

# Aloha



# Montessori

## Aloha Montessori School Policy and Parent Handbook

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# Policy Manual and Parent Handbook

## Introduction

This policy manual and handbook has been developed as a resource for families, staff, and community members. Please read and familiarize yourselves with the policies and procedures enclosed. Further questions should be sent to the Director.

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

*Maria Montessori*



...honoring the light within each child

## Our Mission

To guide each student on their path of development by providing a carefully prepared environment which nurtures the mind, body, and spirit of each individual.

## Goals

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

## Core Values

Respect	Responsibility
Compassion	Honesty
Kindness	Awareness
Motivation	Self-discipline

## **A Brief School History**

Aloha Montessori's Director Maggie Eyerman is herself a product of Maria Montessori's education program from 18 months until 5 years old. Maggie has over 35 years' experience with preschool children. Upon graduating with a degree in Recreation Administration with an emphasis in Therapeutics, she followed her passion and taught Montessori preschool children for 4 years. During this time, she started a successful Rhythm, gymnastics, theatrics and movement company called Movin' Kids, for other Montessori preschools in the area.

As a water baby turned Junior Olympian swim competitor, an opportunity arose for her to establish a year-round indoor Montessori based swim School which has been operating for 30 years. Her love and passion for working in many educational capacities with preschool children has led her to a lifelong dream of establishing Aloha Montessori.

## **Elements of the Montessori Approach to Teaching**

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

### **A Responsive, Prepared, Student-Centered Environment**

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

### **A Focus on the Human Tendencies**

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

### **A Multiage Community of Learners**

Our Montessori classroom is a community of children and adults. The classroom consists of children from a multiage span of 2 1/2 to entry into first grade. This creates a "family" like group where older children model and help care for younger children, and younger children look up to and learn from the older children. Varying levels of ability blend easily in a multiage setting, no child feels left behind and everyone learns at their own pace.

### **Cooperation and Collaboration**

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

## The Process of Learning

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

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

1. **Introduction to a concept.** This is usually occurring by means of exploration within the classroom, observing another child at work, a conversation, reading something in a book.
2. **Processing the concept.** The child develops an understanding of the concept through working with materials that illustrate the ideas, provide opportunity for exploration and experimentation, and provide opportunity for repetition of an activity.
3. **Mastering the concept.** The child is confidently able to explain the concept and teach the concept to another person.

## Evaluation of Student Progress

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

## Overview of Curriculum

The child has a deep love and need for purposeful work. He works, however, not as an adult, for completion of a job, but for the sake of an activity itself. It is this activity, which enables him to accomplish his most important goal: the development of himself –mental, physical, and psychological powers.



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

There is an atmosphere of calm, order and joy, as children ages 2 1/2 to entry into 1<sup>st</sup> grade learn together. The children are guided by the teacher and by observing and working with older students. Primary students literally absorb information, experiences, and life around them. The children learn leadership and compassion in this mixed-aged setting. Children learn to work at a task from beginning to end and develop their self-discipline and the capacity for deep concentration. Respect for others and good manners develop naturally as the children grow within the Montessori environment.

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

## **Practical Life**

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

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

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

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

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

### **Sensorial:**

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

### **Math:**

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

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

The emphasis is always on examining patterns and sequences and the connections between arithmetic and geometry in order to help children develop their mathematical minds from an early age.

### **Language:**

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

Phonemic awareness is taught through hands on activities and games, the alphabet is learned with fun and interesting sorting and matching works, handwriting is practiced through tracing shapes, sandpaper letters, and using chalkboards, moveable alphabet letters are used for writing words, and labels are used all over for word recognition. Reading for preschool in a Montessori program usually follows an immersion in writing activities, mostly done using the moveable alphabets. The children spontaneously synthesize all of the phonemes they have learned and the sight words they have been given and often discover that one day they can now read. In addition to a wide range of suitable fiction and non-fiction books in each classroom, there are vocabulary cards in relation to every subject area (nomenclature of everyday objects, geometry, science, world cultures, etc.). Enrichment of vocabulary across the curriculum is a constant focus along with another daily occurrence of reading aloud to the children as a group. Introductory activities in areas of grammar, syntax and word study form a part of the early language work.

