



2018-2019  
Parent and  
Student  
Handbook

Montessori By The Sea  
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Montessori By The Sea was established in September 2000, with a Toddler and a Casa classroom. Our program now accommodates approximately 150 students, from ages 21 months (Toddler) through age 12 (Grade 6).

### Our Vision

On a global level, we envision a world community that coexists in harmony, recognizing the inherent worth in us all. Our vision for Montessori By The Sea's school community is students who are passionate about life and discovery; loving, dedicated, teaching professionals who facilitate learning; administrators who both understand and create an environment to implement our vision; and supportive and involved parents.

### Our Mission

At MBTS we promote a legacy of limitless possibilities by striving to achieve the following:

- Love of life, learning & laughter
- Environments that engage, excite and embrace all
- Acquisition of skills necessary for a balanced, fulfilling life
- Respect: for self, others, and the universe
- Nourishing self-awareness and peace within
- Inspiring innovative thinkers
- Nurturing relationships & cultivating self-worth
- Global responsibility & citizenship

At Montessori By The Sea, the concept of educating the whole child is central to everything we do. The Montessori curriculum is **interdisciplinary, sequential, individualized, contextual, meaningful and holistic**, and provides students with the opportunity to learn in a variety of ways.

We empower our students to take initiative, to develop self-reliance, independence and a sense of ownership of their classroom and school environment. We strive to inspire students to become individuals who are:

### MBTS Student Profile

- |                           |                        |                 |
|---------------------------|------------------------|-----------------|
| * Life-long learners      | * Adaptable            | * Reflective    |
| * Disciplined             | * Critical Thinkers    | * Risk Takers   |
| * Effective Communicators | * Informed Individuals | * Global-Minded |
| * Accountable             | * Respectful           | * Balanced      |

### Memberships

- \* Fully licensed and registered by the Cayman Islands Department of Education
- \* International Montessori Council

### School Hours

The MBTS Office is open for business from 8:00 am – 4:00 pm daily, Monday through Friday, during the regular school year.

# GENERAL INFORMATION

## 2018/2019 School Year Calendar-- FINAL

The school year runs for ten months. Depending on the demand, there may be a Summer Camp Program offered. The following dates are subject to change and/or additional dates may be added if necessary. Please note that subject to the CI Government, Public Holiday dates may change.

### August/September

**Aug 27** First Day of School for **Returning** Toddler and Casa Students and for **All** Elementary Students  
Aug 28-31 Rotated Days & Times for **New** Toddler & **New** Casa Students  
Aug 29 After Care for Casa through Elementary Students Begins

### October

13 3-6 pm MBTS Welcome Picnic (Playground)  
**19** PSA Conference—No School  
**22-26** Mid-Term Break— No School  
29 School Resumes

### November

**12** Remembrance Day Holiday— No School

### December

8 10 am MBTS Holiday Concert at the ARC  
**14** Half Day of School— 12 Noon Dismissal  
**17-Jan 2** Winter Break— No School

### January

3 School Resumes  
**28 (TBC)** National Hero's Day Public Holiday— No School

### February

### March

**4-8** Staff Professional Development Days/Mid-Term Break— No School  
11 School Resumes

### April

**12** Half Day of School— 12 Noon Dismissal  
**15- 22** Spring Break— No School  
23 School Resumes

### May

11 10 am MBTS Spring Concert (Venue TBC)  
**17 (TBC)** Half Day of School— 12 Noon Dismissal  
**20 (TBC)** Discovery Day Public Holiday— No School  
29 5:30 pm MBTS Parent's Guild AGM (Venue TBC)

### June

**10 (TBC)** Queen's Birthday Holiday— No School  
18 - 1:45 pm Kindergarten Graduation (Venue TBC)  
- 6 pm Grade 6 Graduation (Prospect Youth Center)  
19 2 pm Grade 3 'Moving Up' Ceremony (Prospect Youth Center)  
**20** Last Day of School— Half Day— 12 Noon Dismissal  
**21** Professional Development Day— No School

## MONTESSORI BY THE SEA

Montessori By The Sea (MBTS) consists of Toddler, Casa, Lower Elementary and Upper Elementary Programs, catering to children ages 20 months – 12 years. The classrooms are safe, warm and nurturing environments, prepared and staffed by dedicated educators. Each classroom is staffed by certified teachers and qualified assistants. In all classes, materials, equipment and furniture are appropriate to the size/needs/development of the child to foster an optimal learning environment. Each class is designed to meet the changing needs of the individual child.

### **MBTS Organizational Structure**

MBTS Directors set policies for the school and establish corporate goals in keeping with MBTS's vision and aims. The Directors prioritize goals and objectives and delegate responsibility to administrative and/or teaching staff.

*Directors:* The School Directors carry out the policies established and act within the limits of the financial policy. Within these guidelines the Directors create operational policies, oversee the business operations, provide administrative support for staff, coordinate relations and have responsibility for the day-to-day business operations of the school.

*Administration:* Administrative staff consists of the co-principals, a Curriculum Administrator, Learning Support Coordinator and an Office Manager.

*Teachers:* Certified Montessori and educational professionals supervise each classroom. Montessori teachers must complete a rigorous training program, which includes coursework in the Montessori philosophy, developmental psychology and pedagogy. Additionally, they are as a group, enthusiastic and dedicated educators who are committed to meeting the needs of each child in their class. Teachers work individually and in small groups with children to foster engagement and to experience new learning opportunities. Careful observation of each child leads to valuable insight about learning needs and styles, which are incorporated in classroom work. Our professional staff offers the sensitivity, nurturing and patience essential to our students. The primary goal of the teacher is to serve as a link between the classroom environment, the materials and the learning that occurs. The teacher observes, reflects and guides the child along a path to reach his/her fullest potential. We aim to balance spirit, mind and body to nurture a healthy and whole child.

While in the classroom, support staff (assistants, volunteers, after care workers, etc.) work under the direct supervision of a trained and certified teacher. They help the children to feel comfortable in the environment, share minor teaching responsibilities, make observations, communicate problems and discoveries to the teacher and support the work of the teacher. Staff who are not Montessori certified are trained by MBTS in the Montessori philosophy, method and principles.

*Summer Camp Staff:* Camp staff provide a recreational and educational program for the participants.

## Educational Philosophy

Montessori By The Sea adheres to the philosophical works and observations of Dr. Maria Montessori, which have been proven successful historically and cross-culturally. **Learning, Dr. Montessori advocated, is a natural process, and "...no human being is educated by another person. She must do it herself or it will never be done."** The importance of her philosophical approach is certainly supported in education today wherein the emphasis is on the importance of critical thinking, communication and collaborative skills, as well as creativity. These skills are a necessity for students in the 21<sup>st</sup> Century.

At Montessori By The Sea, each child is allowed the freedom to safely experience the excitement of learning at his/her own pace, by his/her own choice, and in an environment that appeals to his/her inner needs. In keeping with the Montessori philosophy, each program at MBTS is developmentally based facilitating the growth of these skills along with the requisite academia, as students are actively involved in the learning process through participation and cooperation. While the skill set being developed is common to all programs, the child's stage of development dictates how these skills are supported.

Toddler: Toddler's have a natural drive to both mimic and act independently. In our program, each child's growth advances through an environment that fosters self-reliance, self-control, social skills and language development.

Casa: The Casa classroom is a highly structured environment, prepared for the student, designed to stimulate the child to question so that every action urges his/her desire to learn in its integrated areas. The Casa environment fosters foundational knowledge and skills, further socialization and independence. Hands-on learning is promoted, guiding the student toward success, in any interest, through engagement. Success becomes an avenue for high self-esteem and student mastery.

Elementary: With the solid foundation established in Casa, the child is then ready to move onto the next plane of development, six to twelve years of age. Elementary-aged children are developing an ability to reason and are moving to abstraction. The combined power of their reasoning intellect and imagination are so potent that they are poised for cosmic education. Virtually any concept or system-- no matter how abstract-- can be presented in such a way that they can begin integrating knowledge of the universe from all directions through all disciplines. Our inter-disciplinary Elementary classrooms accommodate the students' developmental needs and abilities, facilitating research and critical thinking skills as well as time management.

Our teachers observe, guide, listen and encourage, with specific provisions for visual, auditory and sensory stimulation, responding to each student's readiness to learn, thereby allowing and promoting self-discovery. Through observation the environment is continually prepared with specialized Montessori materials and relevant lesson plans, and each student supported to undertake work that is challenging, new and varied, while maintaining the standards of classroom etiquette. Individual learning is celebrated not classroom competition. **"Each child relates only to his own previous work, and his progress is not compared to the achievements of other youngsters."** Rather, the focus is on building positive relationships.

# CURRICULUM

## Toddler Program (Sprouts)

The first few years of a child's life are crucial to his/her personality and intellectual development. Toddlers need not only love and emotional nurturance but also an environment that supports safe exploration (physical and cognitive) that promote their very real need to learn. During the early years of life, Dr. Maria Montessori felt that "...the first thing the child's education demands is the provision of an environment in which he/she can develop the powers given by nature." The Montessori prepared environment does just that.

The purpose of the Toddler Program at Montessori By The Sea is to encourage, assist and protect the normal development of each child. The prepared environment helps each child meet his/her basic growing need for independence, exploration and positive relationships. Activities and routines in the classroom focus on five developmental areas: communication, physical development, cognitive development, independence and relationships. Dr. Montessori noted the speed at which children can develop: "If our own adult ability be compared with the child's, we should need sixty years of hard work to do what he or she does in three."

### Communication

The construction of vocabulary is a part of every aspect of the Montessori By The Sea Toddler curriculum. This area includes language objects, nomenclature cards, songs, books, etc.

### Cognitive Development

Simple concepts of numbers are introduced through songs, counting games and objects. Manipulative activities such as puzzles and sensorial exercises help to develop task organization and cognitive order.

### Independence

The Practical Life lessons enhances the child's independence through care of self and the environment, exercises of grace and courtesy, coordination of physical movement and food preparation. Activities that your child may participate in include: plant watering, hand washing, washing and drying dishes, sweeping, pouring, etc.

### Relationships

In the Toddler environment relationships are fostered as the children develop their self-esteem and learn to trust in their ability to care for themselves and their environment, and to place their trust in others.

### Physical Development

Along with the mind, both fine and gross motor skills develop rapidly from birth to three years. Attention to these needs supports balanced development. Physical activity in the young child is an important part of environmental involvement and thus, education. "...mental development must be connected with movement and be dependent on it."

## **Casa Program (Foundations)**

Dr. Montessori strongly believed that the most important time in one's life is the period from birth to six years of age. During this time, the child intently absorbs everything he/she is exposed to, whether it is positive or negative. "He observes everything in sight and experience shows that he absorbs it all equally... these impressions become an integral part of his personality." From all of these experiences, the child begins to create who he/she will become. "Our educational aim must be to aid the spontaneous development of the mental, spiritual and physical personality, and not to make of the child a cultured individual in the commonly accepted use of the term." The five primary areas of the classroom are Culture, Language, Mathematics, Practical Life and Sensorial, although the curriculum also includes Physical Education, Health and Athletics, Peace Education and Enrichment programs.

### **Culture**

The culture program incorporates:

### **Science & Nature Studies**

The children are encouraged to strengthen their connection with nature as a foundation for a lifelong interest in the sciences. Science is an integral part of our curriculum and incorporates topics from various areas of Science. It is an investigative process that, among other things, represents a way of life: a logical approach to gathering information and problem-solving.

### **Geography and Cultural Studies**

Large wooden puzzle maps of different continents are available for the children to manipulate. At first, the children simply put these puzzles together, but eventually they learn the names of different countries as well as various facts about each one. The maps illustrate many geographical facts concretely. Children also learn the common land formations.

The children gain an awareness of the world around them by exploring other countries, their customs, religions, food, music, climate, language and animals. This helps to raise their consciousness about others to gain an understanding and tolerance and, therefore, compassion for all the people in their world.

### **History**

The children develop an appreciation of the human story and how the past shapes the present. Through hands-on experience (the building of models, the re-creation of a variety of artifacts, etc.) the children develop a sense of the 'living' history found in the pages of books. Children's personal histories are included in the introduction of timelines.

### **Language**

In the Casa classroom, children learn the phonetic sounds of the letters before they learn the alphabetical names in a sequence. The phonetic sounds are given first because these are the sounds they hear in words that they need to be able to read. Grammar (nouns, adjectives and verbs) is also introduced to the children (when they show readiness) with different materials, activities and games which enhance their understanding of language. The children also build their language and vocabulary through songs, listening to stories and playing sound games.

### **Mathematics**

Dr. Montessori demonstrated that if children have access to mathematical equipment in their early years, they could easily and joyfully assimilate many facts and skills of arithmetic. Dr. Montessori designed concrete materials to represent all types of mathematical quantities. By combining, separating, sharing, counting, and comparing using the materials children are exposed to the basic operations of mathematics.

### **Practical Life/Life Management Skills**

For young children, there is something special about tasks that an adult considers ordinary-- washing dishes, paring vegetables, polishing shoes, etc. These are exciting to children because they allow them to act like their role models, the adults and older children in their lives. During the early years, imitation is one of the child's strongest urges.

In this area of the classroom, children perfect their coordination and refine their motor control; continue to learn grace and courtesy, and care for themselves and their environment; lengthen their span of concentration; pay attention to details; learn good working habits as they finish each task and put away all the materials before beginning another activity.

### **Sensorial Exercises**

The Sensorial materials help children to distinguish, categorize and relate new information to what they already know through the use of their senses. Dr. Montessori believed that this process is the beginning of conscious knowledge, and is brought about by the intelligence working in a concentrated way on the impressions given by the senses.

### **Physical Education, Health & Athletics**

We want our students to understand, appreciate, and adopt a healthy lifestyle that includes exercise, a proper diet, and intelligent choices regarding personal health and hygiene, and stress reduction. We provide students with the opportunity to facilitate motor development, balance and flexibility, which are important elements in reaching these goals.

### **Peace Education**

Peace education is as vital an element in our curriculum as Mathematics and Science, and incorporates human relations and conflict resolution skills, nonviolence, leadership training and cooperative teamwork and communication skills.

### **Enrichment Classes**

Please look under 'Enrichment Classes' section on page 13.

## Elementary Program

"Education between the ages of six and twelve is not a direct continuation of that which has gone before, though to be built upon that basis. Psychologically, there is a decided change in personality, and we recognize that nature has made the [elementary grades] a period for the acquisition of culture, just as the [primary grades] were for the absorption of environment. Knowledge can be best given where there is eagerness to learn, so this is the period when the seed of everything can be sown, the child's mind being like a fertile field, ready to receive what will germinate into culture. But if neglected during this period, or frustrated in its vital needs, the mind of the child becomes artificially dulled, henceforth to resist imparted knowledge. Interest will no longer be there if sown too late, but at six years of age, all items of culture are received enthusiastically, and later these seeds will expand and grow." ~ **Dr. Maria Montessori**

Lower Elementary: Ages 6-9

Upper Elementary: Ages 9-12

- The Elementary program offers a continuum that is built on the Casa experience. The integrated studies of the Arts, Geography, History, and the Sciences become the core of the curriculum with the intention of engaging the imagination of the child in developing a global perspective.
- The materials for Language, Grammar and Math further expand and deepen the child's understanding of the concepts in their movement towards abstraction. There is an emphasis on the six traits of writing, research with primary sources, grammar and sentence analysis, spelling and oral expression/speech. In Math, the materials help the child discover the correlation between Arithmetic, Geometry and Algebra.
- Multi-age classrooms are team taught.
- Time management skills are developed through daily and weekly lesson plans.

The Elementary program provides a full expression of the Montessori principles of self-directed, individualized learning. By building on the basic skills acquired in the Casa program, the Elementary child now transitions from concrete to abstract reasoning. The academic curriculum of Montessori By The Sea's Elementary Program is highly enriched and challenging, focusing on three key elements: the 'Great Lessons', individually chosen research, and mastery of the fundamental skills and basic core knowledge.

