



---

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 Administrators, Mrs. Rowe and Mrs. Brown.

***“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**

One of the first things you notice when you walk into a Montessori school is that the classrooms are not divided by age. In a Montessori classroom, you will see children of different ages working together and socializing happily. You might, for example, see an older child showing a younger one how to complete an activity, with the younger child fascinated by watching his older classmate accomplish what he can't yet do.

Varying levels of ability blend easily in a multiage setting, no child feels left behind and everyone learns at their own pace. The multi-age classroom is fundamental to the Montessori method. Why do multi-age classrooms work and what are the benefits?

#### *Opportunities for Leadership*

Older students have the chance to become mentors to their younger classmates, while learning and practicing important leadership skills. Younger children naturally look up to and emulate older children, and so in a classroom with a range of ages, there are always natural opportunities for a child to be a leader. Older students can learn the joy of teaching their younger peers. It's a natural way for older students to begin valuing patience and empathy, as they learn how to help others by sharing expertise with tasks that they themselves have mastered. To teach something, you must first have that mastery, and the process of passing it on—of teaching by example and communication, of reminding oneself of the specific steps, of seeing how to correct mistakes—reinforces that mastery. By helping younger students, older students further learn their work. And they learn the foundations and pleasures of taking responsibility and being appreciated.

#### *True Peer Learning*

Children learn a great deal simply by observing. Having older children in the classroom means that young children are surrounded by teachers-by-example! Watching older children do their work not only provides a model for how to proceed, it motivates young students to practice and achieve mastery over their tasks. They look forward to the day that they can do that kind of work too. A child may watch an older student sitting quietly and focusing during a work period, and think to himself, "If they can do that, someday I will as well!"

This applies not only to academic skills but to foundational cognitive, emotional, and social skills. For example, by watching how older children interact

respectfully with the teacher and their peers, young children absorb that dignified manner in a way that is at least as effective as explicit teaching. Young children naturally imitate, and watching the way that an older student politely asks the teacher a question will lead naturally to trying and copying that behavior themselves. Multi-age classrooms give younger students the chance to learn not only from a teacher's instruction, but from the examples set by their fellow students.

### *Diversity*

By combining multiple age groups into one classroom, the Montessori method creates a diverse environment—since differences in age, for young children, correspond with vast differences in every other ability.

One specific benefit of this mixed-age diversity is that it helps to eliminate unhealthy competition between students. Students of similar ages and abilities naturally compare themselves to one another. In a mixed-age classroom, attention is instead drawn to the range of talents and abilities within the class. There is exposure to a variety of interests and skills, and children can build confidence working in diverse groups, talking and interacting with different aged children. They build confidence when they have leadership roles, share different skillsets and literacy, and when they can comfortably interact with various groups of children.

### *Growth Mindset*

Both younger and older students have a chance to implicitly develop a “growth mindset” by observing all three years of the learning process in one classroom. Watching younger students progress from one material to the next teaches older students the value of practice and hard work. Conversely, younger students look up to their older classmates, and look forward to reaching their level of ability. It's not always that easy for children to understand or remember that they have vastly different skills and capabilities than they did a year or even a few months ago—but the mixed-age classroom makes that developmental trajectory very apparent.

Having a growth mindset—the attitude that progress and valuable skills and traits aren't inborn but come from learning, change, growth—is incredibly important for future success. Working with a diverse group of peers teaches all students that neither ability nor intelligence are fixed, but are skills that can be

developed over time. Approaching learning in this way benefits children for years after they leave a Montessori classroom.

### *Minimizing Transitions*

Finally, it's worth noting that having a three-year cycle within a classroom is a more stable student and teacher experience. Students get deeply comfortable in a learning environment that fosters their long-term growth, and Montessori teachers have a chance to really get to know students over an extended period. Rather than putting effort and energy towards adjusting to a new classroom, teacher and peer group at the beginning of each school year, students remain settled in their classroom and stay engaged and focused on their learning process.

If it takes a few months for a guide to really get to know a student, in a traditional, one-year model, a significant portion of the total time in the classroom has already passed. In a mixed-age, Montessori model, the student still has years left to enjoy that hard-earned familiarity.

