



Employee Handbook

2023 - 2024

"The objective of education is the development of a complete human being, oriented to the environment and adapted to their time, place and culture."

Dr. Maria Montessori

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A Message From The Owner

I am so excited to welcome you to Brightonview Montessori!

Brightonview was founded in 2017 by myself and Chris Aprecio with one goal in mind, to create a Montessori preschool that was meeting the needs of our family. After many years attending other Montessori schools we felt a significant lack of communication and involvement in our children's preschool experience. We created Brightonview Montessori with our Daughter Audrey in mind. Being a parent myself gave me a unique perspective in regards to our operations. Since the opening Brightonview Montessori our focus has been on continuing to serve as extension of the families

In this handbook you will find important information that is to be used as a reference throughout the year for overall success in regards to our operational policies. In addition to the handbook, the Facility Director will be working with each of you on a daily basis to answer any questions you may have and to offer in-person feedback and support.

When it comes to school and philosophy, there is nothing more important than our children. Every day we have the incredible opportunity to nurture and influence the next generation. Our actions can contribute by having a: prepared environment, incredible communication and building relationships. We can act as an extension of the platonic family. You matter! Each of you is much more than an "employee," you are a super hero changing the future through your kindness and thoughtful interactions. I want to provide you with the facility and resources to make a difference and fulfill your passion for teaching.

Remember, every student in your class is someone's child. This child is the most important part of their life and every day you have the opportunity to create a beautiful partnership that acts as an extension of their platonic family. Include the family in their child's journey, even sharing the smallest detail matters!

A significant amount of energy is put in place to create a high-quality montessori learning preschool for our community and teachers. I promise to provide you with a beautiful, clean and safe facility. I promise to provide you with the tools necessary to empower you to be the best teachers you can be. To support through a dedicated Director for all of the daily operations and who can provide each of you learning opportunities to grow and continue your education through college and in-site training.

You are amazing!

Sincerely,

Tiffany Aprecio

LETTER FROM THE DIRECTOR

Welcome to Brightonview Montessori! We are excited to have you as part of our team.

Our goal is to help children reach their full potential in all areas of their growth: we stress total development. Children have an inborn drive to become independent and Montessori teachers are specially trained to help them develop this. Every skill is first carefully demonstrated to each individual in a clear and logical way. Then children are given the freedom to make their own choices and build upon their accomplishments within the limits of a thoughtfully prepared and enriched environment. This environment is geared to guide children sequentially through activities, which aids their ability to:

- love learning for its own sake, not for reward
- experience the joy of discovery and become intellectually inquisitive
- learn consideration for others, mutual respect and the sense of responsibility
- to learn to concentrate, compare and discriminate
- make choices based on experience and capability
- develop a sense of order and inner discipline
- become positive and self-confident
- perfect coordination and refine movement
- develop independent thinking and problem solving skills
- develop strong academic and social skills

Above all, school should be a positive experience that children look forward to with enthusiasm. Research has shown that during early years children learn faster and more easily than at any other time in their lives and it is during this time that learning patterns are established. There is a wealth of written evidence to prove that adults who show exceptional abilities have all had stimulating childhoods, especially during crucial early years.

Please keep this handbook for reference throughout the school year. It contains useful information about how our center functions, our expectations of excellence, and can be an easy reference if you have questions about some of our policies and procedures.

I am always available to you to support your growth, development, and success here at Brightonview Montessori.

Sincerely,

Maysaa Karkutly



Equal Opportunity Employer

Brightonview Montessori is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, protected veteran or disabled status, or genetic information.



At Will Employment

The intent of this Employee Handbook is to provide you with the necessary information you need for your successful employment with us. It is not a contract of employment. Washington is an 'at-will' employment state. The center or you may terminate employment at any time, for any reason.

We schedule our classroom staff based on the children expected to attend each day. These numbers can be unpredictable due to children being ill, or on vacation. While we do our best to schedule you as regularly as possible, please be aware that your work hours and classroom may change **based on the needs of the center for that day**. We expect our team to be understanding and flexible with their work assignments and hours, as we make our very best efforts to serve our families.



Company Mission and Operating Principles

Mission Statement

We are a pillar in our community, fostering strong partnerships with the families, and providing a nurturing, engaging, and child-centered Montessori education that will set them up for lifelong success. We desire to create an educational environment that guides each individual child to discover their love for learning.

Company Values

Brightonview Montessori's goal is to have each child reach their full potential in all areas of growth and development. We believe that each child is a unique individual who deserves a safe, nurturing, and loving environment that fosters independence and a sense of community and belonging. We value kindness, integrity, and professionalism in our educators as a pathway to success for the children in our care.

Operating Principles

Who we are:

- As professional Montessori educators, we are committed to your child's success in every step and moment of their learning
- We are experts in Montessori education and early childhood development and learning
- We are educated in and use the most effective teaching strategies to provide successful learning experiences for all children
- As stewards of the Earth, we make every effort to be role models that children will look up to in caring for the environment, treating all people with respect, and showing care and concern for all living creatures

- We put children first in all our decisions and considerations, from selecting classroom materials and activities, to supporting children in developing strong interpersonal skills
- We strive to make our classrooms inclusive places, where all children, families, and teachers feel a sense of belonging and respect

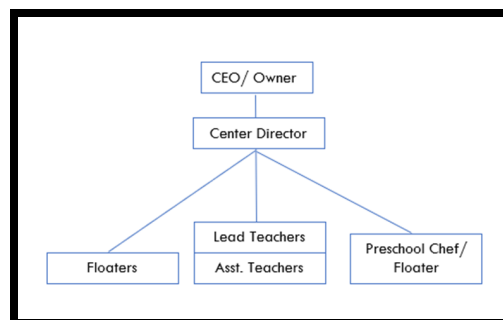
How we do this:

- Prepared montessori classrooms environments to inspire curiosity, discovery, independence, and a love for learning
- We value the whole child, and our approach focuses on the successful development of physical, intellectual, social, and emotional skills by providing a consistent, nurturing environment.
- Using the Montessori approach, we empower young children to be decision-makers and problem-solvers, and tackle challenges and new experiences with confidence
- Young children are the future stewards of the Earth, and we provide learning experiences that create an awareness of the environment, empathy for the people of the world, and examples of good citizenship
- We value our role and are committed as your partner in your child's growth and development, and strive to communicate and share important milestones and events with you in a respectful and meaningful manner
- We strengthen our family partnerships with opportunities to connect and learn from each other, with invitations to participate in classroom and center activities and events
- Continuous staff training and career development for higher education



Organizational Structure

The purpose of Organizational Structure is to demonstrate the hierarchy and reporting structure.



CEO / Owner Summary

Effectively monitors the health and productivity of the center. Develops high quality business strategies and plans to ensure their alignment with short-term and long-term objectives. Overseeing operations and business activities to ensure they produce the desired results and are consistent with the overall strategy and mission. Drives profitability through effective management while setting priorities that will ensure long-term business success in both short-term as well as future planning stages. Identify and address company-wide problems. Acts as intermediary to the Board Members, owners and company stakeholders.