**THE 'GREAT LESSONS':** 'The 'Great Lessons' include: the story of how scientist believe the world came to be, the development of life on Earth, the story of humankind, the development of language and writing, and the development of mathematics. They serve as the core to an explosion of knowledge across disciplines. The lessons, studies and projects surrounding each 'Great Lesson' normally spans many months.' (The Montessori Way) This will allow for an in-depth, thorough study of each area.

**INDIVIDUALLY CHOSEN RESEARCH:** Rather than having students memorize facts mindlessly, they will learn mindfully and develop great skill in the process of doing investigations and research using the library, Internet, public records and primary and secondary source materials. During a school year, the Elementary students are given the opportunity to choose topics of interest to them, relevant to learning objectives. They are taught the skills to research in order to answer specific questions, write about and make models on the topic, and finally, to make presentations to their peers.

## **Mastery of the Fundamental Skills and Basic Core Knowledge**

In this fully integrated curriculum, the Elementary student explores various disciplines.

**Language Arts Studies:** Students have the opportunity to further explore the intricacies of the English language. Daily, students read and express themselves through various forms of language, such as written, spoken and visual, thereby strengthening their ability to express their thoughts and feelings more effectively. Spelling, word study, writing mechanics and research and reference skills are also developed. Language is the window of knowledge in all disciplines. It provides the foundation for Math, Science and social learning. The goal of the program is to create passionate readers and writers who enjoy the world of language.

**Mathematics:** The Elementary Math curriculum continues to work from the concrete to the abstract to create a greater understanding of mathematical concepts. Students enjoy practical application of these concepts, first with the use of the materials, then abstractly, to solve real problems. As the students' progress to increasingly abstract concepts, mathematical concepts are presented to them in a variety of ways.

**Science:** Our world and universe are fascinating places. Students are actively involved in discovering their secrets. They are given the opportunity to observe, analyze, measure, classify, experiment, predict and make conclusions about what is probably true, and what is probably not. Science is an integral element of our curriculum and incorporates topics from various scientific areas. We seek to nurture scientific thinkers.

**Social Sciences:** In addition to Cayman studies, students learn about world geography (physical, cultural, political and economic), culture (including Zoology, Botany, music and languages) and major world religions (traditions and basic beliefs). Elementary students also learn about the past and how it shapes the present. They build models of ancient structures, and re-create various artifacts of the daily life of various historical eras.

**Life Skills:** The Elementary classroom has an abundance of opportunities for the children to develop life skills. Students have opportunities to care for their environment, themselves and other living things, use grace and courtesy and prepare snacks and meals. Grace and courtesy is promoted in all facets of our curriculum.

**Economics and Money Management Skills:** Students learn about the principles of economic freedom as well as financial and business matters. These studies help them to understand and appreciate the value of money.

**Community Involvement and Service:** Students are actively involved in the community and come to the realization that it is our responsibility to change our world, and that through service we can achieve this goal.

**Peace Education:** Peace Education is as vital an element as any core subject, and will incorporate human relations and conflict resolution skills, non-violence, leadership training, cooperative teamwork skills, and communication skills.

**Specialty Subjects:** These subjects are a part of the weekly schedule. Please refer to the 'Enrichment Classes' on pages 13 through 15 for more information.

## Enrichment Classes

Enrichment classes are included in the curriculum to enhance the child's cultural awareness.

### The Arts:

#### Visual Arts:

Art strives to maintain the great joy the child finds in his or her creations. The children have the freedom to explore their imaginations in a variety of mediums used for expression. The importance of the process is stressed at this time, and not the end product.

#### Music

The music curriculum at Montessori by the Sea is based on "Musicplay" a sequenced curriculum developed by Canadian music educator Denise Gagne. It incorporates Kodaly methodologies for musical development and meets the American National Standards of what students should know and be able to do in the arts at each grade level.

The standards for music education are:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments
4. Composing and arranging music within specified guidelines
5. Reading and notating music
6. Listening to, analyzing, and describing music
7. Evaluating music and music performances
8. Understanding relationships between music, the other arts and disciplines outside the arts
9. Understanding music in relation to history and culture.

Through active participation singing, moving, listening, reading, writing, creating and performing, students explore the fundamentals of music: beat & rhythm, melody, harmony, form, expression, and the cultural context of music.

#### Drama (Elementary)

In these interactive classes, students learn to express themselves as well as learn about script writing, and improvisation. Improv games are used to develop their acting skills, and they learn about theatre – scripts, costuming, and stage make-up.

### French

#### *Casa French*

The curriculum is drawn both from the Scottish Education Topic Framework Package and teacher-made materials based on the needs of the students. At this age, most of the work involves listening to and speaking the language, using a variety of resources including, pictures, theme-related objects, books and CDs. Singing songs, playing games and learning rhymes also helps the students to learn the language. The older Casa students have the opportunity to do some reading and writing.

Topics include: Calendar work, greetings, ages, family, numbers 1- 20, school objects, months, weather, food (grains, fruit and vegetables), colors, clothes, pets, and celebrations.

Where appropriate, activities designed to help reinforce French learned in class are available for the children to work on in the classroom outside French class-time. These activities include matching small flashcards with objects and/or words, doing the French calendar, and matching pictures.

## **Enrichment Classes cont.**

### **French cont.**

#### *Elementary French*

The Elementary curriculum is set on a topic-based course, Metro. The course is progressive and builds on language studied, as the children continue through the levels. The course contains activities in all four skills (speaking, listening, reading and writing). Throughout the course, children will be able to hear spoken French (spoken by native speakers) on cassettes or CDs and model the language themselves. Additional manipulatives, such as games, posters and the interactive whiteboard are used to vary teaching learning styles. Students also learn about French culture and life.

Topics include: greetings, school objects, saying how old you are, saying when your birthday is, colors, French alphabet and spelling words and names in French, saying where you live, nationalities, talking about brothers and sisters, talking about pets, talking about what you look like, saying how tall you are and what you are like telling the time, school subjects and ordering food.

Written activities are provided for the children to work on in their classroom, outside French class. This work is designed to be completed independently and to reinforce language already learned.

### **Information Communication Technology (ICT) – Kindergarten through Elementary**

The aim of the ICT curriculum is to ensure that students become digitally literate. We strive to develop in students the ability to creatively and critically use technology to express themselves and develop their ideas, thereby developing the skills they need to use computers and other forms of technology confidently, effectively and responsibly in all areas of life and learning. We encourage computational thinking – transforming an apparent complex problem into a simple one by splitting it into manageable parts and building solutions that have been found and used before.

Our program addresses the three strands of computing – Computer Science, Digital Literacy and Information Technology. In addition to proper keyboarding techniques, we also focus on research skills & developing the understanding of the social and technological risks of the online world. Students learn how to identify trustworthy websites, spot advertisements, hoaxes and scams, and protect their privacy online.

In addition to word processing, spreadsheets and presentations, students are also encouraged to communicate, collaborate and share using digital tools and technologies so that they can thrive socially, intellectually and economically in a world that is moving at a rapid technological pace.

### **Physical Education (PE)**

*“Physical education develops a pupil’s physical competence, confidence and their ability to use these and perform in a wide range of activities. It promotes physical skillfulness, physical development and knowledge of the body in action. Physical education provides children with the opportunity to be creative, competitive and to face up to different challenges as individuals, in groups and in teams. It also promotes a positive attitude towards living an active healthy lifestyle.”* Department for Education and Employment UK.

The Physical Education program at Montessori By The Sea is modeled on the requirements that are stated in the UK curriculum. These requirements are broken into different key stages depending on age/grade level. As part of our students’ ongoing personal development, sportsmanship and fair play is constantly highlighted in every activity and is taught throughout the PE curriculum. All children recognize and follow safety rules related to physical activities.

We have adapted the UK curriculum to suit our school and the facilities to which we have access.

## Enrichment Classes cont.

### *Casa PE*

The main aim for physical education in the Casa years is fun while developing and refining gross and fine motor skills. All skills will be taught in relaxed game settings. Sportsmanship and fair play are vital for all sports and activities. Children will be taught to respect themselves and others in all forms of play and to respect and follow rules correctly.

By the time children are 4 and 5 years old, they have mastered basic movement skills such as running and jumping, and can build on, and refine them, to learn more complex skills.

The children will recognize concepts related to **cooperative play**; personal and general space (moving without bumping); body awareness; quick and slow speeds; stop and start signals; and moving around, over, under, and between objects.

They will explore basic movement skills (e.g., running, hopping, jumping, walking, skipping, galloping, sliding and leaping) by participating in a variety of physical activities. (**Locomotive Skills**)

The children will be able to perform tasks that involve skills such as pushing, swinging, and twisting, turning and bending. These skills consist of mainly using the upper body to move. Feet stay firmly on the ground. (**Non-Locomotive Skills**)

The children will develop **manipulative skills**; these are skills that involve their hands and fine motor skills (e.g. throwing, catching, passing, kicking and striking a variety of objects, and eventually demonstrating both accuracy and force).

### *Elementary PE*

The different areas of activity in Grades 1-6 are as follows:

- Games
  - Net/Wall – Squash, Volleyball and Tennis
  - Invasion- Rugby, Hockey and Football.
  - Striking and Fielding- Baseball/ Rounder's and a variety of games that teach the skills needed for striking and fielding.
- Outdoor/ adventure
  - Rock Climbing/Kayaking
- Gymnastics
- Athletics
- Dance and movement

The older children also learn how to coach or lead younger small groups in physical activity. As well as being physically active, children are taught how to make the right choices regarding living a healthy lifestyle.

## ADDITIONAL PROGRAM INFORMATION

### All Levels:

#### **Assembly**

Once a month the students in Kindergarten through Elementary attend a school assembly. The assemblies are a time for the students to congregate as a school, practice grace and courtesy (such as being an audience member), and have opportunities for public speaking and dramatic arts. Individual classes also take on leadership roles by planning, producing, creating and acting out various virtues during these times to educate their audience.

#### **Assessment and Reporting**

Assessment is an integral part of all teaching and learning, which facilitates best practice and supports our aims. Assessment varies depending on the goal or objective of the lesson/task. Students are assessed against international criteria and the Montessori curriculum which is aligned with the learning goals of the United Kingdom, the Montessori Scope and Sequence and the Common Core.

Assessments are used to enhance student learning, direct teacher instruction and inform all stakeholders. They are both formal and informal and varied. Diagnostic tools are utilized.

#### Testing:

At the Elementary levels, students are introduced to a variety of tests in order to develop their test-taking skills and to prepare them for performing under pressure within specified time constraints.

Tests range from simple, such as spelling lists and math facts to more complex ones which present data/information in a variety of formats. While results are noted, students are encouraged to evaluate their study habits and all aspects of their learning. Teachers will not simply 'teach to the test', as our aim is for students to "learn to trust their own ability to think and solve problems independently." (The Montessori Foundation)

#### Reporting:

Progress reports are sent home two times per year, in February and June, for our Toddler and Casa programs and once per term, in November, March and June, for our Elementary programs. Parents are advised of any concerns that may arise prior to these reporting periods.

#### **Classroom Organization**

All classrooms at Montessori By The Sea have mixed-age groups. Dr. Montessori observed that a child learns at his or her own pace. Most children do not work at one level in all subjects. Children are born teachers as well as learners. In the mixed-age classrooms, children work together to help one another learn. They benefit from the teacher's guidance as well as from each other. By helping a younger child, an older child develops leadership skills and reinforces his/her knowledge. Younger children benefit from the additional one-to-one learning experience and the opportunity to mimic older peers.

## Clubs and Private Lessons

### Clubs

The school sponsors several clubs in which your child may participate. Information on club activities and times will be available at the beginning of each term. All MBTS clubs take place in accordance with our 'Safe Environment Policy' and 'Staff and Volunteer Conduct'. The staff member who leads the club will be provided with a list of students signed up for the club, will take attendance and is responsible for the children until the club ends. It is the responsibility of parents to ensure that they are on time to pick up their children once the club ends otherwise the child is put in our After Care Program, for which there is a charge. (Please refer to financial information on page 35.)

### Private Lessons

Private lessons can be scheduled between MBTS staff and interested parents. A set rate of C1\$60/hour will be billed to the parent or caregivers account. Private lessons take place in accordance with our 'Safe Environment Policy' and 'Staff and Volunteer Conduct'. In the case of private lessons offered at the school, students who remain in After Care until their scheduled lesson time will be invoiced for After Care unless a parent or caregiver remains with them and is responsible for their care and supervision.

## Discipline

At MBTS, we follow the principles of Positive Discipline ([www.positivediscipline.com](http://www.positivediscipline.com)). Grace and Courtesy is an integral part of the curriculum and is interwoven in all aspects of school life. Teachers and children participate in creating and clarifying behavioral expectations. Classroom policies and procedures are explained and discussed. Our priority is to model, recognize and encourage positive behaviors, as our goal is that students develop self-discipline and initiative.

In searching for ways to help foster each child's self-esteem, and ability to respect others, we strive for a calm and nurturing environment. To this end, we incorporate the Virtues Project into our curriculum ([www.virtuesproject.com](http://www.virtuesproject.com)). Children learn behavior from adult guidance and observation. The teachers are continuously modeling and demonstrating appropriate behavior to foster healthy and happy interactions. Consistency between home and school is encouraged.

Classroom rules are centered on respect for others and our environment. The children are not permitted to do anything that will disturb someone's work. At the Elementary levels, students and teachers develop a 'Classroom Constitution' detailing school rules and expected code of conduct. Consequences for non-compliance are determined. Consistency is the golden rule of any disciplinary action and the emotional ability of each child to solve the problem is always considered.

Behavior that is not tolerated includes, but is not necessarily limited to: fighting and physical violence; taunting and/or teasing; willful destruction of school or student property; disrespect toward adults and/or children. Please reference our Grace and Courtesy and Anti-Bullying Policy on pages 44-46.

If the behavior is ongoing, parents will be asked to explore, with the assistance of the teacher, the reason for a child's behavior. A decision will be reached on how to handle any further disturbance or harmful activity. If necessary, professional guidance will be suggested and the school will make every effort to work with the professionals to ensure that the individual child's needs are met while ensuring the safety of the other children.

## Discipline cont.

### Tiers of Discipline:

Discipline support and intervention begins with: gently reminding a child of the expectations; increased supervision/teacher presence; and making the child aware of the consequences of continued misbehavior. Montessori By The Sea reserves the right to request an early pick up for any student who, despite support and intervention, continues to be unsuccessful at self-management in our school environment. The following procedures have been established for all serious, repeated, inappropriate behaviors, and each case is dealt with on an individual basis.

- 1: The parent will be informed in writing.
- 2: A Parent-Teacher Conference will be scheduled.
- 3: The child will need to go home for the remainder of the day.
- 4: The child is sent home for the day and returns to school on a 15-day probation. A letter of release will be sent to parents should the incidents stop and/or when 30 days of probation is completed.
- 5: The child is sent home and a final warning is issued to parents and child.
- 6: An extended suspension on a case-by-case basis. Parents may need to attend a re-admission meeting prior to the student's return.
- 7: The child will be expelled from Montessori By The Sea.

Montessori By The Sea reserves the right to dismiss a family due to the behavior of the parents (i.e. abusive to other parents, staff members or students either verbally or physically, parents who consistently disregard school policy and procedure and parents who fail to meet financial obligations to the school) or if it is determined that parents are not willing to support the philosophical approach of the school or if the family is delinquent in tuition or fees. Such cases will be dealt with on an individual basis and can result in action from written warning to immediate dismissal. Should a student be dismissed, a refund will be prorated, if applicable.

### **Extended Care**

Extended care is available to children at the Casa and Elementary levels for an extra charge (please refer to pages 35-36) during after school hours (from 3:00 {3:15 for Elementary} -5:00 p.m.). Please note that any children not picked up by their scheduled pick-up time (i.e. 12:00 noon, 3:00, 3:15 or 5:00 p.m.) will be taken to the office and a **late penalty** will be charged to your account. It is mandatory that any parent/guardians who arrive to pick up their children after the bell rings for aftercare, sign the aftercare sheet. This is for the safety of the children who are our responsibility until they are released to whosoever is picking them up. If your child is continually picked up later than his/her scheduled time, your child will no longer be allowed to stay in extended care.

