

Hours 6:30 A.M. – 6:00 P.M.

**MACDONALD MONTESSORI
SCHOOL POLICY BOOK
175 WESTERN AVENUE SOUTH
ST. PAUL, MN 55101
(651) 227-1039**

**A non-profit,
non-denominational,
non-discriminatory
child care center and
school.**

**The Hundred Languages of Children
Reggio Emilia, Italy**

**No way.
The hundred is there.**

**The child
is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.
A hundred always a hundred
Ways of listening,
of marveling, of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds to dream.
The child has
a hundred languages
(and a hundred, hundred, hundred more)
but they steal ninety-nine.
The school and the culture
separate the head from the body.
They tell the child:
to think without hands
to do without head
to listen and not speak
to understand without joy**

to love and to marvel
only at Easter and Christmas.
They tell the child:
to discover the world already there
and of the hundred
they steal ninety-nine.
They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.
And thus they tell the child
that the hundred is not there.
The child says:
No way. The hundred is there.

--Loris Malaguzzi
Founder of the Reggio Emilia Schools

MACDONALD MONTESSORI SCHOOL
175 Western Avenue South
St. Paul, MN 55102

**Child Care including:
Montessori Education
6:30 A.M. – 6:00 P.M.**

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

Both philosophies foster a loving atmosphere where children can grow to be uniquely themselves...

...an environment which is aesthetically beautiful and relaxing to the eye

...an environment which is dynamic, exciting, non-competitive, co-learning place for children to live and learn

...an environment which holds the image of the child as powerful and competent

...an environment in which the parents are partners with the teachers in creating this place for their children

...an environment in which time is relaxed and geared to the special rhythm of children

...an environment where the staff are warm and loving and who use care, humor, and consistent ground rules to develop the child's deep sense of love and responsibility to him/herself and others

A SPECIAL FEATURE OF THE REGGIO PHILOSOPHY IS...

the development of the 100 languages of children through the use of visual arts, music, drama and creativity. Our studio and mini-studios in the classrooms are the hub of the life of our school.

ANOTHER SPECIAL FEATURE OF THE REGGIO SCHOOL IS...

that the school is a system of relationships and interactions that weave the parents, children and teachers into a community of learning and loving. The founder of Reggio schools, Loris Malaguzzi expressed it best when he said...

"Nothing without Joy!"

Montessori education offers...

a highly individualized, carefully prepared environment in which the child teaches him/herself through ordered, sequential, manipulative materials, which refine the senses and develop the intellect under the guidance of the teacher.

The Reggio philosophy encourages...

a community of learners who think reflectively and who collaborate as they

- 🕒 explore and discover**
- 🕒 propose ideas**
- 🕒 problem solve**
- 🕒 develop and test hypotheses**

The teacher and parents are valued as co-learners with the children. This learning is documented by transcribing the conversations, visual representations, and photographs displayed for the parents, children, and teachers to reflect on their experiences.

The environment is personally reflective of the life of the school...the children, the parents, and the teachers. Their images and voices and visual languages are everywhere...The Hundred Languages...

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

We invited Amelia Gambetti, the U.S. liaison from the Reggio schools to visit MMS in the fall of 1994 and she has returned eight times to consult with us in the development of our program. We are very grateful for the gift of her ideas. Several educators from Reggio inspired schools in the U.S. have consulted with our staff.

Our staff have attended in service workshops and training on the Reggio Emilia philosophy in Chicago, Washington D.C., Philadelphia, San Francisco, Santa Monica, St. Louis, Columbus, Ohio, New Orleans, Hawaii, Atlanta, Boulder, and Reggio Emilia, Italy. We are inspired by their ideas and hopeful for the future of our children...and yours...Welcome to MMS... MacDonald Montessori School provides care and education for children 6 weeks of age to 10 years old. We accept all children in order of request. MMS does not discriminate in admissions on the basis of race, sex, religion, creed, color, national origin, source of payment, of handicap.

INFANT: 6 weeks to 15 months	RATIO: 1 to 4
TODDLER: 16 months to 33 months	RATIO: 1 to 6
PRESCHOOL: 33 months to 5 years	RATIO: 1 to 10
KINDERGARTEN: 5 to 6 years	RATIO: 1 to 10
BEFORE & AFTER SCHOOL CARE: 5 - 10 years	RATIO: 1 to 15
SUMMER PROGRAM: 6 weeks to 10 years	

MMS is currently licensed to serve:

**24 INFANTS
36 TODDLERS
80 PRESCHOOLERS
30 KINDERGARTENERS
& AFTER SCHOOL
CHILDREN**

CENTER HOURS:

Open from 6:30 A.M. to 6:00 P.M. Monday thru Friday. Our infant room hours are 7:00 A.M. to 6:00 P.M. Monday thru Friday.