## **Science:**

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

Basic skills of science, such as measuring, comparing, classifying, and keen observing, are carefully prepared and practiced. Classification systems such as living/non-living, and vertebrate/invertebrate are also taught. Children study the basic characteristics and nomenclature of plants and animals. They learn to name common domestic and wild plants and animals, and they work with materials to learn fundamental classifications such as mammals, birds, reptiles, amphibians, and fish. Children are also introduced to some basic concepts of physical science, such as floating/sinking, magnetic/non-magnetic. Non-fiction books related to science are read aloud to the children, and they have classroom responsibilities for the care of indoor plants, as well as feeding the birds outside. The children also plant, tend to, and harvest in our garden. The children maintain bird feeders, for which the children are responsible.

This is an important age for the study of the life functions of plants. We use impressionistic charts and plant experiments in order to help students gain an understanding of how plants meet their needs for water, nutrition, and sunlight. Care of indoor and outdoor plants, with attention to specific needs, is a daily responsibility. Students study the uses of plants for food and shelter by different cultures throughout history and throughout the world today.

Students study the anatomy of the human skeletal, circulatory, and digestive systems. They also study particular details of human anatomy, such as types of teeth, the parts of the eye, and the parts of the ear. Basic practices for good health, such as hand washing, how to safely sneeze or cough, and the importance of daily exercise, are both taught and encouraged on a regular basis. Students are introduced to the fundamentals of good nutrition and the food pyramid. We help them to understand the nutritional reasoning behind our school's guidelines for healthy snacks and lunches.

## **Geography:**

These materials help the child learn about the facts of the material world while working with the sensorial, language and cultural materials related to geography. The very young children are introduced early to a sandpaper globe where they can have a visual and tactile experience of the Earth. Other sensorial materials and puzzle maps are used by the children to explore the continents of our world, the countries of each continent, and the states of our own country. Geography vocabulary is given both orally and with prepared nomenclature cards that are used by the children as an integrated part of their language work. The children are introduced to the diversity of international cultures by means of stories, songs, celebrations, pictures, and artifacts.

**Music:**

Informal and formal music education occurs through singing, listening to music, introduction of instruments, introduction of musical notation, and exploration of sound.

**Art:**

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

**Physical Development:**

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

**Universal Values and Global Perspective:**

Montessori deliberately teaches children not only appropriate patterns of polite behavior, but seeks to instill basic universal values within the core of the child's personality. These values include self-respect, acceptance of the uniqueness and dignity of each person we meet, kindness, peacefulness, compassion, empathy, honor, individual responsibility, and the courage to speak from our hearts. The Montessori philosophy is international in its heritage and consciously seeks to promote a global perspective.

## **Daily Routine**

These routines are a general guideline followed by Aloha Montessori. The daily routine is always based on the needs of the children and is adjusted accordingly.

### **Hours of Operation – Monday – Friday - 7:30am – 6:00pm**

#### **Sign-In and Sign-Out Procedure**

Attendance records of when each child arrives and leaves is required by the Department of Social Services, Child Care Licensing Div., State of California.

Upon arrival, parents or guardian will sign and date “Check-In” sheet, remove and store outdoor shoes, put on indoor shoes, then proceed to use the restroom and wash hands, then contact their teacher. Teacher will do a daily check of the student for any pertinent information from the night before.

Upon pick up, parents or guardian will sign and date “Check-In’ sheet, contact teacher and receive their child. Remove indoor shoes, put on outdoor shoes and depart.

The staff will be able to record which children have arrived or left for the day. Never drop off your child and leave them in an empty room or by themselves.

#### **Preschool Classroom Routine**







<b><u>Event Time</u></b>	<b><u>Description</u></b>	<b><u>Activity</u></b>
7:30am–8:30am	Early Morning Care	Breakfast, stories, all curriculum area activities. Children who arrive early help in the preparation of the classroom for the day
8:30am–8:50am	Independent Work Small Group Work	All curriculum area activities and Snack (Hawaiian Style)
8:50am–9:00am	Morning Circle Time	A welcome circle, group lessons, songs, games, discussions
9:00am–11:15am	Work Period	All curriculum area activities
11:15am–12:00pm	Outside Play	
12:00pm–12:30pm	Lunch Time	
12:30pm–2pm	Nap	
2:00pm-3:30pm	Independent Work Time	All curriculum area activities and Snack (Hawaiian Style)
3:30pm – 4:15pm	Outside Play	
4:15pm-6:00pm		Indoor Activities and Snack (Hawaiian Style)
6:00 pm	Dismissal	All children must be picked up no later than 6:00