### **Field Trips**

Field trips are defined as anything outside of the school premises and are an essential supplement to the Montessori curriculum. Field trips will be planned for the students throughout the year to enhance their learning. **A general field trip permission form will be provided to all Casa and Elementary parents at the beginning of the school year, and is required of all of these students.**

This form also gives your child(ren) permission to participate in beach walks across the street (which are done in all classes throughout the school), for which parents are not necessarily notified in advance. Please read this form carefully. An accurate itinerary, as well as a listing of children and staff on every field trip will remain at the school at all times.

## **Field Trips cont.**

**Montessori By The Sea will assume that parents/guardians understand the terms of the permission form when it is signed.** If necessary, transportation may include a bus service and/or parent volunteers. Field trips not covered in the general permission form require special permission slips furnished by the school.

## **Field Trips cont.**

All field trips (with the exception of beach walks) will be announced in advance. Staff will maintain the same level of supervision on the field trip as they exercise within the classroom. Staff carries emergency contact information for each child, as well as a First Aid Kit. All students are required to wear Montessori By The Sea uniforms when attending all field trips, with beach walks being the exception. Uniforms can be purchased at the school.

***If a student is late on a day of a scheduled field trip, and thus misses the transportation, it will be the parents' responsibility to get their child to the group. Any parent who elects not to have his/her child(ren) participate in a field trip should keep his/her child at home until after the class returns from the trip.***

## **Holidays**

Montessori By The Sea will include as many multicultural holidays in our curriculum as possible. If you and your family celebrate a specific holiday, please feel free to share it with us so that we can incorporate it into our program. For a list of school holidays, please see the calendar on page 5.

## **Outdoor Play**

The children will be outside in a gated, well-supervised area for a portion of each day, except in extremely inclement weather. Be sure that your child is dressed properly for the weather and is outfitted with close-toed shoes. In addition to ensuring that sun block is applied to your child before school, please send in a bottle of non-spray sun block for reapplication during the school day. Hats are mandatory at the school and children will not be allowed on the playground without one. Children will be allowed to go outside and play while it is raining, unless it is lightning or a downpour. It is the parents' responsibility to inform us if they don't want their child outside while it is raining. It is also the parents' responsibility to provide their child with a raincoat to keep at the school in the event of rainy weather. Children will not be allowed to play on the playground in the rain if they are not appropriately dressed. A child who is not well enough to play outside should remain at home. We are unable to make accommodations to watch children in the classroom when staff is needed to supervise outside. Please refer to the 'MBTS Playground Rules' posted on the playground in order to comply with basic safety rules as well as grade and courtesy guidelines.

## **Safe Environment**

All classroom environments at Montessori By The Sea allow for maximum visibility and supervision by staff in order to ensure a safe learning environment for students.

## **Summer Camp**

During the summer (depending on the demand), Montessori By The Sea may offer a summer program in which the children participate in thematic activities, including arts and crafts, music, and various other activities. More information on our Summer Camp program will be available in Spring, 2019.

**Use of Technology**

Technology is a reality for today's students and shapes their learning. Audiovisual aids, such as Smartboards, videos and online resources (websites, software and various applications) are used to support, supplement and provide interactive lessons. Doors and windows are typically closed to allow better clarity of the screen. Firewalls are in place to ensure Internet safety and content is monitored for appropriateness. Computers are used at varying degrees of independence as students' progress through our programs once students sign a statement of compliance with the 'Internet and Computer Usage Policy' on page 51. On occasion, these tools may also be used for entertainment when deemed appropriate. Students are always supervised when technology is in use.

## TODDLER AND CASA

### Adjustment to School

Most new students will adjust to school within a couple of weeks. A child who is very dependent upon his/her parents or other caregiver may experience difficulty for a longer period of time. A great deal of the responsibility for an easy adjustment rests with the parents: If the parental attitude is positive, the child usually has a positive experience:

- The first separation should be short and matter of fact.
- Never leave your child without saying good-bye and reassuring him/her that you will be back.
- Help your child by being relaxed and supportive. We realize that it is often as hard (or harder) for parents to separate from the child as it may be for the child to separate from the parent. They may cry as you leave, but seldom for long.
- It is important that when you and your child have made a decision about going to school that you be supportive, calm, consistent, and matter of fact, especially through any insecure periods your child may experience.
- It is not unusual for the child to have bathroom accidents on those first few days of school.
- Best advice:
  - Be honest and decisive when leaving your child.
  - Quick goodbyes are easiest on your child, especially if he/she is having a difficult time.
  - Be on time to pick him/her up.
  - Also, bring several changes of clothes.

Please trust that we will call you if your child cries excessively. Likewise, please feel free to phone the school at any time to check on your child.

### Naps

For Toddler and Casa students, there is a scheduled rest period after lunch, in a tranquil setting with continued individualized care, where your child can take a nap. **All full day Toddlers have a nap or a quiet rest period from 12:30 p.m. to 2:30 p.m.** During this time, shades and curtains are drawn over Toddler classroom doors and windows to further add to the tranquil setting. Children who nap should bring in their own blanket, pillow, and sheet from home. All items should be clearly marked with your child's name. These items should be taken home on Fridays to be washed and returned to the school on Mondays.

### Program Duration

Typically, students spend one year in Toddler (two years if starting under 21-months) and three years in each of our other Programs. It is our intention that every child achieve a level of confident competence in their current program before transitioning to the next level. This means that a child may spend 2 years in the Toddler Community, or 4 years in Casa, Lower Elementary, or Upper Elementary. In our experience, this extra year has been extremely beneficial for the child's maturity, confidence and development. This decision is made in partnership with parents on what is in the best interest of the child.

### 'Show and Tell' and Toys - Casa

Sharing or 'Show & Tell' is encouraged at the school. Items brought from home should be of an educational nature, such as books, memorabilia from trips, cultural artifacts, nature materials, or things that are special to your child. Items are shared during group time and put away during class work periods. Your child should be prepared to speak about why they chose to share the particular item. Please ensure that your child's name is in any books or items he/she chooses to share with the class.

In general, toys are not allowed at the school at any time. They are most often lost, fought over or broken. At times, special toys may be brought in for 'Show & Tell' as long as the child is prepared to share with the class why it is special.

## Toilet Training and Toileting - Toddler

In the Toddler Program, we will aid in your child's process of toilet training. All students will be instructed in hand washing and personal hygiene after toileting. It is especially important during this time that communication between the school and the home environment is open. Please dress your toilet-training child in clothing that is easy to manage on his/her own. This helps to facilitate your child's independence and sense of achievement. **Please note that the toilet training process is expedited if measures being taken in school are also supported at home.**

Montessori By The Sea's position on toilet training:

- Children usually have an easier time toilet training when they can make a direct correlation between the urge to eliminate and the subsequent result. As such, children in the toilet training process should be provided with non-absorbent cloth underwear, instead of diapers or pull-ups, to wear in the environment (both indoors and outdoors).
- Most children, except those with special needs or medical issues, are developmentally ready to be fully toilet trained by age 3.
- Not being toilet trained by age 3 is an indication that the child is not developmentally ready for the Casa Program.
- Some toileting accidents are expected as a child transitions into Casa.
- Pull-Ups or other absorbent paper underwear products impede a child's ability to self-monitor his/her body functions and become responsible for his/her own toileting. We recommend cotton training pants or regular underwear.

Children enrolled in programs other than Toddler, **MUST** be toilet-trained. MBTS's policy on toileting follows:

- A 6-week transitional period from the student's start date will be permitted in recognition of the fact that enrollment commitments may need to be made before toilet training has been completed.
- During this transitional period, the occurrence of toileting accidents will be charted for each child.
- During this transitional period, parents will be notified if toilet accidents are a persistent concern. Parents will be asked to focus on consistent toilet training at home.
- Each child is required to have a change of clothing, labeled and placed in a zip lock gallon plastic bag, to be kept at school.
- When children have toileting accidents at school, they will be guided to change their own clothes, and assisted with hygiene and things that they cannot do for themselves. Soiled clothing will be sent home. Please remember to replace the change of clothing the next school day.
- Parental involvement, as detailed below, after the transitional period.
- After the 6-week transitional period, a toilet training plan will be required for students who are still consistently having toilet accidents. This plan, which must be supported by parents, will be developed and implemented between the teacher and the parents and may include:
  - A change in the child's schedule to allow parents more time with their child for toileting.
  - Behavioral modification techniques employed at home and school to reinforce toileting success.
  - Alignment between home and school on toilet training expectations, clothing used and consistent follow through with the child when an accident occurs.
  - Other options as the teacher and parents see fit, which may include reduced hours in the classroom.

## ELEMENTARY

### Homework

Homework expectations vary according to the child's individual needs and stage of development as well as their grade level. Homework is assigned for students to expand on the skills and concepts taught in class, increasing the depth of their understanding through independent study. Homework is not assigned as 'busy' work. Homework is for the further benefit of the student and should be completed independent of parents, siblings or others. This encourages student interest and pride in his/her work as well as enables the teacher to properly evaluate where the student may need additional assistance. As such, if a student is having a great deal of difficulty parents are encouraged to advise the teacher so that the student's needs may be addressed. Please see the attached 'Homework Policy' on pages 49-51.

### Off Island Trips

Starting in Grade 5, students may participate in optional off island trips to further enhance and solidify their learning and cultural experiences. Most trips occur over a weekend, where feasible, and chaperones include MBTS staff and parent volunteers. Costs of these trips are a parental responsibility and students may do fundraisers for their trip to help lessen the costs. Parent chaperones must pay for their own expenses and agree to the detailed responsibilities of being a chaperone, which is listed on the trip information package and will be provided to all parents at a parent meeting regarding the off island trip.

Further information on off island trips will be provided to the appropriate parents at the beginning of the 2018/2019 school year.

Off island trips are as follows:

- **Grade 5**- Visiting the Central Caribbean Marine Institute in Little Cayman.
- **Grade 6**- Participating in the Montessori Model United Nations (MMUN) in New York City.

## GENERAL POLICIES AND PROCEDURES

### Attendance

Attendance is taken daily for our records for the Cayman Islands Education Department. Whenever your child is ill and won't be coming to school, please call the office between 8:00 am and 8:30 am to let us know that he/she will be absent. Messages may be left on our voicemail and are checked regularly. Unless ill, your child is required to attend school every day in order to receive maximum benefits from his/her school experience. Please notify the school if your child is to be absent for an extended period of time.

### Arrivals/Dismissals

Please ensure that arrival and dismissal times are adhered to. **Students must be on time so that each student can enter the classroom and become settled before the start of the class.** This also builds, among other things, a good habit for time management skills. Extreme tardiness upon arrival is disruptive to both the teachers and the other students and is not expected. **If your child arrives to school after his/her scheduled arrival time, he/she must be brought into the office and signed in.** He/she will then be walked to class by a member of our office staff.

For the protection of your child, Montessori By The Sea will not release students to someone unknown to us without prior oral or written authorization. An up-to-date list of people with permission to collect your child should be in his/her file. Please notify us immediately of any changes. Please be advised that if an adult who does not usually pick up your child arrives to do so, and we have not been notified, that person may be delayed while a staff member confirms the pick-up.

Please refer to our Arrival and Dismissal Policies (attached) for more detailed information regarding arrivals and dismissals.

### Withdrawals

Your tuition agreement contract is NOT a monthly one, and constitutes a commitment to pay **all** tuition and fees for the **entire school year, from August 2018 through June 2019, irrespective of any absences. In the case of a student being withdrawn any time between March 1, 2018 and January 30, 2019, tuition for one month will be** due to Montessori By The Sea. In the case of a student being withdrawn any time after January 31, 2019, tuition for the remainder of the school year will be due to Montessori By The Sea, unless otherwise agreed upon. **MBTS must be informed of all withdrawals in writing.** An exception to this policy is made for new students who are on a probationary period only.

A child withdrawn for illness, vacations or any other reason will lose his/her space unless tuition payments are continued during the period of the child's absence, unless otherwise agreed upon.

All personal items should be collected on the student's last day of school. Any items remaining uncollected one week after the students' last day of attendance will be donated.

## **Behavioral Expectations**

Respect: for self, others and the world is one of MBTS's aims for its students and it is the underlying premise of the expected student behavior. Hand-in-hand with respect is our emphasis on grace and courtesy. MBTS is committed to providing a safe, nurturing learning environment that embraces everyone. To this end, at the start of the school year students in each class agree on a classroom constitution and are given a Grace & Courtesy/Anti-Bullying Pledge (pages 44-46) to take home for parents and students to read together and sign. In order to ensure an environment that is conducive to effective teaching and learning, any form of bullying or discourteous behavior will not be tolerated. Appropriate disciplinary measures will be taken with any student who demonstrates or assists in such behavior. Depending on the severity of the incident, the consequences for these behaviors may include suspension or possibly expulsion. Students are expected to adhere to MBTS' dress code, policies and procedures both in class and on the playground.

## **Communication**

It is imperative that parents inform classroom teachers/administration of any changes in email addresses or contact numbers as they occur. Relevant staff should also be informed of appointments that are scheduled for their children during the school day as early as feasible. Parents are provided with classroom/teacher e-mails at the beginning of the school year.

## **Agendas/Planners**

At the Elementary levels, Agendas/Planners are sent home as a means of ongoing communication between home and school, and teachers may use them to provide information and/or bring things to parents' attention. They provide an opportunity to note what your child is working on and engage your child in conversation about his/her day. Should parents have any questions regarding the Agendas/Planners, they are free to contact the teachers via email.

## **E-Mails**

During the school year, Montessori By The Sea will communicate with parents primarily through e-mails. Parents should let their child's class teacher and administration know of a current e-mail address that is checked regularly. We understand that everyone may not have an e-mail address, so please inform us if you do not, so that we can send you a hard copy of any notices.

## **Newsletters**

MBTS sends out weekly digital newsletters highlighting important dates and community events as well as virtues vital to well-rounded development.

## **Website**

MBTS has an informative website, [www.mbts.ky](http://www.mbts.ky). The website contains important school information and helps to keep parents up-to-date on the pertinent activities at Montessori By The Sea. Parents are welcome to contribute and/or assist.

## Dress and Grooming

Please see the 'Uniform Policy' on page 58. Uniforms are optional for children in the *Toddler and Casa Programs*. **Every child** will be required to have **at least one uniform** for school outings. T-shirts and a very limited number of polos are available for purchase at the school. All polos should be purchased through the MBTS Lands' End link,

<http://www.landsend.com/pp/SchoolSearch.html?action=landing&selectedSchoolNum=900138694>.

At times, the children will be outdoors observing, manipulating, exploring and discovering, and may get dirty. Please dress them accordingly. All children at Montessori By The Sea **MUST** have a hat in order to participate in playground activities.

For students not wearing a uniform, please dress your child in washable, lightweight, clothing that can be easily managed in the bathroom. Avoid clothes that have difficult fasteners for your child to manipulate as they often cause both frustration and unnecessary accidents. Children should wear comfortable shoes with rubber soles. **No flip-flops or 'Crocs'**.

All children, **including Elementary students**, MUST have an additional complete set of clothing (underwear, bottoms, top, socks) to change into at school. This is necessary in the event of bathroom accidents or any other mishaps that may occur. In addition, each child must bring non-spray sunscreen and a hat. **Please remember to label all articles of clothing that your child brings to the school.** If your child misplaces something at the school, please ask to see our 'Lost and Found' box.

Any students who participate in a team sport will be expected to purchase and wear the designated uniform for games.

Montessori By The Sea reserves the right to call parents and request that parents temporarily remove the student from class for the rest of the day should their child consistently be non-compliant with the Uniform Policy.

## Fire Regulations

Fire drills are held regularly throughout the school year. In the beginning of the school year, there is an emphasis on fire safety discussions and practicing the fire drill procedure. Children will walk silently and in single file to the door and are led outside by the teacher. The teachers take attendance and ensure that all children are accounted for. A member from administration will go to each room in the school, ensuring that it is secure.

