

Welcome to Royal Montessori Academy

Parent Handbook



ROYAL MONTESSORI ACADEMY

Where Learning Begins

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Welcome to Royal Montessori Academy

Welcome to Royal Montessori Academy, Where Learning Begins. This policy manual and handbook have been developed as a resource for families, staff, and community members. Please take the time to read and familiarize yourself with the enclosed policies and procedures. 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. We believe 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.

Mission Statement

Our mission is to cultivate a lifelong love of learning in every child through Montessori education grounded in Christian values. We are committed to providing a secure, diverse, and nurturing environment that honors each child's journey. Through a holistic approach, we support the academic, artistic, physical, and social-emotional growth of every child, helping them reach their fullest potential.

Guiding each child with respect and purpose, we foster independence, empathy, and a commitment to developing the whole child, ensuring they feel supported in every aspect of their growth and development. Our prepared environments are intentionally designed to promote curiosity, concentration, order, and cooperation rather than conflict, and to empower children to explore, create, and move with confidence and compassion.

Ultimately, we prepare children not only for academic success but for lifelong learning, growth, and meaningful connections to their world. Join us on this exciting journey, 'Where Learning Begins', and watch as your child develops into a confident, curious, and caring individual, ready to make their mark on the world.

Core Values and Objectives

- **Respect:** Embracing Montessori's emphasis on respecting the child as an individual, we also foster self-respect, respect for others, and an environment of tolerance, honesty, integrity, responsibility, and respect for each child's personal journey.
- **Compassion:** We nurture compassion through understanding and acceptance, mirroring the Montessori principles of warm, supportive interactions among children and adults. This includes fostering kindness, peacefulness, and a genuine concern for humanity, in line with the nurturing environment that Montessori education promotes.

- **Love of Learning:** We encourage discovery, exploration, and curiosity. Our approach involves children in active learning processes, promoting ownership of their educational journey and collaborative learning experiences.
- **Service:** We encourage children to develop a sense of service to others, emphasizing the importance of contributing to the community and helping those in need.
- **Independence:** We emphasize independence, allowing children to learn through doing and to understand their capabilities, fostering confidence and self-reliance.
- **Interdependence:** Reflecting Montessori's community-oriented approach, we stress the importance of interdependence - understanding our collective responsibility and the benefits of a supportive, interconnected community.
- **Excellence:** We aim for excellence in all aspects of our program, focusing on quality experiences for the children and a drive for excellence within our students.
- **Universal Understanding:** We promote a global perspective and understanding of being part of something bigger than oneself, aligning with Montessori's vision of children as global citizens. This involves fostering an appreciation for diverse cultures and the interconnectedness of the world.

Section 1. Montessori Education & Christian Values

1.1 Overview of Montessori Curriculum

The child has a connection and a need for purposeful work. As a child works, it is for the joy and intrinsic value of the activity itself, not as an adult for the completion of a job. It is this activity that enables children to accomplish their most important goal: the holistic development of themselves, mentally, physically, and psychologically.

1.2 Areas of Study

Each component of the curriculum works harmoniously for the whole child. There are 7 essential building blocks:

- **Practical Life**
 - Children develop the fine and gross motor skills, self-care habits, and environmental awareness that foster autonomy. Whether it's learning to open, shut, carry, or button a coat, these real-world activities foster coordination and concentration.
- **Sensorial**
 - Our materials are designed to isolate each sense, allowing children to explore, compare, and form new connections. It functions as a sensory playground for the mind, where abstract experiences transform into concrete ideas. Sensorial materials allow

children to order, classify, and describe sensory impressions in relation to various attributes, such as length, width, temperature, mass, color, and pitch.

- **Language**

- The path to literacy begins with speech and emerges into writing and reading. Through carefully sequenced materials, from metal insets that develop fine motor control to movable alphabets that unlock phonics, children discover the joy of both written and spoken language. Our left-to-right classroom organization, along with rich vocabulary activities, creates a natural environment for mastering communication skills.

- **Math**

- Math uses manipulative materials to help the child internalize concepts of numbers, symbols, sequences, and operations, and memorize basic facts. Using hands-on tools like beads, charts, and number rods, children build a solid foundation in mathematical thinking. They begin concretely and gradually move toward the abstract, mastering symbols, quantities, and the decimal system that underpins higher-level math.

- **Culture & Geography**

- Our cultural and geographical area of study introduces them to the diversity of human experience. Through sensorial globes, puzzle maps, and explorations of traditions, this area inspires curiosity about the rich tapestry of the world.

- **Science**

- Our science area focuses on exploring both the living and non-living aspects of the world. Students engage in scientific exploration in and out of the classroom by making observations, asking questions, and uncovering new concepts about the natural environment.

- **Music & The Arts**

- Children express their creativity through various musical and artistic mediums. The focus is on the creative process rather than the final product, encouraging self-expression and fostering an appreciation for the arts.

- **Library & Literature**

- Our library is more than just books; it is a place of discovery where students and teachers connect with literature that inspires. We nurture literacy skills while fostering a lifelong love of reading and learning. Here, every child's journey with literature is celebrated, supporting their growth as confident, capable readers and researchers.

1.3 Christian Values & Daily Practices

Christian faith is woven into our school community. We believe each child is loved deeply and uniquely gifted. Our goal is to help children know they are cherished and to nurture hearts that are kind, compassionate, and respectful of others through an invitational, developmentally appropriate approach. Christian values guide our daily practices, emphasizing character development alongside developmental growth.

Children experience our Christian values through age-appropriate Bible stories, worship songs, and scripture-based music. They participate in prayer before meals and at key times during the day, and we have conversations about God's love in everyday moments. We highlight themes such as gratitude, forgiveness, service, empathy, and honesty, and we encourage children to practice these values in their interactions with classmates and teachers. Additionally, we celebrate special events related to the Christian calendar, such as Christmas and Easter.

We honor each child's pace of understanding and create a peaceful environment where questions are welcomed, and God's love is reflected in how we care for children and families.

1.4 The Prepared Environment

The prepared environment is a carefully designed, organized, and purposeful space created to meet children's developmental needs. Every aspect of the environment, its layout, materials, routines, and expectations, is intentionally planned to support the whole child. Our educators encourage children to embrace new challenges, make confident choices, and develop lasting self-assurance. The prepared environment empowers children to take ownership of their learning, build intrinsic motivation, and develop the confidence and discipline necessary for lifelong success.

- Child-sized and accessible materials, such as shelves and furniture, are at the child's level so they can work independently.
- Materials are purposeful and presented in a sequential order.
- Classrooms are inviting, calm, and uncluttered.
- Children move freely, choose meaningful work, and engage at their own pace within clear, consistent boundaries and expectations.
- Practical life tasks, self-care routines, and real-life materials help children confidently care for themselves and their environment.

1.5 Classroom Materials

In the Montessori environment, children work with real-life, hands-on materials that reflect the tools and tasks used in everyday living. These materials are carefully chosen to be child-sized and purposeful, allowing children to develop independence, confidence, and responsibility. Real-life materials may include child-sized brooms, dustpans, glass cups, pitchers, watering cans, food preparation tools, and everyday household items adapted for safe use by young children. By using real, authentic, functional materials instead of toy imitations, children gain authentic experiences. They also learn about cause and effect, such as what happens when they spill or break something. Real-life materials help children understand that their work has purpose and value. These materials teach children:

- Care for self
- Care for the environment

- Grace and courtesy
- Responsibility and problem-solving through real, meaningful tasks

These materials are intended for all children in the classroom; sometimes, children may take their favorite pieces home. If this occurs, we ask parents to return any items as soon as possible.

1.6 Substitute Teachers

In case of an emergency requiring the teacher to leave the classroom, an approved substitute will be called in to supervise the students. A child will never be left unsupervised. Efforts will be made to familiarize children and parents with potential substitute teachers, volunteers, and student teachers. In the event of a planned, short-term, non-recurring absence of the teacher, such as a doctor's appointment, teacher training, or personal day, parents will be notified in advance, and an approved substitute will be arranged.

Section 2. Campus Information

2.1 Hours of Operation

- Monday to Friday: 6:45 a.m. - 5:00 p.m.

2.2 East & West Campus Information

East Campus	West Campus
(920) 469-4060	(920) 499-8900
2961 Voyager Dr, Green Bay, WI 54311	680 Cormier Rd, Green Bay, WI 54304

Section 3. Programs

3.1 School Day Hours

- **Half-Day:** 8:00 a.m. - 12:15 p.m.
- **Full-School Day:** 8:00 a.m. - 3:30 p.m.

3.2 Before & After-School Program Hours

Students must be enrolled in these programs; available for an additional tuition cost. Enrollment is on a first-come, first-served basis until the program reaches capacity.

Before-school Program:

- Students may arrive between 6:45 a.m. and 8:00 a.m.
- Breakfast of cold cereal is provided during this time.

After-school Program:

- Students may be picked up between 3:30 p.m. and 5:00 p.m.

3.3 Toddler Program

Our toddler program is designed for children aged 18 months to 3 years. Children must be at least 18 months old by September 1st to enroll. The toddler program has a teacher-to-child ratio of 1:6 and a maximum of 18 children per classroom. Toddlers engage in meaningful tasks such as slicing bananas or gardening, activities that are not only enjoyable but also instrumental in developing their independence and self-care skills. As your toddler proudly declares, "I can do it myself!", a phrase that becomes their anthem of growing independence.