Center Director Position Summary

This is an internal support and management position. Effectively manages the center operations. Works cooperatively with the CEO to create and maintain a high-quality delivery of service to families, children, and employees. Directs and manages a wide variety of administrative, operational, and programming tasks, makes on-the-spot decisions, and solves problems. Takes joint ownership with staff and the management team to meet all expectations for delivering a superior early childhood education experience. Oversees the teaching staff with respect to program, operational and administrative functions. Reports directly to the CEO.

Lead Teacher Position Summary

Classroom teaching and supervisory position. Effectively manages the designated classroom, curriculum, and assistant teacher. Consistently collaborates with other lead and assistant teachers, center management, and other positions to provide families and children with an exemplary experience. Ensures that the learning program meets all standards for whole child development, health and safety, and family engagement. Supervises the day-to-day tasks of the Assistant Teacher. Reports to the Center Director.

Assistant Teacher Position Summary

Classroom teaching position. Effectively participates in the designated classroom, presents curriculum, and assists the lead teacher. Consistently collaborates with other lead and assistant teachers, center management, and other positions to provide families and children with an exemplary experience. Ensures that the learning program meets all standards for whole child development, health and safety, and family engagement. Is directed by the Lead Teacher. Reports to the Center Director.

Floater Position Summary

Provides Support to all classrooms as needed and assumes the role of an assistant teacher in the absence of dedicated teaching staff.

Cook Position Summary

Prepares a healthy, organic lunch and snack menus, including distribution to teaching staff. Prepares and ensures all meals are meeting USDA requirements and those of DCYF. Orders and maintains ample supplies of snacks as needed.

Enrichment Position Summary

Provides afternoon enrichment activities in a positive manner.



Code Of Professional Conduct

Brightonview Montessori is a professional education company that is built on the foundation of excellence; service delivery, products and training, and professional conduct. We hold all persons affiliated with and representing Brightonview Montessori to the same high standards.

Our Code of Professional Conduct is:

- We pride ourselves in delivering only the **highest quality** education to the children in our care.
- Our **appearance** reflects our high quality, and we strive to be excellent ambassadors for our profession.
- We **communicate** with each other and our customers in ways that are informative and respectful.
- We are accepting of the **diversity** of our team members and the families we serve, as we expect others to accept us.
- We **resolve challenges** so that all parties have a positive outcome.
- Our **attitudes and work ethic** are a reflection of ourselves as individuals worthy of being educators of young children.
- We expect **honesty, integrity, and openness** in the work environment to ensure we are all successful.

In our everyday interactions with each other we strive for professionalism, respect, and courtesy. These are the foundations of healthy and productive work relationships that support us being excellent role models for young children.



Professionalism

Brightonview Montessori has a high regard for the education profession. To that end, we will endeavor to treat all employees with respect and dignity worthy of this profession. In return, we expect professionalism from our employees in the following ways:

State Licensing Regulations

Each employee is expected to be familiar with the current Washington Administrative Codes for the minimum licensing regulations for child care centers. These regulations are freely available to review and learn at <https://www.dcyf.wa.gov/services/early-learning-providers/licensed-provider>

Job Descriptions We provide each employee with a job description. This is an overview of the expectations of performance and the scope of your work. In accepting this position, we assume that you are in agreement with the job description and will endeavor to carry out the roles and responsibilities to the highest standards possible.

Probationary Period and Performance Reviews

New Employees* are subject to a probationary period of 90 days beginning on their first day of work and will undergo a 30, 60, 90 day review. All returning employees will have a minimum of a yearly review. During which time the employee is under evaluation for compliance with policies as outlined. Your growth and development is an important part of the success of our program. We will schedule a Performance Review on your anniversary date. (Previously it was in March of every year at the same time as the contracting period). The review will focus on your current performance, your growth and development as a teacher, and review the goals you set at the beginning of the school year. New Employees are defined under the employee benefits section. The review will assess your performance in all aspects of your job as included in your job description at the start of each school year and make recommendations for improvement. A self-assessment will also be required, which allows for reflection on your performance and your professional development.

Pay Rate Adjustments

Adjustments to your pay rate will happen [annually on your anniversary date](#) (previously pay adjustments would occur at the start of each contract - teacher in service week) Your pay rate adjustment is based on the monthly, annual performance review and self-assessment conducted by the Facility Director.. Your job title has a pay range that is predetermined and your pay will not exceed this range unless you have a change of job title. Pay changes within the pay range specific to your job title are based upon job performance and professional improvement.

- Staff who are *consistently meeting and exceeding performance* expectations described in the Job Description and Performance. Meeting your job duties will not qualify for an increase in pay. Factors that will qualify you are taking classes that improve your skills as a teacher and then sharing with staff in

training, creating improvements and adding value to our customers and families, leading project improvements, etc. Staff that performs their job duties is a minimum expectation of your job.

- Job description pay ranges are pre-determined. Your specific rate within the pay range is determined by education, by number of years in role, performance including absentism, and other factors.
- Staff who are *consistently underperforming* as indicated during the Performance Review will not be eligible for an increase, and will be placed on a Performance Improvement Plan with possible termination. This includes excessive absenteeism or tardiness.
- Long-term growth in the company is encouraged and there are many opportunities for career development. Meeting with the Director to discuss and build a career development plan is necessary in order to demonstrate your commitment to your personal development.

Employee Benefits

Employee benefits are designed to provide benefits to employees for their long-term, continuous employment. Therefore the benefits are based on the number of **continuous years** of employment at Brightonview. Employees who have gaps in employment will be reset and subject to new employee status unless the leave is approved through PFML or part of your job description including contracted time off.

Waiting Periods: All new employees are subject to a 90 day waiting period for the accrual of benefits. It is calculated in calendar days from the date the new employee starts.

- **Sick Leave:** In the year 2021, Brightonview moved away from sick leave into a more flexible option of PTO. You can use your PTO if you are sick, but can also use it for planned time off as well.
- **Paid Time Off:** Paid Time Off or PTO is available to use for being sick or also as a scheduled day away to relax and rest. This important change will allow employees to be happier and more productive. PTO approval is subject to the needs and impact to the facility and is approved by using the "Time Off Request Form." The employee is responsible for ensuring that a plan of coverage is in place for their duties during their absence and the Lead Teacher(s) impacted must approve in addition to the Director. The Lead Teacher will need approval from the Director only.

Accrual Rates:

PTO time is accrued based on the actual number of hours worked in the facility. Hours worked are the total hours you work in the center (as approved in your contract or as assigned by the Director). Take your start time and end time and subtract lunch break. Ten minute breaks (every four hours) are not deducted. Any "other" break or time off outside of working your normal shift are not considered hours worked. Employees accrue time based on their length of continuous employment and are not eligible for accrual on overtime hours.