## Plagiarism

Students are taught guidelines for using other people's work. If a student uses another person's text or graphics, he or she must ask permission when it is possible and credit the author and the source. A student may not pass off another person's work as his/her own. This is plagiarism and is a violation of copyright law.

## Staffing

### **Screening and Hiring**

Montessori By The Sea works to ensure that all employees and volunteers working with our students are the best candidates for their positions. A written application is provided allowing applicants to grant permission to MBTS to contact two or three professional references as well as a self-disclosure statement, which allows them to declare any past criminal activity. Background and Sex Offender Registry checks are conducted to ensure due diligence in our screening and hiring process and to prevent staff sexual misconduct. A 'Policy Statement of Receipt and Agreement' is also provided to ensure that applicants have read our 'Safe Environment Policy' and 'Staff Code of Conduct' and will comply with them if hired.

### **Child Abuse and Neglect**

MBTS is required to report all suspected cases of child abuse and/or neglect to the Cayman Islands Department of Children and Family Services. In addition, all staff members are required to take the "Darkness to Light" training, which educates adults to prevent, recognize and react responsibly to child sexual abuse.

### **Substitute Teachers**

In the event that a classroom teacher is out, we call upon other staff members in the school, teachers employed by the Cayman Islands Private School Association, teachers from MBTS approved tutoring centers, as well as parent volunteers to assist in the classroom.

## PARENT PARTICIPATION

Parental involvement is an essential element in the life of our school. Being involved helps you to communicate with other parents, the teaching staff and the administrators. Besides these benefits your interest in your child's school shows him/her that school holds an important place in your lives and that you value his/her accomplishments at school. Throughout the year, you will be invited to attend parent education evenings and Guild meetings. The importance of these evenings cannot be over emphasized and your attendance enables you to better partner with MBTS in your child's education.

Parents are encouraged to have an open communication with the teachers, staff and administration of Montessori By The Sea. As parents you provide valuable insight as to what is beneficial to your child. Feel free to communicate your views and we will incorporate as many as feasible into the program to produce a partnership that is in the best interest of your child as long as it is in accordance with the Montessori philosophy and in keeping with what works best for the entire school community.

In the event that a significant change occurs in your home, please inform the school. All information will be regarded as confidential. These events can carry over to your child's school experience, and we would like to be well equipped to best help your child. We defer to your judgment as to the kinds of changes that may affect your child's behavior, security and general well-being.

Common causes of distress include: either or both parents being away from home; a new person living in the home; illness of a family member; any hospitalization; accident or death in the family; new caregiver; birth of a sibling; separation or divorce; death of a pet.

Conversely, we will let you know of events at school that may affect your child. Working as a team, we can make this a rewarding and very enjoyable experience for you and your child.

We also appreciate it when parents inform us about progress or new skills that the child is showing at home so that we may support these developments at the school.

### **Classroom Observations**

Montessori By The Sea has an open door policy and we welcome parents to observe our Montessori community in operation. Observations of each class are available, with the exception of the Toddler class as this is too intrusive for the students. Hopefully, these will increase your appreciation of the Montessori method of education and will answer many questions about your child's day at school. There is a one hour limit. Please understand that when there is a new adult in the environment, the dynamics of the classroom change. As such, it is necessary to make an appointment with your child's teacher when you would like to do an observation. Please note that observations are scheduled from October through May.

#### Observation Guidelines:

Observation guidelines will be provided to you prior to your appointment to ensure that you get the most out of your observation. Observers will be expected to sign the observation guidelines provided and return it to administration, as a pre-requisite to the observation. Please note that prior to the observation, there will be a verbal reminder to refrain from questioning teachers as teacher focus needs to be on the students in his/her care. As such, administration expects teachers to refrain from lengthy conversations with observers, and teachers are free to politely excuse themselves from conversations that may be distracting them from the students. When observing:

- Please join us quietly, have a seat and enjoy without disrupting the children's activities.
- Be as unobtrusive as possible.
- Please refrain from asking the teachers questions during class time to minimize disruption to the classroom.
- Please feel free to bring a notebook so that any questions may be written, and an appointment with a teacher may be scheduled for a time outside of class.

## **Classroom Participation**

Parents are welcomed and encouraged to make arrangements to share anything they may have (artifacts, talents, or hobbies) that may aid in the curricula and be of interest to the children.

## **Home and School Connection**

When children enter the Montessori environment, independence is fostered. They will be doing many things for themselves and this desire may continue at home. Help us by letting your children choose their own clothes, dress themselves, brush their teeth, pour their milk or juice from a small pitcher or conduct any other easy household chores they enjoy. Do not rush your children as they perform these tasks and allow them to make mistakes. When they do make mistakes, show them how to do it correctly rather than telling them that they are doing it wrong.

Older children should be encouraged to manage their morning routines in preparation for school. They should also be encouraged to keep their school bags neat and organized, ensure that they have all that is required to return to their teachers/school, as well as any other supplies necessary to their learning.

## **Learning Support**

In the event a student requires additional support to achieve academic, behavioral and/or developmental milestones parents are viewed as vital members of the Learning Support team in conjunction with classroom teachers, Administration, Learning Support Coordinator and outside professionals when necessary. There is a monthly C\$40 fee for all students who receive this service. Please refer to the 'Special Needs/Learning Support Policy' on page 56 for additional information.

## **MBTS Parent's Guild**

All parents are members of the Parent's Guild; however, it is up to you to decide how active a participant you would like to be. This association works in conjunction with MBTS administration to support the vision and aims of MBTS. They organize fundraisers, help to build school community and spirit and foster links to the greater community to raise awareness of the Montessori philosophy. At the beginning of the school year parents are provided with the names of the parents on the Executive Committee of the Guild. Elections and the AGM are held at the end of the school year. All parents are strongly encouraged to become involved. .

## **Parental Concerns and Feedback**

Parental issues must be handled at the level at which they arise, typically at the classroom level. It is most appropriate and productive for parents to work directly with their child's teachers or with the principals to get any issues resolved.

The staff of Montessori By The Sea expects anyone who wishes to raise concerns with the school to:

- Treat all school staff with courtesy and respect (refraining from using abusive or threatening language; refraining from aggressive tone or body language, making complaints in public; refusing to attend meetings, etc.);
- Respect the needs of students and staff within the school;
- Recognize the time constraints under which members of staff in schools work and allow the school a reasonable time to respond to a complaint (the nature of the problem usually determines the length of time for a resolution).

Anyone who raises issues or complaints regarding the school can expect the school to:

- Respond within a reasonable time (typically within two days);
- Be available for consultation within a reasonable time limit, bearing in mind the needs of the students at the school.
- Respond with courtesy and respect, attempting to resolve problems using reasonable means in line with the school's procedures;
- Keep those involved informed of progress.

## **Parental Concerns and Feedback cont.**

Our teachers and Administration are committed to the improvement of our school. We welcome feedback from parents and will always try to resolve any concerns as quickly as possible. We understand that addressing complaints or issues regarding your child may be very emotional, especially if they are serious and distressing. However, impolite, aggressive behavior is unacceptable or productive.

## **Parent Conferences**

During the year, we will schedule parent/teacher conferences to inform you of your child's progress at the school. Written reports of your child's academic and social progress are presented to you. If at any time during the year the teacher has any concerns about your child, you will be called in for a conference. Conferences may also be initiated by parents at any time throughout the year should you deem it necessary. If an appointment/conference is scheduled, please plan to attend this meeting on time.

For both parents and staff it may be difficult to discuss problems that a child may be having. These conversations are necessary for the well-being of the child and the earlier the discussion, the better the chance of a positive outcome for the child. In certain instances, we may recommend outside help (this may include but not be limited to: counseling, speech/language therapy, occupational therapy, etc.) when the problem warrants it and expect that we will have full parental support regarding any recommendations. (Please see 'Special Needs Policy' in the Appendix on page 56.)

## **Parent Education**

Montessori By The Sea believes that education is a family matter, and we will present several educational seminars for parents throughout the school year. Parents are expected to attend these parent education nights as these informative sessions will give you an overview on both our teaching philosophy and teaching materials. Meetings have different topics that are relevant to our classroom and our philosophy as well as current information regarding child development, nutrition and behavior. Montessori teaching methods and materials are different from those used in more traditional schools and we want to ensure that parents understand our approach. We want you to share our confidence in them and to see for yourself why they are so successful.

## **Parent Library**

We have a wide array of informative books, DVDs and magazines, available for parents to check out in the office.

## **Volunteers**

Parents are welcomed and encouraged to sign-up as a volunteer at the school. For the safeguarding of all our students, Montessori By The Sea works to ensure that all volunteers working with our students are properly vetted. As a part of this process, all parent volunteers must be trained in 'Darkness to Light', as well as provide a recent (less than 6-months old) police clearance. Once provided, a 'Policy Statement of Receipt and Agreement' is also provided to ensure that applicants have read our 'Safe Environment Policy' and 'Staff Code of Conduct' and will comply with them and our 'Volunteer Guidelines', if invited into the classroom. When volunteering, all volunteers must go to the office to sign in and out of the school. Please let us know of any areas in which you would like to volunteer.

## ADDITIONAL PARENT INFORMATION

### Accidents and Emergencies

Despite our precautions, accidents do occur. Our staff is trained in First Aid and CPR, and in most cases minor first aid at the school is all that is required. First aid supplies are stored in each classroom and are regularly restocked as needed. If a child is injured, the abrasion will be cleaned and an accident report will be filled out. It is school policy that if a child receives an injury to the head, eye, nose, or mouth, the parent will be notified immediately.

In the event of any situation that requires immediate medical attention, parents will be contacted. It is crucial that all emergency contact numbers and information are kept up-to-date in your child's file. **We must be able to reach you at any time during the school day.** If a parent cannot be reached, the school will use the emergency information in your child's file. If your child needs immediate medical attention, and you cannot be reached, we will seek medical care in your name. We will call 911 as necessary. Naturally, we will continue our efforts to contact you. (N.B. Should an ambulance be necessary, this expense will be a parental responsibility. A member of staff will accompany your child on an ambulance.)

### Birthdays

Birthdays are special events at Montessori By The Sea. We will honor your child's birthday and welcome parents' participation. Parents may choose to send a special, healthy snack in honor of their child.

If you are planning a party, we can assist in putting together a list of your child's friends. While we encourage communication between families, we ask that you refrain from putting notes (such as birthday party invitations) in student's cubbies, as it may be upsetting to those not included. Instead, please either give them to parents directly or use the mailing addresses provided in the directory.

If you would like to plan a party at the school, you may submit a request into administration to use the playground by giving at least two weeks' notice and by making a \$75 donation to the school.

### Cell Phones and Other Electronics

Electronic devices such as cell phones, iPods, and other handheld electronic devices may only be used on school premises before school or after dismissal. In partnership with the school, please refrain from calling your child on his/her cell phone during class times so each child may get the most out of the learning process. The office may be contacted and messages delivered to your child.

### Closures and No School Announcements

Inclement weather necessitating school cancellation will be announced on all local radio stations. Please note that the school will be closed in the event of 'Hurricane **Warnings**' and 'Tropical Storm **Warnings**', until the 'All Clear' has been given. Please listen to the radio or call the school if you are uncertain. Should the weather become volatile, warranting the closing of school while school is in session, parents or the 'Emergency Contact' adult will be notified to pick students up as soon as possible.

The school will also be closed in the event of any unforeseen circumstances that may occur, making the environment unsafe for the children to be in. (e.g. flood within the school). The school will make every effort to contact all parents in such situations.

The decision to cancel school for any reason is solely at the discretion of Administration.

## Confidentiality

Records and information pertaining to an individual child or the parents are treated as confidential, except as required by staff working with the child and the family or by the C.I. Education Department.

## Custody Issues

Montessori By The Sea observes the following guidelines that relate to the custody of a child.

1. The parent(s) who registers a child is financially responsible for all tuition, unless the other parent has signed a separate agreement.
2. Only persons listed on the child's 'Pick-Up Information' sheet will be allowed to pick-up children. If one parent is to be prevented from picking up a child, we must have a certified copy of the court order on file.
3. When custody is shared, all school registration and permission forms must be signed by both parents. MBTS will not be responsible for keeping track of parent's schedules. Please keep us informed about drop-off and pick-up schedules, phone numbers, etc. It is our preference to communicate with both parents at the same time whenever possible (i.e. conferences, e-mails, etc.) to avoid misunderstandings.

In the event wherein custody has not been assigned but there is a parental separation, please note that Montessori By The Sea will allow any parent reasonable access to their child(ren), subject to non-disruption of class time, the emotional well-being of the children; and the running of the school generally. All children are supervised by a staff member during phone calls.

## Deadlines

Please ensure that all deadlines that the school sets out are adhered to in order to avoid late fees, additional fees, and/or disappointment. MBTS has no control over deadlines set in regards to any community events in which MBTS students may be participating, and as such, are unable to make allowances if the deadline is missed. Failure to adhere to these deadlines may result in your child missing out on additional opportunities to enhance his/her educational experiences.

## Lost and Found

A lost and found is maintained at the school. It is the responsibility of the parent/guardian to identify items in the lost and found. All items not claimed within a week will be marked for donation to a charity. Please return everything your child may bring home that is not his/hers—even the smallest bead or cube may mean the loss of a whole activity.

## Lunch/Nutrition

Nutrition is taught in each class and has the most impact when it is reinforced in the home. To this end, please encourage children to help pack their own lunch, choosing foods from the different food groups. Please note that due to allergies and family nutritional preferences, we do not permit the sharing of food; however, this is extremely difficult to monitor, so if you do not want your child sharing food, it is a parental responsibility to emphasize your desire to your child. Foods such as chocolate bars, candies, soda and other highly processed or artificial foods are not allowed. Please note that we have severe nut allergies at the school. We ask that parents avoid sending in foods/snacks that contain any type of nuts. We are a **NUT-FREE** school. For your reference, if a label says, "may contain nuts", it will **not be allowed** at the school. If a label says, "produced in a factory that uses nuts", it will be allowed.

## **Lunch/Nutrition cont.**

At all levels, a healthy morning snack is provided for the students. At the Elementary levels, students may choose a nutritious snack (fruit, vegetables, etc.) from their lunch instead of the snack provided by the school. In the afternoon, all students have the opportunity to eat the remainder of their lunch along with any additional snacks (nothing high in sugar content or artificial colors/flavors, etc.) in their lunch bags.

During lunch times, teachers encourage students to eat at least half of their actual lunch before moving on to any other items in their lunch bags. In addition, in each classroom the children sing a song of thanks before eating lunch.

Your child's name should appear on the outside of his/her lunch box and necessary utensils included. Ice packs should be put in the lunch boxes to keep foods fresh. Your child's lunch should be **fully prepared** for him/her as our staff have to ensure that a large number of lunches are ready. Please do not send in frozen dinners, soup in can, etc.

In order to minimize trash and help our environment, many families choose to have "litter less" lunches, which would involve no trash. An example of a litter less lunch would include: juice or water in a reusable bottle, food in Tupperware containers, silverware and a cloth napkin.

Upper Elementary students may be afforded the opportunity to order one lunch per week; please contact classroom teachers for further details.

## **Probation Period**

**The first four to six weeks of school are a probationary period for all new students.** If, after or at any point during this time, it is determined that a child is not yet ready for school or has not adjusted to our environment, the parents will be informed and the balance of tuition will be refunded.

## **Re-Enrollment**

In January 2019, re-enrollment forms for the 2019/2020 school year will be sent to all parents of students currently enrolled in the school. The enrollment fee will be due along with the contract by the January deadline. After the due date, enrollment is open to new students. There is no guarantee that continuing students not re-enrolled by the due date will have a space. Siblings of students already enrolled at the school are given priority over new applications.

## **Records**

Documents regarding information identifying children or their families are not open. School records, health reports, social or psychological reports are available only to professionals with parental permission. However, personnel and children's records must be available, upon request, to authorized personnel of the Cayman Islands Education Department. All records will be kept at the school and on file for at least 3 years. Records will not be released to other schools unless the student's account is up-to-date. Please assist the school in keeping files up-to-date by providing new contact information, assessments, etc.

