



International Montessori School

Parent Handbook

2018 - 2019

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Auburn, GA 30011

770.963.3052

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1 INTRODUCTION

Welcome parents, children and family to International Montessori School. I am very pleased you have chosen to be a part of our Montessori community. I want to thank the staff, parents and partners for your involvement and commitment to our children, school and upholding Montessori principles. We rely on your communication, resources, energy, and continued support to provide an excellent experience and high quality education for our children. Our staff truly believe Montessori education is the best option and your child benefits the most when we are all actively involved in your child's development in school and at home.

We have revised the parent handbook for the 2018 - 2019 school year to support communication and collaboration with parents and staff. Carefully review the information included in this handbook to familiarize yourself with school events, policies and practices, and resources.

The following are common communication methods used to support communication among parents and school staff and administration,

- 1) A newsletter is e-mailed to parents on most Fridays to notify parents of upcoming events and activities.
- 2) The school calendar summarizes important dates and events throughout the school year for each class level.
- 3) If you have suggestions, ideas or concerns, contact or meet the lead teacher of your child's classroom. The lead teacher is your first line of communication.
- 4) Questions and suggestions about billing should be directed to Program Director, Lateefah Muhammad
- 5) We have a bi-monthly parent coffee/breakfast or parent education meeting to provide families the opportunity for discussion and provide the school administration with feedback on what we can collectively do to continue supporting and improving our community and our children's educational experience.
- 6) We will have four Curriculum Nights throughout the year to share the Montessori philosophy with parents.

I greatly appreciate your continued support and look forward to another wonderful and productive year.

In Peace,

Zaki Swaray-Rowe

2 STAFF

2.1 ADMINISTRATION

Founder Zaki Swaray-Rowe ensures that the school carries out its mission and goals. Our Program Director, Lateefah Muhammad, is responsible for the overall day to day management of the school. She will work alongside, the Director of Education (TBA), to design and evaluate curriculum and to oversee the hiring of faculty and supervise them thereafter.

Corinne Banks is the school's Business Director. Kelsey Spaulding as the Director of Communications and Marketing. Both Corinne and Kelsey are located at the IMA Atlanta Campus.

2.2 TEACHING FACULTY

The teaching faculty at IMS are graduates or students of AMI/AMS teacher training institutes. Montessori teachers are often called "guides" to emphasize their unique role in relation to the child. Each teacher is responsible for directing their class in accordance with the Montessori philosophy, the guidelines of AMI, and the policies of IMS. Teachers are responsible for daily plans, long-term goals for each child, and the class as a whole. In addition, they maintain ongoing communication with the parents of their students. Classroom assistants work with their teachers to develop and maintain the classroom environment. They support the work of the teacher and are directly involved with the children throughout the day. Through their interactions with the children, they reflect the Montessori principles of respect for each child, nurturing independence, and self-confidence.

3 OVERVIEW

International Montessori School ("IMS" or the "School") is an early childhood and elementary school that is accredited by Bright from the Start: Georgia Department of Early Care and Learning.

The School's main telephone number is 770-963-3052 and its website is www.imsauburn.com.

3.1 SCHOOL HOURS AND CALENDAR

Administrative offices are open Monday through Friday from 7:30 am to 6:00 pm.

The School is open year-round Monday through Friday and offers programs during the academic school year and summer. The school is closed during public holidays, and two weeks

of winter break, one week spring break, and in cases of severe weather. A summary of the schools programs, hours, and months of operations is below.

Level	Age	Hours of Operation	Academic Year	Summer Camps
Infant (“Nido”)	8 weeks to 16 months	7:00 am to 6:00 pm	12 months August to July	--
Pre Primary – Full Day	16 to 30 months	8:30 am to 2:45 pm	12 months August to July	--
Pre Primary – Half Day	16 to 30 months	8:30 am to 12:00 pm	12 months August to July	--
Pre Primary – Extended Day	16 to 30 months	7:00 am to 6:00 pm	12 months August to July	--
Primary – Full Day	30 months to 6 years	8:30 am to 3:15 pm	10 months August to May	--
Primary – Extended Day	30 months to 6 years	7:00 am to 6:00 pm	10 months August to May	June, July
Elementary	6 years as of Sep. 1 st	8:00 am to 3:15 pm	10 months August to May	June, July

3.2 THE MONTESSORI PHILOSOPHY

The Montessori philosophy is based on the teachings of Dr. Maria Montessori, a scientist and one of the great pioneers in the study of child development. In 1908, Dr. Montessori began her innovative approach with a group of children in the slum area of San Lorenzo in Rome. Within a year, her accomplishments with children earned worldwide acclaim and became a landmark in childhood education. The Montessori approach is based on the premise that education is an aid to life. In order to develop children’s physical, intellectual, and spiritual powers to the fullest, they must have freedom to achieve through order and self-discipline. Respect for a child’s personality and trust in their inner potential is foundational to Montessori education.

Dr. Maria Montessori believed that no human being is educated by another person. He or she must do it by him or herself, or it will never be done. She believed that the goal of early

childhood education should not be to fill the child with facts but rather to cultivate the child's own natural desire to learn.

3.3 MISSION

Our Mission Statement is "International Montessori School is an international school community that provides a respectful, peaceful Montessori environment and nurtures the potential of the whole child". Our school uses AMI/AMS trained lead teachers, lessons and materials consistent with the principles and philosophy of Dr. Maria Montessori.