- 0-3 years of Employment: 1 hour for every 40 hours worked; Max accrual 40
- 4-6 Years of Employment: 1.50 hours for every 40 worked; Max accrual 60
- 7-9 Years of Employment: 1.75 hours for every 40 worked; Max accrual 70
- 10+ Years of Employment: 2 hours for every 40 worked; Max accrual 80

Max Hours Accrued per year: The maximum hours that an employee can accrue from January - December annually is equal to the rates above based on their years worked. Once they reach the max they will stop accruing hours until the following year.

Max Balance: Once an employee reaches 80 hours (max balance) they'll temporarily stop accruing time off. If their balance falls below the max, they'll start accruing again.

Carryover Limit: The carryover limit any employee can carry over from one calendar year to the next is set at 40. Any extra hours will be removed from their time off balance as soon as you run your last payroll in December. The calendar year ends annually on December 31 and it is not based on a contractual school year. If an employee is terminated, resigns or dismissed they will not be paid out their remaining time off balances.

Black Out Dates: Employees cannot use PTO on the following days: Teacher-in-service week, Teacher In-Service Days, Conference Days, Month of September and January, Paid Federal Holidays, and Care Days.

Family Medical Leave Act: Upon joining Brightonview a PFML account will be established and every pay period the required amount will be withheld from the employee's pay (as determined by the state). This account is the sole ownership of the employee.

- **Child Care Discount:** The child care discount level is a percentage based on the number of continuous, consecutive years with Brightonview. It applies only to "preschool" below the age of six. The childcare programs including hours will be at the full day program rate for their specific child's age.
 - 0-3 years of Employment: 25%
 - 3-7 Years of Employment: 50%
 - 7-11 Years of Employment: 75%
 - 11+ Years of Employment: 85%
- **Classroom Budget:** Brightonview Montessori is responsible for providing a monthly classroom budget of \$25.00 for class supplies. Brightonview Montessori is also responsible to fulfill required large purchases for classrooms such as shelves, Montessori materials, etc. As an employee of Brightonview Montessori, you are committed to respect BVMs' materials, furniture and treat it with respect and delicacy. Any personal belonging that is brought to the classroom must be cleared by Brightonview Montessori management before it is labeled with the employee's first and/or last name for usage purposes within the BVM facility. Upon leaving the job, Brightonview Montessori employees who possess personal belongings must check in with management and must be cleared to collect their personal items. Any items left at Brightonview Montessori after an employee's departure from the job will be held for up to 30 days beginning with the first day of unemployment at BVM. Any unclaimed items will be donated to local charities after 30 days of unemployment at Brightonview Montessori.
- **Medical Insurance:** Employees working at least 30 hours per week and a minimum of 1,560 on an annual basis are eligible for medical insurance through Brightonview Montessori. (Was 36 hours)The health plans offered vary each year and are not carrier specific. Eligible employees' medical will be eligible for 50% company paid premium only; the employee portion of 50% will be deducted from the employee paycheck through gusto. Full time employees are eligible after 90 days of employment. Gusto is Brightonview Montessori's licensed insurance agent and as such they conduct payroll reviews to ensure employee meets compliance and to make adjustments as needed. As a licensed childcare provider, you have access to Washington State Health Package through Kaiser Permanente. The premiums are paid by the state and therefore free to the staff member. It is an excellent silver package. The facility Director can provide you more information.
- **Federal Paid Holidays:** Brightonview has six (6) Federal Paid Holidays including: Labor Day; Thanksgiving Break (Thanksgiving and the day after); Christmas Day, New Years Day; and Memorial Day. Any other Closures/Holidays/Breaks are unpaid. Holiday pay is based on your daily shift average of the previous pay period (total hours worked/number of work days = holiday pay hours). If an employee did not work for the previous pay period, the employee is not entitled to holiday pay (example: summer). If employees call out the day before or the day after a holiday, the employee shall not be granted holiday pay. Any prior scheduled and approved time off before and/or after the holiday date shall be recognized and fulfilled by the accounting management with the exception of summer or any ongoing leave. Paid Holidays are as follows: If holiday falls on a Saturday the paid holiday will be Friday. If the paid holiday falls on Sunday it will be paid on the following Monday.
- **Educational Reimbursement:** Brightonview Montessori is partnered with ChildCare Aware and Early Achievers, and through this partnership, the continued education required to maintain your job is paid as long as the employee is taking 5 or more credits. Employees are responsible to meet with the Director and preferred college to complete the applicable paperwork for grants, including registration for classes.

Grooming and Attire

Our dress code is as follows:

- Pants, shorts, or skirts which cover your body appropriately for sitting, standing, kneeling, and bending
- Jeans without holes or tears are permitted on Fridays
- Tops that fit modestly and do not gape in revealing ways
- Shoes that are non-slip, cover your feet safely, and will stay on when you run
- Limited jewelry and strong fragrances
- Neat and clean hair
- Fingernails that do not pose a scratch-threat to young children
- No strong body odor
- Tattoos and body piercing must be covered

Management reserves the right to determine appropriateness.

Professional Development

It is vital that you maintain your own professional development hours to ensure that your classroom skills and child development knowledge are current and sharp.

- You are required to complete at least 10 clock hours of early childhood education each calendar year that meet the state licensing requirements. This training must be provided by a MERIT-approved trainer
- Please supply a copy of your training certificates or transcripts to the owners after completing any training. You are responsible to update your merit profile and maintain to-date records in your files.
- Twice a year, you are required to attend our in-service training days. These in-service days are mandatory. During in-service training we will expand our horizons with new and useful knowledge, skills, and methodologies that make us better educators. These
- Teacher in service week is a critical training week and all staff must be in attendance this week.
- Professional development involves continuing education which adds value to Brightonview Montessori. Your continued personal development is driven by your interest and passion to continue to grow and develop professionally. The Director can work with you to build a plan to improve your value to Brightonview with the best hopes of a promotion and advancement.

Electronic Communication and Internet Use

iPads and the photocopier/ printer are provided to you to carry out your work responsibilities. Please handle this equipment responsibly and avoid connecting to any internet sites that are risky, or may cause viruses to our network. Personal use of electronics is not allowed while in the classroom or while working with children. Personal use can result in termination of employment. We are a no screen school, no videos, movies or other may be shown to the students at any time unless you have written approval from the director and the parents for a scheduled event. Any personal device that is broken or damaged while at work is the risk and responsibility of the staff.

Absences and Time Off

Calling In Sick

- If you are feeling sick and cannot come in to work your shift, you are required to find a suitable staff member to cover your shift for you that day. Once you have found a replacement, please message the director to provide them with the clear coverage information. Remember - it is your responsibility to ensure that the teacher covering for you is clear about what they are to do for the day. It is acceptable to put the Director on the group text, thus eliminating the need for a separate message. You play an important role every day, and if the plan is not effectively communicated it may have a negative impact on the classroom and the children
- It is your responsibility to have the names and contact numbers of all your co-workers in an accessible location, so that you are able to contact them when you need to arrange coverage for your shift
- Calling in sick once a (1x) a month is considered excessive and may result in a change of work schedule or position. Failure to have coverage arranged when you are absent will result in a written write up.