## **Religious Affiliation**

While Montessori By The Sea is not affiliated with any specific religion, we honor the religious beliefs of all of our families. We acknowledge the rich and diverse heritage of our school through classroom studies and celebrations of traditional cultural holidays, and welcome families in to share their beliefs and customs.

## **School Directory**

We encourage families to give permission to have their child's name, address, e-mail address and telephone number published in the school directory for internal school use only. The directory will be available to the respective families in September. The option to be in the school directory is given to families at the time of enrollment.

## **Suggested Reading**

The following is a list of books that we recommend:

- The Absorbent Mind, Dr. Maria Montessori
- Maria Montessori Her Life and Works, E.M. Standing
- A Parent's Guide to the Montessori Classroom, Aline Wolf
- Understanding the Human Being: The Importance of the First Three Years of Life, Dr. Silvana Montanaro
- The Montessori Way, Tim Seldin

## **Sunscreen**

Because of the dangers of the sun's rays, sunscreen should be applied on your child's body before he/she leaves for school. Please be advised that it is **your** responsibility that sufficient sunscreen be applied to your child as you know his/her sensitivity to the sun best. All children should bring in a bottle (please no spray sunscreen) of sunscreen to be reapplied during the day. Hats must also be sent in for additional protection from the sun.

## **Toddler Supplies**

In the Toddler Program, please ensure that at least two complete sets of clothing (i.e. top, bottom, socks, shoes when possible), a full supply of wipes and at least twenty diapers are provided to classroom teachers or placed directly into your child's cubby at the start of each week. Please replenish these items weekly or as requested by classroom teachers as supplies dwindle. When your child is toilet-training, please be sure that you send him/her to school with at least five changes of clothes (i.e. top, bottom, socks) and underwear.

## FINANCIAL INFORMATION

Following are the fees and tuition for Montessori By The Sea for the 2018/2019 school year. Please remember that you are **contractually obligated** for tuition for the entire school year, from **August 2018 through June 2019**, regardless of your child's actual attendance. Our tuition is an annual one, with semi-annual and monthly payment options. Any refunds are in accordance with the terms outlined in the 'Enrollment Contract'. Refunds will not be given in the event the school is closed due to catastrophic events and/or any circumstances resulting in the ongoing interruption of business.

Our tuition and fees are re-evaluated on a yearly basis; therefore, it may be necessary to increase tuition and fees in order to maintain a high caliber program.

Payments can be made in CI\$ or US\$ (at an exchange rate of .82) to the Office Manager by check (made payable to 'Montessori By The Sea', not 'MBTS'), cash or online with Bank of Butterfield. We are not set up to take debit or credit cards. Please note that foreign checks incur an additional bank charge of CI\$10, which will be added to your account. Montessori By The Sea's Butterfield account information is as follows:

A/C #- 02101034000 (CI\$); A/C #- 01101034000 (US\$)

Following are details for sending a Wire Transfer into Montessori By The Sea's account. Please note that incoming wire transfers incur a bank charge of CI\$10, which will be added to your account.

*Correspondent Bank:* Bank of New York, NY; A/c No.: 021 000 018; SWIFT Code: IRVTUS3N  
*For Credit To:* Butterfield Bank (Cayman) Limited, Grand Cayman; Account: 803 326 5086  
*For Final Credit:* Montessori By The Sea; Account: 02101034000 (CI\$) **or** 01101034000 (US \$)

**Application Fee:** The first step in the application process requires a one-time, non-refundable Application Fee of **CI\$250.00**. This fee should be handed in with your child's 'Application'.

### **Annual Fees:**

MBTS has an annual fee of **CI\$700.00** for all programs, which is used to subsidize books and student supplies, material maintenance and supplemental programs all of which support our commitment to excellence in education. **This fee is due along with the submission of the 'Enrollment Contract'.**

**Parent Guild Fee:** This fee of **CI\$75.00** per family, goes directly to Montessori By The Sea's Parents' Guild in order to provide extra-curricular activities for the students, to use as 'seed money' for fundraisers, to build a strong school community and to promote the Montessori philosophy to the greater community. **This fee is due by June 15<sup>th</sup>, 2018 for returning students and along with the Enrollment Contract for new students.**

### **Late and Incidental Fees:**

**Late Fees:** Tuition is due on the first of every month. For every day after that, your account is subject to a **CI\$25.00** per day late charge fee. These fees will be automatically added to your account.

**Incidental Fees:** Statements for uniforms, clubs, off-campus trips, After Care, etc. will be sent out at the beginning of the following month in which they occurred, with payment being due on or before the 15<sup>th</sup> of said month. If payment is not received by this date, a late charge of CI\$20 will be applied to your account.

**Returned Check Fees:** For any checks returned to Montessori By The Sea, there will be a CI\$25.00 returned check fee.

## Sibling Discounts:

MBTS is committed to the families in our school community, and we are pleased to be able to offer sibling discounts. Tuition will be as follows:

- Full tuition for the first child based upon the child in the highest grade level
- 5% reduction for the second child
- 10% reduction for the third child

**Tuition:** The **first tuition payment is due on or before June 15, 2018 for returning students and along with the Enrollment Contract for new students.** Discounts apply to 'Annual' and 'Semi-Annual' payments.

Program	Hours	Annual Tuition	Semi-Annual Tuition	Monthly Tuition
Upper Elementary (Grades 4, 5 and 6)	8:00 am to 3:15 pm	CI\$10,200.00	CI\$5,150.00	CI\$1,040.00
Lower Elementary (Grades 1, 2 and 3)	8:00 am to 3:15 pm	CI\$10,200.00	CI\$5,150.00	CI\$1,040.00
Full Day Casa (Pre-K and Kindergarten)	8:00 am to 3:00 pm	CI\$9,940.00	CI\$5,020.00	CI\$1,015.00
Half Day Casa (Pre-K and Kindergarten)	8:00 am to 12:00 noon	CI\$8,980.00	CI\$4,535.00	CI\$915.00
Full Day Toddler (21 Months to 3 Years)	8:00 am to 3:00 pm	CI\$11,015.00	CI\$5,560.00	CI\$1,125.00
Half Day Toddler (21 Months to 3 Years)	8:00 am to 12:00 noon	CI\$9,890.00	CI\$4,995.00	CI\$1,010.00

Learning Support Program	Monthly Fee		
Available to Students Currently Enrolled in Learning Support	CI\$40.00		
After Care Program	Hours	Monthly Fee	Daily Fee
Available to Casa through Elementary Students	Casa- 3:00 to 5:00 pm	CI\$340.00	CI\$20.00
	Elementary- 3:15 to 5:00 pm		

Montessori By The Sea reserves the right to revoke a student's attendance privilege should there be an outstanding balance on their account until it has been settled. Once revoked, an application will have to be made for re-admittance to MBTS. Additionally, MBTS reserves the right to deny continued enrollment to any student with an outstanding account at the end of a tuition period.

Montessori By The Sea also reserves the right to withhold report cards until accounts are settled.

Montessori By The Sea understands that there are times that families may encounter financial difficulties. **Families are encouraged to advise the Administration if there are foreseen difficulties meeting the financial obligations in a timely manner.** MBTS is willing to work with families should such circumstances occur; however, if families do not adhere to the mutually agreed upon terms, then 'Late' and 'Incidental' fees will apply. Further, it will be at the discretion of MBTS whether or not the student will be re-admitted to the school following the receipt of the overdue payment. (Should Montessori By The Sea be forced to refer the matter to the school's legal council to pursue collection, all costs related to this (including but not limited to legal fees) will become the responsibility of the family and charged to their account.

Montessori By The Sea is a member of the Private School's Association (PSA) and is **professionally obligated to advise other schools of any delinquent accounts** should a student's attendance at MBTS cease and there is an outstanding balance on the student's account.

# APPENDICIES

## Attendance Policy

### With regard to attendance we believe:

- Regular attendance provides maximum benefit to the child's overall development.
- Parents can support the aims of the school by ensuring that their children attend school, and school activities as scheduled.
- Learning opportunities are available to the child outside of the school, and traveling to various countries provides the child with important real-life experiences.

### With our aims and our beliefs in mind, our position on school attendance is as follows:

- Children should attend school (regularly scheduled sessions) as described in the contract, except in the instances of illness or other disruption to the family schedule.
- Children should attend functions outside of regular school hours in which the school is participating.
- Parents should make every attempt to adhere to regularly scheduled arrival and dismissal times.

### Montessori By The Sea also makes the following provisions:

- For absences due to scheduled travel, for non-medical reasons, that necessitates the child missing more than 2 days of school: The trip should be discussed with the child's teacher at least one week prior to the scheduled departure date. As Montessori material use is an integral part of the learning process, where feasible, teachers will provide the child with appropriate activities for him/her to complete. Where possible these activities will include opportunities for the child to use the actual travel experience as the main source of learning. Cultural experiences that facilitate the child's development on the trip should be documented by the parents and a copy provided to the teacher upon the child's return to MBTS.
- For absences due to short-term illness (greater than 2 days but no more than 2 weeks), where feasible, appropriate work will be prepared by the teacher and should be collected by the child's parent(s)/guardian(s).
- For absences due to long-term illness (more than 2 weeks) or due to serious illness we will work with the child's health and other care professionals in the way that is determined to best meet the needs of the child.

### In instances where a family's situation or choices negatively impact the child's progress:

- The family will be notified in a meeting that may include the child's teachers and/or administrators of the school, where the situation will be discussed and the school will present choices for the family. Once a plan of action has been agreed upon it will be implemented for a specified trial period after which time it will be evaluated and any further actions decided upon.
- The child may be required to remain in a program for additional time before transitioning to the next level.
- The child may be required to complete additional work (during non-school hours) or receive additional instruction (at the parents' expense) to ensure adequate progress.
- The child may transition to the next level with the understanding that they are receiving work that is suitable for him/her (but may differ from work of other students in the program). This may impact the child when he or she transitions out of MBTS.
- Tardiness may also negatively impact the child's school experience or the school experience of classmates. If late arrival or pick-up is chronic and becomes problematic the school may request that the child is dropped off or picked up from the office. **In addition, if your child arrives at school later than 8:30 am, please drop him/her off to the office to sign in and have him/her be escorted into his/her class.**
- Should a family decide that MBTS is no longer the school that best meets the child's needs and seek other schooling or where no agreement can be met or there is failure on the part of the family to adhere to an agreed upon plan of action then the family is responsible for tuition payment as per the terms of the enrollment contract.

## Arrival and Dismissal Policy

### Arrivals

#### Separation Anxiety

Many young children and their parents feel a bit nervous when they leave one another in an unfamiliar situation. A few tears may even be expected. When leaving your child, it is essential that your attitude be a positive one as your reaction impacts his/hers. The teachers will greet you and your child, and if your child is uncomfortable, we have found that it is best to make a quick, confident departure. Our teachers will reassure, and seek ways to calm, your child. You may call at any time to check on your child. Please note that we will contact you if your child is inconsolable.

In order to allow each child a sense of independence, your participation in the arrival should be brief. Please note that this time is not an appropriate occasion for parent-teacher conferences as the teachers need to focus their attention on the students. You may schedule a conference with your child's teacher at any time you feel necessary.

Please remember to close the doors securely when coming into the school, as well as ensuring all gates are securely clasped! This is for the safety of all of the students.

#### Drop Off

At the **Casa and Elementary** levels, we offer 'Kiss and Go' between 8:00 and 8:30 am, which gives parents the option to drop off their child to a teacher stationed by the walkway, if they so desire. During this time, parking cones are placed down the center of the entrance for parents who want to park their cars and parents who want to "Kiss & Go"! Parents parking should go to the right of the cones and those dropping off to a teacher should go to the left of the cones. As always, please remember to use extreme caution when entering or exiting the parking lot. **Please ensure that you are dropping your child off so that he/she may use the side pathway, and not the Toddler play area, to enter the playground.**

#### National Song & Anthem

At the **Casa and Elementary** levels, the first bell is rung at 8:15 am for the singing of the Cayman National Song and Anthem. Please note that as part of the Cayman Islands culture, we stand still, with hands at our sides, as a sign of respect, so if you arrive during the singing of the anthem please join us.

#### Toddler Program

Children should be escorted directly into the Toddler Classroom by the parent or caregiver. If you have a child in the Toddler class and another program you may escort your other child to his or her program first, however your toddler must remain under your direct supervision at all times.

#### Toddler and Casa Programs:

**If you arrive before 8:00 am:** In order to ensure an optimal learning experience for every child, our teachers use the time before 8:00 a.m. to make their final preparations of the classroom environment for the day. **As such we are advising parents that all doors to buildings will remain locked until 8:00 am.** Should you arrive BEFORE 8:00 am you may wait with your child on the playground. At 8:00 am doors will be opened.

## **Arrival and Dismissal Policy cont.**

### **Casa Programs:**

At 8:00 am doors will be opened and staff members will arrive on the playground. You may leave your child on the playground under the supervision of the staff at this time. Parents should then place their child's lunch box and belongings in the cubby area on their departure.

**8:00 – 8:30 arrival:** Upon arrival, children should be escorted to the playground by parents or caregivers who are dropping them off to school. **Children should not be left in the cubby area as a child can easily wander back into the parking lot.** Our staff members rotate the responsibility of outdoor supervision during the morning playtime and any staff members who remain inside are prepping the environment and are not available for the supervision of children at this time. Parents should also alert a staff member as to the presence of their child during this busy time.

**Access to the playground is through the gate on the western side of the property. In order to respect teacher preparatory times, parents should NOT use the restroom or the kitchen/specialty room to access the playground.**

**8:30 and later arrivals:** Please escort your Casa child to the office to sign him/her in and to verify his/her arrival. From here your child will be escorted to class.

### **Elementary Programs:**

**If you arrive between 7:45 am - 8:00 am:** With written parental permission, students may remain unsupervised on the playground until the classroom doors are opened at 8:00 am and a teacher arrives on the playground for supervision. Please note that students who are habitually dropped off prior to 7:45 am may lose the privilege of early drop off.

**8:00 – 8:15 am arrival:** Elementary students may enter their classrooms to put away their belongings; however, they should make their way to the playground immediately after doing so.

**Classes begin at 8:15 am for the Upper Elementary students; therefore, please ensure that your Upper Elementary child is dropped off to school before this time. If arriving after this time, please escort him/her to the office to sign in.**

Children who demonstrate a high level of maturity may walk into the school or playground unattended if necessary but parents should endeavor to supervise their child's arrival until he/she is safely out of the way of traffic. Additionally parents should be aware that the arrival time is a time where teachers may hand out notices or provide information particular to the child so please ensure that you are aware of notifications.

**8:15 – 8:30 arrivals:** Our Lower Elementary students begin lining up at 8:30 am. If arriving close to this time, your child should make his/her way quickly to the playground and join his/her class in lining up. Should students already be in class, the child should be directed, and is expected, to quickly and quietly enter their classroom, put away belongings and join his/her friends in the class activity.

**8:30 and later arrivals:** Please escort your Elementary child to the office to sign him/her in and verify his/her arrival. From here your child will be escorted to class (or sent on his/her own).

## Arrival and Dismissal Policy cont.

### **Dismissals**

#### **Pick Up**

**All Casa and Elementary students should be picked up using the walkway at the side of the school and NOT through our Toddler playground.** All students are to advise a teacher when they are leaving the premises. Parent and guardians who are present at pick-up are responsible for supervising the children in their care. **In order to respect the privacy of our children, parents and guardians should NOT go through the Casa bathroom.** We request that parents and guardians respect and adhere to our playground rules:

- Ensuring that once our bell rings, students not in after care are with their caregivers so that we can determine which students are in after care
- Ensuring that while on the playground, students keep their shoes on
- Ensuring that their children use the playground equipment in a safe manner
- Requesting that students not in aftercare or waiting for an after school club or private lesson are safely walked out of the playground area with their caregiver

Please ensure that all doors and gates are closed securely behind you when you are leaving. This is essential for the safety and protection of our student and supports the Grace and Courtesy policy promoted in the school. We thank you for your cooperation.

