

Table of Contents

Part 1 - General Information

History	3
Mission Statement	3
Teacher Qualification & Sponsorship	4
Enrollment Process & Policy	5
Prerequisites	5
Tuition	6
Payments	6
Discounts	7
Withdrawal from School	7
Staff	7
Facility	7
Pick-up and Drop-off	7
Help with Separation Issues	8
School Office	9
School Closings/Delayed Openings	9
Transparent Classroom	9
Updates from Teachers/School	10
How to Communicate with Teachers/School	10
Mandatory Parent Involvement	11
End of Year Lunch/Parent Education Evening	12
Classroom Pedagogy	13
Program Philosophy	13
Daily Routine	15
Items to Bring/Dress Code	16
Flower Sign Up	17
Nido	17
Non-Discrimination Policy	20
Anti-Bias Statement	20
Inclusion in the Classroom	20
Equal Opportunity	20
Leadership and Advocacy	21
Knowing and Understanding Our School Families	21
Resource Library & MSP Website	22

Part 2 – Emergency, Safety & Health Care Policies

Emergency and Health Care Policy	23
Temporary Exclusion List	24
Contingency Plan for Emergency Situations	25
During a Flooding Event	26
Immunization	27
Confidentiality Policy	27
Parent Volunteer	27
Policy on Releasing Children	28
Child Behavior Guidance Policy	28
Referral Meeting with Parent(s)	29
Suspension and Termination of Enrollment Policy	29
Toilet Learning Policies	30
Clothes for Toilet Learning	30
Nutrition Policy	31
Food Brought from Home	31
How Sick is Too Sick	32
Transportation Policy	33
Environmental Health and Pest Control Policy	33
Medication Policy	33
Pet Policy	34
Facility Cleaning Routines	34
Protection from Heat Policy	35
Air Quality & Outdoor Activity Guidance	35

Part 3 - Child Growth and Development

Rules for Observing	36
Assessment	37
Transitions	38
Developmentally Appropriate Practice	38
Planned Lessons	39
More than One Kind of Smart	40
Fostering Tolerance and Respect	41
Children's Friendships	41
The Creative Process	42
Closing Statement	42
Poem	42

There's Nothing In My Bag Today

Today I did my math and science,
 Today I toasted bread.
 I halved and quartered, counted, measured
 Used my eyes and ears and head.
 I added and subtracted on the way,
 I used a magnet, blocks and memory tray.
 I learned about a rainbow and how to weigh.
 So please don't say, "Anything in your bag today?"

You see I'm sharing as I play.
 I learned to listen and
 speak clearly when I talk,
 to wait my turn, and when inside to walk.
 To put my thoughts into a phrase,
 to guide a crayon through a maze.
 To find my name and write it down,
 to do it with a smile and not a frown.
 To put my pasting brush away,
 So please don't say, "What, nothing in your bag today?"

I've learned about a snail and a worm,
 remembering how to take my turn.
 Helped a friend when he was stuck,
 learned that water runs off a duck.
 I looked at words from left to right,
 agreed to differ, not to fight.
 So please don't say, "Did you only play today?"



GENERAL INFORMATION

History

Opened in August 2023, Montessori School of Phuket is an International Montessori School in Phuket, Thailand. All our lead teachers hold an AMI (Associate Montessori Internationale) diploma.

Our primary goal is to provide a quality developmentally based program for children using authentic Montessori pedagogy. The program reflects the Montessori mission of education, service and research. **The school program has three elements, the Nido (4 months – 12/14 months), Infant Community (1-3 years) and Casa dei Bambini (3-6 years).** There are AMI trained teachers in all age groups and classroom materials appropriate to the developmental stage of the child.

We offer student teaching and sponsorship programs for inspiring Montessori teachers and employment opportunities.

Mission Statement

Montessori School of Phuket is based on the principles of the Montessori method. This pedagogy creates learning conditions that enhance thinking through expressive, communicative and cognitive language. Choosing work is an important aspect of this method. We believe that children, their families and society all benefit from a high-quality childhood program and that there is a critical link between a child's early experiences and later successes in life.

The **mission** of the school is to provide a model program responsive to the changing needs of children, parents, faculty, staff, and community. The goal of the school is to provide a high quality, affordable, AMI program for children, opportunities for parent education and higher education and training for staff. Building positive relationships is considered fundamental and essential for the wellbeing of the children. The program supports a strong working relationship among children, teachers, parents, and the community.

For the children, we strive to maintain a safe, healthy and nurturing environment where the developmental needs of the children are addressed.

For the parents, we strive to keep the program affordable and available. It is our goal to serve as a resource for support and education. We provide advice and support to expecting parents in the community.

For staff, we strive to provide an atmosphere that will attract and retain well-trained personnel by maintaining good working conditions and sponsorship programs. We encourage a sense of cooperation and open communication among members of the school community. The program maintains high educational and training requirements for staff.

Children will experience growth and learning in their social-emotional, physical, language, and cognitive development, and families will feel supported and nurtured in their child rearing efforts.

Teacher Qualification

Associate Montessori Internationale (AMI), founded by Dr. Montessori in 1929, was established to maintain the integrity of her philosophy. At MSP all lead teachers have taken the rigorous training offered by AMI, an international indication of quality, authentic Montessori education.



Sponsorship

MSP offers support to the wider community by offering sponsorship programs. Assistant teachers have the opportunity to study in Thailand or abroad to obtain their AMI diploma. By offering a sponsorship program, we retain a high level of trained teachers and consistency for the children.

Enrollment Process

The school runs on a term basis. Payments are always due on the 1st before the term commences. We offer the option of monthly payment as well.

1. Book a school tour 9:00-9:30
2. Pay the placement fee 20,000 THB (non-refundable)
3. Go on the waiting list
4. Morning observation 8:30-9:00 (optional)
5. Meet the teachers 15:30-16:00 please accompany your child to the classroom to meet the teachers
6. One month after enrollment – meeting with the teachers (mandatory)

The first day of school is a maximum of 1 hour. If possible, please bring your child to school at 7:45 so that he/she can settle down in a quiet environment.

Please stay near the school, within 5 minutes and keep your phone on you. The school will message you when your child is ready to be picked up.

Gradually, we will increase the time your child spends in the classroom. Please stay near the school until your child is able to do Half Day (11:15). We ask for your patience during this adjustment period.

Parents are welcome to view their child through the viewing window at the back of the classroom. You may open the gate and come inside. Please make sure you are not seen by your child. Photos and videos are not allowed.



Enrollment Policy

The school operates on a term basis- August through June plus 3 weeks of Summer Camp. There are 3 terms in a year.

The core academic hours are 8 am to 3 pm, Monday through Friday. Extended hours are 7:45 morning drop off (new students are expected to arrive at this time) and optional After School Activities until 16:00.

First day of school is determined by the waiting list. Placement is done on a first come first serve basis.

Parents are asked to commit to our school calendar. Children are expected to attend school **every day**. Please time your holidays/business trips with your child during our school holidays. Summer Camp is included in the tuition and is optional, please inform the school 1 month in advance if your child is not able to attend Summer Camp that year. There is no refund for not attending Summer Camp.

Group size is limited to 24 children in Casa dei Bambini, 12 children in the Infant Community. There are additional adults including cleaning helper, swim coach and chef.

We will ask you to provide a photo of your child before the first day of school. This photo will be used on their cubby, drinking glasses, hairbrush, shoe rack, etc. This will help your child orient themselves to the new classroom environment.

Only families living within the school vicinity are accepted, this includes: Ratsada, Kohkaew, Srisunthon, Paklok, Kathu, Talad-Yai, Talad-Nua & Wichit

Prerequisites

Children are permitted to enroll under special circumstances (example: the child has or parents suspect some disabilities or was late to walk/run/talk etc.) Please inform the school.

Entering Infant Community 1-3

To enter the Infant Community, the child must be at least 12 months of age and able to walk steadily unassisted and carry objects in their hands.

Entering Casa dei Bambini 3-6

Children over the age of 2.5 years is expected to be toileting independently. Don't worry about accidents, they are frequent and the teachers are always available to assist your child. Diapers are still permitted during nap time. Children over 2.5 years are expected to be out of diapers and aware of the use of a toilet/potty.



Tuition

The school runs on a term basis. Payments are always due on the 1st before the term commences. We offer the option of monthly payment as well.

- Full day program- 25,000 THB/month (8:00-15:00)
 - Half day program- 20,000 THB/month (8:00-11:15)
- (Children over the age of 2 are required to attend full days)

Or

- 90,000 THB/term (there are 3 terms in a year)

Payments are due:

August 1st

January 1st

April 1st



Additional Fee:

- 20,000 THB placement fee, non-refundable (one time payment)
- 20,000 THB deposit, returned upon withdrawal providing all fees have been paid
- 500 THB a day for After School Activities (optional) – Available on Monday, Tuesday & Thursday until 16:00

Late pick up penalty- if you are late for pick up (15 min or more) on a regular basis (more than once a week) the school will charge an extra 500 THB per day

Lunch and snacks are included in the tuition fee

VAT not included above- an additional 7% will be added

Short term stay- families are welcome to explore Montessori for short periods (minimum 3 month). We also offer Summer Camp in the month of June-July for families not enrolled for an additional charge of 30,000 THB.

There is no additional charge for Summer Camp for children already enrolled. Your child may attend school as usual.

Payment

We accept bank transfer only:

Kasikorn Bank
Phuket Montessori Co., Ltd
1791343514

Payments are due on the first day of each month.

Late Payment: 20,000 THB will be deducted out of the deposit.

Tuition and placement fee is non-refundable.



Discounts

Sibling Discount: your second child will receive a 10% discount on the tuition fees. The third and subsequent child will receive a 15% discount on the tuition fees.

Placement Fee Discount: the second and subsequent child will receive a 50% discount on the placement fees.