3.4 EDUCATIONAL GOALS

International Montessori School strives to provide an education that fosters children's natural joy for learning as well as their emotional, social, physical and cultural development. Curricula vary by class level, however the school's common goals to nurture the full development of each child include:

- 1) Allow children to experience the excitement of learning by his or her own choice rather than by force
 - 2) Assist each child to perfect his or her natural tools for learning
 - 3) Promote self-confidence and independence
 - 4) Develop respect for self and others
 - 5) Develop personal responsibility
 - 6) Develop natural focus and concentration
 - 7) Develop understanding and sensitivity to people of other cultures
-

4 PARENT PARTICIPATION

Parent participation and involvement in the IMS community is fundamental to the school's success and your child's development and understanding of what it means to be a part of the community.

4.1 IMS HELPING HANDS

IMS Helping Hands is a commitment from each parent to complete at least ten community service hours per year in one or more school events or areas of the school's operations. The time, talents, and skills of IMS parents are a unique resource in providing a quality education to our students. Parents can fulfill their participation at home or at school. Grandparents, aunts, uncles, and other family members, or any adult who is involved in the child's life are welcome to contribute as well. Some of the ways parents have participated in the past are listed below:

- Gardening
 - Fall festival
 - Maintenance & repairs
 - Purchase classroom material
 - Subcommittee participation
 - Volunteer at school events
 - Fundraising activities
 - International potluck
-

- Earth week
 - Teacher appreciation
 - Library volunteer
 - Silent auction
 - Taking photographs
 - Chaperone field trips
 - Marketing the school
- Cultural awareness
 - Substitute teaching
 - Food drive
 - Diversity Celebration
-

4.2 PARENT TEACHER CONFERENCES

A parent/teacher conference is conducted twice a year in the fall and spring. These conferences provide an opportunity for parents to learn about their child’s development including specific interests, successes and challenges. In many cases this is a planning session to discuss how to continue supporting the child’s development and a discussion of transition plans into another level.

4.3 ROOM PARENTS

Room parents assist with the day-to-day needs of your child’s class by assisting his/her teacher with tasks to support the classroom. This may include helping new families become oriented with IMS, taking photographs of special events or classroom activities, assisting with classroom visitation days, chaperoning a field trip, and preparing or repairing materials for the classroom.

4.4 FAMILY OF THE WEEK

Each child’s family is responsible to be a “Family of the Week” at least twice every academic year. During this week families are requested to help with tasks for the classroom, some of which your child may help with. You may be requested to do some shopping for baking, to pick up some books at the library, or to fix some broken items for the class etc.

4.5 PARENT ADVISORY BOARD

The Parent Advisory Board advises and makes non-binding recommendations to the owner, head of school, and director of education of International Montessori School with respect to matters within the areas of their experience and expertise or matters of parent concern.

4.6 RECOMMENDED RESOURCES

The following is a list of recommended resources to educate parents about Montessori practices and to support the IMS community.

Title	Type of Resource	Location	Description
Montessori vs. Conventional Education	Video	https://www.youtube.com/watch?v=3NGRpzQ9vCE	Overview of Montessori Education compared to traditional public education.
What is Montessori?	Video	https://www.youtube.com/watch?v=Nb7QLOCW8hs	Teachers at Morey Public School Academy & consultant Margie Jensen, discuss Montessori methods
MariaMontessori.com	Website	mariamontessori.com	MariaMontessori.com is a project from the Montessori Administrators Association (MAA) with a goal of providing accurate and relevant information about the Montessori method of education to parents around the world.
Living Montessori Now	Website	www.livingmontessori.com	Website dedicated to Montessori books, materials, printable items, and other resources
Montessori Guide	Website	montessoriguide.org	MontessoriGuide.org is an online resource tool for Montessori practitioners to demonstrate what quality Montessori looks like and needs to take into consideration in order to be implemented.
Association Montessori International / USA	Website	amiusa.org	Association Montessori International of the United States (AMI/USA) brings the principles of Dr. Maria

			Montessori to the education of children, to help them attain their full potential in our society.
American Montessori Society	Website	amshq.org	AMS is also a hub of all things Montessori: an information center for its members, the media, and the public; a voice in the public policy arena; and a mobilizing force for the global Montessori community.

5 ADMISSIONS PROCESS

To be considered for enrollment, parents must complete the admissions process. Enrollment preference is given to families with a firm commitment to the Montessori Philosophy and participation in the IMS community.

IMS does not discriminate on the basis of race, color, religion, national, and ethnic origin in its admissions or other policies of its programs. Consideration is given to age to ensure appropriate space during entrance and transition and sex to balance gender in the classes.

5.1 TOUR

Families considering International Montessori School must tour the facilities and classrooms with a school administrator. Parents observe classes while in session and are introduced to classroom materials and Montessori educational methods. To avoid classroom disruptions, we prefer that children are not brought to the tour. To request a tour, call 770-963-3052 or visit www.imsauburn.com.

5.2 APPLICATION

Upon completion of a tour, parents may submit an application provided during the tour, and a non-refundable \$75.00 application fee to be considered for placement into a class. The school will review the class for available space, gender balance, and transition dates to determine if there is an open position in the class.

5.3 PARENT & STUDENT INTERVIEW

Applicants for the Primary and Elementary classes require a parent and child interview.

The parent interview helps us to understand the parent's goals and desires for their child and the parents' understanding and commitment to the Montessori Philosophy. The child interview helps the school determine a child's placement into a classroom.

Within 5 business days, the school will notify applicants of a decision to offer, wait list, or decline enrollment. If the school decides to make an offer for enrollment, an offer package is provided to parents. If no space is available, the child will be placed on a waiting list for 12 months, at which time a new application is required for consideration into a program.