Montessori education plus child care is provided Monday thru Friday everyday of the year except for the following legal holidays:

**LABOR DAY
THANKSGIVING DAY & THE DAY AFTER
CHRISTMAS DAY EVE
CHRISTMAS DAY
NEW YEAR'S DAY
MARTIN LUTHER KING DAY
PRESIDENT'S DAY
GOOD FRIDAY
MEMORIAL DAY
FOURTH OF JULY
FRIDAY BEFORE LABOR DAY**

CHILDREN'S PERSONAL NEEDS:

Children should wear casual clothing to school. Children are vigorous explorers and are not very concerned with keeping clean. An athletic type of shoe with soft rubber soles is recommended. This will help insure greater security walking on tile floors and climbing on climbers. In cold weather each child should have a snowsuit, hat, mittens, scarf, and boots at school. As long as it is +20 F we will go outside several times a day. If your child takes a nap, please mark a blanket with his/her first and last name and send it to school. Each child has his/her own cot. Blankets will

be sent home periodically for washing. All outdoor clothing, boots, lunch boxes, etc. need to be marked with the child's first and last name. Because our environment is rich with materials we ask that toys be left at home.

SNACK/LUNCH:

Low sugar snacks are provided twice a day as well as milk for lunches. Lunches are provided by you the parent. We suggest protein, bread, fruit, and vegetables. We send the uneaten portion home so that you are aware of what and how much your child has eaten. It is very important that toddlers and preschool children have a nourishing breakfast. If you wish to send a breakfast for your child to eat at school please do so and notify a staff member.

ARRIVAL AND DEPARTURE:

When bringing your children to school we ask that you speak to a staff person – thus informing them that your child has arrived. Likewise, upon departure tell a staff member that you are leaving. Arrival and departure times are ideal times to pass information. Please communicate to us in the morning any information that may help us understand and relate to your child during the day (a restless night, no breakfast, an action packed weekend, or a late night the night before). Please communicate any concerns or questions you may have about our program. It is best to establish a definite routine for arrival and departure times. This will make the day's transitions easier and give a feeling of security. Separation anxiety is often acute during the child's first days at school; following a set pattern even a script of reassurances, suggestions for what to do at school and good-bye will make it easier on everyone. Be assured that your child is left in loving, caring hands that will offer comfort and security.

PARENT VISITS:

Parents of MMS children are welcome to visit at any time during MMS hours.

CLOSING TIME:

MMS is open for 11 and _ hours per day to accommodate parent's varied schedules. Our program closes at 6:00 P.M. Our staff is paid only until 6:00 P.M. If you are late you keep the people who care for your children from their homes and families. Therefore, there is a late fee of \$25.00 for every fifteen minutes after 6:00 P.M. This amount is to be paid immediately and directly to the staff person who stayed late with your child.

FIELD TRIPS:

Field trips and nature walks are considered an important part of the education program and will be taken periodically to nearby places. The center will provide the same adequate responsible adult supervision for these excursions as is provided children while in attendance at the center. MMS requires that written permission be obtained from each parent before taking a child on a field trip. Parents will therefore receive written notification of all field trips in advance. This notification will include the purpose and destination of the field trip and a permission slip to be filled out and signed.

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

RESEARCH AND PUBLIC RELATIONS PERMISSION:

We at MMS do not participate in research projects or any public relation projects. However, licensing regulations dictate that we have the following policy in our policy book.

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

PARENT COMMUNICATION/CONFERENCES:

A monthly newsletter is sent home to parents informing them of the news, events, scheduled outings etc. They will be clipped to your child's cubbie. Please refer to the newsletter often. Conferences are held twice a year. Our parent information bulletin board is on the stairway by the front door. Parents are always encouraged to call at any time if questions arise or problems need to be solved. Daily written reports are available for toddler and infant parents regarding intake of food, elimination, general behavior and sleeping patterns.

STORMS:

Should a warning of blizzard conditions be given, a staff person will call the parents and advise them to pick up their child as soon as possible. Check with WCCO radio for any announcement of our center's closing for extreme weather conditions. Generally, if the St. Paul Schools close we will close also. You may also call our answering machine for an announcement.

