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## Parent Packet / Policies



The philosophy that guides the staff of MacDonald Montessori School is an integration of two educational approaches: Montessori and Reggio Emilia.

Both philosophies foster a loving atmosphere where children can grow to be uniquely themselves. MacDonald Montessori is a school that...

- Is aesthetically beautiful and relaxing to the eye.
- That offers an environment that is dynamic, exciting, and non-competitive
- Values a co-learning environment where teachers and children learn and live together.
- Sees every child as powerful and competent.
- Supports the importance of parents as partners with the teachers.
- Is flexible and geared to the special rhythm of children.
- Employs warm and loving teachers who use care, humor, and consistent expectations to develop the child's deep sense of love and responsibility to him/herself and others.

Although both philosophies offer many commonalities, they each have unique elements of their own.

# The Montessori Philosophy



## ELEMENTS OF MONTESSORI:

### Practical Life

The Practical Life exercises are simple everyday experiences that children see performed by adults that are developmentally geared to children. These exercises are self-correcting and when the child performs them it becomes a joyous experience. The child also gains much desired independence and because of this the child becomes totally absorbed. Such activities develop motor skills, concentration, coordination, independence and order.

### Sensorial

The primary purpose of the Sensorial exercises is to help the child in their effort to sort out the many stimuli taken in through the senses. The intelligence is developed by learning through our five senses. These materials are specifically designed to develop order and to broaden, and refine the sense perception. Each material in this area consists of sets of objects, which, if experienced together, isolate a single perceptual quality, such as color or taste.

Montessori education offers...

- A highly individualized, carefully prepared environment in which the child teaches him/herself through ordered, sequential, manipulative materials, which refine the senses and develops the intellect under the guidance of the teacher.
- An approach to learning that has stood the test of time but is also supported by modern research.
- A combination of freedom with responsibility, a more active role for the children in their own learning, high standards of academic excellence, social awareness and moral development and a vision of humanity. Its accomplishments inspire children to take their place in their communities, when the time comes as responsible contributing adults.
- Specially designed materials that engage the whole child in the process of learning: the body and the mind, the hand and the brain. Materials that children choose on their own, and have the freedom to do at their own rhythm. These materials are divided into several different areas including Practical Life, Sensorial, Language, Math, Geography and Science.

*"In the special environment prepared for them in our schools, the children themselves found a sense that expressed their inner need: Help me to do it by myself." –Maria Montessori*

## **Math**

The Montessori math materials are designed to teach math concepts in both a concrete and abstract way. Children can physically feel the difference in quantities when handling the materials designed to teach mathematical concepts.

## **Geography**

Geography is taught in a Montessori classroom as early as three years old. Children work with specially designed continent maps and textured globes that teach concepts of land and water. In a Montessori classroom, history and world culture is taught through the study of Geography beginning with a global view first, then work towards country, state, neighborhood, etc.. This is contrary to how more traditional schools teach who typically begin close to home and reach the continents way later in their education.

## **Science**

The scope of the Montessori science curriculum includes a sound introduction into botany, zoology, and biology. Montessori does not separate from the big picture of the formation of the world. The Montessori approach to science cultivates children's fascination with the universe and helps them to develop a life long interest in observing nature and discovering more about the world in which they live.

## **Language**

In a Montessori classroom, language exercises include work in developing oral language, written language, handwriting and reading. Children absorb language concepts through every element of the day.





# PRINCIPLES OF THE REGGIO EMILIA APPROACH

- The Image of the Child: Children are unique, strong, and full of potential. The child's role in the classroom is to construct their knowledge and develop skills through exploration, self-expression, and collaboration with their teachers and peers.

- Symbolic Representation as a means of enhancing the child's creative, social, and cognitive development. A wide array of creative media and activities are introduced. These children represent their ideas and emotions through many "languages" including spoken and written words, visual arts, drama, movement, and more.

- Education Based on Interaction and Collaboration: Education is experienced as a continuous, cooperative interaction between those in the school community. Collaboration takes place between teachers and children, children and peers, teachers and other teachers, teachers and families, and the school and the community. All are important in the education process



- "Progettazione" Educational action takes shape by means of progettazione, which is the process of planning and designing the teaching and learning activities, the environment, the opportunities for participation, and the professional development of teachers, and not by means of applying predefined curricula.

- The Importance of Time: Projects and activities are not fragmented; rather they build upon one another over time, as the children "re-visit" their original work and ideas, refining them further through new experiences, activities and forms of expression. Time is also important in building and sustaining collaborative relationships.

- The Role of the Teacher: The teacher's role is to act as a resource, provocateur, and partner in learning with the children. Children's work, play and discussions are documented through observations, notes, photos, tape recordings and videos. These are carefully reviewed by the teachers and guide the curriculum and decisions based on the children's interest, ideas, and developmental readiness to acquire new skills.

- The Role of the Parents: Parents are active participants in the activities of the school and in their children's projects. Parents are welcomed into the schools and collaborate with teachers in curriculum and administrative decisions. They give of their time and talents and serve as advocates for the schools in the community.

- The Role of the Environment: Through conscious use of space, color, natural light, attractive and developmentally appropriate learning materials and displays of children's work, the environment serves as another teacher and is inviting to children, teachers, families, and visitors.



-By Karissa



*"...We hold an image, strong and optimistic about the child who is born with many resources and extraordinary potentialities that never fail to surprise us. A child with autonomous capacities to construct thoughts, ideas, questions, and attempts to give answers. We see the child, every child, as a gifted child."*

*-Loris Malaguzzi*

Our history with Montessori began in 1986 as the foundation of our school. Our connection to Reggio began in 1989 when we began hearing about the preschool and infant-toddler centers in Reggio Emilia, Italy. They were named by Newsweek to be the "best in the world" in 1991.

We invited Amelia Gambetti, the US liaison from Reggio schools to visit MacDonald Montessori School in the fall of 1994 and has returned yearly for the past 21 years to consult with us in the development of our program. We are very grateful for the gift of her ideas. Several educators from Reggio inspired school in the US have consulted with our staff.