5.4 OFFER

If the school decides to make an offer for enrollment, an offer package is provided to parents. The offer package includes an offer letter, enrollment contract, payment schedule, and parent agreement. From the date an offer is sent, the school will hold an available position for 7 business days. The school receives many applications and to ensure your position is held, the school must receive completed, signed, and returned offer materials with a \$350 non-refundable enrollment fee by 6:00pm of business on the 7th business day.

5.5 TUITION AND FEES

Tuition and payment options for each class level are different based on your contracts, please check your contract.

New students are responsible for a one time new student registration fee of \$350. This fee contributes to the purchase and maintenance of classroom materials and equipment.

Tuition deposits are non-refundable and non-transferable. A minimum of ninety (90) days written notice is required to be given to the school if you are relocating out of the state or country during the contracted school year for release from any remaining tuition payments.

There are no refunds or tuition adjustments made for absences due to illness, holidays, vacation, or days off, or for days the school is closed due to inclement weather and other emergencies.

5.6 RE-ENROLLMENTS

Parents may reserve a place for the next school year by submitting a new application and \$350 re-enrollment fee by March 1 each year. Returning children are given priority for enrollment, followed by siblings of currently enrolled children, and siblings of previously enrolled children. After March 1, enrollment is open to the public to fill any remaining openings.

6 PROGRAM LEVELS

6.1 INFANT AND PRE-PRIMARY - 8 WEEKS TO 3 YEARS

The Infant or “Nido” community is for children 8 weeks to ~16 months and the Pre-Primary community is for children ~16 months to ~36 months. Our infant and toddler communities are year-round and children may enter as space is available. Transition into a primary community occurs in August or January of each year.

The first few years of a child’s life are critical to his or her personality and intellectual development. While most childcare or daycare providers watch and monitor children to ensure safety, food, and oversight; very little if any attention or efforts are made to lay a foundation of learning and improve the mental and physical capabilities of the child. The infant and toddler communities provide an environment and activities that naturally promote and advance the child’s social, emotional, physical, and intellectual development.

The infant and toddler communities support and respond to children's basic needs for independence, exploration, and building of trust and self-esteem. The curriculum is based on five developmental areas including:

- 1) Sensory and Perceptual
- 2) Physical and Motor
- 3) Self-Help Skills
- 4) Language
- 5) Social and Emotional

Sensory and Perceptual

The young child absorbs the world around him or her through the five senses, and a rich environment should cater to the child's senses.

Physical and Motor

Along with the mind, both fine and gross motor skills develop rapidly from three months to three years. Attention to these needs supports balanced development. Physical activity is another important element of child development. Children get daily outdoor exercise with age appropriate activities.

Self-Help Skills

This is the prime age to help children enjoy independence and develop an ability to depend on himself or herself to learn and overcome challenges and obstacles.

Language

The construction of vocabulary is a part of every aspect of the classroom from snack time, to manipulating a toy, to group activities.

Social and Emotional

A well rounded and happy child whose balanced development and happiness have been supported by responsive individual attention, reacts positively with the environment, copes with frustration, and learns easily.

6.2 PRIMARY CURRICULUM - 3 YEARS TO 6 YEARS

Primary

The primary community is for children ~36 months to 6 years who are also fully toilet trained and physically and emotionally able to function in the Primary environment. The Primary level supports and responds to children's basic needs for independence, exploration, and building of trust and self-esteem. The primary curriculum focuses on five developmental areas including:

- 1) Practical Life
- 2) Sensorial Experiences
- 3) Mathematics
- 4) Language
- 5) Cultural Subjects

Practical Life Exercises:

These activities develop a child's independence and ability to be a part of caring for oneself. There are four distinct groups of practical life exercises.

1. Care of the Person: These activities help the child become independent of the mother, father or another adult for dressing, undressing, taking care of his body, washing, bathing, or brushing hair, or other things that concern his own person.
2. Care of the Environment: These exercises include washing, ironing, polishing, gardening, sweeping, watering flowers, etc.
3. Development of Social Relations: Children learn basic grace and courtesies such as to greet, offer, accept, apologize, and thank.
4. Control of Movement: These activities develop a child's sense of control, balance, and physical dexterity of his entire body. These activities support a child's natural understanding of space, orientation and adaptation to their environment.

Sensorial Exercises

These exercises and materials help children to distinguish, categorize, and relate new information to what they already know. It is the beginning stage of developing intelligence by working in a concentrated way on the impressions given by the senses of sight, touch, hearing and smell.

Children learn the phonetic sounds of the letters before they learn the alphabetical names in a sequence. Understanding the phonetic sounds helps children understand the sounds they hear in words they need to be able to read. Children first become aware of these phonetic sounds when the adult introduces the sounds with the "Sandpaper Letters." The presentation of additional language materials allows the adult to take advantage of each child's greatest periods of interest. Reading instruction happens when children want to know what a word says or when they show an interest in using the Sandpaper Letters. Writing, or the construction of words with the movable alphabet, nearly always precedes reading in a Montessori environment.

Mathematics

Dr. Montessori demonstrated that if children have access to mathematical equipment in their early years, they can easily and joyfully assimilate many facts and skills of arithmetic. On the other hand, these same facts and skills may require long hours of drudgery and drill if they are introduced to them later in the abstract form.

Dr. Montessori designed concrete materials to represent all types of quantities, after she observed that children who become interested in counting like to touch or move the items as they enumerate them. By combining this equipment, separating it, sharing it, counting it, and comparing it, they can demonstrate to themselves the basic operations of mathematics.