- If you are out sick for more than two consecutive days, you will be required to bring in a doctor's note. You will not be permitted to return without a release from your healthcare professional.
- COVID-19: During a pandemic, Brightonview Montessori has COVID-19 testing capabilities on-site and may require testing as necessary to maintain operations. In addition, masking may be required.

Time Off

We must ensure that there is always sufficient coverage in each classroom to meet the state licensing requirements. If you would like time off, you must submit a "Time Off Request" for the following:

- **Medical/professional appointments** (lawyers, clergy, counselors, etc.) – *at least two weeks in advance*. In case of urgency or emergency, please discuss your need for time off with the Director.
- **Vacation days** - *at least 30 days in advance*. Although we will do our best to accommodate your preferences, requested dates will be approved based on the needs of your classroom. Please do not purchase flights or book hotels before you have received approval. Time off requests for more than 40 consecutive hours will not be approved. If you need more time off than this, you may look into a leave of absence. This includes summer-off requests.
- **Paid Time Off:** See section titled "Benefits" for black out dates and other details.
- If you do not report to work for your shift, and do not contact the Management before the end of your shift, your employment may be terminated due to job abandonment.
- Lead and assistant teachers in the same classroom cannot take leave at the same time.
- You are required to fill out an "Time Off Request", and then, upon approval, add the time off dates to the Employee Time Off Book
- Assistant Teachers/Floater/Classroom Aides: Must complete time off requests for summer by September 1st. Leave of Absence applies if it is longer than one month.

Leave of Absence

You may take a leave of absence if you require an extended amount of time off, for up to three months. Please be attentive to the following conditions:

- You will be required to use all your accrued time off during this leave of absence
- You will not accrue further time off during your leave of absence
- You will not be paid for federal holiday pay during your leave of absence
- If you have insurance, the premium must be paid in full through paycheck withdrawal prior to the leave.
- After you have used up your accrued time off, the remainder of your leave of absence will be unpaid.
- Due to the nature of the childcare business, we must always ensure we have enough staff to ensure the health and safety of the children. Because of this, we cannot guarantee the same position at the same pay rate will be available to you upon your return.
- At the end of your approved leave, we will reassess your position, and if necessary, may terminate your employment

Compensation

- Weekly work hours and compensation are as stated in your offer letter or employment contract.
- You will be paid on a two-week cycle for the work hours completed in the prior two weeks.
- The payroll system used to issue paychecks, W-2, Health Benefits, and PTO is either Gusto or Quickbooks. The employee is responsible to accurately enter their total time worked less their lunch break by the end of the shift every day. The entered hours must match the employees approved schedule as dictated by the Director and not exceed the hours. Every staff working over 5 hours is required to have at least a 30 -1 hour lunch break, based on the needs of the facility. Lunch breaks are unpaid. Ten minute breaks are not reduced from total hours. If your hours entered are not accurate by the Friday before you will not be paid until the next. Employees are responsible for accuracy of their time sheets, falsifying/inaccurate reporting of hours will result in termination.

- Brightwheel Daily Ratio System: It is required for all staff to sign in using the barcode in the lobby four times a day: Within 2 minutes of shift start time, start of lunch break, end of lunch break and at end of shift. Failure to do so will result in a verbal, then written and disciplinary action.
- Paid Time Off (PTO) is accrued based on hours worked minus lunch.
- Questions regarding the compensation of paid vacation can be directed to the Director
- If you have any questions about your pay, please contact the Director.

Confidentiality

Families have entrusted us with their children, as well as personal information about their families and finances. We honor that trust by keeping this information confidential. We don't share this information with any other families, vendors, or visitors to Brightonview Montessori.

Parents *and* colleagues may often share information with you which is private, and best kept between the parties. When parents share information about their child with you, or changes in their homes or circumstances, please take care with that information and share only with those people who have a stake in supporting that child and family. Do not share indiscriminately, particularly with other families, or even family members who are not directly connected to the child.

You may not show the child's file to any person who is not employed at Brightonview Montessori.

Breaches in confidentiality are very serious and will be handled as such, up to and including termination.

Gossip

We strive for openness and professionalism, and to that end, gossip is destructive, and will not be tolerated. We are a small team and cannot effectively function if one of us is creating division and rumors. Do not participate in this, and if you find yourself the recipient of gossip, please walk away. Ongoing gossip and unprofessional behavior will result in termination. See Professional Code of Conduct.

Smoking or Vaping:

These activities are not permitted by anyone on, in, or around our premises. If you are a smoker, please ensure that your breath and clothing do not carry a lingering or strong odor of smoke into the building.

Weapons

We reserve the right to deny entry to anyone who is carrying a weapon for any reason at all

If you intend to bring a weapon on premises, you are required to notify the Director for a reminder of this policy. We will contact law enforcement immediately to handle any situation regarding weapons on premises.

Harassment

Harassment or workplace aggression/ violence of any kind will not be tolerated in any way, shape or form, and will result in your immediate termination.

Conflict Resolution

Should a conflict occur between staff members that affects their ability to function professionally in the classroom, then the parties involved are required to take the following steps:

1. Make every effort to sit down with each other outside of the classroom environment and discuss the problem. Share, listen, communicate without blame. Brainstorm solutions and come up with an appropriate and positive resolution for both parties
2. If this fails, each party must discuss the problem with the Director, and be willing to participate in a meeting of resolution with the Director
3. If this fails, all parties must be willing to meet in person, where the problem and solutions will be defined with the owner present
4. Once an agreement is made, if any party fails to follow the agreed-upon resolution, then the Director may take action, up to and including termination
5. Under no circumstances, may either party discuss the conflict situation with an enrolled family member or other staff members

6. Staff members who are not involved in the conflict must stay neutral and not participate in any gossip

Management Conflict Resolution

If a staff member has a concern or question about management or school policies and operations, they will take the following steps:

1. Verbally communicate with concern to the Director. If unresolved for a period of one week:
2. Email Director and cc the CEO a formal letter of complaint addressing the issue. Include dates and documentation to support the situation and at least two ideas or recommendations to resolve the issue.
3. Final option is to contact the CEO directly only after all attempts above to resolve the issue have been made; taprecio@Brightonview.net

Staff will not be retaliated against in any way for bringing forward complaints, concerns or other as our goal is to create a safe work space where you can be heard and contribute. If it is a safety issue it is expected to be immediately corrected. As a reminder we are all part of the same team and if we continue to put the best interest of the children first, we can together resolve all situations. All reporting will maintain confidentiality as requested and may require a meeting with the CEO/Owner.