Deposit Discount: the second and subsequent child will receive a 50% discount on the deposit fees.

50% discount on placement fee for Bangkok Hospital Expat Card Members

How to sign up:

Decide which hospital you and your family would like to attend – There are 3 options, Bangkok Phuket Hospital, Bangkok Siriroj Hospital and Bangkok Debuk Hospital.

Contact that hospital and sign up for membership. You will need to provide either a Thai driver's license or work permit or a long term visa

Withdrawal from School

Upon withdrawal from school, please notify the school at least 1 month in advance. This time is needed to prepare your child's transcripts and return your deposit. This will also help the teachers organize a class gathering to say good bye.

Please note, we may be unable to return your deposit immediately if you do not give us a 1 month notice.

Staff

Full-time staff consists of supervising lead teachers, assistant teachers and chef/cleaning helper. MSP is in full compliance with staff regulations and certification requirements of AMI. In addition to full time staff MSP uses a certified swim coach (certified in Singapore). Furthermore, MSP provides student teaching and parent observation opportunities. Guidelines for observation are provided to each person and is available on our website.

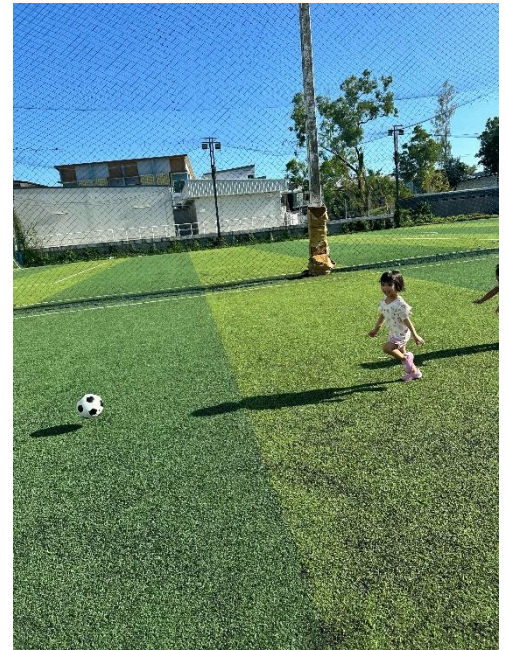
Facility

The school is located in Boat Plaza Phuket. The classroom consists of a work area, outdoor area, eating area, napping area, three toileting areas. MSP has access to 4 football fields and a 25m swimming pool.

Pick-up and Drop-off

Parking is available nearby. Parents may park next to the school for arrival and pick up. Mornings and afternoons are a busy time, please refrain from parking your car directly in front of the door. Pick-up and drop-off by car are permitted in front of the door.

Always notify the school if you are late for pick-up (later than 15:15) and drop-off (later than 8:20). Please state the reason for running late in the message. Please note, giving a reason for lateness does not excuse being late.



Separation Anxiety

We understand young children often have difficulty with separation. We want to reassure you that we are always ready to talk to you and comfort your child. Always say good-bye with a kiss, hug and/or a wave! Be firm, but friendly about leaving. If your child protests, cries or clings, prolonging the good-bye will only make it harder for yourself and your child.

Saying good-bye

- Be consistent
- Follow the same routine – drive up to school, say good morning to the teacher and say good-bye

Please note:

- First day of school, the drop off time is 7:45 to let your child settle down in a quiet environment. This will help the separation anxiety. Your teacher will advise you when your child is ready to come to school at 8:00 with his/her friends.
- Please note, it is vital to keep the “good bye” (during the separation anxiety phase) as short as possible, 15 seconds maximum. This is important, as more time passes your child becomes further anxious. Walk your child to the teacher and say, “I will see you soon, bye.”
- Avoid taking walks around the school and having long conversations in the car to try to convince/motivate your child to come inside. Your child has already made up their mind, it is now your turn to make up yours. Going to school is an adult decision. Please come directly to the door after getting out of the car. Message the school if you have any concerns, the lead teacher will guide you step by step.
- Please try to stay away from your child’s eye and keep your car hidden from view as this can increase your child’s anxiety.
- For both Infant Community and Casa dei Bambini, the first day of school is less than 1 hour until your child settles down.
- We ask parents to stay near the school with their phone, the school will message you when your child is ready to be picked up.
- We will lengthen the time your child stays in school little by little. In Montessori we go at the child’s pace. Please be patient, there is a coffee shop across the street that opens at 8:00.
- For non-toileting children, we will start toilet learning once they have started full days and have settled down in the school routine. In Casa dei Bambini we expect some level of independence such as toileting.
- Please refrain from carrying your child to school if possible. Subconsciously your child knows they went to school on their own two feet and of their own free will.

We are there to help during these transition times and help to comfort your child once you leave. We offer comforting words such as, “I know it’s hard to say good-bye.” Once you have gone through your good-bye routines a few times, your child will get to know what to expect and the good-byes will be less challenging. After a short period of time, your child’s anxiety about you leaving ends quickly after you leave. Should this not be the case, we will message you to let you know how he/she is doing.

Your child will pick up on your confidence about having chosen a good place for him/her to be while you are away. Good feelings are contagious. The first step in saying good-bye is to be comfortable with your decision to enroll your child in our program. Please let us know if we can be of further help. We want you to know that separation adjustment is normal and we have the experience of helping you and your child ease through this transition time.

School Office

Please direct all business-related concerns (schedule changes, tuition questions, etc.) to the school Line or WhatsApp.

Tuition and Refund Policy/Holiday Closings

No refunds can be made due to illness, holidays, inclement weather, staff training days, or other conditions beyond the control of the school. There is no refund for not attending Summer Camp.



Policy on School Closings/Delayed Openings

If the school has a delayed opening or early closing due to inclement weather or other emergency situations, announcements of closings and/or delayed openings will be made by Line and WhatsApp by 7:40.

Transparent Classroom FAQs

What is Transparent Classroom?

Transparent Classroom provides online record-keeping and lesson planning for Montessori teachers. This app allows teachers to: take and upload photos from their device to Transparent Classroom, view activity in the classroom, and record concentration/work curve data which can be shared with parents.

Why does the school have Transparent Classroom?

Transparent Classroom sheds light on what your child is learning, record teacher's real-time assessments, and provides information on the learning materials and activities for parents. For example, if a parent is not sure what a "binomial cube" is, they have access to a clickable link that briefly explains this sensorial 3-D puzzle found in Casa dei Bambini.

Parents who regularly use Transparent Classroom cite benefits like:

- I am up to date on what my child is working on each week
- I am plugged into my child's strengths and weaknesses
- It gives me concrete ideas on what to ask my child about their school day
- It gives me ideas on how I can complement their learning at home
- I feel more connected to my child's overall trajectory
- It gives me a reference point when having discussions with my child's teacher

How to use it at home?

Parents can build upon these communication updates to better connect with their child. Instead of prompting your child with, "What did you do today?" (the answer often being "nothing") parents can be more specific based on what they've seen him/her work on in the app. "I noticed that you chose to work on math again! Your teacher showed me this photo of the multiplication board." The more specific the parent is with their child, the more natural it is for your child to respond.

It is helpful to wait until dinner or bedtime, as opposed to right after school when they most need to decompress.



Updates from Teachers/School

Email:

Activities, photos and progress by teachers is sent by email on a regular basis.

School reports by teachers is sent by email at the end of term.

Line/WhatsApp:

Notifications and reminders from school are sent by Line/WhatsApp.



How to Communicate with Teachers/School

Daily Correspondence

Teachers and parents speak on a daily basis at the door. Teachers give highlights of their child's day during pick up times. Please refrain from having long conversations at the door in the mornings, this is the busiest time of day for the teachers.

We would greatly appreciate any information regarding your child, please send us a message through Line or WhatsApp.

Important information to include:

1. Physical condition- Please let us know if your child had irregular sleep, low energy, changes in mood or appetite. Always let us know if your child went to see a doctor, please let us know what the doctor said so that we can continue to monitor him/her. If your child is unwell and cannot attend school, we ask that you call the school or message us by 8:15 am 080-574-4384.
2. Events at home- Please tell us events that happened at home. For example: Sibling fights, grandparents visiting, mommy went on a business trip, etc. This will help us understand your child better and cater to their emotional wellbeing.
3. Growth/work at home- If you notice your child's growth or efforts at home, please let us know. Please be specific, for example: "Recently he has been trying to do/say ..." or "He is able to ..."
It is easier for us to support their development if we know more about their interests.
4. Worries/concerns- You can mention any small thing. The Head of School or qualified Lead Teacher will be able to advice you step by step.
5. Late/Early pick up- If your child will be picked up early/late due to accidents on the road, doctors' appointments or any unforeseeable situations, we ask that you contact the school at your earliest convenience.

We have a school Line and WhatsApp group; this is for everyone to view. Please do not share private information or photos of other children as this is shared.

Please avoid:

Speaking about your child in front of your child. We understand you are eager to know what kind of day your child had. In Montessori we try to avoid speaking about him/her when they are present.

For example: “Did she have a good day?” the teachers would love to tell you all about your child’s day but not when she is present. Instead, you can turn to your child and ask, “Did you have a good day?” the teacher will be able to add to this conversation with your child.

Please direct questions to your child:

“What did he have for lunch?” → “What did you have for lunch?”

“What did she do today?” → “What did you do today?”

It is important for your child to be included in the conversation as they are the subject of the matter.

Please avoid:

Asking “Who” questions. Please try to use “What” questions. When asking your child, a who question, you are asking him/her to give you a name. Young children tend to give names that they like saying which are not related to your question. You may not get an accurate answer when asking a “Who” question.

For example: “Who pushed you?” → “What happened?” When asking a “What” question, you are asking your child to tell you the story of what happened. You will get a more accurate account of what happened.

Mandatory Parent Involvement

Parents will be notified of these events via Line/WhatsApp closer to the date.

