



Parent Handbook

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Public Disclosure:

Medina Montessori is a [religiously exempt child care center](#) operating under the auspices of the [Islamic Montessori Society](#) a 501(c)3 non-profit religious organization.

Facility: 5,000 sq ft indoor facility. Outdoor natural playground.

Enrollment Capacity: 90 Students

Number of Classrooms: 7

Kitchen Facilities: No kitchen facilities on site.

Health Requirements for Staff: All staff members must complete a Physician Wellness check and submit a negative TB test/X-Ray as requirements for employment.

All staff members must be screened by a search of the central registry of child abuse and neglect. All staff members must submit a fingerprint for a criminal background check.

Medina Montessori is covered by public liability insurance which provides coverage in the event of a suit for personal or bodily harm suffered during the operation of the Center as a result of negligence.

Purpose of the Parent Handbook

The purpose of this handbook is to clearly communicate the philosophy, policies and procedures of Medina Montessori.

Mission Statement

The mission of Medina Montessori is to provide a learning environment that respects and nurtures a child's inner guidance and develops a community of learners who share a wholistic view of the world, are passionate about peace and justice, and understand their divine purpose in life.

History of Medina Montessori

The founder of Medina Montessori, Mary El-Khatib, is an Irish American who was drawn to the compassion, ease and beauty of Islam while living and teaching in Jerusalem. After returning to the US, and teaching for over years in more traditional classrooms, she attended a life changing educational conference, featuring speakers Hamza Yusuf and John Taylor Gatto. She became convinced that the current educational system was working against the true nature of the child and contributing to social decline. She became determined to offer an alternative that would actively teach peace education and conflict resolution, create in children a passion for the environment and protecting the rights of all creation, and assist children in the discovery of their unique divine purpose in unfolding of the universe. In September 2011, Mary established Medina Montessori to fulfill that vision.

Philosophy of Medina Montessori

At Medina Montessori it is our belief that each child is endowed with an inner light that provides perfect guidance, naturally seeks peace, harmony, justice and is innately compassionate. It is our belief that this is the true nature (fitrah) of the child and it can be allowed to shine or can be obscured depending on the environment surrounding the child. At Medina Montessori we believe that by following the universal laws of nature discovered by Dr. Maria Montessori, we can allow the true inner light inherent in each child to grow, develop and flourish. The mission of Medina Montessori is to provide an environment that respects and nurtures a child's perfect inner guidance.

Key Philosophical Messages That Make Montessori Unique

Dr. Maria Montessori, an Italian physician and educator, developed a method of teaching based on her scientific observations of young children's behavior. Her first "Children's House" was established in Rome in 1907. She found children learned best in a homelike environment filled with developmentally appropriate materials that provide experiences, which contribute to the growth of self-motivated, independent learners. Dr. Montessori carried her message across the globe, including the United States in 1912. Dr. Nancy Rambusch established the American Montessori Society in 1960.

Montessori education in the United States appeals to those who embrace it because of its academic outcomes for students. While academic achievement is valuable it is not the sole or even the main purpose of a Montessori education.

The American parents who originally chose Montessori education felt it matched their views of child rearing. They saw their children as moral beings, which over time would become the socially responsible people Montessori had envisioned. And they saw their children becoming confident, competent learners.

Key Features of the Montessori Method

- Deep respect for children as individuals

- Multiage classes allow teachers to develop close and long-term relationships with their students, allow them to know each other's learning style well, and encourage older students to become role models, mentors, and leaders to younger students.
- Integrated curriculum is carefully structured and connects subjects within programs (e.g., history and cultural arts) to maximize the opportunity for learning and
- Instructional materials that progress from concrete to abstract learning.
- Cosmic education lesson presentations that strike the child's imagination presenting the big picture and proceeding to details.
- Independence is nurtured and leads to children becoming purposeful, motivated, and confident in their own abilities.
- Peace and conflict resolution are taught daily and children learn to be a part of a warm, respectful, and supportive community.
- The child creates, in a very real sense, the adult that is to be, through his/her experiences, interactions, and environments. Character development is a central focus of the AMS Montessori curriculum.
- Hands-on learning is central to the curriculum in all programs and leads to children being engaged rather than passive with their work.
- The environments are responsibly and carefully prepared with multisensory, sequential, and self-correcting materials to support self-directed learning.
- Teachers, children and parents work together as a warm and supportive community.
- Self-expression is nurtured in all children. Children experience art, music, poetry, theater, writing, and other forms of creative arts with confidence and passion.

Montessori in the 21st Century. The American Montessori Society. 2003.

Desired Learner Outcomes Common to Montessori Education

The outcomes we aspire to teach are lifelong developments. The original American Montessori agenda of learner outcomes are as follows.

Independence: Is the child able to choose his or her own work, apply energy to that work, complete it to a personal criterion of completion, take and return the work to the place it is customarily kept, in such a way that another child will be able to find the work ready to do? Is

the child able to seek help? Is the child able to locate resources to continue the self-chosen task without necessarily involving the teacher?

Confidence and Competence: Are the child's self-perceived successes far more numerous than his or her self-perceived failures? Is the child capable of self-correcting work, upon observation, reflection, or discussion? Can the child manage the available array of "stuff" with a clear sense of purpose?

Autonomy: Can the child accept or reject inclusion in another child's work or work group with a calm demeanor?

Intrinsic Motivation: Is the child drawn to continue working for the apparent pure pleasure of doing so? Does the child, once having achieved a particular competence, move on to revel in mastery by showing others?

Ability to Handle External Authority: Is the child able to accept the "ground rules" of the group as appropriate in his or her dealing with other children? Is the child, distant from the teacher, able to function as if the teacher were nearby?

Social Responsibility: Independent and autonomous persons are always a part of a group and must attain independence and autonomy through participation in group activity. The loss of these qualities by one of a group is a loss for all. Do students attain independence and autonomy and, at the same time, develop social responsibility?

Academic Preparation: In Montessori education, children learn to learn by learning. Academic preparation entails activation and cultivation of inherent powers and processes through which the learner becomes a supplier of meanings or of things-meaningfully-known. Academic skills are essential to learning and knowing, not the aim of learning and knowing. Do students acquire academic skills and apply them in learning to learn?