Many of our staff members have attended in-service workshops and training on the Reggio Emilia philosophy at the local, national and international level. We are inspired by their ideas and are hopeful for the future of our children... and yours... welcome to MacDonald Montessori.

MacDonald Montessori School provides care and education for children 6 weeks of age to 8 years old. We accept all children in order of request. MMS does not discriminate in admissions on the basis of race, sex, religion, creed, color, national origin, source of payment, or disability.



# GOALS AND OBJECTIVES OF MACDONALD MONTESSORI SCHOOL



To provide a loving, caring atmosphere where physical and emotional affection is fully given and in which children feel secure and develop a positive self-concept.

To meet children's physical needs while encouraging independence in self-care and care of their environment.

To provide a program and environment that encourages curiosity; in which the child can discover, explore, be challenged and problem solve.

To surround the children with adults who are joyful, enthusiastic and spontaneous, and who are stable, secure, professional and committed to the well being of children.

To provide a healthy, safe environment where children can live and grow.

To provide an environment and program where everyone's rights (children and adults) are protected and insured and encourages self-confidence, self-control, and a sense of responsibility.

To provide an environment and program in which respect for themselves, for each other, for adults and for materials and property is fostered and insured.

To provide a rich environment that accepts children as they are and encourages the total development of children and fosters their individual needs, interests and talents.

To be supportive of parents and families. We encourage involvement, open and honest communication, and feedback.

## NONDISCRIMINATORY POLICY AND CLASSROOM RATIOS

MacDonald Montessori School provides care and education for children 6 weeks of age through 8 years old. We accept all children in order of request. MacDonald Montessori School does not discriminate on the basis of race, sex, religion, creed, color, and national origin, source of payment or disability.

### Ratios:

Infant:	6 weeks to 16 months	1 to 4
Toddler:	16 months to 33 months	1 to 7
Preschool:	33 months to 5 years	1 to 10

MacDonald Montessori School is currently licensed to serve 188 infants, toddlers and preschoolers and 30 school agers.

## HOURS

- MacDonald Montessori School is open from 6:30 AM to 6:00 PM Monday through Friday.
- MacDonald Montessori is open Monday through Friday everyday of the year except for the following legal holidays:
  - Labor Day
  - Thanksgiving Day & the day after
  - Christmas Eve Day
  - Christmas Day
  - New Years Day
  - Martin Luther King Jr. Day
  - Presidents' Day
  - Memorial Day
  - Fourth of July
  - Thursday & Friday before Labor Day

## CLOSING TIME

MacDonald Montessori School is open for 11.5 hours per day to accommodate parent's varied schedules. Our program closes at 6:00 pm. It is our expectation that your child is picked up and you are out of the building by that time. Our staff is paid only until 6:00 pm. If you are late, you keep the people who care for your children from their homes and families. Therefore, there is a late fee of \$25.00 for every fifteen minutes after 6:00 pm. This amount is to be paid immediately upon arrival and paid directly to the staff person who stayed late with your child.

## STORMS

Should a warning of inclement conditions be given, MacDonald Montessori will email or call parents and advise them to pick up their child as soon as possible. Check the local news channels for any announcement of our center's closing for extreme weather conditions. Generally, if the St. Paul Schools close we will close also. You will receive an email informing you of our closing. You may also call our telephone for a storm/closing announcement.



# EMERGENCY AND ACCIDENT POLICIES

## First Aid

All staff are trained to administer first aid and will be available to administer first aid during all hours of operation.

### 1. Accident Reports

- a. Any accident that occurs while the child is in the care of the center must be documented on an accident report form. Accident report forms are located in each classroom.
- b. When completing an accident report form it is necessary to include the date, place of the injury, the name and age of the child, type of injury and action taken by the staff member.
- c. The original sheet is sent home to the parents and an additional copy will be submitted to the School Coordinator and kept on file in the office. See biting policy for completion of reports in the event a child gets injured from a bite.
- d. Biannually, the accident report log will be reviewed, checking whether or not the policy needs to be changed in order to prevent accidents.

### 2. Administering first aid

- a. Check on the severity of the accident.
- b. Once identified, follow prescribed first aid steps. Check the first aid manual if not sure of the steps to be taken. (First aid manuals are located next to the first aid kits on each floor.)
- c. If it appears that the accident may lead to further complications, or if the accident is serious, the child may need to be medically examined. If so, the following procedures should be followed:
  - A member of the staff should contact the parents in order for them to come and take the child for necessary medical care.
  - In case the parents or the alternative listed emergency number cannot be reached, the Director will have the authority to call a previously designated physician and call the local emergency unit for treatment and/or transportation to a hospital. A staff person needs to accompany the injured child to the hospital and stay until the parent arrives.
  - In a threatening emergency situation, the staff should contact the local emergency unit 911 before calling the parent. (i.e. non-breathing, choking, severe bleeding).

## 911 MEDICAL EMERGENCIES

In the event that emergency care must be given, call 911. Children will be transported to Children's Hospital and a staff member will accompany the child in the ambulance.

In the event that **911** is called for a **Medical Emergency**, these steps need to be followed immediately.

One person stays with the person in need of medical attention.

1. The Second person **calls 911** and calls for help from other nearby teachers/staff.
2. The Third person **calls the parents** (All parent contact info can be found in the **Blue Emergency Forms binder** across from Liz's desk in the main office). There are also Emergency sheets in each classroom and classroom emergency ba. Confirm parent contact to all other staff and what was communicated.
3. The Fourth person contains and/or removes any other children from the area.
4. The Fifth person goes to the front door to meet and instruct paramedics where to go.



## REFERRALS

You, the parent, are our best public relations campaigner. For any family you refer to MacDonald Montessori School, and who signs up, you will receive a \$100.00 credit on your tuition.