Parent Teacher Conference (Mandatory)

There is a mandatory parent teacher conference once a year (the last day of term 1). There is no school for students on this day. If possible, we ask both parents to attend. Children may not attend. Please find a babysitter. This is a 30 min meeting. Please come on time.

Meeting for Newly Enrolled Families (Mandatory)

We ask one or both parents to attend a meeting with their classroom teachers 1 month after enrollment. This is a mandatory meeting. Here we have an opportunity to discuss how your child is progressing and adjusting to the school. This meeting is held 1 month after enrollment so that the teachers have an opportunity to discover your child. We would appreciate further detail about family life at home, any interests your child may have and to discuss how to support your child both at home and at school. This is a 30-60 min meeting. Your child may not attend. Please find a babysitter.

Meetings Upon Request (At Your Discretion)

Teachers are always available for meetings during naptime or after school. You can message the school and request a meeting with your classroom teachers at any time. Morning drop offs & afternoon pick up times are a busy time for teachers. If you would like to discuss an issue or get advice, please contact the school to set up a meeting. Children are not allowed to attend. Please find a babysitter.

*Meeting Rules/Policy

*Children are not allowed to attend any meetings with teachers. We try to avoid speaking about a child in front of them. We ask that you find a babysitter during this time.

*Please refrain from telling your child that you spoke with his/her teacher. This can make your child feel self-conscious.

*All topics discussed during these meetings are strictly confidential.

*If parents do not speak either English or Thai, we ask that you bring an interpreter.

End of Year Lunch (Mandatory)

This is a school event on the last day of summer camp. We invite 1 parent/grandparent to join their child to experience school lunch together. This is a good opportunity for your child to show you how they spend their lunch times and a chance for parents to taste the school lunches.

We ask just 1 parent to join their child and be on standby in front of the classroom at 11:25, the teachers will open the door at 11:30.

This is half day, dismissal is at 12:00, children will not nap at school. This is a mandatory attendance event. Please do not bring food or drinks from home.

After this social event we will say good bye and commence summer holiday. We ask that parents do not linger in the classroom after lunch as teachers need to prepare the classroom for summer holiday. There is a coffee shop across the road to mingle and chat.

Parent Education Evening (Optional)

Once a year we invite parents to join our Parent Education Evening. Here we will discuss topics such as “How to speak to your toddler and avoid power struggles”. Topics will change year by year. We will start with a lecture followed by lesson presentations by lead teachers. Parents are welcome to participate and learn how to support their child’s development at home. We encourage you to ask questions and tour the classrooms. This is a 1-hour event starting at 17:00.



Classroom Pedagogy

Our approach to education is based on principals using the AMI (Associate Montessori Internationale) method.

Our morning work period is arranged in such a way that children are given choices within a structure and group work. This both aids to guide the developmental process.

The areas explored include but are not limited to, practical life, sensorial, math, science, language, culture and geography, arts, music, gross and fine motor development, hygiene and grace and courtesy.

Teachers observe individual children and follow their sensitive periods. Teachers guide the child to a new/old lesson where the child is free to repeat the work cycle until they are satisfied.

All Montessori materials are developed in such a way that the child can handle it by themselves and have control of error, meaning, the teacher does not have to correct but the child can easily see the error and make amends accordingly.

We believe young children want and need to express ideas and messages through different expressive ways such as working with clay, paint, drawing, construction, gardening, sports, music, movement and dance. Children begin to gain new skills with the use of these mediums. They revisit and revise their work moving them to new levels of awareness.



Program Philosophy

MSP is founded on the philosophy that children, their families and society benefit from high- quality childhood education. We believe that there is a critical link between a child's early experiences and later success in life.

MSP has adapted its philosophy based on the principals of the Montessori method. This model of education was derived from Maria Montessori. Within the Montessori method, teachers act as guides, resources and partners in learning. Open-ended discussions and group activities bring together language development, social development, science, culture and geography and artistic expression. The work is meaningful and relevant to the child's life experiences. They assist the child in seeing the interrelationships of things and ideas.

An important feature of the Montessori method is to observe the children's work in progress. This serves as an important tool in the learning process for children, teachers, parents, and visitors to the school. The method is based on the belief that children need time to be children and time to experience their childhood. Observations in the classroom do not involve any intentional interaction between the observer and children. Children are not identified by name in the student's observational reports. Photos are not allowed.



Teaching is the art of providing children with a prepared environment which encourages active exploration and discovery. Lessons are planned, yet responsive to individual needs and environmental happenings. Opportunities are provided for children to take responsibility, make

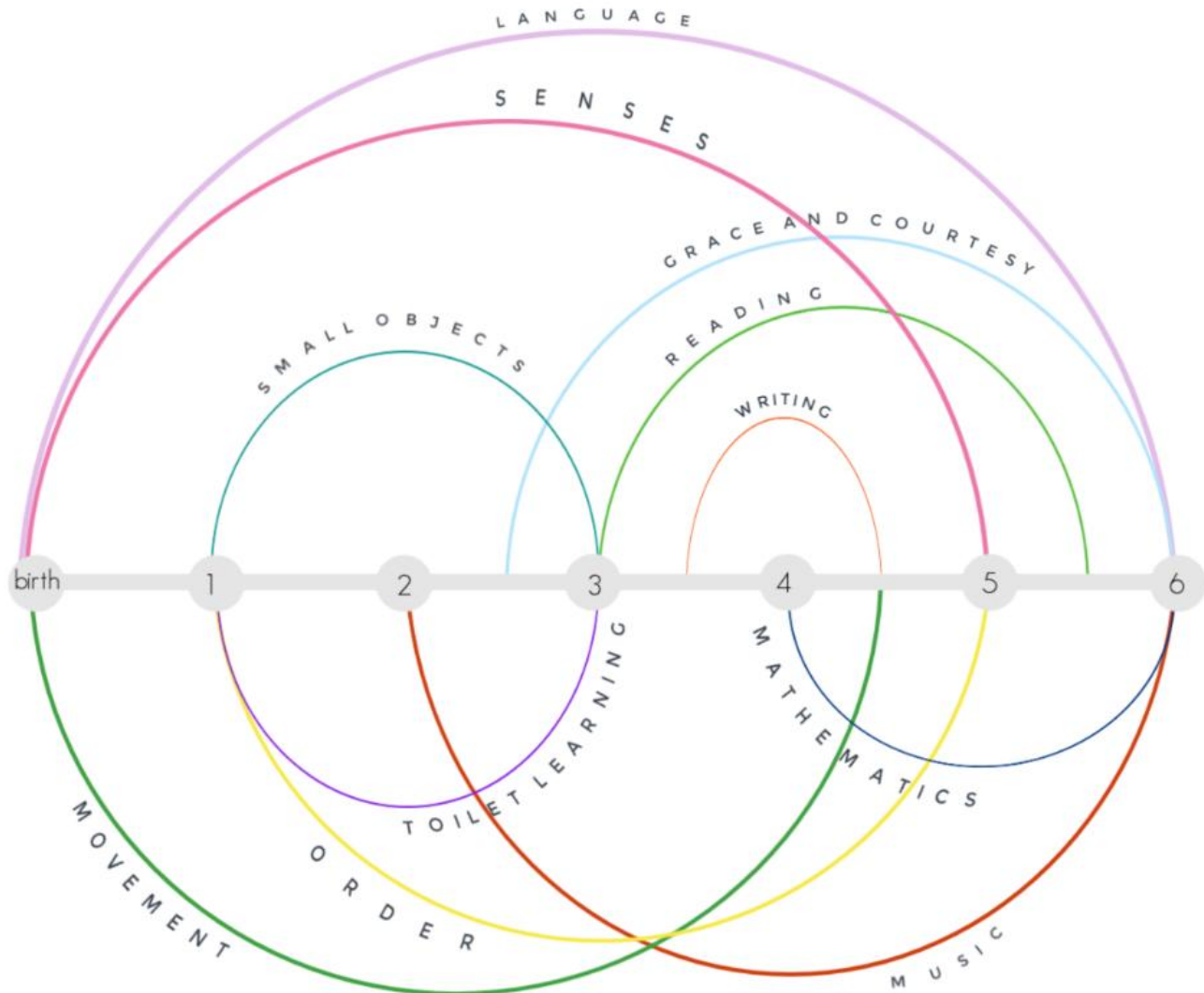
decisions and learn through hands on work in mixed-aged groupings. Children's positive feelings of self-worth must be the foundation of all childhood education. Each child's learning is filtered through his or her unique screen of self-concept. Each child brings his or her own world to us each day.

At MSP we offer AMI approved Montessori Materials to foster literacy, math, science, culture and geography, as well as fine and gross motor skills. Work is first introduced then is chosen by children to independently select and repeat.

The teaching staff is sensitively aware of how young children learn. Children process knowledge by using their whole self to gather information, also known as the absorbent mind (or window of opportunity). Because children absorb what their bodies are experiencing, the more involved the experience, the greater the potential for learning.

The cultural experiences and the ethnic values of the individual child is incorporated into the teaching tools for each child. Good materials capture interest and curiosity and challenges the learner without overwhelming.

The Sensitive Periods from Birth to 6



DAILY ROUTINE 8 am–3 pm

Schedule may be modified by lead teacher and school.

7:45 New student arrival

8:00-8:20 Children's arrival

Please note, this is the busiest time of day for teachers and if you are later than 8:20, the teacher may not come immediately to the door and you may have to wait up to 10 min.

8:00-9:30 Morning work period – Children select from a variety of activity areas including: practical life, sensorial, art, science, math, language, culture and geography and group work. Lead teacher give new lessons as well as revisit old ones.