Spiritual Awareness: Montessori views the child as a spiritual embryo. Implications are conveyed by the metaphor. All humans are spiritual beings as well as physical beings. They have spiritual health as well as physical health. Montessori sees no need to establish whether or not the source of spirit is theological and does not offer theological explanation. The spiritual embryo simply thrives on spiritual investment. The investment can be theological, humane, or a combination of the two. What are the spiritual outcomes of school experience?

Citizens of the World: All children are part of both a world political system and a world ecological system. Both systems have their constitutions and all must learn to live by the letter and spirit of their laws. As a naturalist, Montessori knew about the laws of mind and of nature and understood the consequences of disobeying either of them. What are the citizenship outcomes of school experience? Are the children acquiring civic virtue? Are they acquiring dispositions to understand the natural world, to cherish it, and to live harmoniously within it?

SOME IMPORTANT ASPECTS OF THE MONTESSORI METHOD

1. It is based on years of patient observation and study of children by Dr. Maria Montessori, who was a scientist uniquely educated and qualified for this task. She was a medical doctor, a student of psychology, and a professor of anthropology, a science that is concerned with man in a unique way. She worked out her methods and developed the materials by letting the children show her what worked and what did not work. It is not a "franchise" or "patented" operation. It is in the public domain. There are responsible organizations (such as the American Montessori Society) that operate on behalf of its proper development in this country.
2. It has proved itself of universal application. Within a single generation, it has been tried successfully with children of many nations. Climate, nationality, social rank, or type of civilization make no difference to its successful application. India, France, Holland, England, Burma, Mexico, Panama, Colombia, Canada, Italy, and the United States have many well-developed Montessori schools.
3. It has revealed the small child as a lover of order and of intellectual work, spontaneously chosen and carried out with profound joy, capable of concentration and eager to learn for the joy of learning.
4. It is based upon the child's imperious need to learn by doing activities, which develop his faculties at each stage in his mental growth. These stages are called "sensitive periods," and he more readily absorbs knowledge during those periods. While the method offers the child a maximum of spontaneity, it enables him to reach an even higher level of scholastic attainment than under other systems.
5. Though it does away with the necessity of coercion by means of rewards and punishments, it achieves a higher discipline. It develops self-discipline, which originates within the child and is achieved through concentration on work, which the child has chosen freely. Children with extremely active and curious minds are stimulated and utilize their intellectual energies constructively.
6. It is based on a profound respect for the child's personality and removes from him the preponderant influence of the adult, thus leaving him room to grow in biological independence. The child is allowed a large measure of liberty (not license) and he learns to handle it with responsibility.
7. It enables the teacher to guide each child individually in each subject and according to his individual needs. Each child works at his/her own pace, and therefore is never held back from moving ahead when ready or obliged to flounder along hopelessly out of his depth. Each stone in the mental edifice is "well and truly laid" before the next is added.

8. It does away with pressure and its trail of challenges. More than this, at every turn it presents endless opportunities among the children for mutual help, which is joyfully given and gratefully received. Since the child works from his own free choice, without pressure and coercion, he is freed from strain, feeling inferior, and other experiences, which are apt to be the unconscious cause of mental disturbances in later life.

9. The Montessori method develops the whole personality of the child, not merely his intellectual faculties but also his powers of deliberation, initiative, and independent choice, with their emotional complements. By living as a free member in a real social community, the child is trained in those fundamental social qualities, which form the basis of good citizenship.

10. Below is a partial list of Montessori publications available from Amazon.com or from a bookstore.

E. Mortimer Standing, [The Montessori Method: A Revolution in Education](#)

Rita Kramer, [Maria Montessori: A Biography](#)

Angeline Lillard, [The Science Behind the Genius](#)

Paula Polk and L. L. Jessen, [Montessori from the Start](#)

Nancy McCormick Rambusch, [Learning How to Learn: An American Approach to Montessori's Writings](#)

Dr. Maria Montessori, [The Montessori Method](#)

Dr. Maria Montessori, [Dr. Montessori's Own Handbook](#)

Dr. Maria Montessori, [The Advanced Montessori Method, I & II](#)

Dr. Maria Montessori, [The Absorbent Mind](#)

Dr. Maria Montessori, [To Educate the Human Potential](#)

Dr. Maria Montessori, [The Secret of Childhood](#)

Tips for a smooth daily transition into the classroom

1. Please leave toys at home and don't fight with children over leaving them in the car at the school door. Children are grumpy when this happens.

2. Please try to bring happy, relaxed children to school by allowing adequate time and a very slow pace in preparing for school.
3. Talk about ground rules with children in a "positive" manner, and practice talking quietly at home.
4. Encourage the ability to distinguish between appropriate indoor behavior and outdoor behavior. There is a difference.
5. Parent conferences are scheduled twice each year. A parent or teacher may schedule an optional third conference.
6. Please avoid tangible rewards for accomplishments children naturally receive pleasure from.
7. Order is very important to children to give them a sense of security and peace.
8. Notify the lead teacher if you have a question or concern. Parents can message teachers directly using the brightwheel app, or by calling the front office.
9. Parents are the child's primary teacher. The faculty and staff at Medina Montessori can love, support, and encourage parents best by setting excellent examples. We must address parents' needs as well as the needs of our children. We must also trust one another and share the goal of providing the best educational environment for children to develop.

Guidelines for Interacting with Children

1. Give the child the minimum of help in order that s/he may have the maximum chance to grow in independence.

There are all kinds of ways to help a child help himself if we take time to think about them, such as letting him help to turn the doorknob with us, so that he will get the feel of how to handle a doorknob and will be able to do it alone someday; or such as putting on his boots while he sits beside us, instead of picking him up and holding him on our laps, a position which will make it hard for him ever to do the job himself someday. Too many times, the child has to climb down from the adult's lap when he might have started in a more advantageous position in the first place on his trip to independence.

Giving the minimum of help may mean showing a child how to get a block or box to climb on when he wants to reach something rather than reaching it for him. It may mean giving him time enough to work out a problem rather than stepping in and solving it for him. Children like to solve problems, and it is hard to estimate how much their self-confidence is increased by independently solving problems. To go out and gather a child into one's arms to bring him in for lunch may be an effective way of seeing that he gets there, but it deprives him of the chance

to take any responsibility in getting himself inside. It is important to give a child the minimum of help in order to allow him to grow by himself as much as possible.

