be given a sense of our heritage, our culture, and our potential destiny from the earliest moments of sensitivity. The needs of mankind are universal. Our means of meeting them create the richness and diversity of the planet. The child should come to relish the texture of that diversity.” -Maria Montessori

We acknowledge and celebrate the diversity of our school community and the diversity of the much larger world community. At Royal Montessori Academy we are concerned about the tendency in America to see the United States as the center of

the world. We feel it is important to broaden our children's horizons to encompass the entire planet. Our goal is not just to transmit information about other cultures but also to celebrate them. Celebrations help inspire a sense of joy, wonder and enthusiasm. We teach with great respect for the child, his or her family, and his or her background. We encourage each family to share their heritage through stories, food, and celebrations.

Royal Montessori Academy is non-denominational Christian school that presents many universal spiritual themes such as love, kindness, joy, and confidence in the fundamental goodness of life. Many of the holidays we celebrate may be religious in origin. We approach them instead from a cultural perspective, sharing food, music, dance and traditions related to the day. This helps us build a sense of community by celebrating our similarities as well as our differences. If we want to achieve peace, we must begin by teaching children how to accept each person for who they are.

Field Trips

During the course of the school year, field trips may be taken to local areas of interest in coordination with an area being studied in class or to take advantage of special community events. Parents will be notified in advance of an upcoming trip and field trip dates are also listed on school calendar.

Communication and Events

Invoices/Notes/Permission Slips/More

Each family will have any important information, forms, permission slips etc. put in their student's lockers for review. Should you have any questions please don't hesitate to ask your teacher or the office.

Payments and forms for the office can be placed in the white drop box located outside the office door or handed directly into office personnel.

REMIND Text Alert Systems

Royal Montessori Academy offers a text alert system for reminders/alerts. This is a service that you need to join by following the directions below.

Text the number 81010 with the message based on your child's classroom number below:

@rma102

@rma103

@rma104

@rma105

@rma106

@rma107

@rma108

@rma109

@rma110

@rma112

@rma113

@rma114

@115rma

@rma116

@201rma

@rma202

@rma204

@rma205

@rma206

@rma207

Website and Internet Information

Our website is www.royalmontessoriacademy.com

Facebook page: Royal Montessori Academy

Classroom News

Classroom newsletters are published bi-weekly and are distributed to families currently enrolled in the school. The focus on this newsletter is specific classroom news and communication.

Royal Montessori Academy's community newsletters are published monthly.

Parent-Teacher Conferences

Parent teacher conferences are regularly scheduled twice a year, in the fall and in the

spring. A parent can request a conference with a teacher at any time throughout the year and your teacher may schedule additional conferences if necessary.

Evaluation of Student Progress

Royal Montessori Academy maintains careful notes and documentation on each child in accordance with the traditional Montessori curriculum. Children are never compared to each other or “graded” in a traditional or arbitrary manner. Written narratives are kept for younger children and portfolio samples are kept for older children. Evaluation of progress is based on the individual growth of each child.

Meetings with the Head of School

Meetings with the Head of School can be arranged by appointment.

Support Services

All Royal Montessori Academy families of Pre-School age children or older are eligible for the screening services available through the public school home districts. Screenings are available for speech, hearing, social/emotional, fine/gross motor, etc. Younger children are eligible for screening through early intervention services. Your teacher can assist you in requesting a screening from your home district if there are concerns about your child development in one of these areas.

Special Family Events

During the year if our school has special events we will announce these events in our newsletters and post them on classroom bulletin boards.

Montessori Education Nights

Two times a year we will host Montessori education nights and open to the school and larger community. We will discuss different areas of the Montessori philosophy and child development. This is a great opportunity to meet and talk with other parents, ask questions, and learn about what your child does each day in the classroom. These meetings will be announced through our newsletters, website, yahoo group, and local media.

Admission Policy

General Policy

Royal Montessori Academy considers itself more than just a school, we consider ourselves a true community of families that share a vision, values, and goals for our children. Beginning the admissions process and learning about our school is a process of learning about each other, similar to dating. Our primary goal in the admissions

process is to help each family find the perfect match. Just as not all great people would make us happy as our spouse or business partner, we recognize that we may not be the perfect match as a school for every family. The admissions process is a chance for us to get to know each other.

Honesty in any relationship is key to its success. We are not here to convince prospective families that our school is right for them. We actively encourage families to observe and explore the many school options available. Our goal is to present our program as truthfully as possible, help families to grasp the nature of our school and what we have to offer, and allow them to weigh all the factors out as they consider whether our school is indeed the right match for them.

School tours, classroom observations, open houses, Montessori education meetings, and meetings with the Head of School are important ways to get to know our community.

When we admit a new student, we are not simply bringing him or her into the school community. We are bringing the child, his parents, siblings, and extended family into the mix. In making admissions decisions we normally give strong preference to families who share common values and goals with the school, and who, after careful consideration and exploration, have concluded that our school is something that they want very much for their children, for the right reasons.

We consider applications for admissions on a case-by-case open admission basis. When no openings are available children will be placed in the applicant group waiting list. In the event of an opening, children in this group will be considered based on the date an application was received and age and needs of the child (in accordance with the Montessori principle of a multi-age classroom). Siblings of currently enrolled students and transfers from other Montessori schools may be granted priority in the admissions process.