## Aloha Montessori Snack Menu

	<u>AM</u>	<u>Portion</u>		<u>PM</u>	<u>Portion</u>
Monday	Cereal	1/2 Cup		Goldfish	1/2 Cup
	Fruit	1/2 Cup		Fruit	1/2 Cup
	Milk	3/4 Cup		Water	3/4 Cup
Tuesday	Muffins	1/2 Cup		Wheat Thins	1/2 Cup
	Fruit	1/2 Cup		Carrots	1/2 Cup
	Milk	3/4 Cup		Water	3/4 Cup
Wednesday	Toast	1/2 Cup		Trail Mix	1/2 Cup
	Hardboiled Egg	1/2 Cup		Broccoli & Dip	1/2 Cup
	Milk	3/4 Cup		Water	3/4 Cup
Thursday	Quesadilla	1/2 Cup		Pretzels	1/2 Cup
	Fruit	1/2 Cup		Raisins	1/2 Cup
	Milk	3/4 Cup		Water	3/4 Cup
Friday	Bagels	1/2 Cup		Ritz Crackers	1/2 Cup
	Carrots/Apples	1/2 Cup		Cheese	1/2 Cup
	Milk	3/4 Cup		Water	3/4 Cup

## General School and Classroom Guidelines

Aloha Montessori School supports a philosophy based on mutual respect to all members of community. It is our intention to create a safe, supportive, nurturing environment for students, parents, and staff. There are some basic expectations we have for all members of our community. Please review, discuss, and model these guidelines with your child.

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

## Adult Guidelines and Rules

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

Aloha Montessori is a smoke free environment. No one may smoke anywhere on school grounds. Aloha Montessori School cannot and will not tolerate any irresponsible and dangerous behavior, acts of violence, threats of violence, emotional or sexual harassment or verbal abuse directed toward anyone. It is illegal and forbidden to bring or carry a weapon to the school or on the grounds of Aloha Montessori.

## **Health and Safety**

### **Drop off and Pick up Policy Foundation**

Communication between the parents and teacher is essential to the safety and the best care of the child. Often the morning arrival time and afternoon dismissal time are quite busy for the teacher. Her primary focus is on the safety of the children so she may not be able to hold a lengthy conversation at these times. A folder for each child will be kept near the sign in sheet. Parents are asked to check this folder on arrival and pick up important notes and information from the teacher. Parents can leave notes for the teachers, forms, and tuition payments in the box near the sign in sheet. A bulletin board of general information will be posted nearby. Phone conversations or teacher conferences are encouraged and best arranged outside of regular school hours. Emergency phone calls should be made at any time and emergency calls will always be returned as soon as they are received.

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

The parent or person dropping off must sign in on arrival, indicating date and time of arrival, and noting any significant information the caregiver may need to know for the day. On departure the parent or person picking the child up must sign out and record the time of departure.

Children are expected to arrive at school on time. Late arrivals are disruptive to the classroom and make it difficult for the child arriving late to transition into the school day. Parents should call in the morning whenever their child will be out for the day, coming in late, and/or leaving school early. Let the classroom teacher know as soon as possible for longer-term absences. Children are expected to be picked up from school on time. Late pick-ups are disruptive to our afternoon programs, often create anxiety in the child who is picked up late and create unsafe student/teacher ratios.

### **Visitation Policy**

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

The Montessori classroom is a very special place. The environment has been carefully designed to meet the developmental needs of children. A very delicate balance occurs between the child,

teacher, and the environment as they work together to support growth and learning. The presence of visitors moving freely through the room can be distracting and at times confusing for the children. It can interfere with the atmosphere of independence and concentration in the classroom.

We ask that all visitors respect the children and the classroom. The teacher will guide visitors into appropriate areas to sit and observe. Visitors should remain seated and restrain from engaging in conversation or activity with the children. In the case of parents, student teachers, and volunteers, the teachers will direct visitors to appropriate activities within the classroom where they can become involved such as sharing a special skill or cultural information during circle time, listening to children read, or directing a special project.

## **Discipline Policies**

**Aloha Montessori will always observe CCR, Title 22, Section 101223.2 and never use or tolerate any form Corporal Punishment or violation a child's personal rights regardless of authorized parental or guardian representative consent. Any staff involved in this type of behavior will be terminated immediately and escorted off the premises.**

**Aloha Montessori will never tolerate this type of behavior from our parents and if it is discovered that any child is subjected to this at home, the proper authorities will be promptly notified.**

### **Negative Discipline Methods avoided at Aloha Montessori:**

1. Sarcasm
2. Physical Violence
3. Being Distant or Cold
4. Threatening or Abusive Language

“Freedom within limits” is an essential part of our learning philosophy at Aloha Montessori. Children enjoy freedom of movement and choice as long as they are playing within the ground rules. When a child oversteps these boundaries and redirection does not work, a serious discussion of the situation occurs between the teacher and the student.