## FINANCIAL POLICY

MacDonald Montessori School offers the best in education. Tuition not only pays staff salaries, (2/3 of our revenue) but also applies to the purchase and repair of materials, toys, books, art supplies, large play equipment, repairs and improvements to the building, heat, rent, water, electricity, phones, cleaning supplies, professional training and materials, advertising, printing costs and food for snacks and more. Parents contract for a set weekly fee that is paid regardless of any absences. This weekly fee is due by 6:00 pm Tuesday of each week for that week. There is a \$25.00 late fee charged for any check not in by Tuesday. All tuition policies apply throughout the entire year. A two-week's written notice is required prior to withdrawing your child from MacDonald Montessori School. This allows time to notify people on our waiting list and plan accordingly. Failure to give the required two weeks written notice would require a payment of two weeks tuition to cover this notification period. If you have any questions concerning tuition, please contact Aaron, our director.

## VACATION

I am eligible for a one-week tuition credit after twelve months of uninterrupted enrollment. My child must be absent from school for five consecutive days, not limited to Monday through Friday. I will notify the office in advance of the absent week. If the office is not notified within thirty days of the absent week, the credit can no longer be applied. One-week tuition credits must have twelve months between each credit, and tuition credits cannot be accumulated over time.

## RESEARCH AND PUBLIC RELATIONS POLICIES

MacDonald Montessori School does not participate in research projects or any public relation projects. However, licensing regulations dictate that we have the following policy in our policy book.

"Written permission will be obtained from parents before a child is involved in experimental research or public relation activities. This permission form will be kept in the child's file."

## HEATH CARE SUMMARY POLICY

Before a child is admitted to a center or within 30 days of admission, the license holder must obtain a report on a current physical examination of the child signed by the child's source of medical care. For children already admitted to the center, the license holder shall obtain an updated report of physical examination signed by the child's source of medical care at least annually for children under 24 months of age, and whenever a child 24 months or older advances to an older age category.

## IMMUNIZATION POLICY

Beginning September 1, 2016, current and new children of MacDonald Montessori School are required to be fully immunized. This means that the child has received, or is in the process of receiving, all immunizations required by the State of MN. Waivers of children who have not received the proper vaccinations will be limited to approved medical waivers with a note from their physician. MacDonald Montessori School reserves the right to decline admission or proceed with dis-enrollment of a child from the school who has not been fully immunized. Due to age restrictions and timelines, not all vaccines can be administered right away and parents must be in the process of following the vaccine schedules required by their health care providers. We need an immunization record of your child at the time of enrollment.

## PRE-ADMISSION CONFERENCE & ORIENTATION

Prospective parents need to call Liz Watzl, our school coordinator who will arrange a tour and answer questions regarding program and policy. Parents will receive registration materials at the time of the pre-admission interview. A completed application form and a non-refundable registration fee of \$100.00 will reserve a place for your child. Along with the registration fee, a deposit in the equivalent of two weeks tuition for Infants and Toddlers, and one week of tuition for Preschool is required. This deposit will be applied to your child's first week, or two of enrollment. If MacDonald Montessori guarantees your child's enrollment, there is a two-week variance from proposed start date. After the two weeks variance, 50% tuition will be applied and charged weekly in order to hold your child's place. The following registration forms need to be completed and returned to MacDonald Montessori School before the first day of your child's entrance to our school.

- Immunization form completed by your physician or clinic.
- Health care summary to be completed by you, the parent.
- Emergency forms to be completed by you, the parent.
- Infant/Toddler profile form to be completed by the parent if applicable.
- Allergy form and if your child has ANY allergies you need to fill out an Individual Child Care Program Plan (ICCPP)

It is important for your child to visit before his/her first day. The purpose is to familiarize your child with the classroom and teachers while you are present.

## CHILDREN'S PERSONAL NEEDS

Children's personal needs vary by age group and classroom. You will receive a welcome packet from your child's classroom that will inform you of the items your child will need while at school. Due to lack of space, any car seats will have to be stored in your car and not inside the school building. It is a violation of fire code to store car seats on site. MMS does offer a credit towards a 2<sup>nd</sup> car seat if needed. Please contact the office for further information.

## SNACK/LUNCH

Snacks are provided twice a day as well as milk. Water is offered throughout the day. Lunches can be sent from home or you may choose a hot lunch option provided by CKC catering services. Pizza lunch from Carbone's pizza is offered every Wednesday. Menus are sent home on a monthly basis for you to view and sign up as desired. It is very important that children have a nourishing breakfast. If your child arrives at school early, you may send breakfast for your child to eat before 8:00 am.

## ARRIVAL AND DEPARTURE

When bringing your children to school, you will need to sign them in on the attendance sheet in each classroom. We also ask that you speak to a staff person- thus informing them that your child has arrived. Likewise, upon departure, tell a staff member you are leaving and sign your child out for the day. Arrival and departure times are ideal for sharing pertinent information about your child related to their day. Other topics, not directly related to their day are better to discuss at a pre-arranged time, when teachers are not with children and can talk at length. Please let us know about any concerns or questions you may have about our program. It is best to establish a definite routine for arrival and departure times. This will make the day's transitions easier and give a feeling of security.

## SEPARATION ANXIETY

It is common that some children experience anxiety upon being dropped off at child care. A quick, consistent routine at this time of the day helps your child know what to expect when you are leaving for work. Be assured that your child is left in loving, caring hands that will offer comfort and security.

## TOILET TRAINING

It is MacDonald Montessori's policy that children are toilet trained by the age of three. As your child begins to show readiness, we will work closely with you in order to create consistency between home and school. If your child is not trained as his or her third birthday approaches, we will set up a time to discuss an individual plan for reaching this goal.

## PARENT VISITS

Parents of MacDonald Montessori School children are welcome to visit at any time during hours of operation and are strongly encouraged to be a part of our school community. To help foster this we offer family events several times throughout the year. Parent participation information is available from each of the classrooms teachers.

## CARING, CREATIVE STAFF

At MacDonald Montessori, we view ourselves as child care professionals. We are committed as a staff to the care, comfort and education of your children. We are a non-profit corporation working together to create an environment where staff is happy, productive, and fulfilled.