### **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 a new school 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 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 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 also gather as a community to play musical instruments, sing nursery rhymes or listen to stories.

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

The child refines his his/her fine motor and gross motor skills. They learn care of self-care of environment and grace and courtesy. The purpose of these activities is to enable the child to acquire coordination, orderliness, self-confidence, independence, control over his/her small muscle movements and to enable him/her to understand the function of his/her immediate environment. Student will learn to open, shut, carry, pour, peel, cut, and wash. In addition, the use of buttons, zippers, snaps, ties and latches.

## **Sensorial**

These activities which surround the use of sensorial materials leads the child from sensation to ideas; from the concrete to the abstract and to the association of ideas. These materials also assist the child in learning to differentiate between sizes, colors, weights, textures, sounds, odors, and tastes. The materials isolate the senses so the child can experiment and discover.

## **Math**

The child learns symbols and quantities. The child then puts them together with everything starts with a base of ten. The child progresses from concrete to abstract through the use of materials such as beads, spindle boxes, and number charts. The number rods are used to teach the decimal system which is the basis for all branches of mathematics.

## **Science**

Experiments are introduced in botany and in zoology. Nature studies are conducted both in and outside of the classroom. In science too, the child learns by doing and empathy with one's surrounding creatures. Children learn about living and non-living things, parts of plants, parts of the body, and animals. Student begins to make scientific observations and discoveries.

## **Geography**

The child's first impressions in geography are sensorial globes, puzzle maps, flags and geographical land formations. Children will learn about the world around them, cultural diversity and distant lands.

## **Music/Art**

Children are encouraged to express creativity in music through free expression. The children learn folk songs and foreign language songs. Students work with musical instruments (rhythm sticks, chimes, bells, glockenspiel, and xylophone) to heighten the

child's awareness and understanding of musical concepts. Art is a natural part of the Montessori classroom which encourages individual expression. Collage, finger and brush painting, water color and clay offer opportunities to experiment and create. This area is process rather than product oriented.

**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. – 5:30 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 we 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

<b>Conflict</b>	<b>Bullying</b>
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 an electronic form during enrollment 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 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

Royal Montessori Academy uses the Raptor Visitor Management System in all of our schools to strengthen campus safety for our students and faculty, which is our highest priority. Part of keeping students and faculty safe is knowing who is in our building at all times. The Raptor system tracks visitor traffic in our building, as well as screens visitors, contractors and volunteers in our schools.

Upon entering a Royal Montessori Academy campus, visitors are asked to present a government issued ID, such as a Driver's License, which will be scanned into the system. The Raptor system checks the visitor's name and date of birth for comparison with a national database of registered sex offenders. The registered sex offender database is the only official database checked by the Raptor system. No other data from the ID is gathered or recorded and the information is not shared with any outside agency. Once entry is approved, the Raptor system issues a badge that identifies the visitor, the date and the purpose of his/her visit. This badge must be worn by all visitors while they are in the school, which includes individuals, outside of parents, that have been authorized to pick up your children.

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-6 years) 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 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.

In the event that the school must be closed for a prolonged period of time that exceeds one week, tuition credits would be evaluated, pending the length of the closure. Any tuition credits would be communicated at the time of the event.

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 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 via online enrollment and kept on file while the child is enrolled:

- An electronic consent signed by the parent authorizing the teachers or other staff employed by the program to obtain emergency health care for the child.
- An electronic consent signed by the parent allowing for the school to arrange for transportation of the child in need of emergency care.
- An electronic 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.
- An electronic 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.).
- An electronic 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

