



Welcome to Royal Montessori Academy

2022-2023 Parent Handbook

To all the new and returning families, we extend a warm welcome to Royal Montessori Academy. We look forward to a rewarding school year with you and your child(ren). We are so happy you are a part of our Royal family. 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 take time to read and familiarize yourself with these policies and procedures enclosed. Please note this is not a contract, it is for informational purposes only. The following policies and procedures may be adjusted as necessary. We will keep you advised of any changes or revisions to current policies and procedures should they arise. The partnership between parents, teachers and administrators is key to a successful relationship and our goal is to provide the tools for good communication from the start.

You may visit our website at www.royalmontessoriacademy.com for information about our school and the programs we offer, meet the teachers, and learn about the Montessori approach.

Further questions should be directed to:

Mrs. James – Head of the school
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Ms. Curtis – School Administrator
curtis@royalmontessoriacademy.com

Mrs. Rowe – Assistant School Administrator
rowe@royalmontessoriacademy.com

Ms. Karen – Assistant School Administrator
karen@royalmontessoriacademy.com

We would like to take this time and thank you for choosing Royal Montessori Academy and look forward to another great year!

Warmest Regards,

Jeanine James

Head of School

**“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 Statement

Royal Montessori Academy's mission is to provide quality education in a safe, diverse, nurturing, and creative 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 watch 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, teacher's 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 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.

School Overview

Campus Information:

Royal Montessori Academy has two campuses. The West Campus consists of 4 toddler classrooms, 4 preschool classrooms and 1 Kindergarten classroom. There is also a library, gym, art studio, 4 outdoor playgrounds, and an outdoor garden. To enter the West Campus, enrolled families will be given a key card to scan at the door upon entry. Lost cards may be replaced at a \$25 fee.

The East Campus consists of 2 toddler classrooms, 2 preschool classrooms, and 1 Kindergarten/preschool mixed classroom. There is an art studio, gym, 2 outdoor playgrounds, an outdoor learning environment as well as an outdoor garden. To enter the East Campus, enrolled families will be given a 4-digit code that they will enter at the door to gain entry.

Hours of Operation:

6:45am – 5:00pm

Program Hours:

6:45am-8:00am Before School Program

8:00am-12:15pm Half Day

8:00am-3:30pm School Day

3:30pm-5:00pm After School Program

Toddler Program

Our Toddler Program is under the guidance of 1 teacher per every 6 children. We allow a max of 18 children per toddler classroom. 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.

If your child turns 3 during the school year, they will remain in the toddler program for the remainder of the year and will move up to preschool for the following school year. We do not move children up half-way throughout the school year.

Preschool/Kindergarten Program

The Pre-School/Kindergarten program is under the guidance of 1 teacher per every 12 children. We allow a max of 24 children per classroom. The preschool/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.

Communication and Events

Brightwheel

Royal Montessori Academy offers Brightwheel as a platform for teacher and parent engagement. Upon enrollment, you will sign up for Brightwheel and will be given instructions on how to start using the application.

Brightwheel is where you can message your teacher directly for non-emergencies. If there is ever an emergency, please contact our school directly to talk with your child's teacher or administration.

Invoices/Notes/Permission Slips/More

Each family may have any important information, forms, permission slips, etc. put directly in their child's locker 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.

Website & Social Media Information

Website: www.royalmontessoriacademy.com

Facebook: Royal Montessori Academy

Instagram: royalmontessoriacademy

Classroom News

Classroom newsletters are published bi-weekly and are distributed to families enrolled in the school through the *Brightwheel* communication tool. The focus on this newsletter is specific to classroom news, updates, and communication.

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. Throughout the school year, teachers may fill out a student

support referral form if there are any concerns regarding a child. Administration and curriculum coordinator will observe the child and follow up with parents if necessary.

Parent-Teacher Conferences

Parent teacher conferences are regularly scheduled twice a year. Once in the fall and again in Spring. A parent can request a conference with a teacher at any time throughout the year. Teachers may also schedule additional conferences if necessary. We will offer conferences to be held via Zoom as well as in person with the parents' preference. *This is subject to change.

Meetings with the Head of School

Meetings with the Head of School can be arranged by appointment. Please contact the school directly to schedule appointment.

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.

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 through *Brightwheel*, in our newsletters, emails as well as post them on the white boards located in the front vestibule.

Admissions & Enrollment

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. Our primary goal in the admissions process is to help each family find the perfect match, and we recognize that we may not be the perfect match as a school for every family. We encourage families to observe and explore the many school options available in our area to decide if our school is right for them. 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 their options.

Although not required, tours are highly encouraged and are the best way for families to see what Royal Montessori Academy has to offer. During the tour you will be guided through our school by one of our administrators, you will observe classrooms in action, and will be able to ask any questions that arise. Appointments for tours can be made through the main office at either location.