MATURE, EXPERIENCE, CONSISTENT STAFF:

Here at MMS we view ourselves as childcare professionals. We are committed as staff to the care, comfort and education of your children. We feel the work like and spirit we share as adults will flow over and affect the happiness of your children. Therefore, our goal as a non-profit corporation is to create an environment in which staff happy, productive and that their stay with us will be long term.

SICK POLICY:

As a childcare center, we need to contain illness as much as possible. Although we deliver lots of TLC we are not staffed for continuous care of sick children. Please do not send your child if they have:

- 1) A temperature of 101 or above.
- 2) A contagious disease such as chicken pox, impetigo, strep throat, etc.
- 3) Stomach Flu
- 4) Diarrhea

If your child becomes ill at school, we will notify you immediately and ask that you come and pick them up within the hour. Parents will be notified when:

- 1) A child develops an underarm temperature of 100 degrees or a surface temperature of 101 degrees.
- 2) When wheezing occurs which is sudden or unexplained.
- 3) When vomiting occurs more than once or is accompanied by other symptoms such as fever, behavioral change, abdominal pain or diarrhea.
- 4) A child has more than one episode of diarrhea.
- 5) When a child develops an undiagnosed rash other than a mild diaper rash or heat related rash.

Suggested recommendations for the child to be re-admitted to the center for the following communicable conditions are as follows:

IMPETIGO: After treatment begins.

SCABIES: After treatment begins.

PINWORMS: After treatment begins.

STREP THROAT: 24 hours after an injection or oral treatment begins.

OTHER CONDITIONS: See the attached sheet.

PLEASE HELP US IN OUR EFFORT TO MAINTAIN A HEALTHY ENVIRONMENT.

Caring for sick children:

- 1) If a child becomes ill while in our care, every attempt will be made to keep him/her comfortable until the parent arrives.**
- 2) Until the parent arrives:**
 - a) A cot and blanket is available for the child in the office.**
 - b) The ill child must be separated from the other children; he/she will be within sight and hearing distance of an adult.**
 - c) A parent needs to be notified and informed to make arrangements to have the child picked up from the center within the hour.**

Likewise, we shall post notices informing parents of exposed children the same day a child develops any of the listed conditions. Before we can re-admit a child who had a reportable disease it is necessary for the parent to obtain a physician's statement stating that the child's condition no longer threatens the health of the other children at the center.

ABOUT ADMINISTERING MEDICATION AT SCHOOL:

As a childcare center, which is regulated by both state and county agencies, there are certain procedures that need to be followed in order for us to administer medication to children during the day.

- 1) No medication can be administered without completing a medication form. Please make sure when completing your form that you fill in ALL the requested information. We are not allowed to administer any medication unless these forms are completed in detail. Blank medication forms are located in each classroom.**
- 2) All prescription and non-prescription medication must come to school in its original container. If it is a non-prescription drug such as Tylenol, it must come labeled with your child's first and last name on the bottle.**
- 3) Completed medication forms need to be given directly to the teachers of your child's classroom.**
- 4) Medication needs to be placed in the refrigerator inside the Tupperware container on each floor or in each infant room refrigerator. Under no circumstances is any medication to be placed in a child's lunch box or backpack where it would be accessible to children.**
- 5) When your child is done with the medication it is necessary that the medication container be taken home. Please leave the medication form with us, it need to be kept on file.**

Your cooperation in this matter is very important, without proper authorization we cannot administer medicine to your child.

CHILD ABUSE:

Each staff member is required by law to report any case of neglect or child abuse.

FIRST AID AND ACCIDENT REPORTS:

All staff is required to have first aid, SIDS and infant/child CPR training. The staff will administer first aid treatment as they deem necessary. When children are injured at the center an accident report will be filled out. You, the parent, will receive a copy explaining the accident and steps taken. In case of an emergency which demands immediate medical attention we will call 911 and your child will be transported to an appropriate medical facility with a staff member until you arrive.

INSURANCE:

For your protection and ours excellent liability insurance is carried by MMS.

FINANCIAL POLICY:

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

VACATION:

Each full time child, after 12 consecutive months enrollment, is allowed one week's vacation (not single, individual days) without fee.

REFERRALS:

You, the parent, are our best public relations campaigner. For any family you refer to MMS and who signs up, you will receive a \$75.00 credit on your tuition.