We provide age-appropriate materials that encourage interaction and practical skills, helping children build confidence from textured materials that invite interaction with practical life activities, fostering confidence. Every element of our toddler environment nurtures your child's natural drive to learn and achieve. Our toddler activities are structured to promote movement, balance, and control. Through purposeful touch, movement, and hands-on exploration, toddlers develop foundational skills that will carry them into their preschool years.

Your child will grow alongside friends who share their curiosity and adventure, guided by teachers who understand that every small achievement today builds the foundation for tomorrow's success. Central to our approach is fostering the child's self-confidence and their understanding of being part of a community. These experiences are designed to foster social skills, cooperation, and a sense of belonging, in line with Montessori's community-oriented approach.

For more information, please refer to the PDF "Is My Child Ready for the RMA Toddler Program?" on our website.

3.4 Preschool & Kindergarten Program

Our preschool and kindergarten program offers a nurturing three-year journey in mixed-age Montessori classrooms for children aged 3, by September 1st, to 6. With a teacher-to-child ratio of 1:12 and a maximum of 24 children per classroom, we foster an environment that encourages growth, learning, and lasting friendships.

Children must be 3 years old and fully toilet-trained by September 1st to enroll in our preschool program. The Montessori materials invite exploration and repetition, allowing each child to build understanding through experience. As they count, sort, and sequence beads, early mathematical concepts take shape; through tracing letters and hearing sounds, language emerges.

Our multi-age classrooms reflect a family-like community where younger children learn by observing older peers, while older children reinforce their understanding by teaching what they know. Throughout their three-year journey, children spend time with teachers and peers, allowing teachers to deeply understand each child's individual patterns, strengths, and challenges. This continuity fosters a strong sense of belonging, where students and families form lasting bonds that make learning feel like an extension of home.

A fundamental aspect of our program is the emphasis on the Montessori method of self-directed learning. Children are encouraged to engage with tasks from inception to completion, fostering self-discipline and deep concentration. This approach not only enhances academic skills but also fosters a sense of responsibility and independence.

The Montessori Kindergarten program, designed for children ages 5, by September 1st, to 6, is the culmination of the three-year early childhood cycle. Children must be 5 years old by September 1st to enroll in our kindergarten program. Children build upon the strong foundation developed in preschool and move toward greater independence, leadership, and academic readiness. Kindergarten students work with more advanced materials in language, math, culture, and science, applying their earlier learning with increased confidence and mastery. As the leaders of the classroom community, kindergarten students model positive behaviors, guide younger peers, and practice responsibility and collaboration. They engage in hands-on learning, extended work periods, and project-based activities that deepen critical thinking and problem-solving skills.

For more information, please refer to the PDFs "Is My Child Ready for the RMA Preschool Program?" and "Is My Child Ready for the RMA Kindergarten Program?" on our website.

3.4a Preschool Bathroom Independence

Children must be fully potty-trained to enroll in the Preschool Program. This means children need to recognize when they need to use the bathroom and communicate their restroom needs. Key requirements for being considered fully potty-trained include:

- The child should be able to use the restroom independently without adult assistance.
- The child should know how to use the toilet correctly, which includes:
 - Undressing and dressing themselves.
 - Using the toilet properly
 - Managing personal hygiene, including wiping, flushing, and washing hands.
- The student has few to no accidents throughout the school year.

Potty training is considered a key developmental milestone that signals readiness for a Preschool program.

3.5 Summer Programs

When the regular school year ends, a summer filled with fun and learning begins. Our summer camp programs are designed to make learning enjoyable through weekly themed activities. We offer three different summer camp programs:

- **Toddler Summer Camp:** For ages 18 months to 3 years
- **Preschool Summer Camp:** For ages 3 to 5 years
- **Elementary Summer Camp:** For completion of Kindergarten to 2nd Grade

Your child will experience the perfect blend of fun and learning. Every activity is thoughtfully designed to maintain academic growth while celebrating the spirit of summer. From cultural discoveries to scientific experiments, we ensure each day is filled with healthy, enriching experiences that keep young minds and bodies active. In our summer camps, children will learn and grow through:

- Hands-on exploration
- Creative art projects
- Active movement
- Engaging stories
- Safe outdoor adventures

Section 4. Mutual Expectations

We believe that the relationship between the family and the school is essential to the child's success. To ensure a strong and effective relationship, we enter into mutual expectations with our families.

4.1 What Royal Montessori Academy Expects From Our Parents

- **Engagement with the Montessori Method:** By choosing a Montessori education, families commit to supporting their child's development in line with the Montessori philosophy.
 - **We ask that families:**
 - Make ongoing efforts to understand and embrace the Montessori approach.
 - Familiarize themselves with RMA's philosophy, policies, procedures, and communications.
 - Participate in school events.
 - You have chosen Montessori education for your family and recognize that it differs from traditional daycare or other programs, and that family support and understanding are vital to the child's experience.
- **Communication:** Clear and respectful communication strengthens the connection between home and school.
 - **We ask that families:**
 - Families will maintain open, direct, and courteous communication with staff and the school community.
 - Participate in parent-teacher conferences.
 - Read all school communications, including Brightwheel messages and newsletters, emails, and the school calendar.
 - Notify the school promptly of any changes in contact information or significant events that may affect the child's well-being or school experience.
- **Respect and Cooperation:** Families play a key role in modeling respect and cooperation for their children.
 - **We ask that families:**
 - Demonstrate respect for all members of the school community.
 - Support their child by speaking positively about their teachers, classmates, and the school.
 - Respect and abide by the school's policies and procedures.
 - Honor commitments made to the school and look for ways to contribute positively to the life of the RMA community.
 - Interactions with staff will be professional, courteous, and respectful at all times.

4.2 What Parents Can Expect From Royal Montessori Academy

- **Commitment to Excellence:** RMA is committed to providing a high-quality Montessori education and maintaining excellence in all of our programs.
 - **Families can expect that:**
 - Our teachers are trained professionals dedicated to upholding the standards of Montessori education.

- RMA will continually strive to provide an enriching, developmentally appropriate curriculum aligned with Montessori philosophy.
 - RMA will offer various opportunities and school events for families.
- **Communication:** Clear and respectful communication strengthens the connection between home and school.
 - **Families can expect that:**
 - RMA will maintain open, respectful, and consistent communication with parents about their child's development and matters affecting the school community.
 - Parent-teacher conferences to discuss student progress.
 - Teachers will contact parents directly if any specific concerns arise.
 - Families will receive ongoing communication via Brightwheel messages, newsletters, the school calendar, and other regular updates.
- **Respect and Cooperation:** Families play a key role in modeling respect and cooperation for their children.
 - **Families can expect that:**
 - The school will demonstrate respect for our families.
 - Support families in making their child's educational experience as positive as possible.
 - Look for ways to contribute positively to the life of our RMA community.
 - Interactions with families will be professional, courteous, and respectful at all times.
- **Safe and Supportive Environment:** We are dedicated to creating a learning environment where every child feels safe, respected, and inspired to grow.
 - **Families can expect that:**
 - The school environment is welcoming and friendly,
 - The classroom materials and environment are thoughtfully designed to meet the child's needs.
 - The school grounds and facilities are safe and well-maintained.

Together, we share the responsibility of nurturing each child's learning and building a community that reflects the values of respect, curiosity, and lifelong learning that define RMA.

Section 5. Admissions, Enrollment, and Tuition

5.1 General Policy

Our primary goal in the admissions process is to help each family find the perfect match and determine whether Royal Montessori Academy is the right fit for them. We recognize that our school may not be the perfect match for every family and encourage families to explore not only our

programs but also other options in our area to determine whether our school is right for them. Our goal is to present our program truthfully, allowing families to fully understand what we offer and to consider all factors as they evaluate their options.

Royal Montessori Academy is an inclusive school that welcomes students of all backgrounds and does not discriminate based on race, gender, religion, sexual orientation, color, nationality, or ethnic origin in its educational and admissions policies. We strive to create a balanced environment that supports all learners, including children with special needs, in alignment with Montessori philosophy and early childhood best practices. All enrollments begin with the shared understanding that we will partner with families to ensure each child is in the environment that best supports their growth.

While we strive to meet the needs of every child, there may be instances when Royal Montessori Academy is not the right fit or when a child's needs exceed what our program can provide. In these cases, we reserve the right to request that a child leave the program. If this occurs, our administration will work collaboratively with the family to recommend alternative programs that better support the child.

5.2 Tours

Prospective families are required to schedule a tour of Royal Montessori Academy between 9:00 a.m. and 11:00 a.m. A school administrator will guide you through the tour, where you'll observe classrooms in action, learn about our policies and routines, and have the chance to ask any questions. This experience is crucial for understanding our educational environment. To schedule a tour, please fill out the tour form on our website or call the school.

5.3 Application & Enrollment

Enrollment for the upcoming school year begins with online registration through the Brightwheel platform, available to current families starting on the first business day of January, and to the general public on the first business day of February.

All enrollments will be processed within two business days of receipt of the completed online forms. Once your enrollment is approved, you will receive confirmation and a link via Brightwheel to pay the non-refundable registration and field trip fees. A registration fee is required upon processing your online enrollment to secure your child's place in our program. Enrollment is on a first-come, first-served basis.