Communication With Families

We provide families with a variety of ways to communicate with us throughout their enrollment with us:

- Lead Teachers are assigned a Brightwheel login, which is used for all enrolled families to communicate about child-related matters. This method address may not be used for non-work communications or e-commerce. *Non-school emails are prohibited for use with current or previous parents, students and families. If you need an email address, please request one via email through the director and CEO.*
- Brightwheel is the main source of all communication. All staff have a private login which must be used anytime they are in Brightwheel and not to be “shared.” It can be accessed from their phones or the classroom device. Communications with families must be professional, spell-checked, and grammatically correct. If you need assistance in resolving a parent question or issue, feel free to forward the email to the administration team for feedback.
- Families are encouraged to check in with the teaching team at each **pick up or drop off**. You are required to be available for short communications at this time if public health standards permit face to face communication.
- If a parent wants a longer discussion, please feel free to set up **an appointment** with them, and then let the owners know to manage classroom coverage
- Three times a year, we schedule **Parent-Teacher conferences**. Lead teachers are required to lead the conference, and if possible, assistant teachers can participate with Director approval.
- We provide families with ongoing communication about children’s learning and classroom experiences with our newsletters. They must be posted every Friday before 12:00 pm
- Daily photos of the children need to be displayed as evidence of learning for the families to see. Always include valuable information for the parents so they can understand what their children are learning and who they are at school.
- Daily notes must be completed for each child in the toddler and pre-primary classrooms and made available to the families at pick-up time. This can be completed on Brightwheel and must include all diaper changes, potty training attempts, snack, lunch and nap start and end times.
- Incident Reports must be filled out for any event that causes injury to a child. These must be completed on the day of the incident and made available to the family member picking up the child. Classroom lead teacher is responsible for direct communication with the families and the Director. When an incident occurs, immediately notify the director for protocol. The Director must sign the incident report before the parent arrives (unless it is an emergency). If there are visual marks or ANY head injury, parents must be called by using the office phone after consulting with the Director by the Lead Teacher or Approved staff member. If the Lead Teacher is not on-site, the Director will contact the parent.
- Individual Health Plans: If a child has a health condition there will be an accompanying Individual Health Plan Form (Life-Threatening, Behavioural Plan, Medication Plan). This form must be signed by the Director and the classroom teachers, entered into Brightwheel and to be posted in the classroom (away from the view of the parents) and inside the classroom binder with medication.



Our Curriculum

The core of our program is a focus on the children’s needs, and our classroom practices and curriculum reflect that focus. This provides the teacher with an opportunity to assess each child’s emotional readiness for learning.

The teachers design a peaceful learning environment which has been researched, studied, and strategically prepared and placed materials relating to practical life, art, use of the senses, math, language, science, and geography. Within this structure, the children constructively choose what they will do. Each works alone, or with a friend, until he exhausts his interest and returns his work neatly to the shelf, ready for the next child. Next, he may be invited by the teacher to receive a lesson, approach the teacher requesting a lesson, join a friend for a snack, or

simply move on to another work. He is safely growing within a thoughtfully arranged environment engineered specifically for his developmental needs. By making his own choices, he is able to focus, concentrate, and develop greater powers of discrimination, observation, awareness, control, coordination, and judgment. Free to collaborate with friends, he is experiencing what current neurological and cognitive sciences conclude are best educational practices.

The distinct advantages that Montessori education gives students are self-esteem, confidence, and independence beyond their years. Students are strongly self-motivated, with a keen interest in learning and an awareness of the value of a good education. This is most obvious in their unique ability to share with others their knowledge, tools, and skills.

Infants and Toddlers: Age 6 Weeks through 2.5 years.

It is important to recognize the importance of formative years, and the Montessori approach to infants and toddlers is able to support this process by starting as early as six weeks. The infant and toddlers will be with you, a supportive, loving, nurturing and highly trained teacher in child development. You will create a peaceful, supportive, and safe environment for the youngest children. In these spaces, a child's natural passion for wonder, curiosity, exploration, independence and discovery will come alive. This age group requires the teacher to prepare daily notes including: food/snack, including portion and time of day; bathroom, including diaper changes, time and documentation of wet, dry, bowel movement; If potty training must include attempts; nap time including duration of nap. All of these items are to be put in real-time in Brightwheel.

Preschool Aged: 2.5 - 6 years.

Three year olds have a very special place in the primary classroom. At this age, they are full of personality and are determined to be independent. They have a great desire to prove that they are equal to any task. Our classrooms are a perfect match for their budding talents and splendid egos. Concepts are broken down into their smallest incremental steps, so that lessons are easily imitated. Much of the learning done in the first year is indirect, or by immersion. The children may sit next to an older child performing a more complex task and just watch for a while. If they choose, they may spend time looking at the order of the materials on the shelf, making sense of the different areas of the classrooms. Eventually, they will choose their own work and apply a great deal of energy and concentration to it. Once they begin to mimic their older counterparts, they will know that their time to be the "oldest ones" is not very far off. This age group requires daily notes including nap time and duration logged into brightwheel.

Four year olds come in knowing the classroom and the works. This is the year of exploration and explosion into learning. They have learned the way of the classroom and are ready to take on the world. Moving through the curriculum effortlessly and continuously, they truly are the worker bees of the class. Our four year olds provide older students an opportunity to reinforce learning. In order to explain something to someone else, these kindergarten students must understand it fully themselves. Peer teaching gives students a chance to clarify their own knowledge, while also gaining the ability to relate concepts to others.

Children wait two years to be one of the big kids in class. The third year gives them the opportunity to grow emotionally in ways that complement their burgeoning personalities. They are introduced to the concept of taking responsibility for the management of their own work. They learn that they are to cover reading, handwriting, story writing, and math work every day, along with many of the other activities from which they can also choose. Quickly, they understand that it is first necessary to complete their "jobs" in order to make time for other activities. The older children give help spontaneously to the younger ones, providing inspiration and leading by example in the

classroom. This is the year when their earlier experiences are internalized and reinforced. By the end of the kindergarten year, our students will often have developed academic skills that may be beyond those of children enrolled in local, traditional schools. That being said, academic progress is not our exclusive goal. Our real hope is that our children have an incredible sense of self-confidence, and enthusiasm for learning, and a feeling of being closely bonded to their teachers and classmates.



Our Classrooms

- Our center has the following classrooms:
 - One Infant Classroom (6 weeks - 12 months): Group size of 8 children, Ratio 4:1
 - One Toddler Classroom (12 months - 24 months): Group size of 15 children, Ratio 7:1
 - One Pre-Primary Classroom (2 - 2.5 years old): Group size of 15 children, Ratio 7:1
 - Two Primary Classrooms (2.5 - 5 years old): Group size of 20 children, Ratio 10:1
 - One Pre-K Classroom (5 - 6 years old): Group size of 20 children, Ratio 10:1
 - One After-School K-5 classroom: Group size of 20 children, Ratio 10:1
- Class sizes support our interactive and often messy curriculum. The classroom environments contain many real-life and natural items which help to connect the children's learning to real-world experiences.
- Parents are invited to volunteer in the classrooms when and as needed. Research has shown that high levels of parent involvement in classrooms promotes higher academic success and transfer of learning and supports healthy emotional and social development. Family involvement in the classroom will be planned out well in advance in consultation with management to ensure a smooth and professional experience for the families in the classroom.