PRE-ADMISSION CONFERENCE & ORIENTATION:

Prospective parents need to:

- 1) Arrange an appointment with Nikki (651-227-1039) who will answer questions regarding program and policy.
- 2) Parents will receive registration materials at the time of the pre-admission interview. A completed application form and a non-refundable registration fee of \$75.00 reserves a place for your child.

The following registration forms need to be completed and returned to MMS before the first day:

- Health care summary to be completed by your physician.
- Health history to be completed by you, the parent.
- Permission form to be completed by you, the parent.
- Emergency form to be completed by you, the parent.
- Infant/Toddler supplement to be completed by the Infant/Toddler parent.
- 2 individual pictures and a family picture.

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

MACDONALD MONTESSORI SCHOOL PROGRAM GOALS & OBJECTIVES:

- 1) To provide a loving, caring atmosphere where physical and emotional affection is fully given and in which children feel secure and develop a positive self-concept.
- 2) To meet each child's physical needs while encouraging independence in self care and care of their environment.
- 3) To provide a program and environment that encourages curiosity; in which the child can discover, explore, be challenged and problem solve.

- 4) To surround them with adults who are joyful, enthusiastic and spontaneous and who are stable, secure and professional; committed to the well being of children.
- 5) To provide a healthful and safe environment where children can live and grow.
- 6) To provide an environment and program where everyone's rights (children & adult) are protected and insured and encourages self-confidence, self-control, and a sense of responsibility.
- 7) To provide an environment and program in which respect for themselves, for each other, for adults and for materials and property is fostered and insured.
- 8) To provide a rich environment that accepts children as they are and encourages the total development of children and fosters their individual needs, interests and talents.
- 9) To be supportive of parents and families; encouraging involvement, open and honest communication and feedback.

MMS BEHAVIOR GUIDANCE POLICY:

To ensure that each child at MMS is provided with a positive model of acceptable behavior that is tailored to each child's developmental level:

Staff interact frequently with children. Staff express respect for and affection toward children by smiling, touching, holding and speaking to children at their eye level throughout the day, particularly at arrival and departure, and when diapering or feeding very young children. Staff actively seek meaningful conversations with children.

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

Staff treat children of all races, religions, family backgrounds and cultures with equal respect and consideration. Staff provide children of both sexes with equal opportunities to take part in all activities. Staff provide books, dolls, toys, wall decorations (photos and pictures), and recordings that reflect diverse images children may not likely see elsewhere. Staff make it a firm rule that a person's identity (age, race, ethnicity or disability) is never an acceptable reason for teasing or rejecting. Staff initiate activities and discussions to build positive self identity and teach the value of differences. Staff talk positively about each child's physical characteristics and cultural heritage.

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

Staff use positive techniques of guidance, including logical or natural consequences applied in problem situations, redirection anticipation of elimination of potential problems and encouragement of appropriate behavior rather than competition comparison or criticism. Consistent, clear rules are developed in conjunction with children and are discussed with them to make sure they understand. Staff describe the situation to encourage children's evaluation of the problem rather than impose the solution. Staff do not force the children to apologize or explain their behavior, but help children recognize another child's feelings. Staff abstain from corporal punishment or humiliating or frightening discipline techniques. Food or beverage is never withheld as a discipline device.

Staff recognize and encourage preschool behaviors among children, such as, cooperation, helping taking turns, and talking to solve problems.

Staff expectations of children's social behavior are developmentally appropriate.

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

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

- physical biting, pinching, kicking, spitting.
- emotional temper tantrums, disruptive behavior.
- disrespect for property.
- Destroying of materials or toys.
- Verbal use of abusive language.

Separation from the group---

- 1) No child may be separated from the group unless the staff member tried less intrusive methods of guiding the child's behavior which have been ineffective and the child's behavior threatens the well being of the other child or other children in the center.
- 2) A child who requires separation from the group must remain within an unenclosed part of the classroom where the child can be continuously seen and heard by a staff person.
- 3) When separation from the group is used as a behavior guidance technique, the child's return to the group must be contingent on the

- child's stopping or bringing under control the behavior that precipitated the separation.
- 4) The child must be returned to the group as soon as the behavior that precipitated the separation abates or stops.
 - 5) A child between the ages of six weeks and 16 months must not be separated from the group as a means of behavior guidance.