If open enrollment is declined for any reason, such as enrollment being full or missing information, you will be notified directly at the phone number you provided, and the application will be withdrawn.

5.4 Financial Agreement

Official enrollment is confirmed once the school receives and accepts your payment of the registration fee and a signed financial agreement for each child you are enrolling. **Your financial agreement is binding, and parents are responsible for monthly tuition payments regardless of attendance.** It is your responsibility to notify the school of any change in the information provided on these forms.

5.5 Waitlist

If the program you wish to enroll your child in is at full capacity, and you have already received a tour of Royal Montessori Academy, your information will be added to our waiting list.

- In the event of an opening, children on the waitlist will be considered based on the date they were added, their age, and the program.
- We will notify you when an opening becomes available in the desired program.
- Upon notification, you will have until the end of the following business day to accept your child's position and begin the enrollment process through the Brightwheel platform.
- If there is no response by the end of the following business day, your child's position will be forfeited and offered to the next child on the list.

Waitlists are only good for the current school year. All waitlists will be discarded at the end of the school year.

5.6 Tuition

All tuition payments should be made through the Brightwheel platform. Payments can be made via ACH transfer or credit card. Parents are expected to make payment by the due date or to provide written payment arrangements. If no payment agreements are made with the school, families will be asked to leave as of the first day on which tuition has not been paid. When payment is made, children may return to class. With a written notice of sixty days, and at the discretion of Mrs. James, Royal Montessori Academy may cancel contracts for families with unpaid tuition.

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

- **Annual:** Due on the first day of the school year.
- **Monthly:** Due on the 1st of each month, starting from the first month of attendance. Payments are divided into nine installments from September 1st to May 1st.

A **\$35.00** late fee will be charged for any tuition payments received after the due date, returned checks, or failed electronic payments.

Tuition is non-refundable for any absences, including but not limited to illness, family emergencies, or vacations. Additionally, there is no tuition credit for days when the school is closed due to inclement weather, power outages, or for scheduled closures, such as holidays, conferences, or professional development days. This policy applies regardless of the number of days your child actually attends school.

Royal Montessori Academy typically qualifies for most Flexible Spending (FSA) plans.

Every month, parents will receive an emailed statement detailing payment and invoice activity associated with their account, including the remaining tuition balance for the current program their child is enrolled in.

5.7 Withdrawal

If a family decides to withdraw their 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 at that time. 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 parents and staff and if space is available. Please note that the Head of School has the final decision-making authority.

Section 6. Daily Structure

6.1 Daily Routine

Our daily routines serve as a general guideline for each classroom level, allowing flexibility to adapt based on the needs of the children. Each classroom has different schedules based on specials and recess times. All students have a rest period each day, and each of our programs has a different duration for a rest period based on age range. Children who do not fall asleep during this time will have a quiet rest time, which may include looking at books, listening to music, or engaging in other quiet activities.

Example of Classroom Routine

8:00 – 8:30	Morning Meeting (Calendar/Pledge of Allegiance/Discussion)
8:30 – 10:30	Work Period (Classroom Lessons/Morning 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 Period
2:00 – 2:30	Afternoon snack
2:30 – 3:30	Specials/Work Period/Dismissal

6.2 Student Essentials for the School Day

Students will have a provided locker. This is an outline for students; specifics on what to keep at school can vary by age level and skill set. **Label all belongings brought to school clearly with your child's name.**

- **Water Bottle**
 - All students must bring a full, reusable water bottle to school every day. Water is available in every classroom for refills.
- **Lunch**
 - All children are expected to bring their own lunch each day. See our Nutrition at Royal Montessori Academy section for details.
- **Snack**
 - All children are expected to bring their own afternoon snack. See our Nutrition at Royal Montessori Academy section for details.
- **Supply of Extra Clothes**
 - Please supply extra clothing for your child at school, ensuring items are seasonally appropriate.
 - **Summer:** Extra tops and bottoms, underwear, socks, and a spare pair of shoes.
 - **Fall:** Extra tops and bottoms, medium-weight jacket or waterproof rain jacket, underwear, socks, spare gloves, a hat or hood (that covers the ears), shoes or rubber boots
 - **Winter:** Extra tops and bottoms, an insulated winter coat, underwear, socks, spare gloves, a hat or hood (that covers the ears), waterproof snowpants, and waterproof winter boots.

- Please note that some clothing may get wet during playtime. Any soiled clothing will be sent home at the end of the day for laundering. Check regularly to maintain an adequate supply.
- **Pull-Ups & Wipes**
 - Toddler students who are potty training are required to bring pull-ups and wipes to school and replenish the supply when it runs low.
- **Nap Items**
 - Students need a child-sized sleeping bag or resting materials.
 - A child-sized cot is provided.
- **Sunscreen**
 - Parents must apply sunscreen to their child before coming to school, as needed. Please send a bottle of child- and age-appropriate sunscreen for your child's classroom.
- **Insect Repellent**
 - Parents must apply insect repellent to their child before coming to school, as needed. Please send a bottle of child- and age-appropriate insect repellent for your child's classroom.

6.3 What to Leave at Home

All of our programs focus on helping children develop independence in daily routines, including eating, sleeping, and using the bathroom. For this reason, **items that hinder independence are not permitted**. Items that occupy your child's hands or mouth, such as pacifiers or sippy cups, as well as any distracting items, are not permitted at school. These items can make it difficult for your child to communicate, engage in hands-on work, and develop independent sleep skills. We kindly ask you to leave these items at home.

Section 7. Nutrition at Royal Montessori Academy

7.1 Purpose & Approach to Food

Our goal is to nurture children who feel confident, balanced, and joyful about food. To support this, our food policy is a shared responsibility among students, families, and staff, ensuring that all children experience a consistent, peaceful, and predictable mealtime environment.

We believe food is an important part of a child's learning, growth, and connection to the world. Throughout the school day, children engage with food in meaningful ways, through conversations about where it comes from, food preparation, gardening, and serving snacks. These hands-on experiences help children feel comfortable with a variety of foods. We often find that children are more willing to try new or unfamiliar foods in the school environment than they may be at home. We

encourage balanced eating without forcing children to eat; students are supported in listening to their bodies and developing self-regulation during meals.

Our approach to food is free from shame, negativity, judgment, or moral language. We focus on “what we eat at school,” avoiding labels like “good” or “bad” for different foods. Because our environment includes mixed ages and differing levels of emotional development, maintaining predictable food expectations is essential. It is the school's responsibility to maintain a fair, calm, and conflict-free environment for all children, prioritizing unity and inclusion during mealtimes.

7.2 Consistency & School Expectations

While families may have different foods at home, Royal Montessori Academy has established its own food policies that must be followed at school. When families sign the Parent Handbook, they agree to adhere to the food policies to maintain a predictable, consistent experience and a unified food environment for the entire school community.

When foods lacking nutritional value are brought to school, teachers must redirect, negotiate, and manage emotionally difficult situations, disrupting the calm, structured mealtime experience that our classrooms rely on. Any foods lacking nutritional value are prohibited. Staff will handle these items neutrally and discreetly; they will not be served and will be sent home, and no child will be singled out.

7.3 Nutritious Food Expectations for School

Families are required to send nutritious foods that support energy, growth, and healthy development, such as fruits, vegetables, whole grains, proteins, and other balanced options. Foods that are high in added sugars, artificial ingredients, unhealthy fats, or offer little nutritional value do not meet our nutritional standards and will not be served; they will be sent home. Water is the primary beverage permitted during the school day.

To make this process simple, please refer to the attached [Nutritious Foods for School Guide](#), which provides examples of choices that align with our school's nutrition expectations. If you ever need ideas, clarification, or suggestions, our team is happy to help. All items brought from home must follow these guidelines to ensure consistency and promote positive habits for all children.

7.4 Supporting Independence With Food

Families are required to put food in containers your child can open independently, provide manageable portion sizes, as children are expected to feed themselves, and help clean up after lunch and snack.

7.5 Lunches

Lunches are enjoyed family-style, and teachers are present during meal times, modeling seating at tables to offer conversations and guidance throughout the lunch period. Parents are required to provide a balanced and nutritious lunch for their children each day, which must include a combination of protein, grains, dairy, vegetables, and fruits. We provide milk to each child daily during lunch.

Label all lunch boxes with your child's name. Use thermoses and insulated containers to keep food warm until lunch time. Items in bento boxes will not be removed for heating; teachers will assume all items in bento boxes are to be eaten as is. All warm-ups need to be in a separate, microwave-safe container. The school can reheat lunches for 30-50 seconds if necessary. Pack items with ice packs to keep them cold, as refrigeration is not provided.

7.6 Snacks

All snacks should be simple, nutritious, quick, and manageable. Please label all containers with your child's name.

- **Morning Snack:** Provided by classroom families on a rotating monthly basis. Each day, one family supplies snacks for the entire classroom.
- **Afternoon Snack:** Each family sends a daily snack item for their child.

7.7 Special Holidays and Celebrations

Throughout the year, we celebrate special school-wide occasions, such as Heritage Day, Harvest Lunch, and Easter celebrations, and we collaborate with the school community to provide special food items. These are distinct from daily meals and are designed so that all children can participate equitably. Families will be notified in advance of any special food plans.