In leaving the child free to satisfy his strong growth impulse to be independent, we support his feeling of confidence in himself. "I can do this all by myself," or, "Look what I can do," s/he says. Confidence in self is based on a foundation of trust in others and a feeling of being valued by others. When a child asks for help, we listen to his request and answer it in a way that will make him less afraid of being helpless and dependent on us. This in no way interferes with our efforts to avoid giving unwanted help, with our efforts to leave the child free to act independently, and with our efforts to help the child find ways to move away from his dependency on us. We will give only the help that the child feels s/he needs.

2. Make your suggestions effective by reinforcing them when necessary.

Sometimes it is necessary to add several techniques together in order to be effective. A verbal suggestion, even though given positively, may not be enough in itself. "It's time to come to the table for lunch," may need to be reinforced by another suggestion such as, "I'll help you put the blocks away," if the child is reluctant to leave his play, and then reinforced by actual help in cleaning up. A glance at the right moment, moving nearer a child, a verbal suggestion, actual physical help are all techniques, and one must judge when they are to be used. Give only the minimum help necessary, but give as much help as may be necessary.

If a parent says quietly, "It's time to go inside now" and moves toward the house. The child moves with her. If a parent says, "It's time to go inside" and stands as though waiting to see what the child will do and stays where she is, the adult's behavior does not reinforce her words. Her behavior suggests something different.

When several children are playing together, some will accept suggestions more readily than others for different reasons. Success with one child will reinforce one's chances of success with others. It is wise to consider which child to approach first when one wishes to influence a group.

One of the most common faults of adults is that of using too many words, often giving two or three directions when one would have been sufficient. It is important to have confidence in the child's ability to hear and respond to one suggestion, given only once. It is better to add different techniques together until one is successful rather than to depend solely on words.

4. When limits are necessary, they should be clearly defined and consistent.

There are limits beyond which a child cannot be allowed to go. The important thing is to be sure that the limits set are necessary and that they are clearly defined. If a child is to understand what the limits are, these limits must be clearly and simply defined for her/him. When we, as the adults, are sure that a limit is necessary and that the child understands it, we can maintain it with confidence.

The adult must be the one who is responsible for limiting children so that they do not come to harm, or destroy property. Children will feel more secure with adults who take on this responsibility.

Approach to Discipline at Medina Montessori

**"Children have more need of models than of critics."
- Joseph Joubert**

The educational philosophy of Medina Montessori is that real, effective discipline is one that comes from within a person. Developing this inner discipline is one of the objectives of Medina Montessori. It is our belief that inner discipline develops in a child through active involvement in self-chosen tasks and the development of self-control. The development of inner discipline in a child is always the goal of a Montessori school. The clear organization of the physical environment; the structure, consistency, and predictability of daily school life; the indirect manner of teaching interpersonal skills through the lessons of "grace and courtesy"; the reliance on peer modeling and coaching channel positive behavior and appreciation and empathy help to limit difficulties.

It is our belief that if the ground rules are consistently followed and positively reinforced, the necessity of external discipline will be diminished. However, when such external discipline is deemed necessary, the following will be observed without failure:

1. Suggest alternative activities, "Come over here, let me show you something."
2. In the case of severe misbehavior in a group setting, the child will be invited to take a walk to a space outside if possible where the child can restore an inner state of calm and the teacher can chat about the incident in a non-threatening manner. Behavioral expectations are made very clear before the child is asked if he/she is ready to return to the group.

3. Teachers will connect with the child who constantly seems to be in need of attention by asking about that child's interests, exploring ways of making life more pleasant.

Problem-solving skills are reinforced as well as suggestions for alternative behavior choices.

4. Teachers will help the child understand that emotions are real and valid, and assist the child in learning constructive ways of dealing with strong emotions. Children are encouraged to express their feelings and opinions in a non-judgmental atmosphere, and adults use active listening and empathic understanding to help interpret a situation with those involved. The teacher sets the tone for bringing the child into harmony by avoiding harsh words, bribes, and generalizations. As children feel accepted for who they are and what they feel, they develop positive self-esteem. The happier children are with themselves, the more likely they are to reach out and interact cooperatively with others.

5. If the behavior persists, parents will be notified and a meeting will be called with the Director and Child Development Specialist. They will make recommendations to the parents in the form of possible outside referrals and additional behavior management programs.

With Toddlers

Living peacefully with others is an overwhelming challenge for toddlers when their strongest and most impulsive language is through their bodies and not their words. Cognitively, motor messages override verbal messages at this developmental age. Even when words do come, sometimes they do not accurately or effectively express what the child is trying to say.

Toddlers expend enormous amounts of energy getting their bodies to do what they want them to do and to go where they want them to go. Frustration can precipitate tears or whining and even biting, pushing, or pinching. Though not acceptable behaviors, these responses are effective toddler ways of communicating frustration. Thankfully, most toddlers do usually develop acceptable ways of venting these feelings as they become more comfortable in the environment.

For minor, nonchalant misbehaviors, gentle redirection toward work, which will re-engage the interest of the student, is often all that is necessary.

For recurring, minor misbehaviors, a teacher may temporarily limit the child's choice of workspace and/or quietly state the impact of such behavior on class materials or on other children's feelings. We help the child use language to describe what s/he needs or wants.

When a toddler persists in aggressive behavior, the adult stays by the child's side until the child has calmed and can refocus his/her attention positively. During periods of unacceptable behavior, teachers continue to interact with the child, using gentle, positive support and clear, simple language. Teachers will also inform the Academic Director and Child Development Specialist of concerns and decide together an appropriate course of action, if follow-up is needed. A meeting with parents may be called to share concerns and discuss ways to replace the aggression with positive coping mechanisms.

With Primary

For minor non-aggressive misbehaviors, gentle redirection toward work, which will re-engage the interest of the student, is usually all that is necessary.

For recurring, minor misbehaviors, a teacher may temporarily limit the child's choice of workspace and/or quietly discuss the impact of such behavior on class materials or on other children's feelings.

For more serious misbehavior, like an act of aggression, staff members will immediately intervene to protect the child from the hurtful consequences of his/her own actions, to ensure the safety of others, and to prevent serious damage to the environment. The child will be invited to take a break from the group activity and to chat in a non-threatening manner reflecting with a teacher on what happened and on what s/he can do to remedy the situation.