If a child is endangering his or her safety or the safety of another person, an adult will intervene immediately and remove the child from the situation. If the child’s body is out of control and he or she is unable to respond to redirection, discussion, or consequences the teacher may choose to have the child sit quietly in a calm part of the classroom to regain self-control, at which time the child is welcome to rejoin the classroom. The goal is for this “quiet time” to not last more than a few minutes.

Our approach to discipline is based on empowerment, mutual respect, and trust. When any student finds it difficult to meet the school’s expectation of positive conduct, every effort will be made to bring the student, family, and staff together to achieve a solution. All children depend on their parents and teachers for emotional support, love and guidance. Shouting at children is not acceptable; calmly discussing what action was inappropriate and offering ways to correct it, is our approach.



## Aloha Montessori Biting-Incident Policy

**Biting incidents are taken very seriously in our school and though we understand biting by a toddler to mean something different from a bite by an older child, the response we use for our young students will be the same.**

Biting often results from frustrated, inadequate communication and/or lack of impulse control—two developmental tasks that Preschoolers, and even some older children are intensely engaged in. Preschoolers are in the process of mastering language and often lack the words to fully express their needs, feelings, and thoughts. In the absence of words, Preschoolers employ their bodies; they push, grab, scratch, and sometimes bite. A bite by an older child is more unusual, but usually still stems from the inability of a child to be successful when using words to resolve a conflict.

Because impulse control is still being developed in young children, there can be a lag between what a young child wants immediately and learning to be calm and wait for something. Often giving words to children who have bitten once or teaching them to take turns will help with the behavior and typically there will not be another bite. It is not unusual however, for a toddler to bite once or twice.

When a child bites another child at Aloha Montessori our policy is that both sets of parents are called and informed of the incident without using the other child's name. The parents of the child who has bitten are given some advice by the classroom teaching team that speaks to the developmental tasks discussed above.

Right after the biting incident, the child who has bitten is told that biting hurts, and that biting is not allowed. The child is asked to use her/his words to resolve conflict and express feelings, not her/his teeth. The child is then encouraged to participate in repairing the bite. This means attending to the hurt child by giving the hurt child an ice pack after the wound is washed with soap and water.

The hurt child is usually calmed by one of the other teachers who administers first aid and attends to the child until she/he feels okay. The hurt child is also told that the teachers will be very careful so that the child will not get hurt again. The biting child is then "shadowed" in the classroom by a teacher, given a lot of guidance and language and is watched for other biting attempts or impulsive behavior. After both children are calm and feel more comfortable an incident report is written by the teachers and placed in both children's files.

If the biting behavior continues, **and this means after two bites within a one-week period**, a meeting is then set up between our school Administrative Director and the parents of the child who is biting. Every subsequent bite after the second bite occurs, the parents are called by the administration to pick up their child. If several biting incidents occur within one day, the child's parents will be called and the parent will have to pick up the child from school. The child will be permitted to return the next day.

Should biting incidents continue over the course of the remainder of the week, the school will arrange for meeting(s) with the family, the classroom teachers and the Director. These meetings will involve reviewing all documentation, Incident Reports, internal classroom logs, conversations between school and home, etc.

Just as each child is different, each biting episode is also different. Every effort is made to support the child and their family as well as balance the needs of the other children in the community. While no child is ever excluded permanently from our program because of biting alone, we do reserve the right to require a child to change environments or leave the school for whatever time is agreed upon until this phase has passed.

If the above procedures are not successful, the Director will discuss other alternatives with the parents, including the option of the child taking a break from school.

### **Grounds for Dismissal**

Aloha Montessori reserves the right to dismiss a family for the following reasons:

- Failure of the family to follow an agreed upon behavioral plan of action
- Falsification of the child's age
- Continual behavioral difficulties, following implementation of behavioral action plan and target deadlines
- Serious slanderous or inappropriate parental behavior, after intervention and agreement of correction
- Failure to comply with the Basic Policies or Admissions Agreement of the school.
- Failure to pay tuition and fees and/or set up an approved payment plan with the Administrator

## Supervision of Children

Aloha Montessori School follows the required California, Department of Social Services recommended guidelines of the National Association of Young Children (NAEYC) student-teacher ratios.

For our Preschool program this is one teacher to every twelve children between the ages of 27 months and entry into first grade.