7.8 Food Allergy Policy

Some classrooms may have additional restrictions based on food allergies. Families will be notified of any classroom-specific food bans. We provide safe substitutes during activities when necessary. All students with food allergies must have an allergy action plan on file in the front office; see the Food Allergies & Life-Threatening Conditions section for more details.

Section 8. General School Information

8.1 Code of Conduct

There are some basic expectations we have for all members of our community: families, children, teachers, and staff. Teachers or administration may intervene if students or parents are seen not engaging in these behaviors. Please review, discuss, and model these guidelines with your child:

- **No child should enter or exit the school without an adult present.**
- Use your keycard or access code during drop-off and pick-up.
- **Children must always remain within arm's reach of their parents.** Parents must supervise their child at all times while on school grounds, including the parking lot, hallways, and during drop-off and pick-up. Please remember the school is not responsible for children during these times.
- Children must be walked to the classroom door. Parents must make eye contact with their child's teacher during drop-off and pick-up.
- Avoid sneaking out during drop-offs; it is essential that your child feels confident that you will return at pick-up time. Our teachers are dedicated to building strong connections with your child; let your child know what to expect at drop-off and pick-up. Establishing solid routines will help create a strong foundation between your child, their teacher, and you as a parent.
- Cell phone and headphone use is strictly prohibited. **We kindly ask that you give teachers and your children your undivided attention during drop-off and pick-up times** to ensure a smooth transition and promote meaningful interactions with your child and our school community.
- Children must walk safely and calmly while inside the school. Please encourage the use of "walking feet." Running is not permitted; teachers or administrators will intervene if students are running and encourage them to go back.
- Children are not allowed to ride in the elevator without an adult.
- Speak in an indoor voice with a quiet volume; do not call out or yell across hallways or classrooms.
- Be kind and gentle to others; aggressive behavior will not be tolerated.
- Take responsibility for the care of our classrooms and school.
- Respect others' personal belongings; do not touch them without permission.
- Do not go into other children's lockers. If you need to give something to another student, please ask a teacher to do so.
- Do not allow children to hang on door handles, repeatedly hit the exit buttons, or ring the doorbell unnecessarily.
- Do not eat in the hallways.
- Avoid gathering in vestibules and hallways to ensure smooth traffic flow.
- Children are not allowed to bring unnecessary items from home as they can be distracting to learning.

- Royal Montessori Academy is **NOT** responsible for lost, stolen, or damaged property of any kind.

8.2 Parking Lot Guidelines

Please exercise extreme caution in the parking lot

- **All students must be walked into the school.**
- Children must remain within arm's reach and fully supervised by an adult in the parking lot.
- Strictly adhere to the designated entry and exit routes, and maintain single-file traffic for safety.
- Stay alert for cars that may stop suddenly, park, or maneuver in the area. Your attentiveness is key to preventing accidents.
- Please note that passing a stopped school bus is not only a safety risk but also a ticketable offense.
- In case of a minor collision, such as a fender bender, do not leave the scene. It is your responsibility to contact the owner of the other vehicle involved.
- Royal Montessori Academy is **NOT** responsible or liable for any injuries or property damage in the parking lot.

Section 9. Attendance

9.1 The Importance of Attendance

Regular and punctual attendance is expected and critical to ensuring a positive experience for your child. Consistency and routine are key elements of the Montessori experience, helping children feel secure, confident, and engaged in their classroom. Erratic attendance can lead to:

- Missed lessons and interruptions in the child's natural learning process
- A sense of alienation from the classroom activities and routine
- Feelings of social isolation

Daily attendance ensures your child can fully participate in both individual and group activities. Classroom attendance is taken each morning. If your child is not present by 8:15 a.m., you will receive a message on Brightwheel regarding your child's attendance. If you know your child will arrive late due to an appointment, please notify their teacher via Brightwheel in advance.

- If you arrive after the designated drop-off time, 8:15 a.m., park and walk your child to the front desk, and sign them in.
- A staff member will escort your child to class to minimize disruption.

9.2 The Importance of Arriving on Time

Arriving on time each morning allows your child to begin the day calmly and confidently. The morning transition is an important part of the Montessori routine, where children greet their friends, choose their first work, and receive individualized presentations from their teacher. When a child arrives late, they miss these meaningful moments and may feel unsettled entering an already active classroom. Frequent tardiness also disrupts the learning environment for others.

9.3 Absences

We understand that absences do occur.

- For unexpected absences, send a message on Brightwheel.
- For extended absences (longer than two days), notify both the teacher and the office.
- Children who are ill should remain home until they are well enough to return; see our Illness Policy for details.
- Kindergarten absences are excused for illness and doctor's appointments.

9.4 Absence & Tardiness Policy

Regular tardiness affects both your child's experience and the classroom community; it disrupts the workflow of teachers and children. All tardiness and absences are documented in Brightwheel.

- After five (5) habitual tardies, parents will be notified and asked to correct the issue.
- After eight (8) habitual tardies, a meeting is required with the administration.

Families who consistently arrive late or miss school frequently may be asked to meet with their child's teacher or the administration to discuss strategies for arriving on time.

9.5 Drop-Off Procedures

Transitioning to a new classroom or program can be challenging for children, and we aim to create a calm, secure start to the day. Please avoid sneaking out during drop-off; it's essential that your children feel confident you will return at pick-up. Let your child know what to expect at both drop-off and pick-up. The transition may take up to six weeks, possibly longer, depending on your child's schedule. Establishing solid routines will help create a strong foundation between your child, their teacher, and you as a parent.

- Parents must walk their child to their classroom door.
- Parents must make eye contact with the teacher at both drop-off and pick-up.

9.6 Early Pick-Up

Picking up a child before 3:00 p.m. can disrupt the classroom community. If early pick-up is necessary, please message the teacher on Brightwheel in advance. When possible, plan to pick up your child after 3:00 p.m.

9.7 Late Departure Policy

Please call the office as soon as possible about your potential late pick-up and anticipated arrival time. After your first offense, **notification does not negate the fees as listed below.**

- **Half-Day Students:** Students who are not picked up by 12:15 p.m. will wait at the front with the administration and will be charged a \$40 late fee per child.
- **Full-Day Students:** Students who are not picked up by 3:30 p.m. will wait at the front with administration, there is a grace period until 3:40 p.m. After 3:40 p.m., you will be charged a \$40 late fee per child. This applies to students not enrolled in the after-school program.
- **After-School Program:** Students who are not picked up by 5:00 p.m. will wait at the front with the administration and be charged a \$40 late fee per child, as our school doors lock at 5:00 p.m.

Section 10. Communication & Events

10.1 School Calendar

Each school year, a school calendar will be provided that includes important dates. The calendar is on our website.

10.2 Brightwheel

We use Brightwheel for teacher and parent engagement. Upon enrollment, you will be required to sign up for Brightwheel and receive instructions on how to use the application.

Brightwheel lets you message your teacher and the administration directly for non-emergency matters. Please note that all messages exchanged through Brightwheel can be viewed only by the child's parents, their teacher, and the administration. In case of emergencies, do not use Brightwheel. Instead, please reach out to the school directly to speak with your child's teacher or administration.

While Brightwheel allows communication outside of school hours, teachers will respond to messages only during their working hours. If you message a teacher at night or over the weekend, you can expect a response on the following school day. Teachers are engaged with classroom activities and

will have specific times during the day to return messages. For matters requiring immediate attention, please contact the school directly.

10.3 Classroom Newsletters

Classroom newsletters are published weekly on Brightwheel and sent to all families. These newsletters will focus on specific classroom news, updates, and communications, and will also include photos highlighting the week's activities. Families can expect to receive these newsletters on Fridays, and classroom newsletters are expected to be read by our families.

10.4 Important Information

Important information, such as forms, permission slips, and other documents, will be placed in the child's locker or communicated on Brightwheel for your family to review.

10.5 Field Trips

During the school year, field trips may be taken to local areas of interest or to special community events. Some of our field trips may be in-house, where we bring in activities for our students to participate in. Parents will be notified in advance of an upcoming trip. Parents will also be notified if chaperones are needed. Parents can volunteer to chaperone and will be selected at random based on the number of chaperones needed. Chaperones will need to provide a valid photo ID and undergo a background screening before the field trip.

10.6 Special Family Events

Throughout the school year, any special events will be announced through Brightwheel, in our newsletters, and posted on the whiteboards in the main vestibule.

10.7 School Closings and Delayed Openings

If severe weather conditions make travel hazardous, school may have a 2-hour delayed start, early closure, or be cancelled. The school day starts at 8:00 a.m., if there was to be a 2 hour delay the school day will begin at 10:00 a.m. If an early release is called, parents will be notified and provided a reasonable amount of time to pick up their children in the parent communication. **If school has a 2-hour delay, early closure, or school cancellation, the school administration will notify all families via message alert on Brightwheel, email, and social media, and local news stations will be notified.** For the most current information on school delays, closures, or early closures, please tune in to local television stations **(2, 5, and 11)**. No credit or makeup days are given for weather-related or emergency school closures, early closures, or delayed starts.

10.8 Website and Social Media Information

Website: www.royalmontessoriacademy.com

Facebook: Royal Montessori Academy

Instagram: Royalmontessoriacademy

TikTok: Royalmontessoriacademy

We understand the importance of social media as a means of communication and expression. However, we do not tolerate any form of slander or defamation regarding Royal Montessori Academy, its employees, or its customers. This applies to posts on personal or group pages that the community may view. Royal Montessori Academy reserves the right to terminate a contract immediately if defamation occurs.