A phone call or conference **must** be convened with the parents to inform and decide together an appropriate course of action, if follow-up is needed. Teachers will also inform the Academic Director and Child Development Specialist of concerns and decide together an appropriate course of action, if follow-up is needed.

Medina 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 in both age groups is the same.

Toddlers and Early Childhood Students

Biting often results from frustrated, inadequate communication and/or lack of impulse control—two developmental tasks that toddlers, and even some older children are intensely engaged in. Toddlers 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, toddlers 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 Medina 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 s/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 a meeting is then set up between the school administrator 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. The school administrator is also immediately informed of the biting incident and places a call to the parents. The school administrator schedules another meeting with the parents and sometimes must suggest that the parents consider having their child evaluated for oral/motor sensory therapy and/or play therapy.**

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

Correcting Misbehavior: Guidelines in your words

Parents and Teachers work as a team to help children learn appropriate ways to interact with each other. These are some guidelines that we follow at school that we hope parents will continue to follow at home:

1. State suggestions or directions in a positive form.

A positive suggestion is one that tells a child what to do instead of pointing out what not to do. If a child has already done what s/he should not do or is about to demonstrate inappropriate behavior, s/he needs help in getting another idea of action. We give the child help when we direct his/her attention to what we want the child to do.

For example, "Keep your hands out at your sides" will help the child who is in danger of losing balance better than "Look out!" or "Stop jiggling!" Here we tell the child what to do, not point out what they are doing wrong.

A question is not a statement. We may say, "Don't you want to sit down?" when we mean that we want the child to sit with others, but we are uncertain of our words or not sure we will succeed. What we should say is, "Please sit with the others now. It's time for a story," confident that the child will want to be included.

A positive direction is less likely to rouse resistance than a negative one. It makes help seem constructive rather than limiting and interfering. If the child is doing the action to annoy us, we emphasize the positive and thereby reduce the attention and importance of the negative aspect of the child's behavior.

Sometimes misbehavior is only negative because it is inappropriate to the time and place. For example, running is not wrong, but outside is where running should happen, not inside. By simply phrasing the redirection positively, we withhold judgment of right and wrong when it is not necessary to draw attention to it.

Examples:

- ◆ "Ride your bike around the bench" instead of "Don't bump into the bench."
- ◆ "Throw your ball over here" instead of "Don't hit the window."
- ◆ "Carry the heavy blocks carefully to the floor" instead of "Don't drop them on Billy."
- ◆ "Take little bites to swallow them better" instead of, "Don't put so much in your mouth."
- ◆ "We sit on chairs to be comfortable" instead of "Get off the table."

2. Give the child a choice when you intend to leave the situation up to him/her.

Choices are legitimate. With increasing maturity one makes an increasing number of decisions. We accept that being able to make an appropriate choice develops maturity. There are decisions that a child is not ready to make because of his/her limited capacities and experience. We must be careful to avoid offering a choice when we are not really ready ourselves to let the child decide the question. We offer choices when, no matter which choice the child chooses, we are content with that choice. When we do not really intend to let the child decide, do not put the request out in choice form. Questions are often hidden demands for compliance. Be careful that you offer legitimate choices.

A child is not free to decide to hurt someone or something. S/he can decide, however, what or where to play.

3. Use your voice as a teaching tool.

We have known individuals who think that the louder they speak, the greater their chances are of controlling behavior. It may be necessary to speak firmly or seriously, but it is never necessary to raise one's voice unless there is imminent danger. The most effective speech is simple, direct, and slow.

It is better to move nearer to the children to whom you are speaking. **It is never okay to shout across the room.**

Speech conveys emotion as well as ideas. Children are sensitive to tonal quality, the tightness in a voice, the facial appeal. They understand fear and anger, annoyance or friendliness more from how you say something than from what you actually say.

The adult sets a pattern for children in his/her speech. If the adult uses a harsh voice, children will later imitate the adult's voice tones.

Think carefully and use words that will best achieve the desired response from the children. If you are angry, calm yourself first and then use clear, quiet words.

4. Avoid trying to change behavior by methods that may lead to loss of self-respect, such as shaming or labeling behavior with a judgment.

It takes time to learn constructive ways of guiding behavior. The first step is to eliminate the destructive patterns in use. We must discard gestures, expressions, tones of voice, as well as words that convey the impression that the child should feel ashamed of him/herself. It is hard to change one's behavior unless one feels respect for oneself. The young child is especially dependent on feeling that others respect him/her.

Behavior can be undesirable or unacceptable or inappropriate. Do not add to the child's burden by passing judgment. Labeling behavior with a judgmental term such as "naughty" or "bad" or "selfish" or "babyish" fails to take the situation and the reasons for such behavior into account, and also is irrelevant in helping to change the behavior into more positive action. Labels will only encourage continued and possibly worse behavior. They do not build self-respect.

A child will be helped if we accept him/her, as they are, that they are indeed doing the best of which they are capable. Try to make it possible for the child to find some success, rather than reproving him/her for not living up to our standards every moment.

Sometimes voicing the emotion a child appears to be experiencing is enough for the child to relax and try again with renewed effort: "I see that you are angry because the puzzle piece doesn't seem to fit. How about if you take a deep breath and try again slowly like this...." Now is not the time for a lecture about safety—now is the time to reduce frustration and acknowledge feelings.

5. Avoid motivating a child by making comparisons between one child and another or by encouraging competition.

Comparing one child to another is not the way to influence behavior. We may get results in changed behavior, but these changes may not all be improvements. Some of these results may even lead to the child's feeling of inadequacy.

Competitive schemes for getting children to dress more quickly or to eat more of something may have some effects that are not what we want. Children who are encouraged to be competitive are very likely to quarrel more with one another. In any competition someone always loses, and s/he's likely to feel hurt and resentful. Even the winner may be afraid of failing next time, or s/he may feel an unjustified superiority if the contest was an unusual one. Competition does not build positive social feelings.

Competition not only handicaps smooth social relationships but also creates problems within the child himself. We live in a highly competitive society, it is true, but the young child is not ready to enter into much competition until his concept of himself as an adequate person has developed enough so that he can stand the strains and the inevitable failures that are part of competition.