Royal Montessori Academy admits students of any race, color, nationality, and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. Royal Montessori Academy does not discriminate on the basis of race, color, national, and ethnic origin in administration of educational policies and admission policies. Following the traditional multi-age Montessori classroom model, Royal Montessori Academy is committed to creating a balanced learning environment for all students. We are committed to integrating and accommodating children with special needs into our program, in accordance with

the Montessori philosophy and appropriate early childhood practices. In some circumstances Royal Montessori Academy is not the “right fit” for a child and family. Royal Montessori Academy reserves the right not to accept a child into the program or to ask a child to leave the program based on the school’s inability to meet the needs of the child. We will support the family in finding a program better suited to the child’s specific needs.

Observation and School Tour

Prospective families are required to have a school tour and are encouraged to observe in a classroom before enrolling their child. Appointment for tours or observations can be made through the main office.

Application

If at all possible, parents are encouraged to speak with the Administrator and tour the classroom before submitting an application. All applications will be processed upon receipt of a completed online application form. These submissions are pending current availability in the program at enrollment time.

If an offer for enrollment is declined for any reason, the application will be withdrawn.

Please remember to notify the school if you change your address or phone number.

Waiting List

If there are no openings available in the program selected, your application will be placed on a waiting list. You will be contacted as soon as space becomes available and will then have two weeks in which to enroll your child by signing a contract and paying the non-refundable deposit.

Provisional Acceptance

All children enrolled are accepted into the program with the understanding that if the teacher feels the program cannot meet the child’s needs, the staff and parents will explore alternatives together.

Enrollment Agreement

A child is officially enrolled in the program when the school has received enrollment via our online portal and tuition deposit. Enrollment in all programs is binding. Parents are responsible for tuition each month regardless of the amount of time the child attends the school.

Withdrawal

Should a family initiate withdrawal of a child, a minimum of 30 days' advance written notice must be given to the school.

If both the parents and the school administration decide that the Royal Montessori Academy program is not appropriate for an enrolled child, the child may be withdrawn and the parents relieved of any further financial responsibility.

If the school decides that the Royal Montessori Academy program is not appropriate for an enrolled child, the family is relieved of any further financial obligation.

It is possible to change programs within the school if it seems advisable to both the parents and the staff, and if space is available. The Head of School has the final decision making authority.

Enrollment Forms

The State of Wisconsin and the school's Board of Directors require that the following information be kept on file for each child enrolled in the program:

1. Application
2. Enrollment contract
3. Pink Authorization Form
4. Yellow Financial Agreement Form
5. Updated copy of Immunizations

It is your responsibility to notify the school when there is any change in the information provided on these forms.

Tuition Policy

Tuition may be paid annually, monthly or weekly in accordance with the following payment schedule:

Annual	Due the first day of the school year
Monthly	Due the 1 st of each month, beginning on the first month of attendance
Weekly	Due on the Monday of each week
Bi-Weekly	Due every other Monday

There will be a **\$35.00** late tuition payment charged for payments received after the date due.

Collection Policy

Parents are expected to make payment by the due date or make payment arrangements in writing. If no payment agreements are made with the school, children will be asked to leave as of the first day for which tuition has not been paid. When payment is made children may return to class. With sixty days written notice at the discretion of the head of School, Royal Montessori Academy may cancel the contract and spaces of children with unpaid tuition be filled.

Returned Checks/ACH

A \$25.00 fee will be charged for all returned checks.

Tuition Credit

There is no credit given for absences (such as but not limited to illness, death in the family, vacations). There are no tuition credits for school closings.

Privacy Policy

Child Privacy

The staff of Royal Montessori Academy values the privacy of each family that is enrolled in our program and will keep personal and private information secure. A form will be sent home asking for permission to add your name to the school directory. Only families that give the school permission will be added to the directory. The school will not give out phone numbers, birthdays, or addresses of families that have elected to remain out of the directory. Class lists will be sent home to each family that has consented.

Staff Privacy

The school also respects the privacy of the entire staff. The office will not give out home phone numbers or addresses. Teachers may elect to give out e-mail and phone numbers; however they are not required to do so. During the school day the staff will be given messages when you call. If it is an emergency, please notify the person answering the phone and the teacher will be called to the office.

Student Items Required at School

Below you can find a list of items each student is required to have at Royal Montessori Academy:

- Extra change of clothes (for the season) including undergarments and socks.
- Outdoor/Gym shoes

- Water Bottle
- Sunscreen (seasonal)
- Sleeping Bag/Blanket and any personal favorite item for nap time (limit to one item)
- Packed lunch with ice pack
- Backpack/Bag
- Pull Up/Cloth Diapers for your specific child's needs
- 1 old adult size t-shirt for Art

All items will be kept in each student's locker and we ask that you take home sleeping bags/bedding weekly on Friday to launder and return on Monday. **Make sure you write your child's name on their personal belongings.**

Royal Montessori Academy – West Campus

680 Cormier Road Green Bay, WI 54304

(920) 499-8900 – phone

(920) 499-8902 – fax

Royal Montessori Academy – East Campus

2961 Voyager Drive Green Bay, WI 54311

(920) 469-4060 – phone

(920) 499-8902 – fax

Mrs. Collins | Owner & Head of School

Hello@RoyalMontessoriAcademy.com

Mrs. James | School Administrator

James@RoyalMontessoriAcademy.com

Mrs. Rowe | Assistant School Administrator

Rowe@RoyalMontessoriAcademy.com

Mrs. Nicole Boucher | Controller

Nicole@RoyalMontessoriAcademy.com