## PARENT COMMUNICATIONS/CONFERENCES

A daily journal will be sent via email to parent's daily sharing the ongoing learning and experiences happening in the classroom.

Parent/teacher conferences are held twice a year, typically in the late fall and spring. Your child's classroom teachers will have more information about dates and times. Conferences are optional, whether you choose to meet with your child's classroom teachers or not, you will receive an individual developmental assessment of your child's intellectual, physical, social, and emotional growth twice a year at these times.

A written report containing information regarding intake of food, elimination, general behavior and sleeping patterns will be filled out daily for all children under the age of three.

The following is a sample of a daily journal from one of the preschool classrooms.



June 5

"Help me! Help me!" -Gussy

"I can help." -Roshan

"I'm stuck, oh no, help!" -Nadav

"Look at the tracks." -Seiji

Today we added cars, trucks and diggers to the sand in the light table. The children were excited with the new way of moving sand and we observed them burying the vehicles and then asking classmates to help dig them out.

Emily brought her airplane building book in, early this morning. The children discovered new ways to fold paper to create something new. We are excited to learn new ideas with paper and appreciate input or advice.



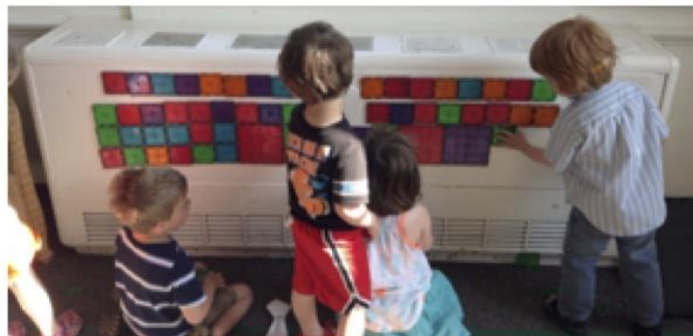
The children figured out the magna tiles stuck to the heater. Abby "We are making a beautiful colored window for our room."



Brianne and Emily explored with uppercase and lowercase letters at the writing desk.



Audrey exclaimed, "I made purple, green and orange. I mixed blue and red to make purple." We then challenged her to make brown. After some time experimenting she was successful. "I did it I can make all kinds of brown now."





## FIELD TRIPS

Field trips and neighborhood walks are considered an important part of our education program and will be taken periodically to nearby places. The center will provide the same adequate responsible adult supervision for these excursions as is provided children while in attendance at the center.



Off campus field trips will be planned for children in the River, Reflection, Tree Top and School Age rooms. MacDonald Montessori School requires that written permission be obtained from each parent before taking a child on a field trip, and that each child attending a field trip wear a school t-shirt. Parents can purchase these from the office. Parents will

receive written notification of all field trips in advance. This notification will include the purpose and destination of the field trip and a permission slip to be filled out and signed.

MacDonald Montessori School is conveniently located near two playground areas- Open School and West 7th Community Center. These areas, which are within walking distance, will be used during school hours for optional outdoor play space. Upon registration, you will be asked to sign a permission sheet allowing your child to walk to these areas. This permission sheet will then be placed in your child's file.



Special events, or, in house field trips are planned for children in the younger classrooms throughout the summer and on occasion during the school year.

## MACDONALD MONTESSORI FIELD TRIP GUIDELINES

All parents who are chaperoning will need to transport themselves to the field trip site.

All children attending field trips need to ride on the bus to and from the field trip site, with their classroom teachers. This is a matter of safety and security, teachers need to have exact counts of children and this can't be done if parents are transporting children in other vehicles. Children who miss the field trip bus for any reason will have to wait with their parents until the class returns to school. Children may not be dropped off in other classrooms, in the office or with other teachers. This also includes the library program during the summer months. Children may not be dropped off at the library. Please be aware of all departure times for field trips and arrive at MMS promptly.

## BASICS FOR ALL FIELD TRIPS

For all field trips that require a picnic lunch, please pack these in a lunch box (not a paper bag) with an ice pack to keep the food fresh and bacteria free. The children's lunches need to include something to drink and any utensils needed for eating.

All children need to wear tennis shoes and socks on all field trips. Sandals, flip-flops, and clogs are too dangerous on playground climbing equipment or nature trails.

Sunscreen is to be applied at home, prior to arrival at school daily, including field trip days. After completing a medical permission slip, teachers will reapply sunscreen in the afternoon before going outdoors.

## SCHOOL SECURITY

All of our classrooms have steel doors. The windows in the doors are small and have tempered glass along with wire mesh to prevent entry. The handles on the classroom doors are equipped with intruder proof door locks, which means at anytime a teacher can shut the door with the children inside the rooms and no one can open the door from the hallway. The door immediately locks when closed and can only be opened from the inside or by an administrator who has a key.

A telecom system and camera exists on the outside of the front door, which enables the office to have visitors identify themselves before they are buzzed in.

The school has a security alarm system, which monitors the school during closed hours. In addition, three "duress switches" are wired into the system, one on each floor. Anytime someone in the building feels there is an immediate threat they can activate the switches, which sends a duress alarm to the security company and notifying the St. Paul Police. There is a distinctive noise made by the system separate from how the fire alarm sounds.

Staff members are trained on the security equipment (doors and alarms) and on communications and procedures to follow in the event of an active threat at School on a continuous basis. Adam MacDonald from the Lakeville Police Department works with our school along with other public schools on active shooter training. He trains MMS staff and answers questions and concerns as well as consults on the Schools security. Classrooms are able to directly communicate with the office when they are outside of the building via cell phones and walkie-talkies. We hold active shooter drills monthly along with routine fire and tornado drills so teachers and children become familiar with and develop instinctive responses. Unlike fire and tornado drills, the children will not be alerted to their purpose so as to not induce unnecessary anxiety and panic. Staff members are familiar with the procedures and during the drills they are trained to move children as quickly as possible into the far corner of the closest classroom and shut the door. They are instructed not to open the door for any reason until given the all clear by office personnel or law enforcement officials. Teachers and children outside of the classroom and building are trained to move away from the school to a secure facility for every ones safety.