Once the child is able to count to 10 and identify the symbols, they are introduced to the golden bead materials, working with the decimal system, which is the foundation of the mathematic materials. They move on to concrete work with the operations of addition, subtraction, multiplication, and division. They work with appropriate materials and record their work on

paper. Similar operations can be performed with a variety of materials. This variety maintains the children's interest while giving them many opportunities for the necessary repetition. In the classroom there are many materials used for counting, adding, subtracting, multiplying, and dividing.

Cultural Subjects

Dr. Montessori saw teaching of the cultural subjects as an important part of the whole education of the young child. Her view of cosmic education was from a mountaintop, looking at the child as a whole in relation to society. The life of man on earth is interconnected with the life of animals, plants, and non-living elements. Culture is the man made part of our environment. It is a manifestation of a continuous and progressive education of the psychological and spiritual life of man. Culture makes it possible for individuals in society to live together in harmony. Without it, man cannot fulfill his potential. The Cultural Subjects are a group of five areas including geography, history, science and nature, music, and art.

Geography: At first the children use the maps as puzzles. Gradually, they learn the names of many of the countries as well as information about climate, products, customs, food, music, language, and animals. Many of these characteristics are demonstrated through the geography pictures.

Science and Nature: Children's natural curiosity is stimulated through experiments and projects of discovery. The plant and animal kingdoms are studied in an orderly fashion to foster a love and appreciation for all living things.

Music: Children listen to different types of music, sing songs, hear different instruments, and learn about famous composers.

Art: Children create something of his or her own and have the freedom to explore their imaginations in a variety of mediums. The mediums range from crayons, cutting, pasting, drawing, painting, and sewing.

6.3 Lower Elementary CURRICULUM - 6 to 9 Years

The elementary child is primarily interested in how and why things function the way they do. Maria Montessori called this the "second plane of development" and children are encouraged to explore all facets of the world around them. In this phase, the child seeks to explore reality, but one that can be explored by his or her imagination. Via storytelling, teachers open doors to the various resources and paths of knowledge. We want the children to get a glimpse of what lies beyond what is visible so they can imagine and choose their own paths. The five "Great Lessons" form a framework for exploring the cosmos:

- 1) The Vision of the Whole universe
- 2) The Story of the Coming of Life
- 3) The Story of the Coming of Human Beings
- 4) The Story of Language
- 5) The Story of Numbers

Without the Great Lessons, the elementary class would be reduced to a matter of syllabus, curriculum material, and subject matter. Instead, the Great Lessons set the stage for imaginative exploration. They are further divided into eight subjects as follows.

Mathematics

The elementary math curriculum builds on the primary curriculum and students continue to work with the four mathematical operations. Children learn squaring and cubing, after which they have the foundation for extracting a number for a square or a cube. They also work in other bases other than the decimal system and explore algebra and the history of math.

Geometry

The elementary geometry program covers the following six areas: 1) Congruence, equivalence, and similarity, 2) Polygons, 3) Angles, 4) Lines, 5) Plane Figures, and 6) Solid Geometry. The lessons are presented creatively to allow the child to interact with the materials and explore them for himself or herself.

Language

Children at this age are very interested in the origins of language, the origin of sounds, the construction of sentences, and other fundamentals. Again, in the elementary classroom, the subject is presented as a series of stories that capture children's imagination, such as the story of spoken English, the story of written symbols, and the history of writing materials and implements. We study etymology because it touches people of the past and people of different lands, bringing the subject alive.

Language skills should not be reduced to the rules of grammar and syntax, spelling rules to memorize, random composition exercises, and so on, which tend to deaden children's natural interest in language. However, elementary students learn that there is a standard of both spoken language and written language. We explore grammar and syntax in using interactive and creative methods. Words and sentences are analyzed to promote clarity of thought and enable the children to precisely express their ideas.

Biology

Biology is presented to understand fundamental processes of life on earth and provide a perspective that demonstrates the mutual relationship between planet earth and the life on it. The child uses both his imagination and his reasoning power whereas at the primary level the facts and names appealed to him, he now wants to know the reasons behind the things he has learned. For example, he is not interested that the leaf is green; he wants to know why it is green. He is not interested that the fish is dead; he wants to know why it died. The emphasis on plant and animal physiology provides this link between the structure and the function of each living thing.

Geography

Geography is presented as the "Story of the Earth" via six main topics including: 1) The Creation of the Universe, 2) Nature of the Elements, 3) Sun and the Earth, 4) Work of the Air, 5) Work of Water and, 6) Economic Geography. Children are encouraged to relate these topics to other aspects of their studies, particularly history and biology.

History

Students are steered to feel that they are part of the unfolding story of his or her people, and to consciously consider what part he or she is going to play. History studies are set against the background of the story of the "Creation of the Universe," the "Story of the Coming of Life," and

the “Story of Human Beings.” From this perspective, the child learns he has the power to create change, both for worse and for better. We begin with the earliest people and look at history as the story of the human being, rather than as a sequence of dates or places to be memorized.

Music

Music is an integral component of the prepared environment and is woven into the classroom through the other subject areas as well as on its own. The school offers on-site violin classes three days a week and encourages piano lessons to build a solid musical foundation.

Arts and Culture

Artistic and cultural achievements are interwoven essentials in each of the subject levels. The child develops a profound respect and appreciation for what has been created by human beings throughout history through his own research as well as topics presented by the teacher. Children are encouraged to develop skills in creative writing, art, and drama.