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

## In Case of Emergency

**Smoke detectors** are located in each area of the school. These detectors are checked regularly and inspected semi-annually. Fire drills are held monthly.

**Fire extinguishers** are located on the wall near each exit, near the stove, and near the furnaces. These extinguishers are checked regularly and inspected by the Fire Department

**Emergency phone numbers** are located on the wall near each phone, in each classroom first aid kit, and on the wall hanging near each fire extinguisher.

- The teacher will ask children to stop what they are doing and quietly walk to either the primary or secondary exit. In case of a fire emergency, the smoke detector alarm will go off and the teacher will instruct children to line up at the nearest exit immediately.
- As the children are lining up the teacher or her assistant will check all areas of the classroom for children (bathroom, closets, etc.), get the emergency bag, and collect children's coats and gear from their cubbies. In the case of a fire emergency, the teacher will guide the children out of the building as quickly as possible, checking that all children are present and taking the emergency bag. Since a quick evacuation is essential in a fire, this may mean leaving coats and gear behind.
- The teacher will walk with the children to one of the designated Local Safe Haven places.

<b>LOCAL SAFE HAVEN #1:</b> Maki Swim School, 973 Apricot Ave Campbell, CA
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<b>LOCAL SAFE HAVEN #2:</b> South Bay Vascular, 2255 S Bascom Ave Campbell, CA
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- Once assembled in a safe place the teacher will take attendance using the class list located in the emergency bag.
- Authorities can be notified using the cell phone and emergency numbers located in the emergency bag.

- Parents will be notified using the emergency contact list in the emergency bag. This list is checked and updated monthly.

### **In the case of a serious medical or dental emergency**

A teacher or staff member *trained by the Red Cross in First Aid and CPR* will evaluate the situation, direct someone to call 911, and follow instructions from emergency personnel. If a First Aid and CPR trained staff member is not immediately available the supervising adult will call 911 and follow the instructions from emergency personnel.

Should the child need to be transported to Good Samaritan Medical Center or another medical facility, a familiar teacher or staff member will ride with the child to the hospital and remain with the child until a parent or guardian arrives. The teacher on duty and or a member of the administrative staff will step into the classroom to ensure remaining children are being supervised according to required ratios. All emergency contact information needs to be up to date. Aloha Montessori will contact parents.

This same procedure also applies to a dental emergency upon calling:

### **Emergency Dental**

In case of a toothache or a major dental emergency, our team will call Campbell Smile.

Campbell Smile  
166 W Campbell Ave  
Campbell, CA 95008  
Phone: (408) 676-5325

### **Fire Drills**

Random fire drills will be conducted on a monthly basis and a special alarm bell will ring. The emergency procedures described above will be practiced.

### **Local and National Emergencies**

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

## General Student Health and Safety Policies

All children enrolled in the program must submit a written statement signed by a doctor verifying the child is able to participate in child day care, currently appears to be free from contagious or communicable disease, and is receiving health care, including appropriate health examinations in accordance with the American Academy of Pediatrics schedule of such care and examinations. Such documentation must state that the child has received age appropriate immunizations in accordance California State Public Health Law. All children must remain current with their immunizations and update the documentation at the school annually. In addition to the health care statement, the following documents will be submitted at the time of admission and kept on file while the child is enrolled:

- A written consent signed by the parent authorizing the provider or other caregivers employed by the program to obtain emergency health care for the child (blue card).
- A written consent signed by the parent allowing for the provider to arrange for transportation of the child in need of emergency care, or in the case of emergency evacuation from the site, permission to transport the child to one of the designated relocation sites.
- Lead screening certificate for each child under the age of six
- A written consent of permission to apply topical sun block, and/or lotions to the child.
- The parent must provide product for the child in original packaging and clearly label the bottle with the child's name.

A written consent to allow the child to be photographed at school and permission for the school to use these photographs for school albums, newsletters, on our web site, and for other school related purposes (special craft projects, press releases, etc.). A written consent that the parent is familiar with our napping policies and procedures.

## Illness Policy

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

If a child becomes ill while at school, parents will be called to arrange for the child to be picked up. If a child is considered to be too ill to attend school at drop off, he or she will not be admitted to class. Please remember that when illness is accompanied by fever, your child may not return to school until their temperature has been normal for twenty-four hours (without medication).

## Medication Policy

Aloha Montessori teachers and staff will not administer any medication, prescription, remedy, or treatment at any time. Parents are welcome to safely administer any medication, prescription, remedy, or treatment to their child at any time throughout the day. This also includes the use of topical ointments such as sun block.