Please keep in mind that holding the door open for others, although courteous and respectful, is not advised and all persons should enter the code to enter the school. The key factor in all of this security is being alert to unknown individuals, suspicious activity and communicating any and all information to MMS personnel or police immediately. The safety and well being of everyone in the School is our top priority and we will continuously evaluate our security and procedures.

# MACDONALD MONTESSORI BEHAVIOR GUIDANCE POLICY

To ensure that each child at MacDonald Montessori School is provided with a positive model of acceptable behavior that is tailored to each child's developmental level, the staff interacts frequently with children.

Staff express respect for and affection towards children by smiling, touching, holding and speaking to children at their eye level throughout the day, particularly at arrival and departure, and when diapering or feeding very young children.

Staff is available and responsive to children; encourage them to share experiences, ideas and feelings, and listen to them with attention and respect. Staff is aware of the activities of the entire group and when dealing with a smaller group, staff position themselves strategically and look up often from involvement.

The staff encourages developmentally appropriate independence in children. They foster independence in routine activities such as picking up toys, wiping spills, personal grooming (toileting, hand washing) obtaining and caring for materials, and other self-help skills.

The staff treats children of all races, religions, family backgrounds and cultures with equal respect and consideration. They provide children of both sexes with equal opportunities to take part in all activities. The staff provides books, dolls, toys, documentation, and recordings that reflect diversity. They make it a firm rule that a person's identity (age, religion, ethnicity or disability) is never an acceptable reason for teasing or rejecting. The staff initiates activities and discussions to build a positive self-identity and teach the value of differences.

The staff uses positive techniques of guidance, including logical or natural consequences, redirection, encouragement of appropriate behavior and setting clear, consistent expectations developed in conjunction with the children. In a problem situation, teachers work with the children involved and encourage the children's evaluation of the problem rather than impose the solution. The staff does not force children to apologize or explain their behavior, but help children recognize each other's feelings. They abstain from corporal punishment or humiliating or frightening discipline techniques. Food or beverage is never withheld as a discipline device.

The staff recognizes and encourages preschool behaviors among children, such as, cooperation, helping, taking turns, and using words to solve problems.

The staff expectations of children's social behavior are developmentally appropriate.

Children are encouraged to verbalize feelings and ideas. Adults intervene quickly when children's responses to each other become physical and discuss the inappropriateness of such responses.

Separation from the group happens when the following persistent behaviors are exhibited:

- Physical biting, pinching, kicking, spitting.
- Emotional temper tantrums, disruptive behavior.
- Disrespect for property.
- Destroying of materials or toys.
- Verbal use of abusive language.
- Behavior threatens the well being of the other child or children in the school.

# SEPARATION POLICY

## Separation from the group-

1. No child may be separated from the group unless the staff member tried less intrusive methods of guiding the child's behavior, which have been ineffective.
2. A child who requires separation from the group must remain within an unenclosed part of the classroom where the child can be continuously seen and heard by a staff person.
3. When separation from the group is used as a behavior guidance technique, the child's return to the group must be contingent on the child's stopping or bringing under control the behavior that precipitated the separation.
4. The child must be returned to the group as soon as the behavior that precipitated the separation abates or stops.
5. A child between the ages of six weeks and 16 months must not be separated from the group as a means of behavior guidance.

# SEPARATION REPORT

All separations from the group must be noted on a daily log. (See attached form) Notation must include the child's name, staff person's name, time, date, and information indicated what less intrusive methods were used to guide the child's behavior and how the child's behavior continued to threaten the well being of others in the group. If a child is separated from the group three times or more in one day, the child's teacher shall notify the child's parents. (This notification should be made using the following form.) Notation of the parent's notification must be indicated on the daily log.

1. If a child displays persistent unacceptable behavior and has to be separated from the group five times or more in one week, or eight times in two weeks, the following procedures need to be followed:
2. A parent/teacher/director conference is set up. Conference will include:
  - Defining the problem
  - Brainstorming for a solution
  - Sharing ideas
  - Set written behavior strategies and consequences agreed by all parties-parents, staff, and director. In the event that the unacceptable behavior persists, a second conference is set up. At this conference, parents, teacher and director will:
    - Assess the situation
    - Recommend professional help (psychological, pre-school assessment team, doctor,)
    - Reset written behavior strategies
    - Set up a follow up conference
3. Follow up conference:
  - Obtain data from outside source
  - Evaluate whether the center is capable of facilitating the recommended treatment. If not, the child will be asked to leave. If yes, specific behavior strategies are put into effect. The follow up conference should include the presence of the outside professional(s)



## MACDONALD MONTESSORI SCHOOL AND THE DEPARTMENT OF HUMAN SERVICES PROHIBIT THE FOLLOWING ACTIONS BY OR AT THE DIRECTION OF A STAFF PERSON

1. Subjection of a child to corporal punishment. Corporal punishment includes; but is not limited to: rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting and spanking.
2. Subjection of a child to emotional abuse. Emotional abuse includes, but is not limited to, name calling, ostracism, shaming, making derogatory remarks about the child's family, and using language that threatens, humiliates, or frightens the child.
3. Separation of a child from the group except as provide in previous separation policy.
4. Punishment for lapses in toilet habits.
5. Withholding food, light, warmth, clothing or medical care as a punishment for unacceptable behavior.
6. The use of physical restraint other than to physically hold a child when containment is necessary to protect a child or others from harm.
7. The use of mechanical restraints, such as tying.

## MACDONALD MONTESSORI SCHOOL HEALTH POLICY

Young children build up their natural immunity by getting many virus infections, so minor illnesses are a part of childcare settings. However, we must minimize exposures and make individual family plans in advance for when your child is ill and cannot come to school. Containing illness is a goal for our school for three reasons; children, parents and our teachers. The entire classroom suffers when children come to school sick.