Children should not feel that their only chances for getting attention and approval depend on being "first" or "beating" someone or being the "best." They should feel sure of acceptance whether they succeed or fail.

6. Redirection is most effective when consistent with the child's motives or interests.

If the child is throwing a ball dangerously near a window, for example, we can suggest a safer place to throw it. If s/he's throwing something dangerous because s/he's angry, we can suggest an acceptable way of draining off angry feelings—like throwing against a backstop or using a punching bag or pounding at the workbench. In the first case, his interest is in throwing and in the second case it is in expressing his anger. Our suggestions for acting differently will take into account the different meanings in his behavior. We will always try to suggest something that meets the needs he is expressing in his behavior.

Effective redirection faces the situation and does not avoid or divert. The adult who sees a child going outdoors on a cold day without his coat does not give him help when she stops him by saying, "Stay inside and listen to the story now." She is avoiding the question of the need for a coat. She helps him by saying, "You'll need a coat before you go outside." On the other hand, in another situation, suggesting a substitute activity may help the child, as in the case of two children wanting the same piece of equipment. The teacher helps when she says, "It's Bill's turn now. You might take another work off the shelf while you're waiting for your turn." Redirection should help the child face his problem by showing him how it can be met, not by diverting him.

7. Effectiveness of a suggestion may depend largely on its timing.

The timing of a suggestion may be as important as the suggestion itself. Through experience and insight one can increase one's skill in giving a suggestion at the moment when it will do the most good. When a suggestion fails to bring the desired response, it may be due to the "timing."

Advice given too soon deprives the child of a chance to try to work things out for himself. It deprives him of the satisfaction of solving his own problem. It may very well be resented. A suggestion made too late may have lost any chance of being successful. The child may be too discouraged or too irritated to be able to act on it.

Help at the right moment may mean a supporting hand before the child loses his balance. It may mean arbitration before two boys come to blows over a wagon, or the suggestion of a new activity before the group grows tired and disorganized. Effective guidance depends on knowing how to prevent trouble.

Medina Montessori's School Organizational Chart

Administrative

<i>Leadership Team</i>		
<i>Br. Ahmad Director of Finance</i>	<i>Sr. Rima Director of Admissions/ Administration</i>	<i>Sr. Mary Academic Director</i>

Faculty

<i>Toddler</i>	<i>Primary</i>	<i>Lower Elementary</i>	<i>Upper Elementary</i>	<i>Aftercare</i>
<i>Mounia El Fidaoui Dunya McNamara</i>	<i>Hala Bashandi/ Habiba Almasry</i>	<i>Ingy Ali/Mary El-Khatib</i>	<i>Mary El-Khatib</i>	<i>Roger Flynn Jerjis Ahmed Primary/ Elementary</i>
<i>Fella Zaoui, Sarah Ifrah, Nadia Boualil</i>	<i>Amina El-Banayosy Maryam Mustafa</i>	<i>Somaya Hajj-Assad</i>	<i>Roger Flynn</i>	<i>Nadia Boulail /Asiya Anderson Toddlers</i>

PTO

<i>President: Busra Aydin</i>
<i>Vice President: Nassiba Benghanem</i>
<i>Secretary: Sara Siddig</i>
<i>Treasurer: Rebecca Siddiqi</i>
<i>Classroom Liaisons:</i>
<i>Elementary Rania Mady Primary 1: Amira Ali Primary 2: Saima Iqbal Toddler 1: (open) Toddler 2: (open)</i>

Parent Teacher Organization

What is the purpose of the PTO?

The purpose of the PTO is to uphold the school’s mission and to support and enhance the education of the children at Medina Montessori.

The primary goal is to help initiate positive changes on behalf of the school's parents. Working together with the administration, the PTO has the opportunity to make Medina Montessori even better and to make our children's school experience the best it can be. Please visit www.medinamontessoripto.org for up-to-date information about upcoming events.

Role of Class Representatives

The classroom representatives are the key contact person for matters concerning each classroom as well as the entire school.

Some topics that have been addressed by representatives in the past include: emergency planning, appropriate snacks, fundraising, community programs, classroom field trips and events, parent education topics, summer camp programming, ongoing schools information, teacher appreciation, school-wide community building, parent-teacher communication, and administration-parent communication and concerns.

How are class representatives selected and PTO officers selected?

Representatives for each classroom are either self-nominated or identified and asked by classroom teachers and/or the administration.

Each spring, the PTO determines a President, Vice President, and Secretary ("officers") for the coming fall. PTO officers must have had a child enrolled at Medina Montessori for at least one full school year. In addition, the selected parents must have time available to fulfill the duties as outlined above.

Parent Volunteers

There are many opportunities for parents to volunteer for their child's classroom and for Medina Montessori. Parents can represent the class as chaperones on field trips, by presenting a lesson at circle time, by helping arrange classroom socials, and by reading in the classroom. Parents can reach out directly to their child's teacher to discuss volunteering opportunities.

Field Trips

Elementary Students and parents are notified in advance regarding the specifics of field trips along with a permission slip, which must be signed and returned. Parents have the opportunity to act as chaperones on field trips. This is a service to Medina Montessori and a responsibility that should be considered carefully. Teachers try to give all parents an opportunity to chaperone on a field trip. Parents who chaperone must start and finish the trip at school. Child care must be arranged for siblings.

Primary students do not go out on field trips, but rather outside speakers may be invited to the school for special presentations.

Parent Chaperone responsibilities:

- Parents must commit to escorting children from school to the field trip **and** from the field trip back to school. No side trips are permitted. Parent chaperones may not leave the group at the field trip site to return home.

- Parents must be in charge of and aware of the children they are responsible for at all times on the trip.
- Parents must follow the plan and guidelines established by the teachers prior to the trip.
- Parents are discouraged from bringing younger siblings on the field trip. They cannot give their attention fully to the students they are responsible for if they have another child in tow.

Parent/Teacher Conferences

Lead teachers are required to offer twice-annual parent conferences, and an optional third conference in February, at mutually convenient times for both parent(s) and staff members. Should a parent not be able to make a Parent Conference Day meeting, it is the teacher's responsibility to provide another meeting time option.