#### **Toddler Program**

**Half-day pick up:** Between 11:30 am and 12:00 noon. **All half day children must be picked up by 12:00 noon to accommodate those students who nap.**

**Full-day pick up:** 3:00 p.m. We do not offer after-care for Toddler students.

Children should be picked up directly from the Toddler Classroom by the parent or caregiver. Once you have collected your child from the Toddler class, he or she should remain under your supervision at all times.

#### **Casa Program**

**Half-day pick up:** 12:00 noon

**Full day pick up:** 3:00 pm

**After-care pick up:** 5:00 pm

It is important to collect your child at the designated pick-up time **to ensure proper student/teacher ratios.**

***If you need to pick up your child before the designated/scheduled pick up time:***

Please notify either the school office or your child's classroom teacher. Your child will then be brought into the office to be signed out.

#### ***Half-day Pick Up***

Children can be collected directly from the playground if the parent arrives while they are still outside. Should children be in the classroom parents should follow the procedure described above. Students who remain for more than 10 minutes are invoiced for late pick up.

#### ***Full-day Pick Up***

Children can be collected from the playground. Students who have not been picked up by the 3:00 pm dismissal time will be put in After Care and invoiced accordingly.

## Arrival and Dismissal Policy cont.

### Elementary Programs:

#### ***If you need to pick up your child before the designated/scheduled pick up time:***

Please notify either the school office or your child's classroom teacher. Your child will then be brought into the office to be signed out by you.

**3:15 pm Pick Up:** Elementary students can be collected from the main playground. Students who have not been picked up by the 3:15 pm dismissal time will be put in After Care and invoiced accordingly.

#### **During arrival and pick-up times, please make particular note of the following items:**

- Extreme caution and vigilance should be used when anyone is entering, parking, and leaving the parking lot as there are always students present.
- Parents/guardians use the stepping stones as much as possible when walking children to their cars.
- Parking should align with parking stops to allow others ease of parking and vehicles should never block entrances and exits or be in "no parking" zones.
- Conversations with other parents in the parking lot should be avoided, especially during the busiest times to facilitate the smooth flow of the dismissal time.
- Parents/guardians are mindful when crossing the street and refrain from conversations on the street and/or in the middle of the parking lot.
- All children should be carefully monitored and supervised-hold hands of young children to prevent darting- especially when crossing the parking lot.
- Parents/guardians ensure that children are wearing seat belts and, in the case of younger children, secured in a car seat in the back seat.
- We request that parents/caregivers who will not leave immediately upon pick-up, park across the street leaving the spaces in the parking lot free for those families that are trying to expedite the pick-up process.
- Siblings who do not attend Montessori By The Sea should be supervised by parent or caregivers at all times.
- Adults in the parking lot should always be keen observers and aware of the surroundings, and should be prepared to act/notify if they see a child who appears to be unsupervised or who may be in danger or present a hazard to himself/herself or others.
- Parents should discuss with their children and any caregivers who may pick-up the child from school the correct procedure for dismissal time and the rules for maintaining safety for all during this time.
- Parents should ensure that their child's teacher is aware when he/she is picked up by having your child come over to his/her teacher to say "Goodbye" and shake his/her teacher's hand. Such actions reinforce grace and courtesy, an important aspect of our program and facilitate the proper supervision of the children.
- **It is MBTS's policy to refuse to release a child to anyone other than those listed as having permission to do so. If a person other than someone authorized to pick up the child is doing so, staff must be notified ahead of time by the parent, otherwise, the child will not be released to said person. Should a parent phone or email to have an unauthorized person pick up their child, the parent should be informed that this person must come into the office to have their ID checked and will then be taken to the child.**
- **Please note that it is the responsibility of parents to notify their children's teachers and Administration of any alternate arrangements for their children, including play dates, as we will not permit a child to leave with another parent unless we have been authorized to do so.**

## Child Protection Policy

### PURPOSE

The purpose of the Montessori By The Sea (MBTS) '**Child Protection Policy**' is to:

- \* Reinforce and safeguard the health and safety of students enrolled at the school.
- \* Present a code of conduct which clearly states steps taken to protect our students.
- \* Outline definitions of abusive or neglectful behavior.
- \* Clarify for staff, parents/guardians, and the wider community, the school's approach to reporting of concerns regarding the students.
- \* Clarify for staff the procedure to follow if, and when, cause for concern of this nature arises.
- \* Clarify the legal requirements and responsibilities for all staff at MBTS.

### AIM

The aim of this document is to set clear procedures for the reporting of suspected abuse or neglect of children in the Montessori By The Sea community.

### RATIONALE

At MBTS we believe that children have a right to adequate care and protection in a safe environment. We always endeavor to ensure that children are provided care in an open, well-lit environment with adequate adult supervision. Clear expectations of best practices for ensuring safe, supportive, and respectful interactions between adults and children at the school are provided in the MBTS Child Protection Policy. We strive to keep parents/caregivers involved and informed about a teacher's concern(s) about a child's well-being. Every attempt will be made to share concerns about a child's well-being (i.e. his/her self-esteem and confidence, performance in academic activities/grades) with his/her parents/caregivers. However, should we feel that a child's safety and/or emotional well-being is placed at risk, we will follow the procedures within our 'Child Protection' policy.

We also want to make certain that a staff member who receives a disclosure from a child whilst carrying out his/her duty of care at school understands what he/she needs to do and that he/she receives adequate support. This policy stands alone in that it seeks only the protection of the child as its main concern.

### CODE OF CONDUCT

Montessori By The Sea requires that all adults engage in safe, supportive, and respectful interactions with children at all times. The following outlines appropriate and expected conduct for physical, behaviors, verbal and digital communication, and general conduct:

- All adults interacting with children must do so in open, public spaces. If one-on-one meetings are necessary for educational or emergency purposes, they should also be conducted in a visible area where the interaction can be (or is being) observed, or in a room with the door left open and another adult notified about the meeting.
- All communication (i.e. verbal, written, digital) between adults and children should be transparent and about school or program activities.
- Treat all children with respect and provide safe and supportive interactions that foster children's social, emotional and academic development.
- Comply with all mandatory reporting procedures.
- Cooperate fully with any investigation of misconduct or abuse of children.

### DEFINITIONS IN THE CAYMAN ISLANDS

Child abuse refers to any child or young person under the age of 18 years of age, who is not married, who through the action of parents, caregivers or other children, or through the failure of parents or caregivers to act, has suffered, or is likely to suffer serious, physical or emotional harm.

## Child Protection Policy cont.

Child abuse can be:

Emotional - defined as “the persistent emotional ill-treatment of a child so as to cause severe and adverse effects on the child’s emotional development.” Emotional abuse has an important impact on developing a child’s mental health, behavior, and self-esteem.

Physical- may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm, to a child.

Sexual- may involve forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative acts (i.e. rape or sodomy) or non-penetrative acts. They may involve activities such as involving a child in looking at, or the production of, pornographic materials. Children may also be involved in prostitution as the result of exploitation by adults.

Neglect- can take many forms, including:

- \* Inadequate or erratic physical care-feeding, hygiene, clothing.
- \* Emotional neglect – failure to respond to a child’s distress.
- \* Abandonment – leaving a child alone or unsupervised.
- \* Failure to ensure a child attends school or failure to support education needs.
- \* Lack of stimulation resulting in developmental delay.
- \* Lack of boundaries and guidance.
- \* Failure to protect a child from physical harm or danger.
- \* Denial of medical care or treatment.

The effects of neglect may be particularly damaging if a) it is prolonged or severe, b) it accompanies other forms of abuse, c) a child is very young, and/or d) a child has a disability.

### Impact of Abuse:

All forms of abuse can manifest through: self-harm/suicidal thoughts, anxiety/depression, eating disorders, frequent soiling of bedding or clothing, problems sleeping/nightmares, becoming withdrawn or clingy, angry outbursts or increased absences.

### Contacts:

Concerns may be directed to the Child Protection Liaison Officer. In the event that the Liaison Officer is not available, concerns should then be directed to the Office Manager and or MBTS Principals.

## **GOVERNING LAW AND PRACTICE IN THE CAYMAN ISLANDS (AS TAKEN FROM THE CI GOVERNMENT WEBSITE)**

The Children Law (2012 Revision) and its accompanying Regulations seek to protect children, their well-being and their individual rights.

The Department of Children and Family Services together with the Ministry of Community Affairs, Youth and Sports along with other stakeholders and agencies, have worked hard to ensure the Law’s capability to meet these needs.

The Law came into effect on 1st July, 2012. The basic premise of the Law and its Regulations is that the *best interest of the child is of paramount importance*. It therefore provides the legal framework for the implementation of the Convention on the Rights of the Child and the Constitution Order, 2009 Bill of Rights, Freedoms and Responsibilities by covering the scope of child protection, the welfare of the child and parental responsibility.

A copy of the Law and its Regulations can be found online at [www.mcays.gov.ky](http://www.mcays.gov.ky). For more information, contact the Department of Children and Family Services at 949-0290.

## Child Protection Policy cont.

### REPORTING (AS TAKEN FROM THE CI GOVERNMENT'S CHILD ABUSE AND NEGLECT REPORTING POLICY)

Mandated reporters are individuals who have regular contact with vulnerable people and are therefore legally required to ensure a report is made when abuse is observed or suspected. Teachers and other school employees who have reason to believe that a student is being abused are mandated to report that information to the school's Primary Child Protection Officer or, if that is not possible before the close of the day, to the other assigned Child Protection Officer, in accordance with the Department of Education Services (DES) 'Reporting of Suspected Child Abuse/Neglect' procedures.

Should staff recognize signs of abuse/neglect or have a child report abuse/neglect, said staff member will respond by gathering information and following through with the reporting procedure stated above.

### Grace and Courtesy/Anti-Bullying Pledge (Lower Elementary)

This pledge is a promise we make each year to be respectful and avoid bullying. Montessori By The Sea supports a **Zero Tolerance** policy in regards to bullying as we work to ensure the safe keeping and positive development of our students.

There are five main types of bullying:

- Physical – hitting, kicking, pushing, shoving, taking belongings;
- Verbal – name-calling, taunting (making fun of), remarks;
- Indirect/emotional – spreading nasty stories, talking about others (gossiping), laughing at someone (especially if he/she is hurt), excluding others from groups;
- Cyber – Any of the above forms via internet or phone (on emails, chats, websites, Facebook, Twitter, texting, etc.)
- Prejudicial – excluding or marginalizing around belonging or identity

Bullying is never right or excusable as "kids being kids", "just teasing/joking" or for any other reason. It causes pain to the person or people being bullied.

*Grace and Courtesy* is practiced when we choose words and/or actions that are kind, thoughtful and respectful of others, and it shows the kind of people we choose to be.

We, the students of Montessori By The Sea (MBTS), agree to join together to stand against bullying and disrespect at our school. We further agree to honor each other by treating each other with *Grace and Courtesy*.

We believe that everybody should enjoy our school equally, and feel safe, secure and accepted.

I agree that if I am being a bully or disrespectful, or if I see someone being bullied and I don't tell an adult or stop the behavior, I am helping bullying to continue.

## Grace and Courtesy/Anti-Bullying Pledge (Lower Elementary) cont.

By signing this pledge, as a student of MBTS and responsible citizen of the Cayman Islands and global community, I agree to:

R – Respect others and their property and remember that bullying and disrespect are not right and hurt others.

E – Encourage others to stop disrespect and bullying

S – Stand up and speak out for what's right

P – Put a stop to bullying and disrespect by talking to parents, teachers and administrators if I see it happening

E – Express myself in words and action in a respectful way if I have a conflict with someone else

C – Courteous and gracious behavior in words and actions

T – Talk about conflict and be a part of the solution

Should my actions fall in line with bullying behavior, I understand that I may experience the following consequences in series with each offense:

1. Review MBTS bullying pledge with teacher and compose a letter of apology to peer;
2. Review MBTS bullying pledge with principal and compose a letter to parents stating what has been learned about bullying and how behaviour will change;
3. Attend social skills training with in-house staff or outside professional;
4. Be excused from upcoming field/class trip and instead attend classes in an alternate classroom.

## Grace and Courtesy/Anti-Bullying Pledge (Upper Elementary)

This pledge is considered a 'living document' which means that it shall be referred to, and reviewed, as necessary and be reaffirmed each school year. Montessori By The Sea supports a **Zero Tolerance** policy in regards to bullying as we work to ensure the safe keeping and positive development of our students.

There are five main types of bullying:

- Physical – hitting, kicking, pushing, shoving, taking belongings;
- Verbal – name-calling, taunting (making fun of), insulting, racist or sexist remarks;
- Indirect/emotional – spreading nasty stories, vicious gossiping, laughing at someone (especially if he/she is hurt), excluding others from groups;
- Cyber – Any of the above forms via internet or phone (on emails, chats, websites, Facebook, Twitter, texting, etc.)
- Prejudicial – excluding or marginalizing around belonging or identity

Bullying is never justified or excusable as "kids being kids", "just teasing/joking" or for any other reason. It causes pain and stress to the person or people being targeted and singled out. In a community as small as the Cayman Islands, bullying that occurs outside of school can still impact the students while they are at school.

*Grace and Courtesy* is extended when we choose words and/or actions that are kind, considerate and respectful of others, and it reflects the kind of people we choose to be.

We, the students of Montessori By The Sea (MBTS), agree to join together to stand against and stamp out bullying and disrespect at our school. We further agree to honor each other by treating each other with *Grace and Courtesy*.

We believe that everybody should enjoy our school equally, and feel safe, secure and accepted regardless of color, race, gender, age, popularity, athletic ability, intelligence, religion and/or nationality.

## Grace and Courtesy/Anti-Bullying Pledge (Upper Elementary) cont.

By signing this pledge, as a student of MBTS and responsible citizen of the Cayman Islands and global community, I agree:

1. To look for and respect the differences between myself and others whether in appearance, speech, thought or behavior, and know that it is okay to be different.
2. To treat others and the property of others (including the school property both indoors and out) with respect.
3. To be aware of my own words and actions so that if I act inappropriately, I will do what I can to make things right.
4. To resolve conflict directly with the person involved and not involve others as this may make the conflict grow.
5. To involve a teacher if I have conflict with another student that is not being resolved by my own efforts.
6. To avoid involvement in bullying incidents or acting like a bully in and outside of school, on the internet and/or in after-school activities.
7. To avoid listening to, or participating in gossip, or spreading mean-spirited remarks to others.
8. To report honestly and immediately all incidents of bullying to a faculty member in the immediate area.
9. To support, in word and action, students who have been, or are subjected to bullying and gossip.
10. To talk to teachers and parents about concerns and issues regarding disrespect and bullying.
11. To work with other students, teachers and administrators to help my school deal with bullying effectively and create an environment that is gracious and courteous.
12. To be role models that display grace and courtesy in the treatment of all members of our school community.
13. To participate fully and contribute to assemblies dealing with disrespect and bullying.
14. To be a part of the solution and encourage others to do the same.

I acknowledge that whether I am being a bully, disrespectful to a peer and/or staff, or see someone being bullied or disrespected and don't report or stop the behavior, I am guilty of bullying behavior. Further, I acknowledge that if I do not keep this pledge, instead choosing to be a bully or continually disrespectful, I am subject to the following consequences, in series with each offense, and possible dismissal as detailed in the Parent and Student Handbook:

1. Review MBTS bullying pledge with teacher and compose a letter of apology to peer;
2. Review MBTS bullying pledge with principal and compose a letter to parents stating what has been learned about bullying and how behaviour will change;
3. Attend social skills training with in-house staff or outside professional ;
4. Be excused from upcoming field/class trip and instead attend classes in an alternate classroom.

## Head Lice Policy

Although occasional checks are done at the school, it is the responsibility of parents to periodically check their children for head lice. If you discover that your child has head lice, please contact the school immediately. All nits must be removed before the child will be allowed back in school. This policy will be strictly enforced, **without exception**. If head lice are found during a school check, parents will be required to pick up their child immediately and begin treatment. When a case is detected, all parents will be notified by e-mail notices.