Illnesses in the preschool years are inevitable. Children can be sick one moment and just fine the next. They can vomit at the beginning of an illness or it can be the finale. We support your responsibilities to your employment but the health of the entire classroom community is our responsibility. For the mildly ill child, exclusion should be based on whether there are adequate facilities and staff available to meet the needs of both the sick child and the other children in the group. We are not staffed for the continuous care of sick children.

If your child becomes ill at school, every attempt will be made to keep him/her comfortable until the parent arrives. The ill child will be separated but kept within sight and hearing distance of an adult. We will notify you immediately and ask that you come and pick your child up within the hour. If parent (s) cannot be reached, staff will call your listed emergency contact people.

Sick children will continue to be monitored for changes in conditions that could result in the need for medical attention until their parent arrives.

Notices will be posted in the classroom informing all parents of exposure to a diagnosed communicable illness or disease. Before a child with a diagnosed reportable disease can return to school, it is necessary for the parent to obtain a physician's statement stating that the child's condition no longer threatens the health of the other children at the school.

## GUIDELINES FOR EXCLUDING CHILDREN FROM SCHOOL

**FEVER**- Auxiliary temperature of 100 degrees F. or higher, or a rectal temperature of 101 degrees F. or higher; especially accompanied by the other symptoms such as vomiting, sore throat, diarrhea, headache and stiff neck or undiagnosed rash.

**RESPIRATORY SYMPTOMS**- Difficulty or rapid breathing, wheezing or severe cough (high pitched wheezing when coughing, croupy, or whooping coughs) or if child is unable to lie comfortably due to continuous cough.

**DIARRHEA**- An increased number of abnormally loose stools in the previous 24 hours and more than twice at school. Observe the child for symptoms such as fever, abdominal pain or vomiting.

**VOMITING**- Two or more episodes of vomiting within the previous 24 hours, or two or more episodes while at school.

**EYE/NOSE DRAINAGE**- Thick mucus or pus draining from the eye or nose.

**SORE THROAT**- Sore throat, especially when fever or swollen glands in the neck are present.

**SKIN PROBLEMS**- Rash that is undiagnosed or contagious. Infected sores, or sores with crusty, yellow or green drainage that cannot be covered by clothing or bandages.

**ITCHING**- Persistent itching of body or scalp that is undiagnosed.

**APPEARANCE/BEHAVIOR**- Child looks or acts differently; unusually tired or pale, lacking appetite, confused, irritable, or difficult to wake.

**UNUSUAL COLOR**-

Eyes or skin- yellow

Stool- grey or white

Urine- dark, tea colored

These symptoms can be found in hepatitis and should be evaluated by a physician.

## SPECIFIC DISEASE EXCLUSION GUIDELINES

**AIDS**- Exclude infected child if he/she exhibits biting behavior, is not in control of his/her body fluids, or has open sores that cannot be covered

**CHICKEN POX**- Until all the blisters have dried into scabs; about six days after the first rash (pox)

**CONJUNCTIVITIS (PINK EYE)**- Red eyes can be the result of a common cold, allergies, irritants, and viral or bacterial infection. Whether they are sent home depends on the cause of the redness, the age of the child, if they have a fever, pus, or behavioral changes

**FIFTH DISEASE**- No exclusion necessary

**GIARDIASIS**- For those with diarrhea only; until the child has started treatment and stool cultures are negative. Diarrhea may continue for a while until bowel recolonizes with bacteria

**HAND, FOOT & MOUTH**- Until the fever is gone and the child is well enough to participate in normal daily activities (sores may still be present)

**HEPATITIS B**- No exclusion necessary unless infected child exhibits biting behavior, or has open sores that cannot be covered

**IMPETIGO**- Until sores are healed or can be covered with bandages, or until the child has been treated with antibiotics for at least a full 24 hours

**HEAD LICE**- Until the first treatment is completed

**MEASLES** – Until four days after the rash appears

**MUMPS** – Until swelling subsides, usually five days but may be as long as nine days after the swelling begins

**ORAL HERPES (COLD SORES)** – No exclusion necessary

**PERTUSSIS (WHOOPIING COUGH)** –Until five to seven days after antibiotic treatment begins

**PINWORMS** –Until after treatment has started

**STREP THROAT/SCARLET FEVER** –Until at least a full 24 hours after antibiotic treatment begins

## POTTY TRAINING

The teachers at MMS are ready and willing to assist you and your child in potty training. Our goal as a Montessori school is to foster independence and self-esteem in children. Potty training by age three is part of that goal. When your child turns two and a half, you will receive a packet of information assisting you on your potty-training journey if you haven't begun already. We want to be moving children in the direction of being able to do the following for themselves:

- realize they need to use the toilet without anyone
- take themselves to the toilet
- urinate and have bowel movements in the potty
- wipe themselves
- pull up their pants
- flush the toilet
- wash their hands

We ask that parents start the process at home first. It cannot begin in school, our child to adult ratios simply don't make this possible. Once your child is well on their way, we can support the process. Underwear is required during the potty training process.

## ADMINISTRATION OF MEDICINE

- Medication will not be given without authorization from the child's parent/guardian. Parents need to fill out a medication form, which is located in each classroom. Medication forms need to be filled out entirely, and given to the classroom teachers in order for medication to be administered.
- Medication should be administered in a private setting.
- Medication can be given only as prescribed.
- A legible label on prescription medications must be on the container. The directions must be followed carefully.
- If there is an expiration date on the label, medication must not be given beyond this date. Throw out expired medication or return to parent.
- Medication must be stored in the covered container located inside refrigerator on the first and second floor and lower level and in the Infant rooms refrigerators. Parents should NOT place any medication in the child's lunch box or backpack or diaper bag as these are accessible to children.
- It is necessary that staff sign the medication sheet after the medication is administered. The following items must be documented. Time given; date given, dosage and by whom. If the child is absent or the medication was not brought to the school it needs to be documented.
- When the medication is completed, return the container to the parents and bring the medication sheet to the office to be kept on file for Licensing.
- Tylenol or other over the counter medications must have the child's first and last name on the bottle (Not the box). Over the counter medication must not exceed two weeks.