Service to Society

The goal of a Montessori elementary teacher is to aid the child in his journey to become a responsible member of society. To do this we create an environment in the classroom that has balance between freedom and responsibility. The program also incorporates opportunities to build on children’s natural compassion and look beyond the classroom for opportunities to serve the wider community, the society in which they live, and the world beyond.

7 GENERAL POLICIES AND PROCEDURES

7.1 CONFIDENTIALITY

Information regarding students is strictly confidential. Students’ records are confidential and no information from those records may be given to another party without written approval of parent(s) or guardian(s).

7.2 GRIEVANCE PROCEDURE

The following grievance procedures are a general guideline to facilitate resolution of parents’ concerns or issues.

- 1) Contact the lead teacher if a problem pertains directly to the teacher or an issue related to the teacher’s class. If there is no suitable resolution with the teacher, contact the Program Director.
- 2) Contact the member of administration if a problem pertains directly to him or her or an issue related to the school’s administration. If there is not suitable resolution, contact the Director of Education.
- 3) If there is no suitable resolution after one of the above procedures, contact Zaki Swaray-Rowe.

7.3 SMOKING

The school operates a no smoking policy in the building and on the playground.

7.4 TRANSPORTATION

The school does not provide transportation to or from the school. Parents are to make arrangements for their children to be dropped off and picked up from school every day. If an adult other than a parent is picking up a child, details about the adult must be on the child's student information form. We require a driver's license to confirm the identity of unknown individuals.

7.5 INCLEMENT WEATHER

In the event of inclement weather conditions, IMS generally follows the opening and closing schedule of the Gwinnett and Barrow County School Systems. Should the school remain open when Gwinnett and Barrow County schools are closed, an alert will be sent to all families to notify them that school is open.

The following media outlets will provide up-to-date information in the event of a school closing or if the school day must be shortened due to emergency conditions:

- WSB radio and local television
- WSB (ABC)
- WGCL (CBS)
- WAGA (FOX)
- WXIA (NBC)

Should the school close during the day when students are already in attendance, parents are to arrange for their child(ren) to be picked up as soon as possible.

7.6 CELL PHONE USAGE

Cell phone use is discouraged inside the campus to provide a good example of courtesy and respect to children. Please use cell phones outside or in a private room that does not disturb others or interrupt person to person interactions.

8 CHILD HEALTH & SAFETY

8.1 IMMUNIZATION

The State of Georgia requires schools to retain proof of immunization for every child, unless the parent files a medical or religious waiver with the school. Children without a completed immunization forms may not be permitted at the school. Parents are to provide a completed Certificate of Immunization (Form 3231) by July 30 of each year. A copy of the Certificate of Immunization form is available with your child's pediatrician.

8.2 ALLERGIES

Due to the increasing number of children experiencing air-borne and food-borne allergies, the school strives to provide an allergy free environment to accommodate children with allergies

or special dietary needs. IMS cannot guarantee your child will not be exposed to allergens. Parents that have children with allergies are responsible for the following:

- 1) Provide the school with regular and timely updates regarding any changes to the existence, treatment, medication, or physician instructions related to allergies or food related illnesses by completing one of the appropriate form(s) mentioned below.
- 2) Parents of children with special diets are responsible for providing appropriate snacks for his or her child.
- 3) Complete a signed Severe Allergy Alert form and return to the "Administration Inbox" at the reception desk. This form is provided upon enrollment and mailed to parents each summer.
- 4) If applicable, complete a signed Authorization to Dispense Medication form and return to the "Administration Inbox" at the reception desk. This form is provided upon enrollment and mailed to parents each summer at least 30 days prior to the start of the school. The form is also available on the school's website.
- 5) In the event of an emergency the school will contact the child's parents to provide consent to administer medication during the emergency or transport the child to Northeast Georgia Medical Center in Braselton, GA. If a parent is unavailable, the school will consent to provide medication or transport the child to the hospital.

IMS supports the accommodation of children with allergies and special dietary needs via the following efforts.

- 1) Supervise each child's allergies and specialty diets as they arise provided parents have completed, signed, and returned the Severe Allergy Alert form and provided relevant and timely updates.
- 2) IMS will strive to provide an allergen free and nut-free space within the classroom at all times and to minimize exposure from cross-contamination. However, the school cannot guaranteed a completely allergen-free and nut free environment.
- 3) Teachers will communicate with parents as needed to share any concerns or asks questions.
- 4) In the event of an emergency, parents will be notified immediately via the telephone number(s) provided in the Student Information form.
- 5) IMS will orient substitute teachers, interns, and visitors to special considerations of these children.

8.3 ACCIDENTS AND INJURIES

Minor scratches, cuts, scrapes, bumps, and bruises are taken care of immediately by IMS staff. More serious incidents are documented on an Accident Report and provided to the parent or guardian during the child's pick-up.

8.4 ILLNESS POLICY

Parents and teachers are to observe children for illness. In the event a teacher observes one of the below ailments, the school will notify a parent to arrange for or pick up the child from school.