<b>EXCLUDE IF:</b>	<b>READMIT IF:</b>
TEMP OF 100.4° F ORAL, 101°F RECTAL, OR 99.4° F AUXILIARY	Free of fever for twenty-four (24) hours without medication
TEMP OF 100.4° F ORAL, 101°F RECTAL, OR 99.4° F AUXILIARY PLUS ONE OF THE FOLLOWING: SEVERE COLD WITH YELLOW-GREEN NASAL DISCHARGE, COUGH, SORE THROAT, SNEEZING, SWOLLEN GLANDS, SKIN RASH	Free of fever for twenty-four (24) hours <b>or</b> note from clinic or physician stating child is not communicable
CONJUNCTIVITIS (PINK EYE) BACTERIAL AND/OR VIRAL	All discharge has ceased <b>or</b> note from clinic or physician stating child is not communicable
HEAD AND BODY LICE	After treatment and free of lice and nits
RINGWORM OF BODY	After treatment and lesions are covered
RINGWORM OF HEAD	After treatment, lesions are covered, <b>and</b> note from clinic or physician stating child is not communicable
IMPETIGO AND SCABIES	Skin sores are healed <b>or</b> note from clinic or physician stating child is not communicable
SKIN LESIONS AND SORES	Skin sores are scabbed over and no new sores are forming
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 <b>or</b> 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 stocked 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 bathroom trained parents must supply an adequate supply of disposable pull-ups and wipes. Pull-ups will be disposed of in a tightly covered trashcan and kept out of reach of children. Royal Montessori Academy cannot accommodate cloth diapers at this time.

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. A list of suggested food choices is available upon request.

**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 electronic authorization form 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.

We will follow the Weather Guideline chart below as a reference to determine if the weather permits outdoor play.

# Child Care Weather Watch Wisconsin

Wind-Chill Factor Chart (in Fahrenheit)										
		Wind Speed in mph								
		Calm	5	10	15	20	25	30	35	40
Air Temperature	40	40	36	34	32	30	29	28	28	27
	30	30	25	21	19	17	16	15	14	13
	20	20	13	9	6	4	3	1	0	-1
	10	10	1	-4	-7	-9	-11	-12	-14	-15
	0	0	-11	-16	-19	-22	-24	-26	-27	-29
	-10	-10	-22	-28	-32	-35	-37	-39	-41	-43

Comfortable for out door play
  Caution
  Danger

Heat Index Chart (in Fahrenheit %)														
		Relative Humidity (Percent)												
		40	45	50	55	60	65	70	75	80	85	90	95	100
Air Temperature (F)	80	80	80	81	81	82	82	83	84	84	85	86	86	87
	84	83	84	85	86	88	89	90	92	94	96	98	100	103
	90	91	93	95	97	100	103	105	109	113	117	122	127	132
	94	97	100	103	106	110	114	119	124	129	135			
	100	109	114	118	124	129	130							
	104	119	124	131	137									

*The chart above is Child Care Weather Watch – Wisconsin, which was modified from an Iowa Department Public Health, Healthy Child Care Iowa document. Wind-Chill and Heat Index information is from the National Weather Service.*

## 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.

On a monthly basis, parents will receive an emailed statement of payment and invoice activity on their account, including their remaining tuition balance for the current program their child is enrolled.

### **Seesaw**

Royal Montessori Academy offers Seesaw as a platform for teacher and student engagement. Upon enrollment, you will be provided a QB code and instructions on how to start using the Seesaw program.

Seesaw is also the place you can message your teacher directly for non-emergencies. If there is ever an emergency, please contact our school directly to talk with your teacher.

### **Website and Internet Information**

Our website is [www.royalmontessoriacademy.com](http://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 through the Seesaw communication tool. The focus on this newsletter is specific classroom news and communication.

### **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 Toddler, Pre-School age children, ages 18 months to 5 1/2 years old, are screened with an Ages and Stages questionnaire (ASQ-3) by the classroom teachers twice per calendar year. The ASQ-3 screener is a tool used to ensure each child is developing at their full potential and reaching all target milestones. A copy of the ASQ-3 screener template is available upon request.

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.

# 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 truthfully to help families 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 our Administration 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 online application. All applications will be processed upon receipt of a completed online application form, which is located on the Royal Montessori Academy website. 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 <sup>st</sup> 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 or electronic payments.

### **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. Brown | Assistant School Administrator**

Brown@RoyalMontessoriAcademy.com

### **Mrs. Nicole Boucher | Controller**

Nicole@RoyalMontessoriAcademy.com