## ADMINISTRATION OF FIRST AID AND EMERGENCIES

All staff members of MacDonald Montessori have taken courses and are certified in administering first aid and CPR. These certifications are kept up to date and are renewed upon expiration. In the event of an accident, the staff directly involved will assess whether or not he or she is qualified to administer care. If the care needed is outside of what they are trained to do, 911 will be called and the child will be transferred to the nearest hospital.

## MALTREATMENT OF MINORS MANDATED REPORTING POLICIES

Any person may voluntarily report abuse or neglect. If you work with children in a licensed facility you are legally required or mandated to report abuse. The responsibility of reporting cannot be shifted to your supervisor or to anyone else at your licensed facility. If you know or have reason to believe a child is being or has been neglected, or have reason to believe a child is being or has been neglected or physically or sexually abused within the preceding three years, you must immediately (within 24 hours) make a report to an outside agency.



## WHERE TO REPORT

If you know or suspect a child is in immediate danger, call 911.

Reports concerning suspected abuse or neglect of children occurring within a licensed child foster care or family child care facility should be made to county child protection services.

Reports concerning suspected abuse or neglect of children occurring within a family or in the community should be made to the Ramsey County Child Protection Services at (651) 266-4500 or contact the St. Paul Police Department at (651) 291-1111.

If your report does not involve possible abuse or neglect, but does involve possible violations of Minnesota Statutes or Rules that govern the facility, you should call the Department of Human Services, Licensing Division at (651) 431-6500.

## WHAT TO REPORT

Definitions of maltreatment are contained in the Reporting of Maltreatment of Minors Act Minnesota Statutes, Section 626.556. All employees are informed of these definitions and are included in the Employee Handbook.

A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the abuse or neglect (if known) and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected abuse or neglect occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.

An oral report of suspected abuse or neglect made to one of the above agencies by a mandated reporter must be followed by a written report to the same agency within 72 hours, exclusive of weekends and holidays.

## FAILURE TO REPORT

A mandated reporter who knows or has reason to believe a child is or has been neglected or physically or sexually abused and fails to report is guilty of a misdemeanor. In addition, a mandated reporter who fails to report maltreatment that is found to be serious or reoccurring maltreatment may be disqualified from employment in positions allowing direct contact with persons receiving services from programs licensed by the Department of Human Services and by the Minnesota Department of Health, and unlicensed personal care provider organizations.

## RETALIATION PROHIBITED

Any employer of a mandated reporter shall not retaliate against the mandated reporter for reports made in good faith or against a child with respect to whom the report is made. The Reporting of Maltreatment of Minors Act contains specific provisions regarding civil actions that can be initiated by mandated reporters who believe that retaliation has occurred.

## INTERNAL REVIEW

When the facility has reason to know that an internal or external report of alleged or suspected maltreatment has been made, the facility must complete an internal review and take corrective action, if necessary, to protect the health and safety of children in their care. The internal review must include an evaluation of whether:

- I. Related policies and procedures were followed.
- II. The policies and procedures were adequate.
- III. There is a need for additional staff training.
- IV. The reported event is similar to past events with the children or the services involved.
- V. There is a need for corrective action by the license holder to protect the health and safety of children in care.

## PRIMARY AND SECONDARY PERSON OR POSITION TO ENSURE INTERNALS REVIEWS ARE COMPLETED

The internal review will be completed by Elizabeth MacDonald, Executive Director. If this individual is involved in the alleged or suspected maltreatment, Liz Watzl, School Coordinator will be responsible for completing the internal review.

## DOCUMENTATION OF THE INTERNAL REVIEW

The facility must document completion of the internal review and provide documentation of the review to the commissioner upon the commissioner's request.

## CORRECTIVE ACTION PLAN

Based on the results of internal review, the license holder must develop, document and implement a corrective action plan designed to correct current lapses and prevent future lapses in performance by individuals or the license holder, if any.

## STAFF TRAINING

The license holder must provide training to all staff related to the mandated reporting responsibilities as specified in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, Section 626.556). The license holder must document the provision of this training in individual personnel records, monitor implementation by staff and ensure that the policy is readily accessible to staff, as specified under Minnesota Statutes, Section 245A.04, subdivision 14. The mandated reporting policy must be provided to parents of all children at the time of enrollment in the child care program and must be made available upon request.

# DISENROLLMENT POLICY

Macdonald Montessori School reserves the right to immediately terminate enrollment of a child for the following reasons (but not limited to):

## **Parental Actions:**

- A parent/guardian fails to abide by School policies or requirements imposed by the appropriate licensing agency
- Non-payment of tuition
- A parent/guardian demands special services that are not provided to other children and cannot reasonably be delivered by the program.
- A parent/guardian is physically or verbally abusive or intimidating to School staff, children, or anyone else at the School.
- Routinely late picking up your child
- Failure to complete the required forms
- Lack of parental cooperation
- Failure of child to adjust to the center after a reasonable amount of time
- Our inability to meet the child's needs

## **Child's Actions:**

- Ongoing physical or verbal abuse to staff or other children
- Ongoing uncontrollable tantrums/angry outbursts
- Behavior by a child that poses a safety risk to other children or staff