- 1) **Fever of 101 degrees Fahrenheit of higher**
- 2) Vomiting on two or more occasions within the past 24 hours
- 3) Diarrhea- in 24 hours
- 4) Draining rash
- 5) Eye discharge
- 6) Fatigue or irritability that prevents participation in regular activities
- 7) Sore throat or green runny nose
- 8) Communicable disease such as head lice, scabies, etc., which requires treatment

A child may return to school when:

- 1) **Vomiting & diarrhea have subsided for 24 hours**
- 2) The child's symptoms are decreasing
- 3) The child can tolerate full activities
- 4) The child has been on prescribed medication for at least 24 hours
- 5) **A fever has been absent without fever-reducing medication for at least 24 hours**
- 6) There is no discharge from rash

8.5 MEDICATIONS

Prescription medications may be administered at school under the following conditions:

- 1) All medication must be in their original container and labeled with the child's first and last name, the medication's expiration date, and legible instructions for administration, i.e., manufacturer's label or prescription label.
- 2) All medication must be accompanied by a completed "Authorization for Medication" form on the school's website.

Non- prescription medication is limited to the following items:

- 1) Antihistamines
- 2) Non-narcotic liquid cough suppressants
- 3) Decongestants
- 4) Anti-itching ointments or lotions intended to relieve itching
- 5) Sun-screen
- 6) Ibuprofen and acetaminophen

Staff members will record noticeable adverse reactions that the child may have as a result of taking the medication. In the event a reaction is severe the child will be transported to Northeast Georgia Medical Center in Braselton, or an ambulance will be called.

Vitamins, Cough Drops, Life Savers

Do not send these items to school with children for the following reasons:

- 1) State law prohibits our dispensing such items without a doctor's prescription.
- 2) When small children are in a social group, these objects can easily be lodged in the throat or inhaled into the lung.
- 3) Parents are often unaware of small things tucked away in children's pockets. Staff cannot be sure of such items or if the parent is knowledgeable of their possession.

8.6 MEDICAL EMERGENCY

It is critical that parents provide the school with timely updates regarding any changes to the appropriate emergency contacts. All staff members complete first aid and CPR training prior to the first day of class each year. Staff are expected to administer treatment if and when needed. In the event of an accident/injury or sudden onset of illness, the school will seek proper care for the child. The child's parents and/or emergency contacts are consulted immediately. If necessary, the child will be transported to Northeast Georgia Medical Center in Braselton, GA or an ambulance may be called. In the event of an emergency the school will contact the child's parents to provide consent to administer medication during the emergency or transport the child to 1400 River Pl, Braselton, GA 30517. If a parent is unavailable, the school will consent to provide medication, transport the child to the hospital, or an ambulance may be called.

8.7 Child Abuse

IMS provides staff mandatory annual training how to identify and report child abuse and maltreatment. IMS staff are required by law to report when they have reasonable suspicion of child abuse or the maltreatment of children.

Any reasonable suspicion, observation, or incident of child abuse or maltreatment is immediately to be reported to the Program Director. Then, the observer is required to document the observations and school administration may be required to report the incidence to the Department of Family and Children Services and with local Child Protection Services within 48 hours. It is not necessary for school personnel to contact the child's family, or any other person to determine the cause of the suspected abuse or maltreatment.

In accordance with the law, any staff member who fails to report any instance of suspected child abuse or maltreatment may be guilty of a Class A misdemeanor and may be held liable for the damages caused by a failure to report. The law grants those who reports instances of child abuse immunity in good faith from any liability that might otherwise be incurred. Any staff member who has cause to suspect that the death of any child is a result of abuse or maltreatment must report that fact to the information to the appropriate medical examiner or coroner.

8.8 CHILD ABUSE WHILE AT SCHOOL

If child abuse is suspected at the school, the Program Director, Director of Education, or Head of School are to be notified immediately and then document his or her observation. The school must take all responsible steps to preserve any potential evidence of abuse or maltreatment while maintaining as little disruption as possible in the classroom. Parent(s) or guardian(s) of the child(ren) are notified as soon as possible with the steps taken to ensure the health and safety of the child(ren).

The Head of School and Education Director may take one or more of the following actions with regard to school staff named in a report of child abuse or maltreatment involving a child while in attendance at the school:

- 1) Dismissal or suspension of any employee, volunteer or other person who is the subject of a child abuse or maltreatment report.
- 2) Increased supervision over a person who is the subject of a report.

- 3) Provision of instruction and/or remedial counseling to a person who is the subject of a report.
- 4) Initiation of appropriate disciplinary action where applicable and/or increased supervision of staff and/or volunteers pertinent to the prevention and remediation of child abuse and maltreatment.

8.9 Emergencies

In the event of a fire emergency, the school has implemented an evacuation plan. The school conducts a fire drill to practice these procedures each month to ensure children are consistently reminded and familiar with fire emergency procedures.

In the event of severe weather such as a tornado, the school conducts a tornado drill at least once during the school year.

In the event of a physical plant problem such as power failure, climate control or structural damage, parents will be notified via email which will include any instructions or arrangements to address the issue(s).

In any emergency, the school attempts to notify parents and/or emergency contacts to arrange for children to be picked up from school. In the event of a gas leak, chemical spill, etc., which would require us to leave the campus, staff and children report to the CVS parking lot on Winder Highway.

9 CLASSROOM POLICIES

9.1 CLOTHING

Children are expected to wear weather appropriate clothing that they can get into and fasten by themselves as much as possible to foster independence. Avoid belts, suspenders, overalls, snaps, or ties. Children are to wear slip-on or Velcro shoes that fully cover the feet. Avoid “flip flops,” clogs, or cleats as these can be present outdoor hazards. All clothing should be labelled with your child’s first name. Clothing or shoes with cartoon or movie characters are discouraged because they become a point of interest and erode the focus of the class.

Parents are to provide your child with a complete set (shirt, slacks or dress, underwear, and socks) of extra clothing in the event of an accident or other circumstance that create the need for a change of clothes is needed. A drawstring bag or shoebox is necessary to hold your child’s change of clothes.