## Illness Exclusion Policy

EXCLUDE IF:	READMIT IF:
1. Temp of 100.4° F oral, 101°F rectal, or 99° F auxiliary	1. Free of fever for 24 hours
2. Temp of 100.4° F oral, 101°F rectal, or 99° F auxiliary plus one of the following: <ul style="list-style-type: none"> <li>● Severe cold with yellow-green nasal discharge</li> <li>● Cough</li> <li>● Sore throat</li> <li>● Sneezing</li> <li>● Swollen glands</li> <li>● Skin rash</li> </ul>	2. Free of fever for 24 hours <u>and</u> note from clinic or physician stating child is not communicable
3. Conjunctivitis (pink eye) bacterial and/or viral	3. All discharge has ceased <u>and</u> note from clinic or physician stating child is not communicable
4. Head and body lice	4. After treatment and free of lice and nits
5. Ringworm of body	5. After treatment and lesions are covered
6. Ringworm of head	6. After treatment, lesions are covered, <u>and</u> note from clinic or physician stating child is not communicable
7. Skin lesions, impetigo, and scabies	7. Skin sores are healed <u>or</u> note from clinic or physician stating child is not communicable
8. Vomiting	8. free of upset stomach and vomiting for 24 hours
9. Diarrhea (two or more loose watery stools per day)	9. Diarrhea free for 24 hours
10. Fainting or seizures or general signs of communicable disease to which the child has been exposed	10. Free of symptoms <u>or</u> note from clinic or physician stating child is not communicable

## **Staff and Facility Health and Safety Policies**

All employees of Aloha Montessori School will submit a statement from a healthcare provider as required by licensing regulations. This information will be kept on file and updated regularly.

All teachers at the Aloha Montessori School are required to report any suspected incidents of child abuse or maltreatment concerning a child to the statewide center of child abuse and maltreatment.

Caregivers must wash their hands, and ensure children wash their hands with soap and running water at the beginning of each day, when they are dirty, after toileting or assisting children with toileting, after changing a diaper, before and after food handling or eating, after handling of pets and other animals, after contact with bodily secretion or fluid, and after coming in from the outdoors.

### **Safety precautions relating to blood must be observed as follows:**

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

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

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

All rooms, equipment, supplies, and furnishing accessible to children will be cleaned and disinfected as needed to protect the health of the children and staff, and in a manner consistent with the health care plan guidelines issued by the State of California Department of Social Services Day Care Regulations.



## **Nutrition:**

The school provides snacks. The Department of Social Services regulates that each breakfast will include milk, a grain, and a fruit. Each snack will include two of the following: milk or juice, fruit, vegetable, grain, and/or proteins from an approved list of foods. Low sugar, low sodium, organically grown and locally grown foods are used whenever possible. All snacks and meals are prepared fresh, on site. *Children are included in meal and snack preparation as often as possible.*

Serving sizes are appropriate to the age of the child. Food is never forced on a child, rather offered frequently throughout the day.

Every effort will be made to accommodate food preferences for personal, religious, or medical reasons. If resultant meal patterns or serving sizes will not meet the child's nutritional needs, a medical statement must be obtained documenting the appropriateness of the variation.

## **Some examples of foods served include:**

- Dairy: Cow's milk (fat-free or 1%), yogurt, cottage cheese, mild hard cheese, etc.
- Fruit: Apples, avocado, bananas, berries, melons, peaches, pears, pineapple, oranges, apricots, kiwi, papaya, figs, olives, raisins, dried fruits, fruit purees (like applesauce), 100% fruit juice.
- Vegetables: Asparagus, broccoli, green beans, peas, spinach, tomatoes, potatoes, yams, squashes, beets, cauliflower, turnips, beans, corn, carrots, etc.
- Grains: Whole grain cereals hot and cold, whole grain pasta, brown rice, whole grain bread, other whole grains such as quinoa, crackers, pretzels, bread sticks, pancakes, waffles, French toast, muffins
- Protein: Eggs, chicken, turkey, fish, nuts, nut butters, seeds, beans and rice, cheeses

## **Lunches**

Parents are required to provide a balanced, nutritious lunch for their children. Parents should remember to include a protein, grains, vegetables and fruits for lunch. Candy and other highly sugared foods are not appropriate. At lunch the school also provides water or milk for each child.

## **General School Information**

### **Clothing**

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

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

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

### **Outdoors Play**

Time outdoors is an important part of a child's day. It provides the fresh air needed to ensure good health and aids in the development of social and gross motor skills.