Student Dress Code:

Primary and Elementary

Please help us engender a sense of propriety in our children (boys and girls) as they learn to dress themselves. The children often sit cross-legged on the floor so following these guidelines will ensure they are always comfortable and modest.

When giving your child a choice of what to wear, please remember:

- Clothes should be comfortably loose to allow for freedom of movement and modesty.
- Shorts and skirts should cover the knees when sitting.
- Tops should be **long** enough to amply cover mid section when your child is bending. No sleeveless tops please.
- Tights or leggings should be worn under skirts and dresses for comfort at the playground. ***They should not be worn instead of pants.***
- Hijab for prayer: Children will have the opportunity to pray dhuhr every day. Children love to have their own hijabs, scarves or kufi's for prayer. They can also bring their own prayer rug, if they like.
- Rubber soled shoes will help keep the room quiet and peaceful, insha'Allah. Your child may bring a pair of "indoor shoes" to keep at school if you like.
- Please make sure there are **no cartoon characters or other distracting images** on your child's apparel.

- **Flip-flops are not allowed under any circumstances, either in or outside of the classroom.** Flip-flops and shoes without ankle support are a safety hazard.

As a role model for children, professional attire is at all times important; certain types of clothing, such as halters, bandeaus, revealing shirts, transparent clothing, tight pants, short shorts and short skirts are examples of inappropriate clothing for a school environment. These are not allowed. Tee shirts with illustrations and/or wording inappropriate for our aged children to view are also not permitted.

Student Dress Code: Toddler

- The goal for toddler students is to be able to dress independently. Toddler students should be provided with clothing that is easy to put on and remove.
- Toddler students should wear clothes that do not interfere with toileting. Please no long dresses.
- Please make sure to not send toddlers wearing snap shirts/ onesies. Tops should generally not hang below the waist.
- Pants should be easy to pull on and off independently. Loose sweatpants with elastic are preferred.
- Shoes should be comfortable and easy to slip on and off. Please send velcro shoes.

Medina Montessori School Transition Guidelines (Toddlers)

Phase In/Adjustment Periods for Toddlers:

Entering school is a change for both children and adults. We ask families to be flexible for the first few weeks. Often, the first few days are shorter and with the presence of a parent or caring adult to whom the child is attached. Children will be phased in to the class slowly and securely. Each child is different, so each phase-in time will be different. Thank you for your understanding and cooperation during this time.

For Parents of Toddlers

In the beginning, your child will come to school **every day** unless you are told otherwise. Please make arrangements for you or someone who is close to your child (caregiver, relative) to

be available for this process.

Please enter the classroom with your child and sit in an adult-specified chair. Allow your child to freely explore the environment, stay beside you, or return to you as frequently as needed. Please do not engage your child at this time. Instead, it is best to **remain passive** while your child develops trust with the teachers and adjusts to the new space. It is a good idea to **bring a book or newspaper**. Please try not to converse or speak. Your voice may attract your child's attention. Write down any questions you have and your child's teachers will communicate with you after your visit. We also may ask that you help your child with his/her toileting/diapering as we gain his/her trust.

The key to a successful phase-in process is that it's done **gradually**. On your first day, you and your child (or someone close to the child) will be in the classroom for an hour or two. You will then **both leave and come back the next day**. On the second day or third day, your child will stay longer and **you may be asked to leave the room and wait in the school office**. We request that you stay nearby school in case we need you. By the end of the week, your child may be staying for lunch, or even naptime. Every child's separation process is different; some children may phase in faster than others. This is not a reflection on you or your child. It may take a week, or two weeks, or even a month (all will be okay!) until your child feels comfortable saying good-bye to you. **We realize that this is a time-consuming process; it is solely for your child's benefit.**

The following tips will help with this process:

1. Talk about school. Explain to your child what to expect: how long you'll stay, who will be in the classroom, the teachers' names, etc.
2. **Be positive**; your child can sense your own separation anxieties; if you're enthusiastic, they will be too.
3. Read books about school when you're home.
4. When/if your child cries, remain calm. **Try not to say**, "Don't be afraid," or "There's nothing to be afraid of," or "There's no reason to cry." **It's best to address your child in a positive way.** "It's okay to be afraid. Your teachers will take care of you."
5. **Never sneak out, slink out, or "slip away."** Tell your child that you're leaving the classroom. Make sure you are consistent and give one quick good-bye, each time you leave.
6. When you leave, tell your child where you're going, when you'll be coming back, and what you'll be doing. Please follow the teacher's instructions on when to come back, when to leave, etc.
7. Don't ask your child for permission to leave the classroom. For example, "Is it okay if I go now?" This can be confusing to your child. Be matter of fact instead.
8. **Please trust that we will comfort your child when you leave and that your child is safe.**

When you've successfully completed phase-in, we ask that you have a **clear and consistent separation routine** with your child. Allow your child to WALK on his/her own into the classroom; do not carry them in. Also, allow your child to carry his/her lunch, backpack, or blanket into the classroom. Your child will feel independent and empowered by these tasks. At this point, you can briefly discuss your child's needs at this time with a teacher. **Sometimes**

your child may cry and resist entering the classroom. This reaction is not unique and often your concern for your child can transfer to feelings of anxiety for him/her. Say good-bye kindly and firmly. We will comfort your child. **This is the first opportunity for your family and our teachers to work together to make your child's school experience a joyful one!**

Arrival and Dismissal Procedures:

Each class has a designated drop off and pick up time period to ensure a safe flow of traffic in and out of the parking lot.

Parents should be mindful that frequent late arrivals will have a detrimental effect on the child's academic progress. Children miss the morning routine when they arrive late. Young children thrive on a sense of structure and order in their daily schedule.

Drop Off Times

Please drop off your child in front of the designated door assigned to your child. Your child's teacher will be waiting at the door to greet your child during the drop off window. If you are running late, you will need to send a message via brightwheel or call the front desk. The teachers will not be outside waiting to greet your child after the drop off time. You should go to the Main Entrance and a staff member will walk your child to class.