Section 11. Celebrations

11.1 Celebration of Life (Birthday)

Birthdays are special days, and we love celebrating them. Teachers will send out invitations for parents to join the birthday celebrations in the classroom. Parents are welcome to bring a snack or provide lunch for the class, but it is not mandatory. Please refer to the Nutrition at Royal Montessori Academy section for details. Please refrain from bringing goodie bags to school.

If you are looking for an alternative option, you may donate a book to the school library with a personal inscription, such as: "Presented to the RMA library for all to enjoy, in commemoration of John Smith's 4th birthday, May 22, 2019." This is a lovely way for your child to leave their own legacy and contribute to the library!

We practice the favorite Montessori birthday 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 they have grown or changed. Every birthday, the child will be honored by participating in the birthday walk, where they will carry a model of the Earth around the sun (represented by a candle at the center of our circle) for each year of their life. We follow up by singing, "Happy Birthday," and the student will receive a special birthday wish and a special blessing from their peers.

11.2 Holidays and Celebrations

We acknowledge and celebrate the diversity of our school community and world. Our goal is to expand our children's understanding of different cultures, not just by sharing facts, but by celebrating them in meaningful ways. We believe that celebrations promote joy, wonder, and enthusiasm. We

respect each child and their family's background, encouraging families to share their heritage through stories, food, and cultural celebrations.

Royal Montessori Academy incorporates Montessori principles alongside Christian values, emphasizing many universal spiritual themes such as love, kindness, joy, and confidence in the fundamental goodness of life. Many of the holidays we celebrate may have religious origins, but we focus on their cultural aspects by sharing food, music, dance, and traditions. This approach helps us build a community that appreciates both our similarities and differences. Teaching children to accept and embrace diversity is essential for fostering peace.

School Year Celebrations:

Throughout the year, classrooms will participate in these celebrations and holidays in various ways. Information will be communicated in advance.

- Heritage Day Celebrating
- Harvest Lunch
- Christmas Programs
- Friendship Day
- St. Patrick's Day
- Easter
- Spring Showcase
- Parent Picnic
- Kindergarten Graduation

Section 12. Restroom Accident Protocol

We prioritize a supportive approach, responding to accidents with compassion and respect, and avoiding any form of shame or punishment. We do not use incentive charts for potty training.

12.1 When Accidents Occur

When a restroom accident happens, students are expected to change into clean clothes independently. Teachers will:

- Provide clean clothes for the student
- Clean any mess that occurred on the floor

Students are responsible for cleaning themselves up and changing into clean clothes independently. If the accident is large enough that the child requires assistance, the teacher will offer verbal guidance or hand-over-hand support. If the accident is too significant, the parents will be contacted for assistance.

12.2 Addressing Frequent Accidents

If a student has consistent accidents within a one-month period, a meeting will be scheduled with the parents to discuss the concerns and develop a plan for the child's restroom success. Together, we will create a plan of action to support the child's success in the restroom.

12.3 Action Plan

Once a plan of action is established, the child will have a two-week period to achieve success in using the restroom independently. If the child is unsuccessful, enrollment may need to be paused while parents help refine their child's bathroom independence; tuition will continue to be collected. If this continues, enrollment may be discontinued.

Section 13. Evaluation of Student Progress

13.1 Student Progress Reports

The Montessori curriculum is carefully structured and sequenced based on the developmental needs of each child. Teachers maintain detailed notes and documentation on each student's individual progress following the Montessori curriculum. Evaluation is based on individual progress, independence, and engagement with the learning environment, with each personalized progress report reflecting your child's own experiences and achievements. Children are not graded or compared to others.

13.2 Parent-Teacher Conferences

Parent-teacher conferences are held twice a year, in the fall and spring, as noted on the school calendar. **Parent-teacher conferences are required.** If you would like to meet with your child's teacher at another time, you may request a conference at any point during the school year. Similarly, teachers may also request additional meetings to discuss your child's progress or well-being as needed. Conferences are offered both in person and virtually, depending on family preference. To ensure meaningful conversation and focus, we kindly ask that children not attend in-person conferences.

13.3 Meeting With The Head of School

To schedule a meeting with Mrs. James, please contact the school directly.

13.4 Student Support & Developmental Services

The Montessori method is known for its multi-sensory approach, allowing children to learn at their own pace. Our classrooms accommodate a range of ages and provide various opportunities for students to learn concepts in different ways.

Before the first parent-teacher conference, all students undergo an Ages & Stages Questionnaire (ASQ) and a developmental screener. This assessment is completed collaboratively by teachers and parents to help assess if children are developing to their full potential and meeting key milestones. Templates of the ASQ screener are available upon request.

As mandated reporters under the Department of Public Instruction (DPI), we are committed to the well-being, growth, and development of our students. We prioritize communication with families first and also prioritize support services referrals. While we will communicate with families first, we reserve the right to initiate contact with services without parental permission when necessary. If Royal Montessori Academy fails to make a referral for a child in need, we may be deemed negligent in fulfilling our legal obligations to the DPI. Overall, if a child needs intervention or referral services, we have to determine if the child's learning is being impaired in any of the developmental screened areas: expressive and receptive language, joint attention, play, social-emotional skills, gross motor, fine motor, cognitive skills, and self-help.

We ask families using outside services to fully disclose results to our administration so we can better understand your child's growth and development. If a requested assessment or service is not obtained, and the school believes that our program cannot meet the child's needs, or if a student may require more attention or specialized expertise beyond what we can offer, Royal Montessori Academy reserves the right to terminate enrollment or withdraw re-enrollment options for that student.

Section 14. School Dress

All clothing and belongings need to be clearly labeled with your child's name. At the beginning of the school year, send a supply of clothes for your child and check regularly to ensure an adequate supply, as children often engage in activities that can soil or wet their clothing. Children appreciate being able to change into clean, dry clothes on their own. Replace any clothes that were removed.

- Dress should be simple and appropriate
- Clothing that allows your child to dress independently
 - Items such as easy fasteners and elastic waistbands
 - Shoes should be child-user-friendly

- Attire should be appropriate for art projects and outdoor play, as stains cannot be avoided without limiting your child's participation. All students spend time outdoors or in gym class and should dress accordingly.
- Ensure your child wears suitable shoes for gross motor activities.
 - Avoid thongs, jellies, elevated heels, and clogs
- In winter or fall conditions, your child should wear seasonally appropriate outerwear, an insulated winter coat, warm socks, gloves, a hat or hood (that covers the ears), waterproof snowpants, rain boots, or waterproof winter boots to protect them during outdoor activities.

14.1 Lost and Found

To prevent lost garments, please label your child's clothing with their name. Many items are lost each year because students can't identify them. All lost items are stored in the lost-and-found bin in the front vestibule. Any items that remain unclaimed after three weeks will either be donated or kept as extras for students in need.

Section 15. Outdoor Play

Spending time outdoors is an important part of a child's day; it provides fresh air, promotes good health, and helps develop social and gross motor skills. Weather permitting, children will go outside every day. In light rain, drizzle, or snow flurries, they may still have a short outdoor playtime. Wisconsin's weather can change frequently, so it's essential to dress appropriately for varying conditions.

We follow the Child Care Weather Watch Wisconsin chart as a reference to determine if the weather is suitable for outdoor play. Please refer to the Child Care Weather Watch Wisconsin chart. Generally, if the "feels like" temperature is 10 degrees Fahrenheit or below, the entire school will remain inside during recess. If the "feels like" temperature is less than 20 degrees Fahrenheit, the toddler program will stay inside for recess.

Wind-Chill Factor Chart (in Fahrenheit)										
Air Temperature	Wind Speed in mph									
	Calm	5	10	15	20	25	30	35	40	
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 %)												
Air Temperature (F)	Relative Humidity (Percent)											
	40	45	50	55	60	65	70	75	80	85	90	95
80	80	80	81	81	82	82	83	84	84	85	86	87
84	83	84	85	86	88	89	90	92	94	96	98	100
90	91	93	95	97	100	103	105	109	113	117	122	127
94	97	100	103	106	110	114	119	124	129	135		
100	109	114	118	124	129	130						
104	119	124	131	137								

Section 16. Incident Reports

We are committed to maintaining transparent, timely, and detailed communication with families whenever an injury or incident occurs during the school day. All incidents are reported whenever a child receives a mark or injury at school, or when a mark could later appear. Children are active and busy, so scrapes, bumps, and cuts are not unusual. If your child experiences an accident or injury, we follow the communication steps below:

1. Immediate Care

- a. Your child will receive appropriate first aid from a trained staff member. All staff are certified in CPR and First Aid and follow state licensing requirements for injury response.

2. Parent Communication

- a. Parents will be notified of the injury on the same day it occurs. Communication may happen in one or more of the following ways:
 - i. Brightwheel "incident" Report: Parents will receive a detailed incident/injury form, including a written description of the injury, and sometimes a picture, and the care provided. The incident or injury report will outline:
 1. The time and location of the incident
 2. A factual description of what occurred
 3. Any adults who witnessed the incident
 4. The type of injury
 5. First aid administered
 6. Any observations made after the incident
 - ii. Phone Call: Any injury severe enough to involve the head, face, or neck will result in an immediate phone call. A written report will also be provided. Staff will continue to observe the child and notify parents of any changes.
- b. Our reports focus on clarity, accuracy, and professionalism, avoiding speculation and ensuring objective, developmentally appropriate language.