Weather permitting the children go outside every day. In the case of a light sprinkle or drizzle the children may still go outside for a short time. Layering clothing is very helpful.

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

### **Lost and Found**

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

### **Classroom Materials**

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

## **Birthdays**

Birthdays are special days and we enjoy celebrating them at school. Please remind your child's teacher a few days before the birthday so the teacher is able to plan for the celebration.

We practice the favorite Montessori tradition of creating a picture timeline of your child's life. Please send in pictures of your child at birth, and each year thereafter, so the entire class can see how he or she has grown or changed. Every birthday child will be honored by participating in the birthday walk where the child (carrying a model of the earth) carries the earth around the sun (a candle in the center of our circle) for each year of his or her life. We follow up by singing Happy Birthday and the child can blow the candle out. If you and your child would like you can bring a healthy birthday snack to share with the class. The celebration of your child's birthday can also include donating a book to the classroom library in your child's name.

## **Cultural Celebrations**

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

We acknowledge and celebrate the diversity of our school community and the diversity of the much larger world community. At Aloha Montessori School we are concerned about the tendency in America to see the United States as the center of the world. We feel it is important to broaden our children's horizons to encompass the entire planet. Our goal is not just to transmit information about other cultures but also to celebrate them. Celebrations help inspire a sense of joy, wonder and enthusiasm. We teach with great respect for the child, his or her family, and his or her background. We encourage each family to share their heritage through stories, food, and celebrations.

Aloha Montessori School does not teach religion, although we do present many universal spiritual themes such as love, kindness, joy, and confidence in the fundamental goodness of life. Many of the holidays we celebrate may be religious in origin. We approach them instead from a cultural perspective, sharing food, music, dance and traditions related to the day. This helps us build a sense of community by celebrating our similarities as well as our differences. If we want to achieve peace, we must begin by teaching children how to accept each person for who they are.

## **Field Trips**

During the course of the school year, field trips may be taken to local areas of interest in coordination with an area being studied in class or to take advantage of special community events. Parents will be notified in advance of an upcoming trip as well as any associated fees, and maybe asked to help with transportation. Volunteer drivers must have a valid driver's license, registration, and automobile insurance. The school's insurance does not cover field trip volunteers and vehicles. When a parent volunteers to drive, he or she is also agreeing to act as a chaperone for the children they are transporting for the duration of the field trip.

## **Communication and Events**

### **Mail Folders**

Each family has a mail folder near the sign in and sign out sheet. Please check your folder daily for notes and information.

### **Website and Internet Information**

Our website is [www.alohamontessori.com](http://www.alohamontessori.com)

Parent teacher conferences are regularly scheduled twice a year, in the fall and in the spring. A parent can request a conference with a teacher at any time throughout the year and your teacher may schedule additional conferences if necessary.

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

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

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

Throughout the year we will hold regular community and committee meeting to discuss the state and future of the school. These are open to all friends and families interested in our school community.

### **Classroom News**

Classroom newsletters are published six times a year and are distributed to families currently enrolled in the school and posted to our web site. The focus on this newsletter is specific classroom news and communication.

## **Parent-Teacher Conferences**

Parent teacher conferences are regularly scheduled twice a year, in the fall and in the spring. A parent can request a conference with a teacher at any time throughout the year and your teacher may schedule additional conferences if necessary.

## **Evaluation and Student Progress**

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

## **Meetings with the Director**

Meetings with the Director can be arranged by appointment.

## **Support Services**

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

## **Montessori Education Nights**

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

## **Community and Committee Meetings**

Throughout the year we will hold regular community and committee meetings to discuss the state and future of the school. These are open to all friends and families interested in our school community.

## **Admissions Policy and Process**

### **General Policy**

Aloha Montessori School considers itself more than just a school or daycare program, we consider ourselves a true community of families that share a vision, values, and goals for our children. Beginning the admissions process and learning about our school is a process of learning about each other, similar to dating. Our primary goal in the admissions process is to help each family find the perfect match. Just as not all great people would make us happy as our spouse or business partner, we recognize that we may not be the perfect match as a school for every family. The admissions process is a chance for us to get to know each other.

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

School tours, classroom observations, open houses, Montessori education meetings, and meetings with the Director are important ways to get to know our community. We have a lending library of videos, DVDs, and books that describe the Montessori philosophy of education and are a great resource for current as well as prospective parents.