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 as well as age and program needs of a child in accordance with the Montessori principle of a multi-age classroom.

Royal Montessori Academy accepts students and does not discriminate anyone based on race, gender, religion, sexual orientation, color, nationality, or ethnic origin.

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/or family. In these instances, Royal Montessori Academy reserves the right not to accept a child into the program or may 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.

Application & Enrollment

To enroll, families will create an account through *Brightwheel* either on a desktop or through an application on their phone/tablet. Enrollment for current families opens on the 1st of January, and for general public on the 1st of February for the upcoming school year. Please be advised that all programs are on a “first come, first serve” basis for availability.

All enrollments will be processed upon receipt of the completed online forms. Once your enrollment has been approved, you will receive a confirmation and will be sent a link via *Brightwheel* for you to pay a registration & field trip fee. Enrollments 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, and you will be reimbursed for the field trip portion of your enrollment.

To enroll in the Toddler program, students must be 18 months by September 1st

To enroll in the Preschool program, students must be 3 and toilet trained by September 1st

To enroll in the kindergarten program, students must be 5 by September 1st

Wait 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. Wait list will be assessed on a “first come, first serve” basis as well.

Enrollment Agreement

A child is officially enrolled in the program when the school has received and accepted enrollment application and registration/field trip fees. Enrollment in all programs is binding. Parents are responsible for tuition each month **regardless of the amount of time the child attends the school.** It is your responsibility to notify the school when there is any change in the information provided on these forms.

Provisional Acceptance

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

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.

Tuition Policy

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

Annual – Due the first day of the school year

Monthly – Due the 1st of each month, beginning on the first month of Attendance

Bi-Weekly – Due every other Monday

Weekly – Due on the Monday of each week

There will be a **\$35.00** late tuition payment charged for payments received after the date in which tuition is 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, families will be asked to leave as of the first day in 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 may cancel the contract and spaces of children with unpaid tuition.

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, etc.) There is no tuition credit for school closings due to inclement weather.

In the event that the school, a classroom, or certain children need to be quarantined for a period time that exceeds one week, tuition credits will be evaluated pending the length of the closure. Any tuition credits will be communicated at the time of the event.

Divorce Policies

In the event of a family separation, it is especially difficult for the child/children. RMA will be supportive, open, and welcoming to both parents and will remain neutral and ask that you do the same. School documents, conferences, and any other information that needs to be sent out will go to both parents regardless of custody arrangements. We will not limit a parent's access to his/her child unless there is a court order on file that specifies conditions for a parent's access to the child. Billing information will only be made available to any person who has signed the financial agreement.

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 items (blankets, dolls, lovies, pacifiers, etc.) are sometimes needed by a child having a stressful time. If possible, however, we ask that those items are kept at home as 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. Royal Montessori Academy is not responsible if items are lost. Please cooperate with the school policy of not bringing toys, toy guns, weapons, or other inappropriate items into the school. Themed toys are only allowed when a child is participating in a classroom "show and share." All other days we ask that toys are kept home.

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. 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 better familiarize themselves with your child before the start of the school year.

Parents must say "goodbye" to their child and tell him/her when they will return. Parents may NOT "sneak out" 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 is harder for the child. Sneaking out of the room is in direct opposition to the trust that you are building 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!" Upon return, remind your child, "I am back like I said to pick you up after lunch. How was your day?" A child's 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.

We encourage you to communicate and talk openly with your teachers to establish positive relationships. Expressing your feelings 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.

Drop Off/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 times are quite

busy for the teacher. The primary focus is on the safety of the children so they may not be able to hold a lengthy conversation at these times. Parents can email or contact teachers through *Brightwheel* any questions or concerns they would like to discuss. 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.

During the enrollment process, parents are asked to inform Royal Montessori Academy who is authorized to pick up their children 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 the status regularly.

At Royal Montessori Academy we use a RAPTOR system to scan photo IDs of anyone not a parent that will be in our school, regardless if they are on the approved pick up list.

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

Drop off and pick up times can also be very busy in the parking lots of our schools. 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.

Attendance

Regular, punctual attendance is necessary for your child to receive the full benefit of the Montessori Program and is vital for your child's development. Parents should notify the office no later than 9am if a child is unable to attend school. Children with a contagious disease must be kept home for the health and safety of the other children.

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. Children who are rushed and arrive late may not be in the right frame of mind to begin their activities. If arriving late, parents should not enter the classroom or disturb the students/teachers already in the classroom. Please bring your child to the front desk and someone will bring your child to class. 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. Please contact the school or utilize *Brightwheel* to communicate this.

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 him/her to accomplish his most important goal: the development of herself/himself – mental, physical, and psychological powers. 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 using 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, watercolor 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 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. Students aged 4 and under are required to have a rest period. Children who do not fall asleep will have a quiet rest time that may involve but is not limited to, looking at books, listening to music, or other such quiet activities.