Your role and responsibilities

- It is the responsibility of the teaching team, under the leadership of the lead teacher, to create a classroom environment which promotes age-appropriate Montessori learning experiences.
- The classroom must be set up to reflect the prepared lesson plans.
- Each learning center must contain sufficient age-appropriate items to encourage children to engage and play in the area
- Room arrangement must serve a learning purpose. We avoid rearranging furniture to simply redecorate.
- You must create spaces in the classroom to display children's work at the children's level. This allows children to have contact with their accomplishments, talk about them, and even continue to work on them.
- The classroom environment must be maintained in such a way that children are safe and healthy. To this end, we follow a cleaning schedule and model healthy practices throughout the day.
- Religious, equity and cultural responsiveness is expected in all classrooms. This includes educating and celebrating other cultural traditions and holidays, as approved and in support of the curriculum.
- Observation, evaluation and feedback of students in the classroom is done on a daily basis. This will consist of: Anecdotal records, a method involving factual accounts of events that have taken place. Running records, a method involves noting down what you see and what the child says as it is happening. Time samples, work samples, photographs and assessments. The information collected will be used to assess progress of the child against the NAEYC child development standards, create personalized curriculum, prepare the child's classroom portfolio and prepare for parent-teacher conferences.
- Lead teachers will be given "planning time" in which the children are not under their supervision. All parent communication using the Brightwheel app is done in real time if appropriate coverages for the ratios are in place.

Daily Staff Communication

Staff members have assigned roles and responsibilities. A floater/substitute must be present when going on a break. Each classroom is assigned an iPad that can be used to Message all of the other classrooms or to message

the Director if needed. Communication is expected between the Director and the staff upon arrival each day to communicate any schedule changes including breaks, coverages illnesses, significant educational developmental information, parent communication, health needs or other pertinent information.

Open and Closing Procedures:

Each member of staff contributes to keeping their workspace and common work areas clean and safe.

Each classroom has a set of opening and closing procedures that must be adhered to daily. The classroom, bathrooms and lobby should be clean and prepared for the opening staff member to start immediately upon arrival to the center.

Additionally, the last staff member to leave the building is tasked with ensuring the building is secured:

- Check that EVERY door is locked
- Turn off all the lights, with special attention to non-classroom areas
- Ensure the heating system is on “run program”
- All garbages are emptied from the center
- Close classroom doors after you have checked to ensure no children in the classroom



Supervision

Arrival, Transitions, & Departure

Children are given to your care as soon as they arrive in the classroom.

- Parents drop off their children in the classroom. You are required to greet both child and parent, gather any needed information for the day (mood, physical well-being, pick up person, etc.), and check off the child on the attendance roster.
- You must supply the parent with information regarding needed extra clothes, an overflowing cubby, etc. on a regular basis.
- The Lead Teacher is responsible for “car line” and walking the child into the center. Both teachers are equally responsible for the check-in of each child (on Brightwheel and the classroom roster), as well as the **visual and auditory supervision** of the children throughout the day.
- Children may not leave their classroom or playground without an adult.
- You must know the number of children in your care at all times, particularly during transitions to and from outdoors, by taking a name face-to-face upon leaving the playground, and upon entering the classroom.
- Parents will pick up their children in the classroom at the end of the day. Children must wait in the classroom with their teachers for their parents and may not wait in the lobby at any time.
- During emergency operations (such as COVID-19) alternative procedures may be in place.
- You must check your classroom to ensure no child is hiding before leaving for the day and close the door.

Release of a Child

- Children will only be released to adults over the age of 18
- If you do not recognize an adult, please do an identification check against the enrollment paperwork in your classroom. If this is not possible, please check with the Director.
- You may not release a child to anyone that you do not recognize or cannot identify and on authorized contacts. If someone arrives who is not on the list, the parent must be called and they must email or message on Brightwheel the name and date. That is only acceptable for that day and you must translate this information to the child’s homeroom teacher/Director so that they can ensure the authorized contact sheet is updated.

Child Abuse Reporting

- As a mandated reporter for child abuse and neglect, any staff member who has reasonable suspicion that a child has been subjected to abuse, must immediately report to the Child Protective Services or the local law enforcement agency.
- Staff members are also asked to inform the owners of any incidents they report, as we can often provide guidance and support
- All employees at Brightonview Montessori will fully cooperate with any CPS investigations, as required by law. Maintaining appropriate files and documenting concerns is critical.



Health & Safety Guidelines

Our primary task at Brightonview Montessori is to keep the children as safe and healthy as possible. We must all follow guidelines to ensure our practices meet this task.

Health Guidelines

We follow the WAC for medication administration on site:

- We do not administer the first dose of any medication. This must be done at home by the family
- Medications dropped off at the center must be accompanied by a fully and correctly completed Medication Authorization Form.
- Medications are stored in the office in a labeled, locked container
- Only authorized staff members may administer medication, and complete the medication log each time a medication is administered
- Medications must be in the original container, and if it is a prescription medication, the child's name must be on the medication
- Medication that has expired will be returned to the families, or discarded
- No over-the-counter medication may be held at the center and labeled, "As Needed"
- EpiPens and other emergency medications are located in each classroom out of reach of the children.

Additional Health Practices

- Children are required to stay home, or be sent home, if they exhibit contagious symptoms which prevent them from fully participating in the learning program.
- We are a smoke-free and drug-free workplace.
- If you are ill, please stay home and get better before returning to work.
- All adults and children at Brightonview Montessori must wash their hands at appropriate times to minimize the spread of germs.
- You must be fully aware of all food and any other allergies of the children in your care, and be diligent during snack and meal times to ensure that children are not exposed to the allergens that may cause a reaction.
- Allergy lists must be maintained at all times and posted
- You must ensure to take care of any allergies *you* may have, and inform your colleagues of any steps they may need to take in case of a reaction

Food Services

- Brightonview Montessori provides snacks for toddlers and up in our program in conjunction with the voluntary snack program which starts in October and runs through the school year. The snacks that the center provides will be published by the office for your convenience and it is expected that the teachers in each classroom will follow it and ensure that students have adequate portions and sizes to ensure health and safety in the classroom. Preschool age and older: Each classroom will have a dedicated snack table in each classroom. This table is used for students throughout the morning to encourage eating when hungry. For Toddlers and Pre-Primary, snacks are served in a group setting. Infants are served only food provided

from home and as noted on the white board in the nursery. Toddlers and Pre-Primary age groups will be logged into Brightwheel under food.