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

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

The Aloha Montessori School admits students of any race, color, nationality, and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. Aloha Montessori School does not discriminate on the basis of race, color, national, and ethnic origin in administration of educational policies and admission policies. Following the traditional multi-age Montessori classroom model, Aloha Montessori School is committed to creating a balanced learning environment for all students. We are committed to integrating and accommodating children with special needs into our program, in accordance with the Montessori philosophy and appropriate early childhood practices. In some circumstance's Aloha Montessori School is not the "right fit" for a child and family. Aloha Montessori School reserves the right not to accept a child into the program or to ask a child to leave the program based on the school's inability to meet the needs of the child. We will support the family in finding a program better suited to the child's specific needs.

## **Admissions Policy and Process (Continued)**

### **Enrollment Forms - Parents will be provided with the following information and forms:**

The State of California requires that the following forms be filled out accurately by Parents/Guardians. The information will be kept in a confidential file for each child enrolled.

- Aloha Montessori Application for Enrollment
- Aloha Montessori Admissions Agreement
- Aloha Montessori Policy and Parent Handbook
- Notification of Parents' Rights form, CDSS (LIC 995)
- Personal Rights form, CDSS (LIC 613A)
- Identification and Emergency Information form, CDSS (LIC 700)
- Consent for Emergency Medical Treatment form, CDSS (LIC 627)
- Child's Preadmission Health History - Parent's Report form, CDSS (LIC 702)
- Physician's Report- Child Care Centers form, CDSS (LIC 701) (medical-assessment requirement, including TB skin testing if indicated by the child's physician)
- Immunization Documentation and ongoing Requirements
- Topical ointment permission form
- Photography permission and release form
- List of authorized people able to pick child up from school
- Emergency Disaster Plan form, CDSS (LIC610)
- Emergency transportation release form
- Needs and Services Plan

### **Enrollment Registration Information**

**Enrollment forms must be updated every January and July. It is your responsibility to notify the school when there is any change in the information provided on these forms.**

## **Observation and School Tour**

Prospective families are required to have a school tour and are encouraged to observe in a classroom before enrolling their child. Please make appointments for tours or observations via email.

## **Application**

If at all possible, parents are encouraged to speak with the Director and tour the classroom before submitting an application. All applications will be processed upon receipt of a completed application form. The application is valid for three years from the application date or until the child is no longer eligible for enrollment. If an offer for enrollment is declined for any reason, the application will be withdrawn. Please remember to notify the school if you change your address or phone number.

## **Waiting List**

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

## **Provisional Acceptance**

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

## **Enrollment Agreement**

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

## **Withdrawal and Refund Policy**

Should a family initiate a withdrawal of a child, a minimum of 60 days advance written notice must be given to the school in order to receive a full refund of tuition deposit.

Families are financially obligated and expected to pay tuition for the full ten-month school year. If extenuating circumstances occur that require a family to break the tuition contract with the school the administration will do it's best to fill the space and relieve further tuition obligation, but we cannot guarantee this. It is very difficult for the school, the new student and the classroom to fill an elementary space "mid-year".

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

If the school decides that the Aloha Montessori School program is not appropriate for an enrolled child, the family is relieved of any further financial obligation. It is possible to change programs within the school if it seems advisable to both the parents and the staff, and if space is available. The Director has the final decision-making authority.



**Aloha Montessori Tuition Rates and Class Schedules are available at this link:**

<https://www.alohamontessori.com/tuition-and-forms>

**Tuition Policy**

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

Annual	Due December 15th
Semi-annual	Due December 15th and June 15th
Monthly	Due the 1 <sup>st</sup> of each month, beginning on the first month of attendance

There will be a \$35.00 late fee charged for payments received after the 10th of each month.

**Collection Policy**

Parents are expected to make payment by the due date or make payment arrangements in writing. If no payment agreements are made with the school children will be asked to leave as of the first day for which tuition has not been paid. When payment is made children may return to class. With sixty days written notice at the discretion of the Director, Aloha Montessori School may cancel the contract and spaces of children with unpaid tuition be filled. The school understands that families may experience some financial difficulties and are committed to working with any family to make acceptable arrangements for payment.

**Returned Checks**

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

**Tuition Credit**

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

**Privacy Policy**

**Child Privacy**

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

**Staff Privacy**

The school also respects the privacy of the entire staff. The office will not give out home phone number or addresses. Teachers may elect to give out e-mail and phone numbers; however, they are not required

to do so. During the school day the staff will be given messages when you call. If it is an emergency please notify the person answering the phone and the teacher will be called to the office.