9:30-10:00 Morning Snack for toddlers– Children will set the table with a table cloth, dishes, forks, tongs and serving dishes. They will prepare their own snacks during morning work period and share amongst their peers, such as fresh fruit, veggies, sliced eggs and crackers. Teachers encourage self-help skills and show the importance of sharing food. Older children prepare snacks and eat when it suits them best.

10:00-10:30 Circle Time – large group story time followed by songs, music appreciation, movement, dance, finger plays, poems, show and tell and mystery reader.

10:30-11:30 pm Outdoor Garden work – Outdoor gardening or play with a wide variety of age-appropriate equipment, games and materials. Older children in need of a larger space will walk to the football field (weather permitting). Toddlers do gross motor activities in the garden.

11:15 pm – IC Half Day dismissal (lunch is not provided for half day children)

11:30-12:00 Lunch – Healthy variety of foods provided by the school. School provides only freshly prepared meals, no processed meats, additives, food coloring, MSG, etc. We offer a colorful spread that meets the children's nutritional needs. Teachers sit with the children and engage in conversation.



12:00~ Nap Time – Children rest quietly on their individual mats provided by the school. Children learn how to self soothe in preparation for sleep/rest.

12:00pm Swimming lessons with Coach Chan if weather permits. Casa children walk to the swimming pool and learn road safety.

2:30-3:00pm Afternoon Snack – Fresh fruits provided by the school. Food prepared during group cooking lessons will be served at this time. Teachers sit with the children and engage in conversation.

3:00pm End of School- pick up by parents or registered persons.

Teachers and parents have an opportunity to converse and exchange highlights of the day.

Please note, the schedule is not exact and some transitions may take longer as children use the toilet. Children that are toilet learning are reminded to use the toilet throughout the day.

Extra-Curricular Activities:

3:00-4:00 pm After School Activities (Monday, Tuesday & Thursday)

Casa dei Bambini (only):

Every Wednesday- Swimming lessons with Coach Chan

Every Friday- Fun & Games at the football field

Important!

ALWAYS message the school when running late for both drop-off & pick-ups. This is for **SAFETY** reasons required by Thai law. State the reason for running late.

Note- stating the reason does not excuse lateness.

Lateness will be recorded in Casa dei Bambini reports

We understand that mornings are a busy time for families and road congestion is a real issue in Phuket. Please allow plenty of time for any unforeseen events and arrive to school on time.

In special cases we allow entry into the classroom at 7:45

Items to Bring/Dress Code

Before enrollment we ask all parents to send us a photo of their child. This photo will be used on their cubbies, drinking glasses, shoe rack, hair brush etc. This will help your child feel welcomed and a part of our community. Please choose a recent photo, looking straight at the camera with a smile!

For both Casa & IC, please bring the following items to school:

- Backpack, please bring it every day (even if it is empty), your child may come home with a full bag.
- Always keep 3 spare changes of clothes at the school, your teacher will inform you which clothing items are needed.
- Mosquito repellent and sunscreen to keep at the school (we will notify you when it is empty)

For Casa dei Bambini only:

- Swim suit, towel & life jacket every Wednesday. If your child is missing any of the 3 items listed, he/she will not be able to attend swimming lessons that day. **Please make sure all items fit in your child's backpack as he/she will carry those items to the swimming pool on their own.**
- Every Friday- Sports shoes, socks, hat and a water bottle with a strap (your child will carry their own water bottle). The children will go for Fun & Games at the football field (weather permitting). Children may leave their shoes at school during the week but please provide clean socks. Please avoid bringing expensive shoes, they may become muddy.

Label all items with your child's name. The school cannot take responsibility of lost items without names.

This is a Montessori school.

- Please refrain from bringing food, bibs, milk bottles, sippy cups, pacifiers, toys and jewelry. If this is not possible, please have a discussion with your lead teacher.
- Please refrain from bringing backpacks and items of clothing that have fantasy character/cartoons/anime on them.

Tips on buying shoes!

When buying shoes for your child, the most important things to consider are: proper fit (with enough room for toes), breathable materials like leather or mesh, flexible soles in the front with good heel support, a snug fit without pinching, and buying for the larger foot if one is bigger than the other; avoid shoes that require "breaking in" and prioritize comfort over style.

Always measure your child's feet before buying shoes to ensure the correct size. An easy way to do this is:

1. Place a regular plastic straw next to your child's foot
2. Cut the straw to the size, make sure to include the length of toes
3. Do the same to the other foot. Is the straw length the same?
4. At the store, place the straw inside the shoe for comparison



Flower Sign Up

We have a flower sign-up sheet outside each classroom. This is a chance for children to give flowers to the class. Offering flowers makes children feel a part of the community.

Please write your child's name next to the date that you would like to bring the flowers (always on a Monday).

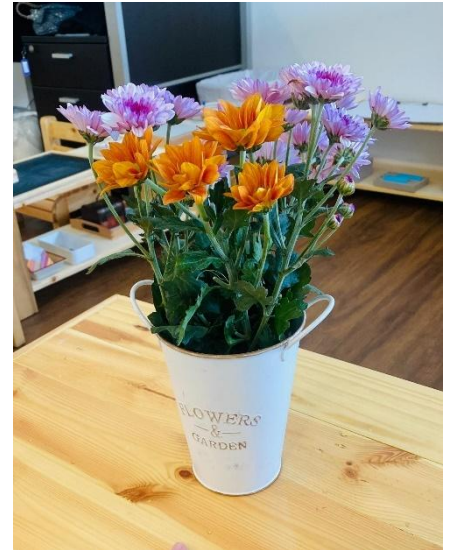
The flowers are used on a daily basis for the flower arranging activity.

Please avoid bringing flowers that have thorns or a hard stem as children in Casa dei Bambini will be cutting them with scissors.

Please avoid bringing flowers with berries or any other spherical shape for the Infant Community as this can be a choking hazard.

Chrysanthemum is ideal (locally sourced, found in most flower shops):

Please bring 2 or 3 colors



Nido (4 months - 12/14 months)- minimum age of 2 months in special cases

Nido Program:

The Nido (Italian for "nest") provides a safe and nurturing environment for infants from 8 weeks to 14 months. The environment provides for the child's development of independence while fostering safe, loving relationships with the adults. This program offers school hours from 8:00 to 11:30 Monday through Friday.

The physical environment is prepared to foster the infant's natural development. Children are not kept in containers such as walkers, jumpers, or playpens. Rather, the environment allows for freedom of movement, safe discovery and sensorial exploration. Children sleep on floor beds instead of cribs. This allows the child to choose to rest when he or she is tired. Montessori School of Phuket maintains a ratio of 3 infants to 1 teacher at all times.

Teacher and parents meet before enrollment into the Nido. We would like to learn about your family's home routines and your child's interests. We make every attempt to replicate the child's home life as closely as possible. Naps, meals, outside time, etc. are not scheduled in the Nido. Rather, we believe in following each child's individual cues to determine when he/she is hungry, tired, energetic, etc.

Teachers work closely with parents to establish and maintain routines and remain informed about the infant's changing needs.



Nido Schedule:

- Explore Montessori 1 Hour 8:00-11:30 Make an appointment (One parent must accompany their child) - 500 THB/hour

We welcome all infants and parents to explore our Montessori environment. Parents will have an opportunity to speak to an AML teacher.

Expecting parents are welcome! Let's talk about all things prenatal/postnatal, what to prepare & what to expect in the coming months. – Consultations will be conducted in English

We support working parents:

- 5-day program 8:00-11:30

Tuition: 20,000 THB/month

- 4-day program 8:00-11:30

Tuition: 18,000 THB/month

- 3-day program 8:00-11:30

Tuition: 16,000 THB/month

- 2-day program 8:00-11:30

Tuition: 14,000 THB/month

- 1-day program 8:00-11:30

Tuition: 12,000 THB/month



Additional costs:

- Placement fee 20,000 THB (non-refundable)- When entering the Infant Community
- Deposit 20,000 THB (refunded upon withdrawal)

Nido Policy

We welcome all parents to spend time with their child and teacher in the classroom. Please speak in a low/soft tone and refrain from being noticed by other children. Babies are sensitive to adults and may experience separation anxiety if they notice strangers in the room.

Only 1 parent is permitted inside the classroom at any given time. Please book your time slot on the Nido Parent Time Slot sheet in advance. You may also message the school through Line or WhatsApp to book a time slot.

Parents who did not book a time slot will not be able to enter the classroom for extended periods.

Persons not listed on the enrollment form will not be permitted inside, please include nanny & grandparents on the form if applicable. Please note, the school may ask for ID.

If you would like to change the dates/times of your child's enrollment, inform the school as soon as possible. MSP maintains a ratio of 3 infants to 1 teacher at all times. Families enrolled in the Full Day Program will have priority. MSP has a community responsibility to support working parents.

Diapers, Clothing & Supplies:

Parents must supply all diapers (disposable & cloth), creams, wipes, and spare clothing for their child. To avoid confusion, all clothing (including cloth diapers) should be clearly marked with your child's name. Cloth diapers are rinsed and kept in a plastic bag, please wash it at home.

MSP cannot be responsible for any unmarked items.

Jewelry (including amber teething necklaces), pacifiers and cushioned hats/helmets is not permitted in the Nido. Cranial shaping helmets are permitted.

Floor beds are provided by the school, please bring a blanket from home (something that smells of home).

Solid Food & Bottles:

Parents must provide all food items. Teachers will not offer new food types for the first time. Food must be prepared at home and given in sealed Tupperware. Food will not be stored at school overnight and will be given back to the parent. The Tupperware will not be washed, you may see how much your child ate that day. Cow's milk or soymilk for children over 12 months will also be given back to the parents.

Parents must provide breast milk, formula & bottles. Breastmilk must be clearly labeled with the date pumped. It will be stored in the fridge in your child's rack. After 2 days, the school will give it back to the parent unless the parent would like it back on the same day. Formula will be mixed according to the manufacturer's instructions. All bottles must be clearly labeled with the child's name.