- **8:00- 8:15am- Toddler Drop Off Window**
- **8:15- 8:30am- Primary Drop Off Window**
- **8:30- 8:45am- Elementary Drop Off Window**

Dismissal Times

- **12pm- half day (Toddler and Primary).**
- **2:00- 2:15 pm: Toddler- Standard Day Dismissal**
- **2:15pm - 2:30pm: Primary Standard Day Dismissal**
- **3:00pm- 3:15pm: Elementary Standard Day Dismissal**
- **5:30 pm- Final pick up time for aftercare.**

Late Pick Up Charges:

Students who are picked up after their allocated dismissal times will be charged a \$35 late fee.

Arrival/Dismissal Policies

Our concerns for the children's safety, both physical and emotional, require that once the child has been released to the parent's care, the child is still not permitted to run freely.

If parents have specific concerns or would like to speak with a teacher, please do not use arrival and dismissal time to conference. Please send a request through brightwheel to schedule a time to speak together.

Authorization to Release a Child

Children are to be released only to their parent(s) or to an authorized adult. All authorized adults should be added onto the child's brightwheel profile, with an accompanying photo. All unfamiliar authorized persons will be asked to show a photo ID. A phone call directly to the Administration by a parent, when a written notice received from the parent is not possible or in case of emergency, may serve to authorize a change in that day's pick-up.

Parents must notify the teacher of a different pick-up person even if the person picking up is on the approved pick-up list. If the parent has not notified the teacher, the teacher must call the parent before releasing the child.

Birthdays at School

The school keeps a record of each child's birthday and celebrates each in a special manner. Students are acknowledged on their birthday at circle time in the classroom. Treats and birthday celebrations are not allowed at school. Please do not send treats or goody bags with your child to distribute at school.

Non-School Party Invitations

Parties outside of school are a great way for your students' families to meet and celebrate with classmates and other parents. Parents are requested to mail/e-mail party invitations rather than distributing them in school. Also, talk to your students about limiting their birthday conversations to home and not at school. Your cooperation with this rule will save other students from having their feelings hurt. Thank you.

Parent Visits in the Classroom

Parents who wish to observe a Montessori classroom at work may do so. Appointments can be arranged directly with the teacher. We ask that parents do not visit the classroom before

mid-October. This will give students and teachers an opportunity to acclimate before visitors are present.

School-to-Home Communications

Brightwheel

Medina Montessori has partnered with brightwheel- an app used for parent communication, billing, and record keeping for students. All new parents will receive an invitation to join Brightwheel and should install the app onto their mobile devices in order to receive up-to-date information regarding their children. Through the messaging feature, parents can directly message teachers or administration with specific requests or concerns. Messages placed after school hours may not be replied to until the following school day.

Weekly Classroom Updates

Classroom teachers will provide a weekly newsletter via email or brightwheel. Newsletters indicate whole group activities conducted in the classroom. They do not include individual lessons given to each child by the teachers. Individual lessons are recorded on a separate student work record that is shared with parents at parent conferences.

Parent Conferences and Privacy Policy

Teachers hold two required Parent/Teacher conferences per school year in Fall and Spring. Parents are free to schedule a meeting with teachers any time that they feel the need to discuss their child or the classroom.

Privacy Acts, which have become law, require that no discussions concerning a child or children in your class or at school be conducted with other parents or families. All information in a child's file or in his daily records should be of a nature you can fully disclose to parents or to other professionals with parental consent. Do not discuss school issues with families of our children or with those outside our school family. Ask for a sounding board of our own faculty to help you with sticky problems on ones you are unsure about.

Toddler Daily Updates

Toddler teachers will use brightwheel to inform parents of important information, like food consumption, toileting, sleeping. This information helps parents plan their evening with their child.

Telephone Calls to Parents/Teachers

Teachers will call parents whenever they have a concern about a child. Parents will call the school office to request a call back from a teacher. Teachers must return the telephone call within the same day if it is received by 4:00 PM.

Health and Safety Policies

Daily Well Check

At the beginning of each day, teachers will perform a “daily well check” , scanning each child for any signs of sickness, injury, or behaviors that are not typical for the child.

Parents are responsible for informing teachers of any injuries obtained at home. If teacher’s observe any injury without an explanation, the teacher will reach out directly to the parents. An incident report must be filled out documenting all injuries and behaviors that are not typical. If a parent leaves before something is noticed, a teacher must call the parent immediately.

The end of day “daily well check” must take place as the teacher prepares the child for dismissal. Any signs of injury, sickness, or change in behavior must be communicated to the parent at pick-up. Teacher’s will send an incident report via brightwheel for parents outlining the incident, intervention if any, and any accompanying photos.

Injuries to the head, face, or other part of the body that may require parents’ attention require a telephone call to the parents as soon as possible after the incident occurs.

Any observation of unexplained bruises, cuts, burns, etc., or any suspected child neglect or abuse should be reported to the Administration immediately. We are mandated to report any suspicion of child neglect and/or abuse to the designated authorities. **Teachers must follow all guidelines indicated during the Child Abuse Training.**

Medication

The Administration may dispense medication to students with written permission from the parents. A physician’s note/prescription is necessary if the medicine is kept in the school office for more than two days. All medicines must be administered in the school office and kept in the school office unless in the case of an anaphylactic emergency (Epipen). A teacher can dispense medication if MAT trained, and if he/she has current first aid and child CPR certification. Any time that medication is administered it will be documented on the Medication feature on brightwheel and parents will be notified.

Medical Accident Procedures

For Children's Care use Fairfax Hospital
3300 Gallows Road, Fairfax 22042
Emergency Room

In case of child injury, basic first aid will be conducted. In the event of a serious injury, a parent will be notified. If the parents are not available, the emergency numbers on the child's emergency card will be called. If these person(s) cannot be reached, the school's pediatrician may be called for medical direction and/or the child taken to the hospital ER.

For minor scrapes/bruises : Staff will wash off the area with soap and water, put on a Band-Aid if appropriate, and fill out an incident report stating what happened so that parent(s) can receive it at pick-up time. If another adult is picking up, parents will be called.

For sick child (temperature above 99.9, diarrheas, vomiting, unexplained rash, or child complaints of not feeling well, lethargic behavior): parents will be called immediately and asked to pick up their child. Until a parent arrives, the sick child shall be placed in an area to rest.

Serious wounds (bump on the head, loosening of teeth): apply ice to the area, parent(s) will be called immediately, and explain what happened. Parent(s) will be asked to pick up the child.