Parents are encouraged to let their children choose his or her clothing to foster a sense of independence and responsibility. Remember, everything does not need to match or be perfect at this stage. Color coordination, matching, and fashion sense can be developed in time.

Children are taken outside daily when it is not raining and the temperature is above 30 degrees Fahrenheit or below daily guidelines provided by Bright from the Start. Parents are responsible to ensure their children are equipped with weather appropriate clothing, otherwise, their children may not be permitted to join outdoor activities. In the winter months, children may need jackets, hats or hoods, mittens, and scarves. In warmer months, the school provides

sunscreen and bug spray, however parents are to supply and provide three copies of written instructions for special sunscreens or bug sprays.

In the event that your child needs clean underwear and there is none in his or her cubby, the school provides a pair of underwear.

9.2 CARPOOL

Arrival

Parents may drop off their Pre-Primary children from 8:30 am to 8:45 am, Primary children from 8:15 am to 8:30 am and Elementary children from 8:00 am to 8:15 am. Mature children (Junior High children) are permitted to walk to class on their own. After 8:30 am, parents are required to sign their child in on the Brightwheel App in the Front Office and collect a late slip to turn into their teacher.

Dismissal

Primary children in the full day schedule are available for pickup in the carpool area from 3:00 pm to 3:15 pm.

Elementary children in the full day schedule are available for pickup in the carpool area from 3:15 pm to 3:30 pm.

9.3 ARRIVAL

Children are expected to be in class at least five minutes before the start of the work cycle, which begins at 8:30am. The work cycle is an important and critical element of Montessori education, therefore, it is important children start on time and without interruption. Arrival at least five minutes before the work cycle provides children the opportunity to greet each other and socialize before beginning the work cycle and prevents disruption.

To accommodate children and the classroom, parents are to notify teachers if a late arrival is expected. Due to the potential disruption to the work cycle, excessive tardiness may result in your child's dismissal from the program.

In the primary and elementary classes, arrivals after 8:30 will require parents to fill out a form for their child to turn into their classroom teacher. This insures the teacher is aware of the child's arrival for safety. Please be aware that late arrivals disturb the class flow.

9.4 CHECK-IN AND SIGN OUT

The school requires parents to sign their child in and out daily by documenting the time of arrival or dismissal and initialing. To facilitate, the school provides an electronic sign-in in the class and a paper sign-in as a backup system. IMS staff will document arrival and dismissal for parents using carpool.

9.5 CHILD ABSENCES

If your child is going to be absent from school for any reason, parents are to call or email your child's lead teacher to notify them of your child's absence. If your child is absent for a medical reason, please notify the teacher so she may alert other parents about contagious illnesses.

9.6 EXPECTATIONS

International Montessori School's primary purpose is child education and it is important the school maintains an optimal learning environment. Students share in the of making the IMS community a safe and caring place where learning can take place free from interference. Children are expected to:

- 1) Treat others and the environment with courtesy and respect
- 2) Be responsible for their work
- 3) Take care of classroom materials
- 4) Try to find solutions to conflicts and to ask for help as needed

To further support an optimal learning environment, the following items are not permitted at the school. Teachers may confiscate these items and do not guarantee their return.

- 1) Gum, candy, or sweets
- 2) Electronic devices (including cell phones)
- 3) Toys

The following behaviors are more serious in nature. Teachers will complete an incident report and may discuss the incident to prevent or adjust future behavior.

- 1) Physical contact or threat of physical contact
- 2) Verbal abuse or profanity
- 3) Repeated violation of classroom expectations.

9.7 IMS BITING POLICY

Biting in a childcare setting can occur for a variety of reasons. Children under three naturally explore their environment by placing objects in their mouths and may bite as an extension of this learning. Biting may also occur because a pre-verbal child feels overwhelmed, angry, frustrated or needs to communicate and does not have the language to express his/her feelings. When a verbal child and/or children older than three bite, it is an act of aggression and demonstrates a serious lack of impulse-control.

We understand that children biting others is one of the most challenging behaviors to deal with in a community of children because it can be difficult to anticipate and can provoke strong, emotional responses in the biter, the victim, the families, or the caregivers involved. Whatever the reason for the biting, our job as educators is to help the child understand that biting another person is never an option or a choice and to teach appropriate alternatives. We believe that understanding the child's developmental stages can help meet their needs and can prevent biting from happening.

Because there are different underlying factors that cause children to bite, depending on their age, we have adopted two different policies for biting.

- 1) **Policy for Pre-Verbal Children:**
 - a) When a bite occurs, the biter will be removed from the situation and will be given a calm but firm reminder that "biting hurts and it is not ok to bite anyone".

- b) The supervising adult will give the child appropriate language (such as “You were frustrated because ____ took the book you wanted.”) and will offer a therapeutic biting alternative (such as a teething object, etc), if appropriate.
- c) The child will be closely shadowed until he/she is safe. Classroom staff will meet with the director on a routine basis for advice, support and strategy planning. Staff will chart every occurrence, including attempted bites, and indicate location, time, participants, behaviors, staff present, and circumstances. If the behavior continues, a meeting will be scheduled with the Lead Teacher and Director of Education.

2) Policy for Verbal Children:

- a) When an older child bites, it is an act of aggression and is treated as a serious incident.
- b) The child will be removed from the group and helped to regain control of his/her body, may be shadowed for the remainder of the day or may be sent home.
- c) The child will be closely shadowed until he/she is safe. Classroom staff will meet with the director on a routine basis for advice, support and strategy planning. Staff will chart every occurrence, including attempted bites, and indicate location, time, participants, behaviors, staff present, and circumstances. If the behavior continues, a meeting will be scheduled with the Lead Teacher and Director of Education.