Parents must provide a sufficient supply of food and/or bottles for the entire day. If bottles are reused, they will be washed, rinsed, and sanitized between each use.

Sugary drinks or treats are discouraged. Freshly squeezed juice is permitted, please bring the fruit.

Small amounts of drinking water is offered at every meal over 6 months. Honey is prohibited.

Your child's feeding schedule and any dietary needs will be discussed at his or her enrollment meeting.

Daily Report:

There are no rules about what to write in the comments section, you can mention any little thing from moments in your daily life to something new that you noticed. Generally, in this section please write down:

1. Physical condition- Please let us know if your baby had irregular sleep, low energy, changes in mood or appetite. Always let us know if your baby went to see a doctor, please let us know what the doctor said so that we can continue to monitor your baby.
2. Events at home- Please write down events that happened at home. For example: Sibling fights, grandparents visiting, mommy went on a business trip, etc. This will help us understand your baby better and cater to their emotional wellbeing.
3. Growth/work at home- If you notice your child's growth or efforts at home, please let us know. Please be specific, for example: "Recently he has been trying to do/say ..." or "He is able to ..." It is easier for us to support your child's development if we know more about home.
4. Worries/concerns- If there is not enough time during drop off to discuss worries/concerns, please note it down or message us. You can mention any small thing. The qualified lead teacher will be able to advise you step by step.

If you forgot to write something or did not have enough time, please message the school through Line or WhatsApp.

Non-Discrimination Policy

The school does not discriminate on the basis of race, religion, cultural heritage, political beliefs, marital status, national origin, or sexual preference. Toilet trained is not an eligibility requirement for enrollment. Physical as well as learning disabilities are not hinderances to eligibility requirements for enrollment.

Anti-Bias Statement

Consistent with AMI, MSP does not discriminate on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability or handicap or sexual orientation.

The education professionals at MSP understand that at an early age children can absorb our society's biases of gender, age, color, language and physical characteristics. We believe that the anti-bias school that we embrace supports children as they explore, celebrate and understand differences.

Our approach acknowledges that children and adults can be empowered to stand up for their rights and the rights of others and to recognize and question social injustice. We challenge the children and ourselves to:

- explore issues of fairness as seen from a child's perspective
- see conflict as a challenge in problem-solving
- be open to differing perspectives, ideas, attitudes and behaviors
- monitor our words and actions for unconscious bias or prejudice
- recognize and demonstrate respect for diversity among people

Inclusion in the Classroom

MSP provides for all children, including those with identified disabilities and special learning and development. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff are aware of the identified/diagnosed special needs of individual children and trained to follow through on specific intervention plans. Therapy is developed appropriately and incorporated within classroom activities as much as possible rather than removing the child from the classroom. The lead teacher makes appropriate professional referrals when necessary, such as a speech therapist. Family members are involved in development and use of individualized education plans. Staff address the priorities and concerns of families of children with special needs.

Equal Opportunity, Affirmative Action and Diversity

Montessori School of Phuket provides equal access to educational and employment opportunities for all applicants, regardless of race, color, religion, sex, sexual orientation, age, national origin or disability in compliance with law.

Salary is not based on where you come from but rather your experience and whether if you hold an AMI diploma.

MSP is committed to providing a learning, working and living environment for its students, employees and other members. The school, which values the diverse backgrounds of all

people, is committed to assuring that the “Montessori School of Phuket experience” is one which challenge, empowers, supports, and prepares its students to live in, work in and value our increasingly global and diverse world. We believe that the diversity of socioeconomic, racial, ethnic, religious, gender, sexual orientation, age, and disability backgrounds of members of the community enriches the school and its various constituencies. The school will not tolerate behavior based on bigotry that has the effect of discriminating against any member of its community.

LEADERSHIP AND ADVOCACY

Building and maintaining relationships with the community and advocating for children and their families guides our mission and philosophy. These are standards and practices we share with AML.

All teaching staff continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and their families within their community and beyond.

Teaching staff participate in informal or formal ways in local awareness activities by joining groups, attending meetings or sharing information with others, both at and outside the school.

Non-teaching staff including stake holders take part in continuously improving, building the program and broadening community support for the school. Teaching staff use their knowledge of the community and the families they serve as an integral part of the teaching method and children’s learning experiences.

Teaching staff inform families about MSP events and events in the community. MSP takes part in local festivals such as Loy Kratong. The mystery reader program lets parents and people of the community become involved in the children’s lives. Building trust between children and the wider community.

Knowing and Understanding Our School Families

Upon enrollment, families are asked to fill out an enrollment form. This information will be available to teachers and this information will be kept confidential.

Teaching staff will use a variety of formal and informal strategies (including conversation) to become acquainted with and learn from families about their family structure, their preferred child-rearing practices and information families wish to share about their linguistic, racial, religious, and cultural backgrounds.

Teachers will actively use information about families to adapt the environment, curriculum and teaching methods to the families we serve.

Translation services are available upon request for parents whose primary language is not English, or parents who require a sign language interpreter, **within reasonable accommodations**.

To better understand the cultural backgrounds of children, families and the community, teachers and parents may participate in community events such as Loy Kratong, mystery reader, or other events and field trips designed for children and their families.

Resource Library

There are a number of books available to parents and teachers. Please return it to the school at your earliest convenience.

The resource library contains the following:

- The Absorbent Mind- Maria Montessori MD
- The Secret of Childhood- Maria Montessori MD
- The Joyful Child, Montessori wisdom from birth to three- Susan Mayclin Stephenson (introduction- Silvana Quattrocchi Montanaro MD)
- Maria Montessori, her life and work- E. M. Standing
- The best weapon for peace- Erica Moretti

MSP Website

Please visit the Parent Corner on our website: <https://montessorischoolofphuket.com/parents-handbook2/>

Topics discussed include:

- Preparing for a New Sibling
- The Toileting Process
- Dealing with Toddler Behavior
- A Montessori Approach to Discipline
- Some Thoughts on Sharing
- Communicating with Children
- Navigating Preschool Social Dynamics
- Considerations When Choosing an Elementary School



EMERGENCY HEALTH, SAFETY & CARE POLICY

A. Emergency Telephone Numbers

Police.....	191
Tourist Police (English speaking)	1155
Bangkok Phuket Hospital (English speaking)	076 254 425
Vachira Phuket Hospital (Thai).....	076 361 234
Fire	076 212 554

B. Emergency Procedure

When a child becomes sick or an accident occurs, the lead teacher will determine the severity of the situation and contact the parent/authorized person or arrange for transportation to the hospital. When calling for an ambulance one staff member (lead teacher or director) will accompany the child to the hospital and remain with the child until the parent or alternative pick-up arrives. If a parent cannot be reached, we will contact the designated person on your child’s enrollment form. During any field trips, we will take along the First Aid Kit. A field trip tag will be placed on all children with the school’s name and phone number “Montessori School of Phuket 0805744384”. Child accident report forms will be kept in a folder at school.

C. Plan For Managing Infectious Diseases

- Children are greeted by the teacher upon entering, observing any possible health problems.
- If your child is sick the night before (e.g. diarrhea/vomiting/fever) and seem to be better in the morning, please inform the teacher in the morning or message the school and tell us what your child’s symptoms were. This way we can continue to monitor your child during the school day.
- If a child exhibit any of the symptoms listed in the exclusion list (distributed to both parents and staff and is posted at the school), the supervising lead teacher or director will ask the parent to take the child back home.
- If a child becomes ill at the school, parent or authorized person is contacted to pick up the child. A quiet area within the school is set up for the child until a parent arrives and a staff member accompanies the child.
- A note from your child’s physician is required in order for your child to return to school after any communicable disease/illness (i.e. Chicken Pox, Measles, Strep, Covid). The note is placed in your child’s folder.
- Director will notify all parents and staff in writing when any communicable disease/illness has been introduced to the school (name of your child will not be shared).



Temporary Exclusion List

We will ask you to pick up your child immediately if the following applies:

- a. The illness prevents your child from participating comfortably in activities.
- b. The illness results in a need for care that is greater than the staff can provide without compromising the health and safety of other children.
- c. Poses a risk of spread of harmful diseases to others (eg. Covid, Norovirus, Conjunctivitis, Hair lice)
- d. A severely ill appearance- this could include lethargy/lack of responsiveness, pale complexion, irritability, persistent crying, difficulty breathing, or having a quickly spreading rash.
- e. Fever 37.4°C with a behavior change or other signs and symptoms (eg. Sore throat, rash, vomiting, diarrhea) If a child has been in a very hot environment and heatstroke is suspected, a higher temperature is more serious and requires immediate medical attention.
- f. Diarrhea is defined by stools that are more frequent or less formed than usual for your child and not associated with changes in diet. In addition, children with diarrhea are asked to return home if stool frequency exceeds 2 stools more than typical for your child during the time in the school or if stools contain blood or mucus.



Plan for Meeting the Needs of Mildly Ill Children While at the School

If a child becomes ill while at the school, parent or authorized person is contacted immediately to pick up the child. A quiet area is set up for your child with the child's mat & blanket. A staff person is assigned to your child until a parent arrives. Time of departure is noted in transparent classroom.

Plan for Identifying Special Health Care Needs/Allergies etc.

- Parents provide information regarding any allergies or other health care concerns at enrollment. Information is listed in child's folder and updated accordingly.
- A list of all allergies is posted on the kitchen/classroom wall. Allergies and other medical information are posted in a manner that protects the privacy of each child. All staff are made aware of the list. List is updated accordingly.

- The school will provide reasonable accommodations to meet allergy or special environment conditions to children without undue financial hardship to the school. Information on children with specific conditions including allergies will be completed by parents at enrollment or before a child attends.