Serious wounds (nosebleeds): Parents will be called immediately and informed of the incident and decide based on the information if that child needs immediate medical attention. Nosebleeds can be scary for a child, as noses may bleed profusely; remain calm, speak reassuringly to the child about what is happening.

Should the nosebleed be slight or spontaneous and the child stays at school, the child will be asked to sit quietly with a calm activity before returning to more active work.

On the day of the incident, teachers must fill out an accident/illness form for all accidents/illnesses. All signed and completed accident reports must be kept on file in the accident report binder in the school office.

Child Abuse Guidelines for Detection and Disclosure

Teachers are mandated reporters and are trained to identify the symptoms of child abuse. They are required by law to report suspected cases of child abuse.

Disclosure Guidelines for Parents, Teachers, and Caregivers

If your child tells you that he/she has been touched (or nearly touched) on his/her genital areas, follow these steps:

1. Don't panic or express shock.
2. Believe your child.
3. Find a quiet place to talk.
4. Listen carefully to your child's story. If the child needs assistance explaining what happened, use the child's vocabulary for his/her body parts and/or encourage child to "show you" what happened. Be accepting and non-judgmental.
5. Give these clear messages to your child.
 - "I believe you."
 - "It wasn't your fault." (It was the adult's fault.)
 - "You did the right thing to tell me."
 - "You can always talk to me about a problem or something that troubles you."
 - "I will help you and this is what's going to happen." (Explain the process.)
 - "I care about you very much."
6. Ask your child if he/she has any questions. Do not pressure your child to talk more or try to add to the child's story.
7. Report to the Department of Social Services in your county. (State Law requires this of any citizen.)

Medina Montessori's Emergency Plan

NEAREST HOSPITAL:

Fairfax Inova Hospital , 3300 Gallows Road, Fairfax VA 22042

Local Safe Haven

If there is an emergency and we are unable to stay in our building, students will move to the covered shelter in the adjacent business center. Parents can pick up from that parking lot.

Secondary Safe Haven

2946 Sleepy Hollow Rd., Falls Church 22044

Disaster Supplies

Medina Montessori has disaster supplies projected to last for 12 hours for each classroom, including food, first aid, blankets, and tools.

Emergency Evacuation and Dismissal of Children Policy

ON WALK TO SAFE HAVEN: In the unlikely event that the school becomes unsafe to occupy the children will be evacuated to a safe haven (see address above). Once the children are en route to the Safe Haven, no child will be released until we have reached our destination. A parent's responsibility, should s/he arrive during our safe movement to our site, is to assist in whatever may be needed. We will release children only when we have been notified that it is safe to do so from the VA/FAIRFAX COUNTY Emergency Services.

SHELTERING IN PLACE: Should we need to 'shelter in place' or 'lock down,' no parents will be allowed in or out of the building until we have been notified that it is safe to do so from the FAIRFAX COUNTY/VA Emergency Services.

PARENT NOTIFICATION of EMERGENCY EVACUATION: If possible, parents will be notified via a brightwheel message and a message will be left on the answering machine in the school office. If it is safe to do so, teachers will use their classroom lists to make calls to parents by cellular phone and will also notify them via brightwheel. If cellular phones are inoperable, the children will remain with their teachers at the Safe Haven until a parent or approved adult arrives to retrieve them.

NOTE: Whether we are in our Safe Haven or in our building, we will ONLY release children to those whose names are on the approved pick-up lists provided by the parents.

Health and Hygiene Policies

Clean Materials

Classroom materials should be disinfected regularly and air-dried or put through the dishwasher before being returned to usage in the class. It is the teachers' responsibility to maintain the healthy condition of the materials in use in the class, not the maintenance personnel. The teachers need to disinfect materials in their rooms on a daily basis.

Use of Gloves and Hand-Washing Policies

The adult must wear plastic gloves when changing diapers, toileting a young child, or handling open cuts. The use of gloves is no replacement for healthy hand-washing procedures afterward. Always have staff and children wash hands prior to mealtime and when coming in from outside. Also be sure to empty and refill your classroom dishwashing activity throughout the day to ensure that the children are using clean water and not spreading germs.

Naps

Each full-day child 4 and under will be offered a rest period during the day. Children who do not regularly sleep need to be encouraged to rest quietly for approximately 1 hour. Cots are to be placed at least 12 inches apart and covered with the child's sheet and blanket (or those provided by the school). The classroom may not be completely dark for rest time. A light must remain on and a clear path to the door and bathroom must be visible at all times.

Sheets and blankets go home on Friday (or earlier, as the need arises) for laundering by the family and are to be returned to school each Monday.

Head Lice

Although it is extremely rare, some of our students contract head lice. Do not be alarmed if this happens to a child in your classroom. Head lice are not a sign of unclean people or homes. When this happens, wearing gloves, with your hair out of the way, you will check all children's heads; we ask parents to do the same at home. Parents may want to refer to a lice removal service to thoroughly remove lice from the child's hair. liceremovalnova.com

Look for tiny rice-shaped white or off-white specks that you cannot flick off of the hair, or crawling insects. If the specks are attached and you have to slide them off of the hair, get a second opinion. If confirmed, call parents to pick up the child and tell the office so an e-mail can be sent to the other parents in the classroom.

Please note that lice spread via shared personal items (hats, scarves, bedding, towels) and by crawling from one person to another. You and your team must also vacuum thoroughly, treat rugs and upholstery with spray, put work mats in plastic bags, and send bedding home. ***If a child is sent home with lice, we require that parents bring a doctor's note or letter to the school from an authorized head lice removal service stating that the child is lice/nit free.***

Grievances

Procedures for Parent Grievances

The procedure for sharing grievances involving the experience of the child in the classroom shall be as follows. **The parent will consult with the child's teacher first.** Failing to reach an understanding in the conference with the teacher, the parent will raise the concern with the Director of Administration. The Administrative Director will call for a meeting with the parent, the teacher and include the Academic Director and/or the Child Development Specialist in an effort to mediate and come to a resolution that is satisfactory to all.

Financial disputes should be addressed to the Director of Finance.

This Parent Handbook may be changed or amended at any time, and two (2) week's notice of the policy statements will be provided to parents.

I have read the Parent Handbook and agree to abide by its policies and procedures without exception.

Parent/Guardian's signature: _____

Date: _____