SEPARATION REPORT:

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

If a child displays persistent unacceptable behavior and has to be separated from the group five times or more in one week or eight times in two weeks, the following procedures need to be followed:

- 1) A parent/teacher/director conference is set up.
Conference includes:
 - a) defining the problem
 - b) brainstorming for a solution
 - c) sharing ideas
 - d) set written behavior strategies and consequences agreed by all parties – parents, staff and director
- 2) In the event that the unacceptable behavior persists – a second conference is set up.
 - a) appraise the situation
 - b) recommend professional help\
 - psychological
 - assessment team (pre-school)
 - physical – doctor
 - neurological
 - c) reset written behavior strategies
 - d) set up a follow up conference
- 3) Follow up conference:
 - a) obtain data from outside source
 - b) evaluate whether the center is capable of facilitating the recommended treatment. If not, the child will be asked to

leave. If yes – specific behavior strategies out put into effect. The follow-up conferences could include the presence of the outside professionals.

Name of Child _____

Date _____

I need to speak with you regarding his/her behavior.

Please contact me.

I am available _____

Sincerely,

Follow up Notes:

MACDONALD MONTESSORI SCHOOL and The Department of Human Services prohibits the following actions by or at the direction of a Staff person:

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

THE REGGIO APPROACH

Since the approach grew out of a parent cooperative movement, there is an explicit recognition of the partnership between parents, educators and children. Listed below are basic principles of the Reggio Emilia approach.

1. ***The Image of the Child*** – Adults see each child as unique, strong, and full of potential. The child's role in the classroom is to construct their knowledge their knowledge and develop skills through exploration, self-expression, and collaboration with their teachers and peers.
2. ***Symbolic Representation*** – As a means of enhancing their creative, social, and cognitive development, a wide array of creative media and activities are introduced. These children represent their ideas and emotions through many “languages,” including spoken and written words, visual arts, drama, movement, and more.
3. ***Education Based on Interaction and Collaboration*** – Education is experienced as a continuous, cooperative interaction between those involved in the school community. Collaboration takes place between teachers and children, children and peers, teachers and other teachers, teachers and families, and the school and the community. All are important in the education process.
4. ***The Project Approach*** – The children learn through cooperating with other children and their teachers in long-term projects based on children's interests and the use of creative arts as central features of the program. Themes follow the children's interests, curiosity and understandings.
5. ***The Importance of Time*** – Projects and activities are not fragmented; rather they build upon one another over time, as the children “re-visit” their original work and ideas, refining them further through new experiences, activities and forms of expression. Time is also important in building and sustaining collaborative relationships.
6. ***The Role of the Teacher: Teacher as Partner*** – The teacher is a partner in learning with the child. The teacher's role is to act as resource, provocateur, and partner in learning with the children. Children's work, play and discussions are documented through notes, photos, tape recordings and videos. These are carefully reviewed by the teachers and guide the curriculum and decisions based on the children's

interests, ideas, and developmental readiness to acquire new skills.

7. ***The Role of the Parents*** – Parents are active participants in the activities of the school and in their children’s projects. Parents are welcomed into the schools and collaborate with teachers in curriculum and administrative decisions. They give of their time and talents and serve as advocates for the schools in the community.
8. ***The Role of the Environment*** – Through conscious use of space, color, natural light, attractive and appropriate learning materials and displays of children’s work, the environment serves as another teacher and is inviting to children, teachers, families, and visitors.

GRIEVANCE PROCEDURES:

1. Speak to your co-worker or classroom teacher if it directly applies to them.
2. If there is no suitable resolution, contact Nikki in the office or Sandy or Patti or fill out the grievance form.
3. If there is no suitable resolution, contact Beth MacDonald for a private consultation.
4. If there is no suitable resolution, you may appeal the grievance to the Management Team and two parent advisors from the Parent Collaborative.
5. If there is no suitable resolution, you may appeal the grievance to the Department of Human Services, Licensing Division. You may contact the Department of Human Services, Licensing Division at any time in this process.

GRIEVANCE PROCEDURE FOR MACDONALD MONTESSORI SCHOOL

For parent or staff grievances concerning financial, personnel, program, procedures, schedule, co-workers, appropriate behavior or conduct, administrative approach.

Date:

Grievance explained (verbally or on paper):

The grievance will be responded to verbally or written in one week. The grievance can be appealed. The appeal will be reviewed by the management team and two parent advisors from the Parent Collaborative.