Contingency Plan for

Emergency Situations

Responsibility

SCHOOL – The school will retain responsibility of all children on premises until they are released to a parent, guardian or other designated person, or until they have been escorted to the football field, in which case selected staff will remain with the children until they have reunited with their families.

EMPLOYEES – All employees will remain on the premises unless an evacuation takes place. Teachers will comfort the children and reassure them of their safety.

PARENTS –Parents will be called and notified. Children will be released only to parents, guardians, or other designated persons known to teachers or to their parent guardians.

Expanded Emergency Evacuation Plan

In the event of an emergency situation that requires an evacuation of the school facility, the following plans will be implemented:

- If the environmental emergency is confined to the immediate area of the school facility e.g. fire, toxic fumes, etc. and the children cannot stay on the premises, the children will walk to the football field, where they will remain accompanied by teachers while parents/emergency contacts are notified of the situation and arrangements are made for transportation home.
- In the event of exposure to toxic materials, gases, flooding, etc. a physical examination is done, children will be transported by ambulance to Bangkok Phuket Hospital.
- In the event of a major environmental emergency which is more widespread and encompasses a larger area (neighborhood, several buildings/homes) due to a non-confirmed environmental threat, e.g. toxic materials/fumes from a spill, flooding, bush fires, etc. and the children cannot remain in the area or go to the football field or swimming pool, the children will be brought to the lake pagoda (on the other side of the lake) teacher/director in charge will contact parents/guardians and arrangements are made for transportation home.

- d. In the event of a major environmental hazard that necessitates a larger area evacuation (several neighborhoods, a city/town) due to a non-confirmed hazard (e.g. flooding, bush fire, etc.) the children will remain at school or be transported by emergency vehicles/personal cars (if necessary).



In Case of Flooding Events

During the monsoon season, Phuket may experience significant flooding. We encourage you to leave your home early and to practice caution when traveling.

During these flooding events, the road in front of the school may flood. In this situation, please follow the directions below:

1. Please Park your car at this location:

<https://maps.app.goo.gl/oyqjEb38QDwMbQgS8>



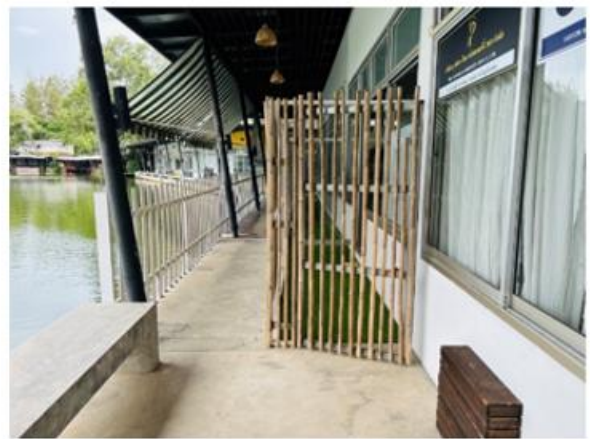
2. Go through the restaurant entrance



3. Walk along the lake (please hold your child's hand)



4. Enter the school through the back entrance



We encourage you to find an alternative route to the school from your home

Electric vehicles and smaller cars may have difficulty during this time of year

Please be careful while traveling on the road

Parking: https://maps.app.goo.gl/BT3HVV6PD6J7Xjn48?g_st=com.google.maps.preview.copy

Immunization

Although hospitals and health centers provide immunization services free of charge for Thai nationals, no additional funding is provided to schools to support school-based immunization activities nor for the checking of vaccination status.

Although it is not mandatory to provide your child's immunization information, we kindly ask that you provide the Mother and Child Health Handbook or other vaccination card for the school to photo copy.



Confidentiality Policy

Information contained in your child's folder is privileged and confidential. Unauthorized removal of records or unauthorized divulgence to parents, staff and other members of the community is a strictly against our policy.

All staff and parent observers to the school comply with these professional ethics at all times and never discuss children, families or staff elsewhere. Observations made in the classroom and all information discussed at staff meetings and at staff trainings are to be kept in strict confidence. Observers should use a "*pseudonym*" for children in their observation forms, journal entries, etc. and the word "*teacher*" to describe any staff.

MSP does not release information in a child's folder to anyone without parental consent. The child's parent or guardian shall, upon request, have access to his or her child's folder.

Images taken at our school and/or events, if they include children other than your own, should not be posted on any social media such as Facebook, Instagram etc. Please be considerate of other families when posting pictures and comments on any social sites. In order to protect the privacy of the children, families and staff cannot share, distribute, or post images of other children via WhatsApp, online social networking or other websites without prior consent of the school director.

Parent Volunteer

There are many ways for parents to volunteer in the school program. This includes:

1. Flower signup (Mondays)
2. Mystery reader
3. Observations
4. Events volunteer
5. Field trip volunteer

Ask the school how you can get involved in our school events.



Policy on Releasing Children

Only the authorized parent(s) or others identified by the parents can pick up a child. A signed enrollment form is on file in the child's folder listing other authorized persons. Message the school in advance or call the school if alternative person will be picking up the child. This alternative person is required to bring an ID or you can send us a photo of this person. Under no circumstances can a child be released to anyone not on the signed form. **We will ask for identification if we do not know the person or have their photo.**

Child Behavior Guidance Policy

At MSP we have some basic rules for the health and safety of the children. We try to arrange the environment to avoid problem situations. We tailor our expectations to fit the development levels of the children to minimize frustrations and inappropriate behavior. Teachers receive ongoing training in the area of positive approaches to discipline and strategies to use with challenging behaviors. Children participate in establishing school rules and policies as appropriate.

We encourage children to develop their own control, autonomy, management of feelings, problem solving, and find their own rewards in cooperative social behavior. The underlying goal of all discipline at the school is to help children develop inner self-controls to replace adult-maintained external controls. Whenever a conflict arises, we support children in finding their own solutions, while also promoting the development of self-control and empathy within each individual child. Teachers set clear, consistent limits and strive to develop close, nurturing relationships with all children enrolled. We avoid the use of the words "don't" unless a child is in danger, and even then, follow it with a reason, such as "that isn't safe." Teachers avoid ultimatums that force power struggles and give real options that are respected.

The Montessori approach to behavior guidance (discipline) is based on the acceptance of a wide range of children's feelings and the encouragement of self-control. Respect for each other and the environment are emphasized through the development of social skills such as turn-taking, helping and cooperation. Children are encouraged, individually and as a group, to generate possible solutions to conflicts, to predict various outcomes, and to choose alternative behaviors. We seek to balance the needs of the child for autonomy and individual attention, with the needs of the group for the consistent expectations which embrace a sense of fairness. We work as a team with other teachers and with parents.

Parents are encouraged to discuss any questions regarding classroom and behavior management with the lead teacher and/or director. A great resource for parents is the Parent Corner on our website as well as our annual Parent Education Evening. We analyze possible reasons for the behavior problems and make whatever adjustments in the environment that we can. We offer choices, try to redirect activity, point out natural or logical consequences of different behaviors, help the child individually or in a group to problem solve. We give words of encouragement.

Sometimes a child may display individual needs that are beyond the scope of our program and/or the expertise of the teachers. If the child's teacher and the director feel that he/she would benefit from additional services, they will notify you and make recommendations. Behavioral problems that result in injury to other children or adults or require excessive one-on-one staffing to prevent frequent disruptions of the group routines are responded to as outlined in the Referral/Termination Policy of the school.

Referral Meeting with Parent(s)

Parents will be notified of the situation and of all ongoing developments by either the teacher or the director. A parent meeting(s) will be scheduled as soon as possible to discuss the concerns. Parents will be given the reason(s) for recommending additional services, a brief summary of the school's observations related to the referral, and any efforts the school made to accommodate the child's needs. The director or lead teacher will also provide the parents with specific referrals. We will offer referrals to parents for evaluations, diagnostic and therapeutic services. We will work collaboratively with support services to implement a plan to meet the child's developmental needs both at school and at home including consultation and education training if needed. Teaching staff makes arrangements in a language the family can understand.

Suspension and Termination of Enrollment Policy

Termination is always a last resort action which is carried out only when the director and teachers feel that such action is in the best interest of the child or the other children enrolled. If the school is unable to meet the needs of the child and/or family, every effort will be made to refer the parent to a more appropriate program for their child. The circumstances under which a child may be terminated are explained below.

1. The child exhibits extremely aggressive behavior which endangers other children and/or staff.
2. The child's health and safety at the school cannot be assured due to circumstances such as impulsive, risk-taking behavior.
3. Unwillingness of the parent(s) to work with teachers in the management of their child's behavior, and/or refusal to follow the school's recommendations for outside support services.
4. The child's developmental needs are not being met at the school due to general immaturity. Behavior indicative of a child's immaturity may include severe ongoing separation issues, excessive need for teacher attention.
5. The child has individual special needs which require accommodations causing an undue burden on the school. Accommodations related to the toileting needs of a child with a documented disability shall not be considered an undue burden.
6. If suspension or termination is due to the child's behavior, the school will give specific examples, and let parents know whether we will accept the child back if he/she receives counseling, or sees a doctor, or some other change occurs. Parents will receive a written explanation of the reasons why, and the circumstances under which the child may return. Recommendations for return will be made by the lead teacher and director.
7. MSP will prepare the child being terminated with sensitivity and consideration of their developmental ability. Children in the school program would be informed in an age-appropriate manner that the child will be attending another school.
8. Nonpayment of tuition. (Parents will not be allowed to register for another term/month and transcripts shall be withheld until all outstanding tuition owed to the school is paid in full.)
9. Continued lateness of parents dropping off and picking up their child.
10. Parent's display of inappropriate behavior towards staff, children and other families. May include: disrespectful language, disregarding program policies, verbal and/or physical harassment or any unlawful behavior.
11. Falsifying information on child enrollment forms.
12. Children are expected to come to school every day. If this is not possible due to holidays/business trips, discussions will be held by staff to determine if this is detrimental to the child's development and meeting(s) set up. If the child is not benefitting from attending MSP, the child will be recommended a nanny and asked to come to school everyday. If this is also not possible, the child will be terminated and referred to a daycare

Toilet Learning Policies

Toilet learning status is not an eligibility requirement for enrollment for toddlers (1-3 years). We have the facility to start toilet learning at school first, then when you are ready, you may start at home.