3. If emergency medical care is required:

- a. We will call 911 immediately and the parents. A staff member will accompany the child if transport is required.

Section 17. Student Records

Parents have the right to review their child's records at any time. If you wish to access these records, please stop by the front desk or email us with any questions.

Section 18. Custody and Divorce Policy

We are supportive, open, and welcoming to both parents, and we will remain neutral; we 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 their child unless there is a court order on file that specifies conditions for a parent's access to the child. Please note that billing information will be available only to persons who have signed the financial agreement.

Section 19. Discipline Policies

We believe in maintaining an environment built on love, trust, respect, and consistency. We view behavior as communication and discipline as a learning process, not a punitive one. We recognize that behaviors often arise from unmet needs, such as fatigue, frustration, sensory processing differences, difficulty with communication, or emerging impulse control. Our policy reflects the understanding that guidance, patience, and communication are essential. Our goal is to guide children toward independence, emotional regulation, and peaceful interactions in a respectful, safe environment where every child can thrive. We aim to ensure each child feels secure, understood, and supported as they grow.

19.1 Positive Discipline

We use positive discipline, implemented in a developmentally and age-appropriate manner to meet the needs of the individual child, and grounded in guidance, empathy, and education. Focusing on developmental understanding of behavior and respect for the whole child. Our focus is on helping children resolve problems and empowering them to have a successful experience in the classroom and school community.

Our classrooms implement grace and courtesy, modeling and teaching social skills such as kindness, cooperation, conflict resolution, and respect. Children are expected to follow these core community values:

- Respect for others
- Respect for oneself
- Respect for the environment
- Respect for materials and school property
- Showing integrity
- Being inclusive and supportive

The prepared environment, consistent routines, and engaging materials naturally reduce challenging behaviors by meeting the child's developmental needs and encouraging purposeful work. Teachers will model gentle hands and respectful communication. Children will be offered alternatives and taught appropriate ways to express feelings, such as using words, gestures, or visuals to communicate needs. Conflict resolution and empathy are taught through modeling and storytelling in daily routines. Students are expected to use safe hands and bodies, communicate needs, follow classroom routines and boundaries, and care for the environment.

It is important to note that the following practices are never used at Royal Montessori Academy: corporal punishment, threats, humiliation, or harsh/profane language; food-related punishments; punishment for toileting accidents; isolation without supervision; excessive restraint; or forced stillness. Our practices always align with Montessori principles and respect the dignity of the child.

19.2 Daily Positive Guidance Strategies

Teachers use developmentally appropriate strategies such as:

- **Redirection:** Guiding the child away from disruptive activity toward something productive, emphasizing what the child may do, through appropriate choices rather than telling them what they cannot do.
- **Modeling:** Adults demonstrate respectful communication, problem-solving, and emotional regulation.
- **Choices:** Offering clear, manageable options to help the child regain control ("Would you like to walk to the shelf or would you like my help?").
- **Natural and Logical Consequences:** Helping children understand cause and effect in a respectful way.
- **Classroom Peace Areas:** A calm, comfortable, inviting space where children may choose to relax and calm down. The child may choose to go on their own, or may be asked to visit the area by a teacher or, in the case of conflict resolution, by another child.
- **Classroom Adjustments:** Teachers may adjust the environment, transitions, materials, or groupings to support positive behavior within reasonable accommodations.

19.3 When Behaviors Become Unsafe

While challenging behaviors are developmentally expected at times, behaviors that consistently harm others, disrupt the classroom, or compromise safety must be addressed in a structured way. We use the following step-by-step process:

- **1) Immediate Safety Response**
 - Staff intervene immediately to protect all children.
 - Any hurt child is cared for with empathy.

- Clear, simple language is used with the child exhibiting the behavior (e.g., “Teeth are not for biting. That hurts.”)
- Staff calmly remove the child from the situation if needed.
- **2) Parent Communication**
 - Parents are informed the same day through:
 - Brightwheel incident report
 - Phone call (for significant incidents)
 - Both families involved (initiator or recipient of a behavior) receive communication while maintaining confidentiality.
 - Please avoid parent-to-parent contact regarding incidents
- **3) Observation and Documentation**
 - Staff observe triggers and patterns to understand the root causes, such as transitions, fatigue or overstimulation, sensory needs, and communication challenges. These observations help inform the next steps.
- **4) Increased Support Strategies**
 - Teachers implement individualized strategies within reasonable accommodations, such as visual supports, environmental or routine modifications, or grace and courtesy lessons
- **5) Family Meeting & Support Plan**
 - If behaviors continue, a meeting will be requested and held with parents and the administration to create a collaborative Behavior Support Plan with goals and strategies.
- **6) Probation Period (If Needed)**
 - A monitoring period may be implemented to assess whether the child can safely remain in the classroom.
- **7) Temporary Schedule Reduction (If Needed)**
 - If the child cannot safely remain in the classroom for a full day, shortened days may be temporarily recommended.
- **8) Suspension or Dismissal**
 - Refer to the When Behaviors Persist Despite Support section below for more information.

19.4 Types of Unacceptable Behaviors and Definitions

Children communicate behavior for various reasons. We will always partner with families to understand and support a child’s behavior, and we are committed to working together to find strategies that help them be successful in the classroom. However, we cannot tolerate behaviors that harm others, jeopardize safety, or disrupt the learning environment. While we will exhaust every reasonable support available, children must be able to participate safely and respectfully in the program.

19.4a Noncompliance Behavior

Repeated or significant difficulty following age-appropriate directions, routines, and expectations after support and reminders have been provided. Behaviors in this category may include:

- Not following teacher guidance or classroom procedures
- Refusing to participate in classroom activities (e.g., putting materials away, transitioning)
- Defiance, such as intentionally doing the opposite of a given direction
- Persistent disregard for safety rules
- Repeated disruptions that prevent learning for oneself and others

19.4b Bodily Harm to Self or Others

Any action posing a risk of physical injury to the child or others. Behaviors in this category may include:

- Hitting, kicking, biting, pinching, scratching, or grabbing
- Unsafe physical behavior toward oneself (e.g., self-harm gestures, head banging, injuring oneself with materials)
- Aggressive behavior toward peers, staff, or classroom animals
- Unsafe use of classroom tools or furniture

19.4c Eloping

Leaving a supervised area or moving away from a designated space without the teacher's permission. Behaviors in this category may include:

- Leaving the classroom, playground, or building without teacher permission
- Running away from the group during transitions
- Hiding or intentionally separating from the class in a way that compromises supervision

19.4d Inappropriate Communication

Verbal or nonverbal expressions that are unsafe, disrespectful, or disruptive to the school environment. Behaviors in this category may include:

- Using hurtful, threatening, or aggressive language
- Verbal expressions intended to intimidate or scare others
- Name-calling or derogatory comments toward peers or staff
- Repeatedly using language that disrupts the learning environment
- Gestures, sounds, or expressions that are disrespectful, unsafe, or interfere with learning

19.5 Program-Specific Guidelines

19.5a Toddler Program Discipline Policies

We recognize that behaviors such as biting, hitting, pushing, and other forms of physical expression are common in toddlers and often emerge from limited language and developing impulse control. There are numerous steps taken beforehand, as outlined in the Daily Positive Guidance Strategies.

Type of Behavior	First Incident	Second Incident	Third Incident	Repeated Instances
Noncompliance Behavior	Redirect & Model Incident Report	Incident Report Notify parents Implement classroom strategies	Incident Report Notify parents if behavior is impacting safety Teacher initiates an administration observation to identify triggers	Parent meeting required to discuss the plan moving forward
Bodily Harm to Self or Others	Redirect & Model Incident Report	Incident Report Notify parents Implement safety strategies	Incident Report Notify parents if behavior is impacting safety Begin tracking pattern	Parent meeting required to discuss the plan moving forward
Eloping	Redirect & Model Incident Report	Incident Report Notify parents Implement safety strategies	Incident Report Notify parents if behavior is impacting safety Begin tracking pattern	Parent meeting required to discuss the plan moving forward
Inappropriate Communication	Redirect & Model Incident Report	Incident Report Notify parents Implement communication strategies	Incident Report Notify parents if behavior is impacting safety Begin tracking pattern	Parent meeting required to discuss the plan moving forward

Please note we reserve the right to modify our policy due to exceptional circumstances.

19.5b Preschool and Kindergarten Program Discipline Policies

Children at this age are expected to show increasing self-regulation and awareness of others.

Type of Behavior	First Incident	Second Incident	Third Incident	Fourth Incident	Repeated Instances
Noncompliance Behavior	Incident Report Notify parents	Incident Report Notify parents if behavior is impacting safety	Incident Report Notify parents if behavior is impacting safety Teacher initiates an administration observation to identify triggers	Parent meeting required to create a behavior plan	If behaviors persist or escalate, a parent meeting is required to discuss temporarily shortening days or reviewing enrollment
Bodily Harm to Self or Others	Incident Report Notify parents	Incident Report Notify parents Implementing safety strategies & tracking patterns	Incident Report Notify parents Child is sent home for the rest of the week Parent meeting required to create a behavior plan	If behaviors persist or escalate, a parent meeting is required to discuss temporarily shortening days or reviewing enrollment	
Eloping	Incident Report Notify parents & child must be picked up from school	Incident Report Notify parents & child must be picked up from school Implement safety plan	Incident Report Notify parents & child must be picked up from school Parent meeting required to create a behavior plan	If behaviors persist or escalate, a parent meeting is required to discuss temporarily shortening days or reviewing enrollment	
Inappropriate Communication	Incident Report Notify parents	Incident Report Notify parents	Incident Report Notify parents	Parent meeting required to create a communication plan	If behaviors persist or escalate, a parent meeting is required to discuss temporarily shortening days or reviewing enrollment

Please note we reserve the right to modify our policy due to exceptional circumstances.