# PREVENTING AND RESPONDING TO ALLERGIES

1. Parent will notify MMS in writing upon enrollment of their child of any known allergies or when an allergy has been diagnosed or when there are any changes in allergies.
2. Allergies will be listed on form in enrollment packet.
3. An Individual Child Care Program Plan (ICCPP) will be put in place for each child with known allergies.
4. All staff will be trained in Preventing and Responding to allergies during orientation and then annually thereafter. Training will be documented in staff personal file.
5. An ICCPP form will be completed for each child with known allergies. A picture of the child will be on the front of their ICCPP form. This form will include description of allergy, specific triggers (if any), avoidance techniques (if any), symptoms of allergies and procedures for responding to allergies including medications, dosage and doctors contact information.
6. Any verbal communication to staff about new allergies or changes in allergies MUST be put in writing on the child's allergy and ICCPP forms by the parent and kept in child's file.
7. MMS will update all staff on changes on ICCPP forms and new enrollment with allergies.
8. MMS will ensure that each staff who is responsible for carrying out program plan reviews and follows individual care plan.
9. MMS staff responsible for carrying out the plan will be informed of any changes to the plan and there will be documentation showing that staff were informed of changes to the plan.
10. MMS will ensure that all staff will be trained on allergy prevention and response policy/procedures during orientation and annually. This training will be documented in staff personal file.
11. MMS will ensure that all allergy information is available at all times on site, off sight and during field trips, or during transportation.
12. ICCPP is readily available and posted in the food prep area and in the child's classroom.
13. The child's parent/guardian will be contacted as soon as possible in any instance of exposure or reaction that requires medication or medical intervention.
14. Emergency medical services (911) will be called when Epinephrine is administered to a child in the school's care.
15. Allergy logs will be posted in each classroom along with a copy of ICCPP.

To ensure the safety and health of all children, including children with life threatening food allergies, there will be no outside food/treats brought into MMS for the entire classroom which includes homemade and/or store bought. Children can only bring food for themselves to school, i.e. snacks, lunch etc. Families/staff cannot bring any outside treats/food to be shared with other children at MMS. This includes all outside food such as snacks and food for special occasions, i.e. birthdays, holidays, etc.

## NUT-SAFE POLICY

We recognize that peanut and tree nut allergies represent a health and safety hazard, which can have serious consequences for those who have such an allergy. Because of the young age of our children, many allergies are unknown or not yet diagnosed. We will attempt to maintain an environment free of all peanuts and tree nuts. Foods containing these items are not allowed at school for breakfast, snack, lunch or celebrations and MMS does not provide snacks containing these items. Employees of MMS are also directed to follow the guidelines of this policy.

While MacDonald Montessori School cannot guaranty a pristine nut-free environment, we are hopeful that this policy will provide a safe environment for all of the children who attend MMS.



## HANDLING AND DISPOSAL OF BODILY FLUIDS

1. Surfaces that come in contact with potentially infectious bodily fluids, including blood and vomit, must be cleaned and then disinfected by rinsing or wiping with a solution of 1/4 cup chlorine bleach plus water to equal one gallon or with Ecolab Oasis 146 disinfecting solution made with two pumps per quart of water.
2. Blood-contaminated material must be disposed of in a plastic bag with a secure tie, a Ziploc bag, or by tying the bag in a knot.
3. Sharp items used for a child with special care needs must be disposed of in a "sharps container." The sharps container is located in staff bathroom, inaccessible to children.
4. Bodily fluid disposal supplies - disposable gloves and plastic disposal bags - are available in second floor supply closet. Eye protection is also located in the second floor supply closet.
5. MMS will ensure that staff are trained in the handling and disposal of bodily fluids policy and procedures and universal precautions to reduce the risk of spreading infectious disease at orientation and at least once each calendar year and that orientation and ongoing training will be documented in personnel records.
6. Parents will be provided the handling and disposal of bodily fluids procedure at the time of enrollment and be made available upon request.

## INFANT CARE INFORMATION

### Health and Safety Procedures:

1. Infants have increased susceptibility to infectious disease. Therefore, we are very diligent in hygiene procedures in our infant rooms.
2. Staff will fill out a daily sheet and keep records of the number of feedings and number of wet and dirty diapers each day.
3. Staff are alert to signs of illness of infants, which are more subtle than older children (e.g. not eating vigorously, eating less, different cry, paleness, rapid breathing, restlessness, etc.) For infants with colds or respiratory virus infections, bulb syringes can be used to clear infant nasal passages, especially before feedings, so they can breathe well during their feedings.
4. We hold each infant for feedings to make this a relaxed time for both the staff and the infant.
5. Infants must be placed on their back to sleep, unless there is a physician's directive for anything other than a back-sleeping position.
6. If an infant falls asleep before being placed in a crib, the provider must move the infant to a crib as soon as practicable. Providers must keep the infant within sight until the infant is placed in a crib.
7. Infants that fall asleep in car seats cannot be allowed to stay sleeping in the car seats and must be transferred to their crib.
8. An infant who independently rolls over onto its stomach after being placed to sleep on its back may be allowed to remain sleeping on its stomach if the infant is at least six-months old or if the parent has a signed statement indicating that the infant regularly rolls over at home.
9. Nothing is allowed in the crib with the infant except a pacifier. No stuffed animals and no blankets for infants up to 12 months.
10. Mattresses must be firm and crib sheets must be tight fitting.

11. A center staff person must be within sight and hearing of children at all times and capable of intervening to protect the health and safety of children. When an infant is placed in a separate crib room to sleep, a staff person must be within sight or hearing of the infant. When supervision of a sleeping infant in a crib room is provided by either sight or hearing, the center must have a plan to address the other supervision component.
12. Those who care for infants must annually complete training on reducing the risk of sudden unexpected infant death (SUID).
13. Food & Formula – parents provide food and formula or breast milk for their infant. Parents should send at least 3 bottles each day. Bottle must be labeled with child's first and last name. MacDonald Montessori School provides preprinted labels from Mabel's Labels for your child's belongings.
14. Each child has a basket in the refrigerator for bottles and food.
15. We follow fastidious diapering techniques and clean and disinfect the diapering area between each changing. Infants may not use cloth diapers as it is not recommended to handle or store dirty diapers.
16. Please fill out an infant profile that follows a typical day of your child. We will always try to be sensitive to your infant's natural baby rhythm. Remember that this is group care and preparing your child for group care will make the transition easier. It is always helpful to get your infant used to drinking from bottles before they start school. It is also helpful to start creating good sleeping habits and put infants in their cribs while they are still awake so they can get used to settling themselves asleep.
17. Linda Lindeke PhD, RN, CPNP is our nurse consultant and visits our infant classrooms once a month. She helps us create a healthy environment for our infants. She is a great resource for our teachers and our families.