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

3:30 p.m. – 5:00 p.m. is considered our AFTER-SCHOOL PROGRAM. Students must be enrolled into this program; this is an additional tuition.

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

8:00 - 8:30	Morning Meeting (Calendar/Pledge of Allegiance/Discussion)
8:30 -10:30	Work Period (Classroom Lessons/Snack/Specials)
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

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 ensure 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. Please replace any clothes that were removed. Check regularly if your child needs clothing replenished. Make sure you are keeping seasonally appropriate clothing in the lockers.

Since self-sufficiency is encouraged, parents are asked to consider the ease with which their child can 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.

Outdoor 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 or children who are in the after school program, please make sure there are spare mittens, socks and hats as these children may go outside more than once per day.

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 Child Care Weather Watch Wisconsin chart as a reference to determine if the weather permits outdoor play. Please see the following page for the chart. Generally, if the "feels like" temperature is 10degrees or below, we will keep the whole school inside for recess. If the "feels like" is less than 20 degrees, the toddler program will stay inside for recess.

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” bin 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 can plan for the celebration. Parents are welcome to bring a healthy birthday snack for the classroom. **We ask that you refrain from high sugared foods such as cupcakes, cookies, brownies, etc.** If you are looking for alternative options, please contact your classroom teachers.

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 student will receive a special birthday wish from their peers.

Holidays and Celebrations

We acknowledge and celebrate the diversity of our school community and the diversity of the much larger world community. 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.

“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

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. Some of our field trips may be in-house field trips where we bring in activities for our students to participate in. Parents will be notified in advance of an upcoming trip and field trip dates are also listed on school calendar.

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. For the younger children, please make sure the food is ready to eat (for example, peel the hardboiled egg, orange, and food is cut in a way that they can safely eat it). Keep in mind teachers are assisting 18-24 students with their meals and it can be time consuming to peel and prep food. If there are any questions regarding lunch/food, please reach out to your teachers.

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. Jeanine James or School Administrator, Ms. Brittanie Curtis along with classroom teachers in order to develop an action plan.

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.

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.

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 Hallways and classrooms: When children are allowed to run up and down the hallways with mom and dad, it is confusing to them when the teachers do not allow it. Encourage "Walking feet." Teachers or Administration may interject if we see students running in the hallways.
- Encourage child to walk down the hallways with hands at their sides, and not touching all the lockers as they walk past them
- Use quiet, calm, and gentle voices; no calling or yelling across the hallways or classroom: "indoor voices." Teachers or Administration may interject if we hear shouting/loud voices from **students or parents**.
- 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

- Children should **NEVER** be allowed to ride in the elevator without an adult.
- Do not allow children to hang on the door handles, or repetitively hit the exit buttons
- Please help to keep the flow of traffic, not congregating in vestibules and hallways.

General Student Health & 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 or personal conviction may be admitted if the parent furnishes the provider with a written statement to this effect. Please obtain form from Royal Montessori Academy or your child's pediatrician. 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 picture day, school albums, newsletters, on our web site, and for other school related purposes (special craft projects, press releases, etc.).

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 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.

Covid-19 policies and procedures will be distributed to enrolled families at the start of the school year and may be subject to change.

Illness Exclusion Policy

EXCLUDE IF:	READMIT IF:
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, COUGHT, 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
IMPETIGO AND SCABIES	Skin sores are healed or note from clinic or physician stating child is not communicable
SKIN LESIONS AND SORES (INCLUDING BUT NOT LIMITED TO HAND FOOT & MOUTH)	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 or physician stating child is not communicable

Medication Policy

Royal Montessori Academy teachers and staff will not administer any medication, prescription, remedy, or treatment, unless there is a written consent form filled out by a parent/legal guardian. Medication must be labeled in the original pharmacy container with your child's name on it. Medication that is administered must follow age guidelines on the medication container. If medication is not in its original container, it will not be administered.

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.

Visitation Policy

Royal Montessori Academy uses the Raptor Visitor Management System in both 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.

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.

Only a teacher or administrator 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 Ms. Curtis, 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 Ms. Curtis, 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: Ms. Curtis, 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

In Case of Emergency

Smoke detectors are located throughout 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.

First aid kits are located inside every classroom as well as common areas throughout the school.

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 teachers will check all areas of the classroom for children (bathroom, closets, etc.) 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. 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.

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 your emergency contact information up to date; the school, using this information, will contact parents.**

Fire Drills

Random fire drills will be conducted monthly. 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, Brightwheel: 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 exceeding 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.

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. Jeanine James or School Administrator, Ms. Brittanie Curtis.

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.

Regardless of one's opinions and beliefs, it is Royal Montessori Academy's right to create policies and procedures that best fit our needs and safety of our school. Making verbal and/or written threats will not be tolerated and will be grounds for separating ways.

Royal Montessori Academy is a NO WEAPON environment within the building and on our grounds regardless of conceal and carry license.