If any child after enrollment to the school is not fully toileting, the following will apply:

- The lead teacher will meet with the parents.
- Both parties will discuss toilet learning process in accordance to the Montessori Method
- At the end of the adjustment period, removal of the child from the program will not occur if not fully toileting. We will be patient.



All children are required to have at least three sets of clothes at the school. Your child may not be able to participate fully in the Casa dei Bambini class (3-6) if they are not actively engaged in toilet learning both at school and at home. Please follow the recommendations of the teacher and director.

Clothes for Toilet Learning

Appropriate clothing items to aid in the toilet learning journey:



Short T-shirt



Elastic Shorts



Training pants & Underwear

Please buy elastic shorts that are easy for your child to pull up and down on their own. Your teachers will ask you to prepare training pants or underwear or both. Please follow the guidance of your teachers.

Clothing items that are NOT appropriate for toilet learning:



Long T-shirt



Dresses



Onesie

Please avoid wearing long T-shirts and dresses as young children find it difficult to use the potty/toilet.

Please avoid wearing onesies as children are not able to undress and dress themselves independently.

Nutrition Policy

We provide opportunities for children to learn about healthy food choices. MSP provide snacks and lunches. Children younger than four years are not allowed whole grapes and mini tomatoes, nuts, popcorn, hard pretzels or chunks of raw carrots or meat larger than can be swallowed whole.

Clean sanitary drinking water is available to children throughout the day. If your child has disabilities and has feeding needs, staff will keep daily records documenting the type and quantity of food your child consumes and provides parents with the information.

If an individual health plan is required for any child with disabilities who has feeding needs, parents will be asked to provide their lunch every day.

The school takes care in the selection, preparation and presentation of any foods prepared at the program. We ask parents to join our efforts to promote good eating habits and good food choices.

Food Brought from Home

Please do not bring food to school. Parents may supplement a child's school-provided meal if the nutritional content appears to be inadequate for the individual child (doctors note is required).



We ask all parents to give their child breakfast at home.

- If this is not possible for the Infant Community child (1-3), you may pass the food item to the teacher. A dish and space to eat will be provided.
- Outside food is not permitted in the Casa dei Bambini (3-6) classroom, they may have snacks provided by the school as soon as they arrive.

How Sick is too Sick

When is your child too sick or contagious and therefore should not be brought to school? This is a question that may present itself during your child's attendance at the school. In order to protect your child and other children, we have set up some guidelines regarding illnesses. If at any time the lead teacher feels that your child is too sick or contagious, your child will not be able to attend. Should your child become ill while at the school, parents will be immediately notified.

By helping us to observe good health standards, you will be protecting your child and others at the school. Thank you for your cooperation.

Please keep your child at home if he/she has:

- Severe cold and fever, sneezing, nose drainage, and coughing.
- Temperature of 37.4 °C in the morning.
- Conjunctivitis - an eye infection commonly referred to as "pink-eye." The eye is generally red with some burning and yellowish discharge.
- Bronchitis. This can begin with hoarseness, cough, and a slight elevation in temperature. The cough may be dry and painful, but it gradually becomes productive.
- Rashes that you cannot identify or that have not been diagnosed by a physician or is rapidly spreading.
- Impetigo. Begins as red pimples on the skin, which eventually become small vesicle surrounded by a reddened area. When the blister breaks, the surface is raw and weeping. The lesions occur in moist areas of the body, such as: creases of the neck, groin, and under the arm.
- Diarrhea including but not limited to Rota/Norovirus- watery or dark bowel movements that look different and are much more frequent than normal as well as a different smell
- Vomiting
- If your child becomes sick without obvious symptoms. In this case, your child may look or act different. There may be an unusual paleness, swelling, tiredness, irritability, or lack of interest.
- With a contagious disease, your child must be kept home and the school notified. All parents will be notified once a serious contagious disease is reported. Your child's name will not be included in the notification. Your child may return to school with a note from his/her physician. Illnesses included but not limited to: Measles, mumps, roseola, rubella, chicken pox, conjunctivitis, hair lice, Norovirus and Covid.
- If a doctor diagnoses an ear or throat infection, as an example, and your child is prescribed an antibiotic, your child may not be brought to the school until he/she has been on the medication for at least 24 hours and has a temperature below 37.4 °C.

Please call or message the school with a description. Parents are asked to call or message the school at 080-5744384 by 8:15 am should your child not be able to attend. THE ABOVE COMPLIES WITH EARLY EDUCATION AND CARE REGULATIONS of MOE.

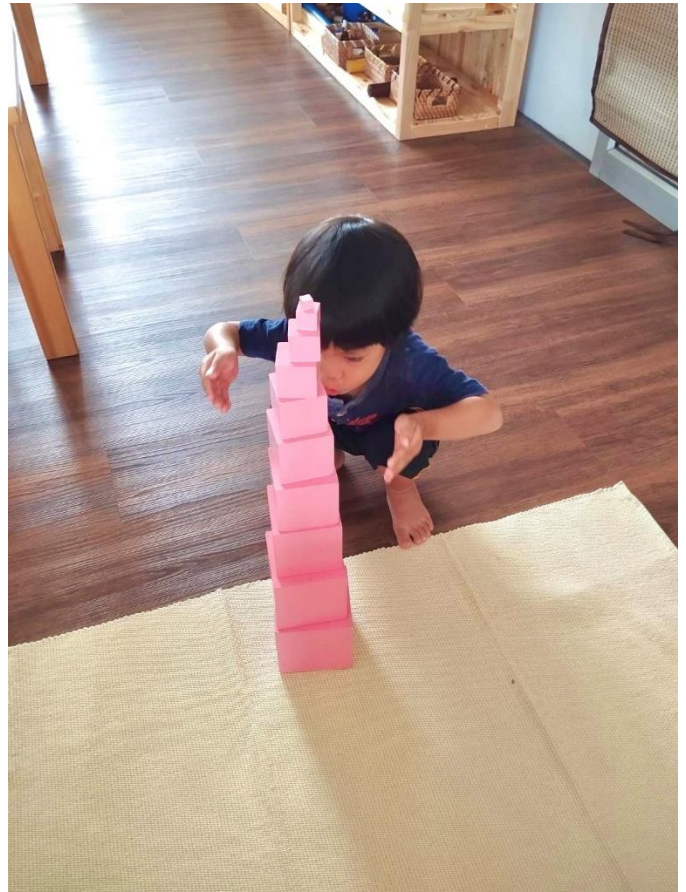
TRANSPORTATION POLICY

Montessori School of Phuket does not provide transportation. Parents are responsible for transporting their children to and from the school.

Parents must walk their child into school, notify the teacher that their child has arrived and inform the teacher/child they are leaving. Parents must call or message the school by 8:15 am to report all absences. If an alternative person will pick up or drop off their child contact the school at your earliest convenience with the name or photo. The school shall note on transparent classroom the absence of each child every day. A list of authorized persons to pick up is maintained in the child's folder.

For any field trip, parents are required to sign a permission form for each trip and only chartered entrusted mini bus companies would be used to transport the children. (JTB Mini bus service).

Motor vehicle related injuries are the greatest threat to a child's life. **To reduce the chances of injury, always use a child seat. NEVER let your child sit in the passenger seat and wear a seat belt.**



Environmental Health and Pest Control Policy

The school facility and outdoor areas are entirely smoke-free. No smoking is permitted in the presence of children. The program maintains facilities so they are free from harmful animals, insect pests and poisonous plants along with environmental hazards such as air pollution, lead and asbestos. Pesticides and herbicides, is never used. Bleach is used according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation and other exposure to children.

Outdoor activity is limited as a precaution during any smog or air pollution alerts.

Medication Policy

- (a) The school will administer any medications ordered by the child's health care practitioner.
- (b) All medications administered to children at the school, including but not limited to oral and topical medications of any kind, either prescription or non-prescription, must be provided by the child's parent.
- (c) All prescription medications must be in original containers and with the label affixed. Over the counter medications must be in the original packaging.
- (d) Teachers will not administer any medication contrary to the directions on the original container, unless authorized in writing by the child's physician.
- (e) All medications will be stored out of the reach of children and under proper conditions

for sanitation, security and safety. Medications requiring refrigeration will be stored in a way that is inaccessible to the children. Medications will be stored away from food.

- (f) All unused medication will be returned to the parent directly.
No teacher will administer the first dose of any medication to a child, except under extraordinary circumstances such as an anaphylaxis.
- (j) Topical medication (for non-open wounds or broken skin) will only be applied with the parent's permission. This applies to sunscreen as well.
- (k) All oral non-prescription medications require consent from the parents. Parent will need to provide medications daily with dosage, times and purpose.

If your doctor has prescribed your child an EpiPen due to severe allergic reaction. One EpiPen must be kept at school in the medical supply cubby at all times. Parents are responsible for giving teachers instructions on how to use the EpiPen.

Pet Policy

All pets will be secured in clean living quarters. Children and staff will follow proper hand washing after feeding or handling pets.
Program staff make sure that any child who is allergic to a type of animal is not exposed to that animal.



Facility Cleaning Routines

The facility will be maintained in a clean and sanitary condition. When a spill occurs, children are invited to mop/wipe the area.
Surfaces will be disinfected using vinegar water. Bleach is used on Fridays. Routine cleaning of the school will be supervised by the lead teacher according to the schedule and procedures. Facility cleaning requiring potentially hazardous chemicals will be scheduled to minimize exposure to the children.