- Lunch will be provided from home OR families can enroll in the facility lunch program. Students of all age groups excluding infants will sit at an assigned table for lunch and will be assisted to ensure proper knowledge and ability to eat their food. Toddlers and Pre-Primary age groups will be logged into Brightwheel under food.
- Infants will only be served food that is provided from home. Each infant will be assigned a color at the start of the year and that color will be on their food and stored accordingly in the fridge. Babies will be fed by bottle in the rocking chair by the teacher. Solid foods will only be introduced when the family communicates this and provides the food. All food will be logged in Brightwheel under food.
- Brightonview Montessori has a voluntary parent snack program for each room. This program will assign three families snacks on the same week each month and families must provide something from the Brightonview Snack Program List to ensure proper nutrition.

Safety Guidelines

- All external doors and the secured hallway door are to remain closed and locked at all times. This is critical in regards to the safety of the center and to ensure a “secured facility.”
- Fire and other emergency drills are practiced on a regular basis, and evacuation plans will be reviewed during each school year. Infants will be evacuated using the safety crib. Any children with special needs will be assisted with the teacher in the classroom.
- In the event of an emergency, parents will be notified at our earliest and safe convenience. Staff will remain with the children until the emergency has passed and class has resumed, or until parents have picked up their children.
- You are required to monitor the outdoor and indoor environments for choking hazards and other environmental dangers that may cause injury or illness to the children or staff members, and report these immediately to the owners.
- You are required to teach and practice safe practices with the children to help them safely navigate their day at Brightonview Montessori. Some important safety rules include:
 - Children may not climb on the fence or on top of the play structure
 - You must visually supervise and interact with the children at all times. You may not turn your back on the children or be distracted by non-supervision activities
- Playground Gate Lock Policy - the three playground gates must be locked before entering the playground by the assistant teacher and removed after all children are accounted for in the classrooms. It is the responsibility of both the lead and assistant teacher to ensure that the gates are locked while on the playground. Each time locks are secured, you are required to sign the sheet by the door for tracking purposes.
- All hands on deck for safety! Everyone is responsible for keeping children safe. A safety walk should be conducted daily in the classroom, playground, bathroom, hallways and any safety concerns should be written in the facility log book and communicated to the Director.
- Safe Sleep for Infants and Toddlers Place your baby on his or her back to sleep and use a firm crib mattress with tight fitting sheets, keep blankets, pillows and stuffed animals out of the crib, don't smoke around baby, keep baby warm, not hot, keep baby healthy, serve breast-milk whenever possible. Breast milk decreases the occurrence of respiratory and gastrointestinal infections.

Child Injuries and Illnesses (Health Policy)

- If a child has been hurt at play, or by another child, and it requires minor first aid, you are required to complete an Incident Report, have it signed by the lead teacher and Director and the parent that picks up on the same day of the incident. All incident reports are to be recorded in the incident log binder at the front desk with the original placed in the student file. Any broken skin requires a phone call to the parent by the

Lead Teacher. Incident Reports are the responsibility of the lead teacher of that child. They will collect appropriate information and communicate to the family directly including direct communication with the Director.

- If a child has been hurt in any way that requires more than first aid, contact emergency services and the family. You are also required to write a detailed incident report, have it signed by the Director or CEO, and make it available to the family member.
 - Any incident that requires medical attention also requires notification to the Department of Early Learning Licensor and a written incident report form to be turned in the same day as the incident. The Facility Director will complete this additional step and include the CEO in the email to the licensor.
- If a child has any kind of head injury, a non-emergency, immediately contact the Director, if unreachable the CEO followed by the family. Families should be strongly encouraged to pick up and see their health care provider. If the child is unconscious, call 911 immediately. Do not move the child, but ensure the child's comfort and safety without moving their head. Write an incident report, have the Director sign it, and make it available to the family member.
- If a child gets sick at school with a fever, diarrhea, excessive coughing, or vomiting, first notify the director. After Director approval, contact the parents to pick up the child within 30 minutes. If possible, separate the child while in the classroom and have them rest in a quiet space. If that is not possible, remove the child from the classroom, and provide a quiet supervised area for them to wait for their family to pick up. Write an incident report, have the Director sign it, and make it available to the family member. The Illness Log at the front desk must be completed.

Maintaining Age-Appropriate Ratios

At Brightonview Montessori, we adhere to the WA State Licensing regulations for teacher-child ratios at all times. These regulations must be followed to ensure the safe supervision of each child in our care, and are as follows:

- Children *under 12 months of age* must be in a teacher-child ratio of no more than 4 children to 1 teacher, with a maximum group size of 9
- Children *under 30 months of age* must be in a teacher-child ratio of no more than 7 children to 1 teacher, with a maximum group size of 15
- Children *30 months to 5 years old* must be in a teacher-child ratio of no more than 10 children to 1 teacher, with a maximum group size of 20

When combining classrooms to open or close the center, or to maintain teacher-child ratios, the following must be adhered to:

- Schoolagers may not be mixed with children under the age of 30 months
- When mixing multi age children 30 months and older, the ratio and group size for **the youngest child** is applied. *For example:* If schoolagers are combined with a group containing a 3-year old, the classroom ratio of 10:1 is applied, and the group size may not exceed 20.
Or, if a 5-year old from the Primary Classroom is combined with the School Age classroom, the ratio drops to 10:1, with a group size not exceeding 20. This 5-year old is not regularly enrolled in the School Age program, so the ratio required in this case is 10:1.
- During Emergency Procedures (Covid-19) additional guidance may be issued. For example no combining of groups or co-mingling. It is the employees responsibility to know if school is on the emergency procedures.
- Staff is responsible to notify the Director if ratios are exceeding the state requirements as described.



Guidance Policy

We use Positive Guidance to manage children's behavior. The following strategies support children's learning and development of self-regulation skills:

- Logical consequences (All ages)
- Making amends (3 year olds +)
- Redirection (All ages)
- Self Reflection (4 year olds +)

It is important that each guidance interaction with a child is fully completed and the issue is resolved, before they return to the group or activity.

Some Best Practices:

- Resolve any challenging behavior in the classroom
- Call for assistance if you need it, especially during temper tantrums or highly aggressive episodes
- Work with the teaching team and the family to figure out strategies to help the child become better at self-management
- Tell children what you want them to do: "Put your feet on the floor", "Slow down, please", or "Your voice is very loud", rather than what you don't want them to do: "No running", etc
- Consider why children are running, yelling, or breaking a classroom rule. It is often while playing. It may be appropriate to allow them to continue for a brief time, before reminding them to self-regulate.
- Infants and toddlers require love and support. There will be no punishment, discipline or loud voices at any time. Redirection of toddlers will be done by demonstrating the process to the toddler.