9.8 GUIDANCE AND DISCIPLINE

Every child is treated with courtesy, respect, and patience. This includes when a child is having difficulty listening or behaving appropriately. Child expectations and guidelines are according to age and understanding level. IMS does not permit any staff member to verbally abuse (belittle, frighten, humiliate, threaten, or shame) or physically punish (hit or spank) a child. Furthermore, derogatory remarks or deprivation of a meal or any part of a meal is not permitted.

If a child’s behavioral problem becomes persistent, the school will arrange a conference with the parents to discuss this issue and ways to resolve it.

9.9 DISMISSAL

Children are to be picked up from school during the afternoon pick-up window or by 6:00pm. Parents are responsible for making arrangements for their children to be picked up on time and are encouraged to make pick-up arrangements with other parents that may live nearby.

Full Day program – Toddler children full day pick up if from 3:00 until 3:10. Primary children have carpool pick up from 3:10 until 3:20. Elementary children have carpool from 3:15 until 3:25.

Extended Day program - Children in the Extended Day and Elementary Enrichment are available for pick up before 6:00pm.

State law requires parents provide the school with a signed release form that contains a list of anyone to whom your child may be released. Please list their names and addresses on the Student Information form. Each family is required to have at least one non-family person listed in case of an emergency.

9.10 LATE PICKUP

Children that are picked-up after 6:00pm with no advanced notice are charged \$15.00 and an additional \$1.00 for every minute after 6:05pm.

If you anticipate that you will be unable to be able to pick up your child on time, contact the front desk and notify them of your expected arrival time. You may also fill out a drop in request form at the front desk for your child to stay late. If you call or fill out the drop in request form ahead of time, your account will be charged \$25 per day to stay past your full day pick up time.

If the school has not been notified, the school will contact the parents, and those named on the Student Information form. A staff member will wait with your child at the school.

9.11 SUNSCREEN & BUG SPRAY

Each child should have on file a Sunscreen and Bug Repellent permission form that was filled out as part of the Student Information form.

9.12 PHOTOGRAPHS

From time to time, pictures of children are taken for use in our monthly newsletter, posting on the school's website, or printing within our promotional literature. Parents are to inform a member of school administration if you do not consent to the school's use of images of your child.

9.13 FIELD TRIPS

Children may participate in field trips at various times throughout the year. The school will send a field trip permission form home with children to obtain parent consent and inform of any additional fees.

9.14 BIRTHDAYS

Birthdays are celebrated on or near the birth date with a candle ceremony at circle. The candle represents the sun and a small globe represents the Earth. As the child carries the globe around the candle the appropriate number of years, we read the story of the child's life thus far as prepared by the parents.

Parents are encouraged to write short biographies (a line or two for each year of child's life) with major events in chronological order. You may include special mementoes and corresponding photos to illustrate the occasions.

11 STAFF DIRECTORY

Name	Position	Email
Zaki Swaray-Rowe	Founder	zaki@imontessoriacademy.com
Lateefah Muhammad	Program Director	lateefah@imsauburn.com
TBA	Director of Education	
Corinne Banks	Bookkeeper	corinne@imontessoriacademy.com
TBA	Front Desk Manager	
Kelsey Spaulding	Marketing and Communications Director	kelsey@imontessoriacademy.com
JADES CLASS		
TBA	Lead Guide	
TBA	Morning Assistant	
TBA	Afternoon Assistant	
TBA	Afternoon Assistant	
SUNSTONES CLASS		
Emanuella Pribeagu	Lead Guide	emanuella@imsauburn.com
Yerud Sanchez	Morning Assistant	yerud@imsauburn.com
Elena George	Morning Assistant	elena@imsauburn.com
Chelsea Garcia	Afternoon Assistant	chelsea@imsauburn.com
JASPERS CLASS		
Katherine Thilo	Lead Guide	katherine@imsauburn.com
Angie Parham	Morning Assistant	angie@imsauburn.com
Taylor Ricks	Afternoon Assistant	taylor@imsauburn.com

RUBIES CLASS

Gabriela Talpes	Lead Guide	gabriela@imsauburn.com
Corrie Morar	Assistant	corrie@imsauburn.com
TBA	Afternoon Assistant	

SAPPHIRES CLASS

Nora Tarcau	Lead Guide	nora@imsauburn.com
TBA	Morning Assistant	
TBA	Afternoon Assistant	

12 PARENT OR GUARDIAN ATTESTATION

I _____(guardian) hereby certify that I have read, familiarized and understood the policies and procedures contained in the IMS Parent Handbook for the 2018 - 2019 school year and I agree to support and abide by these guidelines while my child is enrolled at IMS.

Parent 1 signature

Date

I _____(guardian) hereby certify that I have read, familiarized and understood the policies and procedures contained in the IMS Parent Handbook for the 2018-2019 school year and I agree to support and abide by these guidelines while my child is enrolled at IMS.

Parent 2 signature

Date

Please return a signed copy of this page to the front desk.

13 ELEMENTARY EXEMPTION

I, _____, have been informed and understand that this program is not a licensed childcare facility. I acknowledge and understand that this program is not required to be licensed by the Georgia Department of Early Care and Learning. I acknowledge and understand that this program is exempt from state licensure requirements.

Parent Signature: _____ Date: _____