## Health Policy

Before your child is to commence school, an updated copy of his/her immunization record must be submitted. In addition, children, who will be four years, nine months when commencing school, will be required to get a complete health exam (physical). Dates will be given out to see the Public Health Nurse, or if you prefer, we will get you a form and you can take your child to his/her own physician.

If your child has any allergies or health-related problems, please be sure to make a note of it on his/her application form and health questionnaire.

When, in the opinion of your child's physician, it is necessary that medication be administered during school hours, a representative of the school will give it to your child in accordance with the following:

- Your child must be kept at home for the first 24-hours while on an antibiotic.
- Any medication brought to school must be labeled with your child's name and given directly to a staff member who will put it up, away from the children. **Please do not leave medications with your child or put them in his/her lunch.**
- You must supply complete and proper instructions for dosage, preparation and storage.
- You must send the proper device to administer the medication.
- You must supply authorization to administer the medication. If you desire, you may come to school to administer the medication yourself. **DO NOT GIVE YOUR CHILD MEDICATION TO TAKE BY HIM/HERSELF.** It can be lost, picked up by someone else or result in an overdose.
- As a parent/guardian, you are responsible for administering the first dosage of medication.
- Whenever possible, medication schedules should be arranged to cause minimal interruption to the school day.
- It is imperative that parents monitor the expiration dates on Epi Pens, Inhalers, etc.

## Health Policy cont.

To school or not to school? This is the question facing many parents at the breakfast table when their usually exuberant, hungry child sits listlessly ignoring breakfast. The following guidelines were developed to assist parents struggling with this dilemma. **Your child should be at home and not at school if he/she is experiencing any of the following symptoms:**

- **temperature (100 degrees or higher);**
- **consistent cough and/or sneeze;**
- **discolored and/or an extreme amount of nasal discharge (unless your child has a chronic condition such as sinusitis or an allergy, which has been verified by a note from a physician);**
- **glassy-eyed;**
- **diarrhea;**
- **vomiting;**
- **sore throat;**
- **lethargic behavior;**
- **head lice.**

**In the event that your child has a fever, he/she should be fever-free for twenty-four hours without medication before returning to school. These policies are strictly enforced.** While we understand that many parents work, these precautions protect your child as well as the other children (and teachers) in the school from infection. In addition, weather permitting, students will go outside to play every day. If you feel that your child may be too sick to go out to play, he/she is probably too ill to be at school.

If any of these symptoms develop during school and become consistent, and he/she appears to be sick or if his/her health is deteriorating, he/she will be removed from the classroom and taken into the office. If he/she seems to be fairly sick, or if after a brief stay he/she feels too ill to return to class, we will contact either yourself or another responsible adult (as indicated on your child's application form) to take him/her home. **You are expected to pick up your child immediately!** We understand how difficult it can be for working parents to break free during the day, and yet all of our children get ill from time to time. You will want to make arrangements with a friend or relative in advance.

If your child has fallen behind in his/her schoolwork due to an extended absence, please contact his/her teachers to develop a strategy to help him/her catch up.

Following is a list of contagious diseases and the length of time it takes for the child to recover to act as a guideline for you. All parents will be informed of any communicable diseases within the school community through notices posted on the bulletin board or through e-mail notices. If you require any further information, you can contact the Cayman Islands Public Health Services at 244-2648.

## Health Policy cont.

Disease	Quarantine of Patient
Chicken Pox	Until all blisters have dried into scabs.
Measles (Rubella)	7 days from appearance of rash.
German Measles (Rubella)	5 days from appearance of rash.
Mumps	5 days from appearance of rash.
Viral Hepatitis	During first 2 weeks of disease.
Meningitis	48 hours after onset of chemotherapy.
Scarlet Fever	7 days if not treated/48 hours with antibiotics.
Strep Throat	7 days if not treated/48 hours with antibiotics.
Whooping Cough	3 weeks after onset of spasmodic cough.
Conjunctivitis (Pink Eye)	24 hours after treatment starts.
Scabies	24 hours after treatment starts.
Vomiting	24 hours no vomiting without medication.
Fever	24 hours fever-free without medication.
Diarrhea	24 hours after treatment starts.
Ringworm	24 hours after treatment starts.
Pinworm	24 hours after treatment starts.
Impetigo	Once treatment has been completed.
Tuberculosis	Once treatment has been completed.

If a child is diagnosed with a communicable illness such as hepatitis, measles, mumps, diphtheria, rubella, tuberculosis, etc., Montessori By The Sea is mandated by law to immediately notify the local health department, all staff and all parents and guardians of children at the school. The child's confidentiality will be maintained. Before a child is accepted back into school after having a contagious disease, the school requires a written note from the doctor stating that the child is no longer contagious.

## Homework Policy

One of our primary aims is to help the children acquire the skills necessary for a **balanced, successful life**. At MBTS, homework expectations vary according to the child's individual needs and stage of development. However, we do not believe that homework should be assigned as 'busy' work. We would like time spent outside of school to be a period of enjoyment for both students and their families, recognizing that these experiences are also learning opportunities that benefit and support the child's overall development.

At all levels homework is for the further benefit of the student and should be completed independent of parents, siblings or others. This encourages student interest and pride in his/her work as well as enables the teacher to properly evaluate where the student may need additional assistance.

## Homework Policy cont.

Should any additional work or homework be requested due to travelling, please notify your child's teachers at least one week in advance so that, where feasible, a package can be put together for him/her. The Montessori program helps students to understand concepts through the use of concrete materials as they progress to abstraction. As such, it is not always possible to provide parents with assignments, given the reliance on classroom materials depending on the child's stage of development.

### Lower Elementary:

At the Lower Elementary level, students bring home books to read independently and with their parents. Teachers ensure that the books are sufficiently challenging. Spelling lists and Math facts are also assigned for study, and the students are given weekly tests. Students may be assigned work to reinforce concepts learned/practiced in the school environment, work that was not completed during designated and/or agreed upon work times and/or work that was requested by the students. In addition, students may have writing practice or pursue areas of interest.

### Upper Elementary:

At the Upper Elementary level independence, self-discipline, and the development of good work habits and a sense of responsibility continue to be nurtured. As such, students are provided with deadlines and unfinished work is brought home. Homework may also be comprised of concept reinforcements, independent research projects, writing assignments and current event projects.

In those instances where teachers have expressed concerns to parents/guardians regarding a particular student, and it has been agreed that work will be sent with the student to be completed at home, ***it is expected that parents will ensure that the work is completed independently, signed, and returned to the child's teachers.***

If work consistently sent home is not completed, teachers are required to advise administration so that a meeting is convened between the school and the family, and a way forward is determined for the student.

## Montessori By The Sea Homework Guidelines (All Programs)

**Responsibility:** The responsibility of teachers, students and parents in regard to homework is outlined below:

### **Teachers:**

- Assign relevant, challenging and meaningful homework that reinforces learning.
- Give clear instructions/rubrics and make sure students understand the purpose.
- Give specific and constructive feedback on all corrected work.
- Involve parents and administration and contact them, within the month, if a pattern of late or incomplete homework develops.
- Give students sufficient time to complete their homework, taking into consideration homework assigned by other teachers.
- Ensure that there is not an overload of homework by collaborating with co-teacher and specialty teachers.
- Homework will not be assigned for a particular subject the night before a test on that subject to allow time for review.
- Consideration should also be made for students with assessments and/or IEPs on file stating the need for reduced paperwork and/or increased time for assignments.

## Homework Policy cont.

### Parents:

- Set a regular, uninterrupted study time each day.
- Establish a quiet, well-lit study area.
- Monitor student's organization and daily list of assignments in their agenda.
- Encourage open communication between student and teacher, within six weeks, when frustrations and difficulty arises.
- Allow the student the opportunity to work out difficult aspects of the assignment independently before endeavoring to help.
- Assist and clarify, but not doing the actual work.
- Alert the teacher, in advance, when extenuating circumstances arise that may prevent homework from being completed on time.
- Remind the teacher if your child(ren) has an assessment and/or IEP on file stating the need for decreased paperwork and/or increased time for assignments.

### Students:

- Write down assignments in agendas.
- Be sure all assignments are clear; don't be afraid to ask questions if necessary, before leaving school.
- Set aside a regular time for studying.
- Find a quiet, well-lit study area.
- Be mindful of responsibilities when absent.
- Work on homework independently whenever possible, so that it reflects student ability.
- Produce quality work.
- Ensure assignments are done according to the instructions and completed on time.
- Remain aware of what is expected, and the standards by which work will be assessed.
- Be aware of the school's homework policy.
- Manage demands and activities to allow sufficient time for homework completion.

## Internet and Computer Usage Policy

Computers, their software and the Internet are valuable research tools, and provide many opportunities for students to communicate and share information. Online resources can be used to educate, inform, communicate, and entertain. As a learning tool it is similar to books, magazines, video, CD-ROM, and other information sources. Students and teachers have access to other individuals, government documents, social and scientific data, library sources, and many other types of information.

With this great resource access comes the availability of material that is either controversial in nature or of no educational value to the students of Montessori By The Sea. While the administration and staff understand this, and have taken precautions to control student access, there is no reliable way to currently block all sites that may be considered controversial or of little educational value, without seriously compromising the usefulness of technology as a tool. At this time, our computer maintenance company has provided a site filtration and blocking system. In addition to this precaution, we endeavor to have students use the computer and the internet when a staff member is present. (N.B. At the Casa level, all computer and internet usage is supervised by a teacher.) At the Elementary levels, students may use the computer unsupervised as long as he/she is responsible and respects this policy.

## Internet and Computer Usage Policy cont.

Usage of the school computers, student laptops brought from home, and availability of the Internet to students of Montessori By The Sea rests upon the proper conduct of each student who must follow the guidelines of our Acceptable Use Policy. **Please review these guidelines so that you fully understand the responsibilities your child will have. If a student violates any of these provisions, Internet access or even computer access may be denied to that student.**

### **General Terms and Conditions/Acceptable Use Policy for Computer and Internet Usage**

The purpose of Internet access is to provide educational resources and the opportunity for collaborative work. Transmission of any material that does not meet these purposes is a violation of the policy. The use of the Internet is a privilege, not a right. Inappropriate use will result in cancellation of the privilege. The teacher in charge will decide what constitutes appropriate use based on school policy documents and known best practices, and his or her decision is final.

### **Students are expected to:**

1. Report any misuse to the teacher in charge. Misuse is considered to be any exchange of information or messages that indicate or suggest racism, sexism, inappropriate language, or any site that is deemed inappropriate by the teacher in charge.
2. Follow broadly accepted computer etiquette. Students are considered representatives of our school community and rules for politeness will be practiced at all times.
3. Follow standard safety precautions including never revealing their home address or telephone number or that of any other members of our school including students, faculty and staff.
4. Refrain from downloading items from the Internet unless they are deemed necessary to the task at hand.
5. Accept that any data transmitted over MBTS' School Computer Network is not guaranteed to be private. Students should not send anything they do not want others to know about. MBTS routinely logs all traffic flows and records all Internet usage.
6. Follow international agreed upon guidelines for using other people's work. If a student uses another person's text or graphics, he or she must ask permission when it is possible and credit the author and the source. A student may not pass off another person's work as his/her own. This plagiarism and is a violation of copyright law.

**The consequence for any inappropriate use outlined in this policy is cancellation of Computer/Internet privileges. It may also include the loss of computer usage within the school.**

### *You may:*

- Use the computers and the programs that have been installed on them.
- Use the internet and any other communications programs allowed to the computer in use.
- Save files to jump drives.
- Print any documents that you have prepared, downloaded or received from a resource.
- Use the Internet or any other provided resource to research assignments or projects.

### *You may not:*

- Use any profanity or anything else that is offensive.
- Use any copyrighted material as your own.
- Use the computer to violate anyone's rights.
- Modify the computers.
- Load or run any personal software to the school's computers.
- Share your Username or Password with another student.

## Internet and Computer Usage Policy cont.

The use of any of the school's computers requires the assent of the administration. To obtain that assent you must:

- Read and agree to the policies set forth in this Acceptable Use Policy, the Parent/Student Handbook and any other policies written or stated by the administration.
- Sign a statement of compliance with the 'Internet and Computer Usage Policy'.

**Students have no right of privacy with their folders or documents. Montessori By The Sea reserves the right to view all student work and take appropriate action if necessary.**

**In addition to the possible revocation of computer privileges it is understood that there may be further action, including suspension, taken by the administration if the offense or repeated offenses make it necessary.**

## Lockdown Procedure Policy

Lockdown procedures are in place to ensure the safety of students should a threat exist outside or inside the school buildings. The teachers are responsible for securing classrooms, taking attendance, and safeguarding children. A member from Administration will verbally notify staff of the need to commence the Lockdown Procedure, assist in securing the buildings, notifying any necessary authorities, and giving the "all clear".

## National Song & Anthem Policy

All Casa, and Elementary students sing the National Song and National Anthem every day.

### **Procedure:**

At 8:15 am the bell will ring for Casa and Elementary students. Once the bell has rung, students will line up as usual. Students will remove their hats from their heads and hold them carefully in their hands, and will stand at attention while singing along. We will sing the National Song, "Beloved Isle Cayman" and immediately following students will sing the National Anthem, "God Save The Queen".

If you are present during this time we ask that you also demonstrate respect by singing along if you know the words, standing properly (at attention) and refraining from talking to anyone during this time.

If you arrive during the singing of the National Song/National Anthem we ask that you wait with your child following the procedure detailed above. Once the National Song and National Anthem are complete then you should direct your child to join his/her class.

**Please be mindful that one of our goals is to teach students to respect cultures, both their own and that of others. The National Anthem of each country is individual to that country, and representative of attributes of that nation, either past, present or hoped for, and its people. We encourage our students to continue to demonstrate respect when another nation's anthem is being sung by behaving as detailed above.**

## National Song & Anthem Policy cont.

### **Cayman Islands National Song**

Oh land of soft, fresh breezes,  
Of verdant trees so fair.  
With thy Creator's glory  
Reflected everywhere.  
Oh sea of palest em'rald,  
Merging to darkest blue,  
Whene'er my thoughts fly Godward,  
I always think of you.  
Dear, verdant island,  
Set in blue Caribbean Sea,  
I'm coming, coming very soon,  
Oh beauteous isle, to thee.  
Although I've wandered far,  
My heart enshrines thee yet.  
Homeland, fair Cayman Isle,  
I cannot thee forget.

### **Cayman Islands National Anthem**

God save our gracious Queen, Long live our noble Queen,  
God save the Queen!  
Send her victorious, Happy and glorious,  
Long to reign over us,  
God save the Queen!

## Personal Health and Safety Education Policy

### **With regards to Personal Health and Safety Education we believe:**

- That it is an integral component of a broad and balanced curriculum.
- All children are entitled to accurate information regarding health and development.
- That delivered effectively, Personal Health and Safety Education can provide students with important information that:
  - facilitates the understanding of their own, and others' development;
  - helps them to make informed choices;
  - provides them with skills to enable them to maintain their own safety in a variety of situations;
  - provides them with skills to provide assistance to others in a variety of situations.

As such Personal Health and Safety Education, in some form, is delivered to **all** students at Montessori By The Sea. At the Elementary levels, our Physical Education program is a component of Personal Health and Safety Education. These Health lessons include development (including physical and emotional changes) and sex and sexual violence prevention, as well as topics related to drugs and alcohol.

During the Kindergarten (3<sup>rd</sup> Year Casa students) through Grade 5 years at Montessori By The Sea, the children take part in a "Second Step Child Protection" unit, which is a personal safety curriculum designed specifically for these age groups. The program teaches children everything from how to cross the road or what to do if there is a fire, to the skills needed that will help to keep them safe from dangerous or abusive situations. Children will also learn how to ask for help when they need it.