19.5c Elementary Summer Program Discipline Policies

Type of Behavior	First Incident	Second Incident	Third Incident
Noncompliance Behavior	Incident Report Notify parents	Incident Report Notify parents if behavior is impacting safety	If behaviors persist or escalate, a parent meeting is required to discuss temporarily shortening days or reviewing enrollment
Bodily Harm to Self or Others	Incident Report Notify parents	Incident Report Notify parents Child is sent home for the rest of the week	If behaviors persist or escalate, a parent meeting is required to discuss temporarily shortening days or reviewing enrollment
Eloping	Incident Report Notify parents & child must be picked up from school	Incident Report Notify parents & child must be picked up from school	If behaviors persist or escalate, a parent meeting is required to discuss temporarily shortening days or reviewing enrollment
Inappropriate Communication	Incident Report Notify parents	Incident Report Notify parents	If behaviors persist or escalate, a parent meeting is required to discuss temporarily shortening days or reviewing enrollment

Please note we reserve the right to modify our policy due to exceptional circumstances.

19.6 When Behaviors Persist Despite Support

We strive to support all children in our programs, but our classrooms must operate within Royal Montessori Academy standard ratios and cannot accommodate one-on-one care for any student. If a child repeatedly engages in behavior, despite intervention and support, that:

- Causes physical harm
- Creates ongoing safety concerns
- Disrupts learning for self or others
- Requires continual one-on-one support

If these behavioral issues persist or cannot be resolved through our intervention process and strategies, Royal Montessori Academy reserves the right to guide families towards outside evaluations or support services, temporarily suspend, or terminate a student's enrollment if their needs exceed what our program can safely accommodate. This policy is in place to maintain a safe environment for all children. All decisions will be made thoughtfully, collaboratively, and in the best interest of the child. We ensure that privacy and confidentiality are maintained throughout this process, sharing information only with the staff directly involved.

19.7 Bullying Policy

Royal Montessori Academy strives to provide a safe, secure, and respectful learning environment for all students at all times. Bullying can have severe social, physical, psychological, and academic effects on everyone involved, including bullies, victims, and bystanders. The school consistently and vigorously addresses bullying to ensure no disruption to the learning environment and process.

19.7a Bullying Definition

Bullying is intentional behavior, either through words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Bullying can be motivated by actual or perceived distinguishing characteristics, including but not limited to: age; national origin; race; ethnicity; religion; gender identity; sexual orientation; physical attributes; and socioeconomic background. Types of bullying include:

- **Physical**
 - Examples include assault, hitting or punching, kicking, theft, and threatening behavior.
- **Verbal**
 - Examples include threatening or intimidating language, teasing or name-calling, and racist remarks.
- **Indirect**
 - Examples include spreading cruel rumors, intimidating through gestures, and social exclusion.

19.7b Conflict vs. Bullying

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

19.8 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.

19.9 Procedure for Reporting

All staff members are required to report any observed or known bullying incidents to Mrs. James or Mrs. Rowe. Students or any individuals who are victims of bullying or are aware of it are encouraged to report these incidents as well.

Reports of bullying can be made verbally or in writing, and may be made confidentially. All reports will be taken seriously, and a clear account of the incident will 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 designated school officials assigned to investigate the report, Mrs. James or Mrs. Rowe, for further investigation. There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Section 20. Adult Guidelines and Rules

We believe the entire school community shares responsibility for modeling appropriate behavior, maintaining an orderly and neat school environment, and reporting any violations of guidelines or safety concerns to Mrs. James and Mrs. Rowe.

Irresponsible or dangerous behaviors, acts of violence, threats of violence, emotional or sexual harassment, and verbal abuse are not tolerated. Making threats, whether verbal or written, will result in serious consequences, including the possibility of separation from the school. We do not tolerate any hostile or aggressive behavior toward our staff. Repeated instances of inappropriate behavior may lead to the difficult decision to ask the family to withdraw their child from our program.

We are a **smoke-free** environment; cigarettes and e-cigarettes are not permitted on school grounds. Royal Montessori Academy is a **no-weapons** environment; weapons of any kind are strictly prohibited on the premises, regardless of any concealed carry license.

Section 21. Security

21.1 Visitation Policy

We prioritize student and faculty safety through our Visitor Management System, implemented in both schools. The system screens visitors, contractors, and volunteers in our schools and monitors who is in our buildings at all times, which is crucial for maintaining a safe environment.

Upon entry of our campuses, all visitors are required to present a government-issued ID, such as a Driver's License. This ID will be scanned into the system to verify the visitor's name and date of birth against a national database of registered sex offenders. The registered sex offender database is the only official database the system checks, and no other data from the ID is recorded or shared with any outside agency.

Once entry is approved, they receive a badge that identifies them, indicates the date, and specifies the purpose of the visit. All visitors are required to wear this badge during their time at the school, including authorized individuals, outside of parents, who are picking up children. We kindly ask all visitors to be mindful of the school atmosphere.

Please note that all substitute teachers and volunteers must be pre-approved before entering the school and have a current background check on file. Background checks are run annually.

21.2 Building Security

To ensure the safety of our community, we maintain secure, controlled access to our buildings. Enrolled families receive personalized access passes that allow entry from 6:45 a.m. to 5:00 p.m.

West Campus Entry

- Families will be given a key card to scan at the door.
- If you frequently buzz the doorbell, you will be asked if you have access to your key card:
 - If you no longer have your key card, a \$50 replacement fee will be charged.
 - If the key card is not found within one week, we will provide a replacement and charge the \$50 fee.

East Campus Entry

- Families will be given a 4-digit code to enter at the door.

21.3 Student Pick-Up Security

Each student must have an authorization form on file that lists the individuals authorized to pick up the child. Only individuals listed on the authorization form are permitted to pick up the child. All authorized individuals must be prepared to present identification upon request from our staff and administration. If an individual not on the authorization form attempts to pick up a child, that child will not be released until we contact the parents or guardians for verbal authorization. Additionally, only adults aged 18 and over may pick up students; anyone under 18 may not.

If a parent or authorized individual appears to be intoxicated or under the influence of drugs during student pick-up, we will take all necessary precautions to ensure the child's safety. This may include offering to call a cab or another authorized contact for transportation. While staff cannot legally withhold a child from their legal guardian, we will not hesitate to contact local authorities if we believe the child's safety is at risk.

Section 22. General Health and Safety Policies

All children enrolled in Royal Montessori Academy are required to provide documentation showing they have received age-appropriate immunizations in accordance with the Wisconsin State Public Health Law. Any child who is not immunized because of the family's sincere religious beliefs or personal conviction may be admitted. In this case, the parent must provide a written statement to this effect. This form can be obtained from Royal Montessori Academy or the child's pediatrician. All children must stay up to date on their immunizations and are required to update this documentation annually at school.

In addition to the health care statement, the following documents must be submitted during the admission process via online enrollment and will be kept on file while the child is enrolled:

- An electronic consent signed by the parent authorizing the teachers or other staff members to obtain emergency health care for the child.
- An electronic consent signed by the parent allows the school to arrange transportation for the child who needs emergency care.
- An electronic consent permitting the application of topical sunblock, diaper cream, insect repellent, and/or lotions on the child. Parents must provide these products in their original packaging and clearly label them with the child's name.
- An electronic consent allowing the child to be photographed and videographed at school and granting the school permission to use these photographs for any purpose. Royal Montessori Academy cannot filter photos between Brightwheel and other purposes; this is an all-or-nothing policy. Permissions can be changed at any time upon request by the parent or guardian.

22.1 Food Allergies & Life-Threatening Conditions

For children with life-threatening allergies or asthma, please complete the detailed protocol on the electronic authorization form upon enrollment. This is crucial for minimizing the risk of allergen exposure and ensuring that we have an up-to-date allergy action plan with appropriately trained staff. If your child has been diagnosed with a significant food allergy or a life-threatening condition, you will need to meet with Mrs. James, Mrs. Rowe, and your child's classroom teachers to develop an action plan. All life-saving measures, such as EpiPens, Zyrtec, and Benadryl, will be stored at the front desk. You will need to have a Medication Authorization Form signed by your child's doctor

22.2 Medication Policy

Royal Montessori Academy teachers and staff will not administer any medication, including prescriptions, remedies, or treatments, without a written consent form completed by a parent or legal guardian. All medications require a Medication Consent Form to be on file, which must include a parent's signature for over-the-counter (OTC) medications and signatures from both a parent and a doctor for prescription medications.

- All medication must be left with the Front Office.
- All medications must be in their original pharmacy container, clearly labeled with the dosage.
- All medication must be labeled with the child's first and last name.
- All prescribed medicines must have a signed doctor's note.
- Any OTC medication must be brought in its unopened original packaging.