Some common behaviors in early education include:

- *Spitting - this is almost always an attention seeking behavior. Others can include: removing shoes, face coverings, intentional misbehaviours seeking attention. When students exhibit attention seeking behavior it is critical that as teachers we change our mindset from teaching to serving the child's social and emotional state before "teaching." Avoid making a scene over the behavior, completely disregard it (in their eyes). Use as little words as possible, avoid power struggles and simply ignore the behavior. Simply clean the mess. Using simple words you may say, "looks like the floor is wet." Immediate attention after the behavior stops is praise with positive reinforcement of anything about the child/interest/clothing. Focus on positive attention and building a positive relationship with the child. NOTE: never let a child harm themselves or others. This behavior requires immediate attention.*
- *Biting - this is common in the younger classrooms. There are many reasons children bite, including teething, sinus and ear pain, frustration, tiredness, hunger or thirst. When a child bites, ensure the bitten child is tended to first, then talk clearly and simply with the biter. Set clear expectations, "Biting hurts! You hurt your friend! Use your words to tell your friend what you want". Then redirect the child away from the bitten friend. Under no circumstances is the biter to be punished for this action, as it is developmentally normal and takes time for the children to learn alternate behaviors. Write an incident report for each child, have the owner sign it, and make it available to the family member.*
If a child bites more than three times a day, contact the family and request a pick up for the day to give the child a change of environment. It is not recommended that you request the family to take disciplinary action towards the biter at home. This is not an effective preventive measure.
- *Hitting - like biting, hitting is a common childhood behavior and is often caused by children being frustrated or unable to articulate their needs. Make sure the classroom environment is appropriate for the age group and provide constant verbal models of how children can navigate the classroom throughout the day. If a child hits another child, ask that child to think about a way to make the hurt friend feel better, and then help them make amends. Avoid telling children to apologize. If a child hits you as a teacher: first notice the age. If the child is seeking attention do what you can to simply stop their hands and walk away. Soon after engaging in meaningful conversation and positive attention. Teachers are not in harm's way from a child, redirect their attention.*
- *Sharing - this is challenging for children at all ages., particularly for those children not engaged in cooperative play. Have sufficient items in the classroom to minimize the need to share and teach children about waiting for their turn. Avoid telling young children to share "You need to share" as this is not an*

effective strategy. Rather ask, “ Michael would like to play with that toy too. When you are finished, will you give it to him?” or “How can you both figure out how to play with this toy together?” For toddlers, taking toys away from each other is also common. Help the child return the toy it took away, and then redirect them to the same or similar toy or activity.

- *Inappropriate touching* - at times, children may engage in touching each other’s bodies, including private parts. Typically, this is not sexual, but simple curiosity. Do not overreact. Approach the children calmly, and let them know that they are finished doing that right now. Have them put on their clothing, if necessary, and wash their hands. Remind them calmly, but firmly, that they may not touch each other’s bodies, but must give each other privacy. Be clear with the child that it is not necessary to play like this at school, because there are many other fun things to do. Then redirect them both to a new activity. If the behavior becomes habitual, please speak with the owner, and set up an appointment with the family to discuss next steps.



Hours of Operation

Drop Off Times:

Early Birds: 7:30 AM to 9:00 AM
 Regular Schedule: 9:00 AM to 9:15 AM

Pick Up Times:

Half Day: 11:45 AM to 12:00 PM
 Full Day: 2:45 PM to 3:00 PM
 After Care: 3:00 PM to 6:00 PM

When recording times for late pick ups, please use standard Iphone time. It is a Licensing Requirement (and for your safety) we must record the time a child leaves our care. The Classroom Log is to be manually updated as each child enters and leaves the facility. Please note that parents are not to “hang out” in the classroom at any time.

Center Closures

Brightonview Montessori will be closed on the following days. The calendar on the next page provides specific details:

Blue Days - center is closed. All staff are off. **Green Day's** - center is open. The total days will be divided between staff members. **Holiday weeks** - Center is open but enrollment numbers may be low. Teacher schedules are adjusted accordingly

Snow/Inclement Weather - We follow LWSD in terms of closures or late starts. We close the center on these day and therefore staff is not required to be on-stie. If a staff member would like to work on snow days, it is up to their own discretion to ensure they can drive safely to the center. Working on snow days requires Director approval and work will be tailored to the needs of the center.

<p>KEY 2023/2024 NO SCHOOL, NO DAYCARE OFFERED NO SCHOOL, DAYCARE OFFERED Early Release 4:00PM *See important dates section Calendar is subject to change. BVM complies with LWSD weather closures or late starts. Camp days are offered on some non-school days (for additional fee), see important dates</p>	<p>IMPORTANT DATES</p> <p>Nov 23 & 24 Dec 4-8 Dec 8 Dec 18-22 Dec 25-29 Jan 1 Jan 2 Jan 15 Jan 25 Jan 26 Feb 15 & 16 Feb 19 April 8-12 April 17 April 25 April 26 May 24 May 27 June 7 June 14</p>	<p>IMPORTANT DATES</p> <p>No School - Thanksgiving Break. <u>No Camp Offered</u> Book Fair - Tentative No School- Teacher In-Service Day. <u>No Camp Offered</u> No School - Winter Break, Camp Offered No School - Winter Break, <u>No Camp Offered</u> No School - New Year's Day. <u>No Camp Offered.</u> 1st Back Day of School in 2024 No School - MLK Jr Day. <u>No Camp Offered</u> No School- Teacher In-Service Day. <u>No Camp Offered</u> No School- Parent Teacher Conferences. Camp Offered No School - Mid-Winter Break. Camp Offered No School - Presidents Day. <u>No Camp Offered</u> No School - Spring Break. Camp Offered Spring Picture Day - Tentative No School- Teacher In-Service Day. <u>No Camp Offered</u> No School - Parent Teacher Conferences. Camp Offered No School- Teacher In-Service Day. <u>No Camp Offered</u> No School - Memorial Day. <u>No Camp Offered</u> Preschool Graduation - Tentative Last Day of School</p>
<p>IMPORTANT DATES</p> <p>Aug 28-Sept 1 In-Service Week- <u>No Camp Offered</u> Sept 4 & 5 No School - Labor Day. <u>No Camp Offered</u> Sept 1 Meet and Greet (Time will be emailed to each class) Sep 6 First Day of School Sep 13 Orientation/Curriculum Night Oct 18 Early Release - Teacher I-S Facility Closes at 4:00PM Oct 19 No School - Teacher In-Service Day. <u>No Camp Offered</u> Oct 20 No School - Parent Teacher Conferences. Camp Offered Nov 10 No School - Veterans Day. <u>No Camp Offered</u> Nov 15 Fall Picture Day - Tentative Nov 22 Early Release - Teacher I-S Facility Closes at 4:00PM</p>		

Last Update: 11/10/2022

TO BE PLACED IN EMPLOYEE'S PERSONNEL FILE:

I have received a copy of the 2023-2024 Employee Handbook, Wellness Policy, Emergency Procedures and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

Employee's Signature

Employee's Name (Print)

Date