## Personal Health and Safety Education Policy cont.

The program is divided into three units:

- **Personal Safety.** This unit teaches children rules that govern fire, car, bike, gun, phone, traffic or walking safety.
- **Touching Safety.** This unit focuses on teaching children to identify unsafe touches and to say "NO", get away, and tell a grown up if someone tries to touch their private body parts or if someone touches them in a way in which makes them feel uncomfortable. Children are also taught to not keep secrets about touching.
- **Assertiveness and Support.** This unit gives children a chance to practice getting out of unsafe situations and to ask a grown up for help if it is needed.

At times we may have guest speakers deliver Health Education lessons to groups of students as deemed most beneficial to their understanding. Guest experts include medical practitioners/facilitators from the Crisis Center, National Parenting Program, and Public Health. We recognize that for some parents there is a great deal of internal conflict regarding this aspect of the child's education, and as such we endeavor to provide information and support to parents (in the form of Parent Education Nights and Handouts) for various units of our Personal Health and Safety Education curriculum.

## Safe Environment Policy

All classroom environments at Montessori By The Sea allow for maximum visibility and supervision by staff in order to ensure a safe learning environment for students. Providing adequate supervision allows for proactive monitoring of child-child interactions as well as child-staff interactions. MBTS commits to provide:

### Visibility

- Clear lines of sight throughout the building.
- Landscaping that ensures open, visible spaces which minimize the possibility of concealment.
- Doors with windows and no locked doors (in accordance with CI Department of Planning).
- Bright lighting in all areas.

### Supervision

- Adequate playground supervision.
- Periodic walk-throughs of the building and grounds to ensure no unidentified persons on site.

### Access

- Requiring that all visitors, volunteers, and contractors sign in at the main office, are walked to the desired location by an administrative staff member, and not left alone with a child.
- Ensuring all staff are aware of restrictions to noncustodial parents' access to a child or children .
- Requiring that children entering or leaving at times other than typical arrival or dismissal do so only with parental permission, except in the case of emergency.
- Limiting doors for entering and exiting the classroom to one door which is monitored continually.
- Ensuring that all fences, gates etc. surrounding the grounds are functioning properly and in good repair.

## Special Needs/Learning Support Policy

### Aims of Learning Support

The principal aim of Learning Support at Montessori By The Sea (MBTS) is to optimize the teaching and learning process in order to enable students with learning difficulties to achieve adequate levels of proficiency in the MBTS curriculum in order to meet national and international standards.

To achieve this goal, Learning Support seeks to:

- Enable students to participate in the full class curriculum
- Develop in students positive self-esteem and positive attitudes about school and learning
- Enable students to monitor their own learning and become independent learners
- Provide supplementary teaching and additional support where necessary
- Involve parents in supporting their children
- Promote collaboration among teachers in the implementation of whole-school policies on learning support for relevant students
- Coordinate with any outside professionals as necessary to best support the child
- Establish Individual Education Plans (IEP's) to enhance learning and to prevent/reduce difficulties in learning

Learning support is a collaborative responsibility shared by the Administrators, Learning Support teacher, Classroom teachers, any outside professionals, parents and students. Everyone's contribution is necessary to the effective planning and implementation of MBTS' Learning Support program. Please note that there is a 'Learning Support' fee of CI\$40 per month for students who are currently enrolled in Learning Support, or have been identified as being in need of Learning Support.

### **With regard to students with special educational needs (including learning disabilities, neurological disorders, and behavioral disorders) we believe:**

- Every child (barring significant neurological impairment) has the desire to learn.
- Every child learns best at his/her own pace, when all his/her needs are met.
- The Montessori environment is beneficial to students with many different types of needs and learning styles.
- When the situation is appropriately managed, children can benefit from interacting with a child with special educational needs.
- Home/School working together very closely facilitates the best progress of all children especially those with special educational needs.
- MBTS may not be equipped to meet all the needs of every child depending on the nature of their special educational needs but is willing to do what is feasible to accommodate the needs of the child.

### **With our aims and our beliefs in mind, our position on special educational needs (including learning disabilities, neurological disorders, and behavioral disorders) is as follows:**

- MBTS accepts students with special educational needs on a case by case basis, initially on a probationary period.
- In the event a parent or classroom teacher has concerns regarding the cognitive, emotional, physical or social development of a child, MBTS requests that concerns be addressed via email (with the inclusion of Administration addresses) or parent-teacher conference as soon as possible in order to provide ample time to make the best possible accommodations for the student.

## Special Needs/Learning Support Policy cont.

- Should a student enter MBTS with a professional assessment or obtain one during the course of the school year, it is requested that a digital or hard copy of the assessment is provided to the school in a timely manner in order to best meet the needs of the student. Upon receipt of an assessment, a meeting between parents, classroom teachers, Learning Support Coordinator, outside professional and possibly Administration will be scheduled with an IEP (Individualized Education Plan) being constructed within four weeks of said meeting.
- The diagnosis and recommendations stated on the assessment will guide the support provided to the student within the classroom.
- MBTS reserves the right to disclose, to the relevant community members, the full nature of special educational needs in order to promote real understanding, although the source of the need may not be disclosed.
- MBTS reserves the right to allocate staff and physical compound resources as necessary. MBTS reserves the right for in-house personnel to conduct observations of a student identified with a possible special need or who may require learning support.
- All discussions with students are conducted in an age-appropriate manner based on discussions with health/educational professionals and the family involved.
- MBTS may institute 'special procedures' aimed at facilitating the needs of the child with special educational needs that may require additional parental support/involvement.
- MBTS may require additional participation from the family and/or support team of the child with special educational needs in order to best meet the needs of all the students in the program.
- MBTS staff request that parents consider the depth and frequency of conversation required around learning needs and therefore understand that brief or impromptu playground chats may not be ideal. Emailed requests and information may also require additional time for response given the need to involve team members outside of the classroom.
- Outside support may be needed when a special need is identified, whether physical, emotional, academic or behavioral, and MBTS either does not have the resources for the child's specific need or has exhausted all of its resources. Any costs incurred would be at the parent's expense.
- In the event outside support is required, MBTS staff ask that parents and professionals consider the need for a relationship to develop between all members of the learning team (i.e. classroom teachers, Learning Support Coordinator, Administration, parents and professionals) and strive to initiate contact between members via email or an in-person meeting prior to the start of services.
- The nature of the classroom and coordination of schedules may impede the ability for outside professionals to work with students in the classroom during school hours.
- MBTS utilizes a staged approach when assessing a student's need for additional support:
  1. If a class teacher/parent has concerns regarding a student's academic, physical, social, behavioral or emotional development, teachers devise a plan which aims to meet the student's identified needs within the normal classroom setting.
  2. If, despite the plan, concerns remain, MBTS will request an observation by our Learning Support team and parents will be notified of the observations. At this point, accommodations or a learning plan may be deemed necessary which would involve the Learning Support teacher. Again, parents will be notified.
  3. MBTS staff may schedule meetings with parents to determine the progress made with the learning plan.
  4. If after a term, the student displays little progress in our school environment despite the assistance of the Learning Support teacher, MBTS will formally request a consultation and where appropriate, an assessment of needs from a specialist outside the school. Following this consultation an Individual Education Plan (IEP) is devised, implemented and reviewed at regular intervals. The parents are fully consulted throughout this process. Parental consent is obtained in writing and parents are required to sign a form accepting or rejecting supplementary help for their child.

## Special Needs/Learning Support Policy cont.

### **A student with special educational needs may be recommended to seek another program when:**

- It is determined that our program cannot adequately meet the individual student's needs, despite the additional measures being taken, without compromising the integrity of the overall program.
- It is determined by the school that the parenting philosophy and the educational programming philosophy of the school are not in harmony with each other.
- It is determined by a professional administering the assessment or Learning Support team that the educational philosophy of the school and the needs of the child are not in harmony.

## Uniform Policy

### **Toddler and Casa Program Dress Code:**

Although uniforms are not required for students in the Casa program they should bring a hat and rain jacket daily, and be appropriately dressed for specific activities that are a part the school curriculum (such as PE). Specific guidelines for PE follow later in this document. Additionally, parents should ensure that their child is wearing close-toed shoes at all times. For younger students close-toed shoes with Velcro fasteners may be best initially as they are easier to manage.

### **Elementary Daily Uniform:**

All students enrolled in the school must bring a hat daily. A rain jacket must also be available at the school at all times.

The daily uniform is mandatory for students in our Elementary Programs, and suggested for students in the Kindergarten (Year 3 Casa) Program. **(N.B. For Elementary students, jeans are only permitted on Dress Down Days.)**

**Uniforms are white or blue polo shirts and khaki or navy bottoms for Elementary students. Uniforms can be purchased through MBTS's Lands' End site (<http://www.landsend.com/pp/SchoolSearch.html?action=landing&selectedSchoolNum=900138694>) and Elementary PE shirts can be purchased in the school office.**

If your child is found to be non-compliant with our uniform dress code, the following policy will be enforced:

**First instance of non-compliance:** Your child's teacher will verbally remind you and your child of the dress code and what needs to be corrected.

**Second instance of non-compliance:** Administration and your child's teacher will provide a verbal and written reminder to your child that you must sign and return to school.

**Third instance of non-compliance:** Parent will be called and must bring in the appropriate item required for the child to be in compliance with the MBTS uniform dress-code within an hour.

Alternately, the parent may arrange for another individual to bring in the item. If Montessori By The Sea has the item required the parent may opt to be invoiced for this item.

The daily uniform should be worn every day except on the **Monthly Dress Down Day** which is **the last Friday of every month**. Guidelines for Dress Down Day are provided on page 60. Each student brings in \$1 minimum to participate in Dress Down Day. The funds raised are donated to selected charities. Other exceptions include PE days, Performances, Community Events and Field Trips, these guidelines also follow.

## Uniform Policy cont.

### Montessori By The Sea Uniform/Dress Code for Specific Activities

#### Performances:

Every child enrolled in the school beginning at Casa Year 3 (Kindergarten) through Elementary participate in various performances throughout the school year. This uniform should be in excellent condition for performances.

**Performance uniforms are to be purchased through Lands' End.**

**OR Costume** as determined by the school.

Hair should be neatly groomed; students with long hair should wear their hair pulled back off the face. Shirts should be tucked into bottoms. Shoes should be clean and polished if necessary and be black or brown. Boys should wear a black or brown belt, if necessary.

**Should your child be non-compliant with the performance dress-code** parents will be called and asked to bring in the item(s) necessary for your child to meet the dress code, if this is not possible, he or she may not be allowed to participate in the performance. If the school has the item necessary, the parent may opt to be invoiced for the item.

#### Physical Education:

PE uniforms should only be worn on the day(s) that they have PE or athletic activities, and should be dressed in appropriate PE attire on these day(s), wearing appropriate footwear (athletic sneakers/trainers, with socks—NO Crocs, flip flops, wedges high heels or school shoes). A hat and water bottle is mandatory for students on PE days.

**Toddler and Casa** students should wear comfortable clothing.

**Elementary** students should wear a MBTS T-Shirt (in white, gold, blue, or the MBTS Virtues shirt sold by the Guild, along with plain, dark blue athletic shorts. These MBTS t-shirts can be purchased from the school office.

Parents are expected to be responsible for reminding their Lower Elementary students, and assisting Casa students in selecting appropriate attire. Upper Elementary students are expected to remember their Specialty schedule.

PE is a mandatory part of our curriculum; children are expected to participate in all lessons unless we receive instructions from his or her pediatrician or other health care professional.

**If your child is found to be non-compliant with our PE dress code, the following policy will be enforced:**

**First Instance:** A note will be sent home with your child. Your child will be allowed limited participation at the discretion of the instructor (for safety purposes).

**Second Instance:** Your child will not be allowed to participate in the lesson.

**Third Instance:** Parents will be contacted and must bring in proper PE attire before the lesson or child will not be allowed to participate.

**Fourth and further instances:** Your child will be required to make-up lessons missed and this may incur additional costs to you.

## Uniform Policy cont.

### Field Trips:

**Uniform dress codes are dependent on the type of the field trip.**

**Nature oriented field trips** students should be dressed in the appropriate uniforms and sneakers, unless specialized attire is required. Each student must also have a hat.

**Other field trips** daily uniform is appropriate.

Students are required to bring whatever is expected of them as directed by their teachers/field trip leaders. Details are provided in letters/emails sent home.

**If your child is non-compliant with the Field Trip dress code the following policy will be enforced:**

Parents will be called to bring in item(s) necessary for the child to be compliant. If the parent cannot arrive in the time that is available before the child is scheduled to leave, then the child will remain at the school. If the school has an item (for example t-shirt) that is necessary then the parent can opt to be invoiced so that the child can participate in the field trip.

### Community Service Events:

At the Upper Elementary level, the students are encouraged to participate in community events (e.g. MBTS Kids C.A.R.E.) that occur off school property. When your child is scheduled to participate, daily uniform is appropriate unless there is another uniform that is required.

Should a Dress Down Day fall on a day that your child is scheduled to participate, please ensure that he/she also brings a uniform to participate in the Community Service program. **Children who are in not in compliance with the community service dress code will not be allowed to participate that day.**

### Dress Down Day:

Please note the following: Dress Down Day is scheduled once per month at the Elementary levels. The cost is a minimum of \$1 per student to participate. Should the child have PE, or Community Service events on this day the appropriate clothing should be brought to school to be changed into for use during that specific time period.

In addition to the monthly Dress Down Days, students will also have the opportunity to participate in other Dress Down Days put on by outside organizations (i.e. Cancer Society, Heart Health, etc.), with the donations for these days going specifically to them. There are also free Dress Down Days for special occasions/holidays and at the end of term before a break. For example, if any of the holidays listed below fall on a school day, the following attire is acceptable:

- Valentine's Day: Students may wear red and/or pink.
- St. Patrick's Day: Students may wear green.
- Halloween: Casa and Lower Elementary students may wear a costume, bringing in an appropriate change of clothes. Upper Elementary students may wear orange and/or black.

Dress code for Dress Down Day: midriff must be covered, no violent or offensive images or derogatory language. Flip flops and crocs are allowed however the child must manage them appropriately during class time or they will be asked not to wear them during future Dress Down Days. **If your child has PE on a scheduled Dress Down Day, he/she should bring appropriate footwear and attire to change into for PE.**

## Uniform Policy cont.

**If your child is found to be non-compliant with the Dress Down Day dress code the following will be enforced:**

**First Instance:** The teacher will remind the child of the dress code and a note will be sent home. Additionally if it is a t-shirt with a violent/offensive image or derogatory language the child will be asked to wear the t-shirt on the inside out.

**Second Instance:** Parents will be called and asked to bring item(s) required for the child to be in compliance with the dress code.

**Third Instance:** Child will lose dress down day privileges for the following month.

### **Montessori By The Sea Policy on Accessories, Hair & Make-Up:**

#### **Accessories:**

*Earrings:* One pair of studs or small hoops may be worn.

*Necklaces:* One only, proportionate to child's size.

*Bracelets:* No more than two on each arm, includes anything worn on wrist.

*Rings:* No more than two that are not protruding.

*Anklets:* One permitted.

*Watches:* Allowed.

Please be mindful of the following when making your decision regarding jewelry. Our policy states the maximum allowed but your decision should be based on your child's particular stage of development. Some children may not be ready for the responsibility of jewelry and that should guide your final choices. Additionally it is important to note that all jewelry items pose some degree of a safety hazard especially during outside play. If you permit your child to wear jewelry (within the guidelines above) you should know that the school will not accept responsibility for any lost or stolen items. Jewelry should not be worn on days that students have PE (with the exception of stud earrings for girls).

Montessori By The Sea reserves the right to request that a child remove any jewelry that proves to be a distraction. The child may also be asked not to bring this item back to school.

Hats, sunglasses and hoods should not be worn in the classroom.

#### **Hair:**

For all students, hair must be clean, well-groomed, out of the eyes and may not create a distraction.

#### **Make-Up:**

Students are not permitted to wear make-up to school. Chapstick and clear lip gloss are permissible.

#### **Hats**

It is **mandatory** that your child has a hat that is kept in his or her cubby. In the tropics, UV rays can be extremely damaging to a child's tender skin, even on cloudy days. Hats provide the added protection necessary.