Medication administration will adhere to the age guidelines provided on the medication container. Please note that Royal Montessori Academy will **not** administer cough drops, throat lozenges, or cough drop lollipops to children. We also will not administer any medication that is not in its original container. If the medication dosage changes, you will need to obtain a new bottle with the correct dosage clearly labeled.

22.3 Illness Policy

We adhere strictly to the State of Wisconsin guidelines regarding illness in schools. These 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 this also helps protect other children and adults at the school from continued exposure to illness. The school is neither licensed nor equipped to care for ill children. If your child requires medication to be able to attend school, please keep your child at home for the day.

If a child becomes ill at school, they will be isolated from other children, and parents will be contacted to arrange pickup. If a child is too ill to attend school at drop-off, they will not be admitted to class. Please remember that if illness is accompanied by a fever, your child may return to school only after

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.

22.4 Illness Exclusion Policy

If your child(ren) presents any of the following symptoms, please keep them at home:

- **Fever:** A temperature of 100.4 degrees or higher requires your child to stay home for at least 24 hours after the fever breaks. If the fever is paired with Strep, Influenza, Norovirus, RSV, COVID-19, or a similar virus, require more time out due to contagious periods.
- **Persistent Coughing:** Children should be free from coughing for 24 hours before returning or have a manageable cough.
- **Strep Throat:** Children must remain at home until at least 24 hours after their first dose of antibiotics.
- **Croup:** Highly contagious for 4-7 days. Please keep your child home for 3-4 days if they exhibit persistent cough symptoms.
- **Respiratory Syncytial Virus (RSV):** Affected children should stay home for 4-7 days due to the contagion period.
- **Irregular Breathing:** Please take your child to the doctor and return when they can function normally with the group, with exceptions made for children with asthma/inhalers.
- **Earache:** Please take your child to the doctor for a possible ear infection and keep them at home for 24 hours to rest. If an ear infection is diagnosed, parents may administer Motrin or Tylenol at drop-off to help ease pain during daily activities.
- **Unusual Rashes/Blisters:** Rashes or blisters need to be clear or scabbed and healing before your child can return.
- **Hand, Foot, and Mouth Disease (HFMD):** Children will initially present with a fever and may feel better, but about 3 days later, they may develop a rash or blisters on the mouth, throat, hands, bottom, stomach, and/or feet. Your child is contagious and could get an infection if the sores are open or blistered. Please keep them home for 4 days after being fever-free for 1 day and until all sores are scabbed over. HFMD can be painful, with the only treatment being pain management.
- **Yellowing of Skin or Eyes:** Please see a doctor.
- **Discharge from Eyes or Ears:** Please consult a doctor for drops. Children should stay home until the discharge has completely cleared, in accordance with our 'goop-free' policy.
- **Pink Eye:** Children must remain home for 24 hours after starting drops, and their eyes need to be clear of goop before returning to school. Students will be sent home for goopy eyes due to contagious risk.
- **Persistent Diarrhea:** Children should be free from diarrhea for 24 hours before returning. This includes having two or more loose, watery stools per day.
- **Vomiting:** Children must stay home for 24 hours after the last vomit.
- **Norovirus:** Children must stay home for 4 days due to the contagion period.

- **Influenza:** Children must remain home for 4-7 days, depending on the severity of symptoms.
- **Excessive Drowsiness:** Please keep your child home to rest.
- **Lice:** We have a nit-free policy. Parents should check their child after the first treatment, comb for nits daily, and treat again in 5-7 days. Hair checks will be done throughout the day.

We reserve the right to consult with the local health department if an illness is not listed above or explicitly addressed in this handbook. We will follow the guidance provided by health authorities, including the Centers for Disease Control and Prevention (CDC). We will communicate any necessary information and take appropriate measures, as recommended by public health officials, to maintain a safe and healthy environment for everyone in our community.

22.5 Additional Health and Safety

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

22.6 Mandated Reporting

Both the Department of Children and Families (DCF) and the Department of Public Instruction (DPI) require that all individuals designated as Mandated Reporters take immediate and appropriate action if they suspect a child is being harmed or is at risk of harm. All staff are considered Mandated Reporters under Wisconsin law (Wis. Stat. § 48.981) and are legally required to report:

- Any suspicion of child abuse or neglect should be reported to Child Protective Services or law enforcement
- Any credible threat of school violence to law enforcement, in accordance with Wisconsin Act 143

These reports must be made immediately and cannot be delegated. All Mandated Reporters are protected under state law when making reports in good faith. Identities of Mandated Reporters are kept confidential. Our responsibility is to observe, document, protect, and report, not to investigate.

22.7 Blood Safety Precautions

- Disposable gloves must be worn whenever there is a possibility of contact with blood. This includes, but is not limited to, touching blood or blood-contaminated fluids, treating bleeding cuts, and cleaning bloodstained surfaces.
- In an emergency, the well-being of a bleeding child must take priority. Care should not be withheld or denied due to the unavailability of gloves.
- Disposable gloves must be discarded after each use.

- If blood is accidentally touched, the exposed skin must be washed thoroughly 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 contaminated with blood must be cleaned and disinfected using a germicidal solution.

22.8 Clothing and Toileting

- Sufficient and suitable clothing must be available so that children who are dirty or soil their clothing may be changed.
- Toileting facilities will be kept clean and stocked with toilet paper, soap, and towels, and will be accessible to both staff and children. Toilet training equipment will be provided in accordance with the needs of the children in the group.
- If a child is not yet toilet-trained, parents must supply an adequate supply of disposable pull-ups and wipes. Pull-ups should be disposed of in a tightly covered trash can and kept out of reach of children. Royal Montessori Academy cannot accommodate cloth diapers.

Section 23. In Case of Emergency

23.1 Fire Safety Measures

Smoke detectors are located throughout the school and are checked regularly, with annual inspections. 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 annually by a professional.

23.2 First Aid Resources

First aid kits are located in every classroom and in common areas throughout the school.

23.3 Drills

We will communicate drills one to two weeks before the first drill. The drills will be presented to children in an age-appropriate manner.

- Fire drills will be conducted monthly, alternating between morning and afternoon times.
- Tornado drills will be conducted twice per school year.
- Evacuation drills will be conducted twice per school year.
- Lockdown drills will be conducted twice per school year.

23.4 Emergency Protocols

- **Hold**
 - Students and teachers need to remain in their current area due to something occurring in a hallway or another part of the school (e.g., medical incident, spill, or routine safety concern).
- **Secure**
 - When there is a potential threat or hazard outside the building (e.g., a community safety concern).
- **Lockdown**
 - Used when there is an immediate threat inside or very close to the school.
- **Evacuate**
 - When everyone must leave part or all of the building (e.g., due to fire, unsafe conditions, or directions from emergency responders).
- **Shelter**
 - Environmental or natural hazards such as severe weather, tornado, earthquake, or hazardous materials in the area. Moving to a designated safe area to avoid harm.

Families must keep all contact information, such as telephone numbers and emergency contacts, up to date and checked throughout the year, as we use this information during an emergency.

23.5 Medical Emergencies

In the case of a serious medical emergency, a staff member will evaluate the situation, direct someone to call 911, and follow instructions from emergency personnel. If a staff member is not immediately available, the supervising adult will call 911 and follow the emergency personnel's instructions. If the child needs to be transported to a medical facility, a familiar teacher or staff member will ride with the child to the hospital and remain with them until a parent or guardian arrives. Another teacher or administrative staff member will step into the classroom to supervise the remaining children in accordance with the required ratios.

23.6 Local and National Emergencies

In the event of a local or national emergency requiring evacuation, students and staff will proceed to the closest safe building as directed by emergency personnel. The decision to evacuate will only be made if authorized officials, such as police or fire department personnel, deem the building unsafe for occupancy. Please tune into your local television stations for more emergency information. We highly recommend that each family develop an emergency plan for picking up their child from school.

Section 24. Handbook Statement & Acknowledgment

Royal Montessori Academy maintains the right to create the policies and procedures that best support the needs, values, and safety of our school community. Our Parent Handbook has been thoughtfully and explicitly created for Royal Montessori Academy to reflect our practices, expectations, and commitment to providing a secure and consistent learning environment. The guidelines outlined in this handbook are not subject to debate. They serve as the foundation for maintaining clarity, fairness, and alignment across our school. As our programs and needs evolve, specific policies may be updated. Should any changes occur, we will communicate them promptly to ensure all families remain informed and supported.

If you have any further questions, please feel free to reach out to the following contacts:

Mrs. James, Head of School, James@royalmontessoriacademy.com

Mrs. Rowe, Assistant Head of School, Rowe@royalmontessoriacademy.com

Our Parent Handbook is designed to clearly outline the policies, expectations, and procedures that help us maintain a safe, nurturing, and predictable environment for all students. Please take time to read the handbook thoroughly. Your understanding and support of these guidelines ensure that we can work together to provide the best possible experience for your child. By signing below, you acknowledge the following:

- I have received and reviewed the Royal Montessori Academy Parent Handbook.
- I understand the policies, procedures, and expectations outlined in the handbook.
- I agree to partner with Royal Montessori Academy to support these policies and help create a consistent and positive environment for all children.

I understand that this acknowledgment will be kept on file for the duration of my child's enrollment.

Acknowledgment & Signature

Child's Name: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

This Parent Handbook was revised on 12/2025.