Protection from Heat Policy






Extreme heat can be as hazardous to children as extreme cold. When playing outdoors in warm weather children should wear lightweight cotton clothing. Please dress your child accordingly to the seasons. Dry season is the hottest season. The wet season can be slightly brisk, please bring a light jacket or cardigan.

The heat index is an indication of how the temperature “feels” and is a combination of actual heat and relative humidity. A heat index of 28 °C or below is considered comfortable, and safe for children to play outdoors. A heat index between 28-33 °C means that children should be closely observed while outdoors, and outdoor play time should be limited. When the heat index is above 33 °C toddlers will not play outdoors, and Casa children will not go to the football field. Again, local weather reports are a valuable resource for obtaining heat index information.



Air Quality & Outdoor Activity Guidance

Regular physical activity — at least 60 minutes each day — promotes health and fitness. The table below shows when and how to modify outdoor physical activity based on the Air Quality Index. This guidance can help protect the health of all children, who are more sensitive than adults to air pollution. Check the air quality in Phuket at <https://www.iqair.com/th-en/thailand/phuket>

Air Quality Index	Outdoor Activity Guidance
 green GOOD	Great day to be active outside!
 yellow MODERATE	Good day to be active outside! Students who are unusually sensitive to air pollution could have symptoms.*
 orange UNHEALTHY FOR SENSITIVE GROUPS	It's OK to be active outside, especially for short activities such as recess and physical education (PE). For longer activities such as athletic practice, take more breaks and do less intense activities. Watch for symptoms and take action as needed.* Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
 red UNHEALTHY	For all outdoor activities , take more breaks and do less intense activities. Consider moving longer or more intense activities indoors or rescheduling them to another day or time. Watch for symptoms and take action as needed.* Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
 purple VERY UNHEALTHY	Move all activities indoors or reschedule them to another day.

The school will send regular updates on Line and WhatsApp if Phuket is experiencing PM 2.5. The chart is always available on our website. On days that are red or purple, please avoid outdoor activities after school.

PART 3

GENERAL CHILD GROWTH AND DEVELOPMENT

Rules for Observing:

Viewing Window (outside the classroom):

A viewing window is available at the back of each classroom. Parents are welcome to view their child's progress any time of day. Be sure that you are not noticed by your child. Photos and videos are prohibited.



Morning Observation (inside the classroom):

1. Due to separation anxiety, we do not allow parents to observe their own child in the classroom but, you are very welcome to observe before the start of your child's enrollment.
2. Sit quietly in one of the designated observer's chairs. You can move from one chair to another if you want to change your point of view.
3. You may use a pencil/pen and notepad to note any observations, comments or questions you may have.
4. The main point to remember is that you are here to observe the classroom and how it functions on a daily basis. Obviously, you are not expected to ignore the children if they talk to you, but we do ask that you refrain from engaging them in conversation. If children are questioning you, you can give a response such as "I am going to continue working on my notes quietly now."
5. Please do not take pictures or use your phone during your time in the class.

What to look for:

- Notice the overall mood of the classroom. Do the children and adults seem glad to be there?
- Look for qualities of independence, self-discipline, self-direction, attention, concentration, and joy.
- Observe one child of each age in the classroom.
- The children go about choosing work in a variety of ways. Are they adult directed, peer directed or independently selected?
- Look for the style of discipline the adult's use. Is it positive, helpful and respectful?
- Recognize the social interactions that take place.

Assessment

MSP is strongly committed to an authentic Montessori assessment of each child in our program. Throughout the year, we will be busy overseeing your child and documenting his/her progress. As teachers, our knowledge of each child helps us to plan appropriately a challenging curriculum to tailor to and meet each child's strengths, needs and interests. Assessment is defined as the process of observing, recording and documenting what children do, know and understand.

All information collected is held in a confidential manner.

We use these steps in our assessment process:

- Collect facts-all information secured in transparent classroom
- Analyze and evaluate the collected data on a weekly basis
- Use what we learned to plan for individual child or group lessons
- Results are used to support curriculum goals and individual learning
- Results may be used to identify children in need of referral services
- Results may be used to communicate to parents their child's progress. MSP will do its most to be sensitive to family values, culture, identity, and languages



Under the direction and supervision of the supervising lead teacher, all staff at the school is involved in the assessment of children and receive ongoing training and teaching resources to support their understanding.

Assessment information includes:

- Child's enrollment form.
- Results of the child's progress reports, shared with parents at the end of each term.
- Observation of children.
- Child's photos on transparent classroom including but not limited to samples of work, drawing, paintings, writing, stories, block building, group work etc. Parents are welcome to view these photos at any time.
- Daily communication with parents with daily infant reports – to share information informally with parents on a daily basis such as nap times and toilet learning. Along with an opportunity for families to share observations from home to contribute to the assessment process.
- Parents have an opportunity to sign up for a parent/teacher conference upon request.
- All educators, parents, specialists, and consultants are given the opportunity to contribute to the progress report.



Transitions

Transitions work better when we know what to expect. By planning transitions, we can help children adjust to new settings and approach new experiences in a positive way. Transitions happen when children move from the Nido to the IC or from IC to Casa.

Transitions are a lengthy and a delicate process. Parents are informed in advance when teachers notice the child's readiness to transition, the starting date will be determined by the school at a later date.

Readiness is determined by a combination of milestones reached. These can include but are not limited to: Toilet Learning, Fine Motor Movements, Gross Motor Movements, Sensitive Periods (child's interest), Emotional Development, Social Development and General Independence. The age where children transition from Nido to IC is typically 12-14 months. From IC to Casa is typically 2.5-3 years but we do not determine readiness based solely on age.

The transition period typically takes a couple of months.

1. First, the qualified lead teacher of the next class will observe the child in their current environment.
2. Both qualified lead teachers will have a discussion on an approximate timeline.
3. The child will be invited to work in IC or Casa classroom to get acquainted with new teachers and peers. New materials will be presented to the child and the teachers will observe for readiness.
4. The head of school will observe the child in the current classroom.
5. A meeting will be arranged between the two classroom teachers as well as the head of school.
6. When a new starting date is established, parents will be informed.

This is a lengthy and delicate process as once a child transitions into their new classroom, there is no going back to the old class. If we allow a child to go back to their old class because he/she is crying, the child will learn that if they cry, they may go back. This will hinder the child's emotional development.

It can be a challenging time for transitioning children. As teachers, we would like to challenge the children without overwhelming them. We ask for the parents' patience during this sensitive time.

One month after transition, a meeting will be held between to discuss their child's progress and talk about new rules and expectations.

Developmentally Appropriate Practice

Montessori classrooms can have a lot of bustle and noise; children are up doing things, talking, manipulating, and exploring. Such a classroom environment differs from the grade-school images of a teacher doing a lot of talking at a whiteboard while children sit and listen quietly at their desks. Research and experience tell us that to be effective with young children, teaching practices need to be "developmentally appropriate." What this means is simply that educators need to think first about what young children are like and then create an environment with experiences that are in tune with children's characteristics.

Early childhood, after all, is a time of life quite different from adulthood, and from later school years. Children 1-6 learn from both child-guided and adult-guided experiences. They learn extraordinary

amounts through each other and exploration. Young children also need to learn what is relevant and interesting on the day they learn it, not in the context of some future learning.

Based on such knowledge about what children of this age are like, we design our program to fit them. It works a lot better than trying to redesign children!

A developmentally appropriate program is age-appropriate, but that's not all. To make a program a good place for every child, we prepare our classroom environment and activities to our community and the families involved. We are eager to learn as much as we can about a child's cultural background, past experience and current circumstances. With this knowledge, we work to create a program that fits the children and the families we serve.

Planned Lessons

The teacher acts with knowledge and purpose to ensure that young children acquire the knowledge and skills they need to succeed in school and in life.

Planned lessons do not happen by chance; it is planful, thoughtful and purposeful. Trained teachers use their knowledge, judgment and expertise to organize learning experiences for children; when an unexpected situation arises (as it always does), they can recognize a teaching opportunity and are able to take advantage of it too.

Planned lesson means teachers act with specific outcomes or goals in mind for children's development and learning, not what the children produce physically. "Academic" domains (literacy, mathematics and science) as well as "traditional" early learning domains (social and emotional, cognitive, physical and creative development) all have important knowledge and skills that young children want and need to master. Trained teachers therefore integrate and promote meaningful learning in *all* domains.



Planning a lesson requires wide-ranging knowledge about how children typically develop and learn. Teachers have a repertoire of instructional strategies and know when to use a given strategy to accommodate the different ways that individual children learn and the specific content they are learning. At some times or for some skills, children seem to learn best from *child-guided experience* - that is, they acquire knowledge and skills through their own exploration and experience, including through interactions with peers. At other times and for other skills, children seem to learn best from *adult-guided experience* - that is, in a set-up situation in which their teachers introduce information, model skills, and the like.

The division between what is child-guided and what is adult-guided experience is not a rigid one. Rarely does learning come about entirely through a child's efforts or only from adult instruction.

In any given subject, how a child learns will vary over time. For example, young children begin to build their speaking and listening skills through spontaneous and natural conversations (child-guided experience). However, they also learn syntax and vocabulary from the adults and teachers who often make a point of introducing new words and structures (adult-guided). Children also differ individually in how they like to learn. Some do a lot of exploring and thinking through problem solving on their own, while others readily ask adults for information or help. But every child learns in both modes.



More Than One Kind of Smart

“That man has a high IQ.” “He is very intelligent.”

Sometimes we talk as though intelligence were a single commodity that people have in greater or lesser supply. Yet we see all around us adults and children who are very smart in math, but not at all good with words; musically gifted, but klutzy on the athletic field; and so on. Most of us, in fact, struggle with some task and sail through others.

In Montessori we give children the opportunity to discover and refine skills in all areas through the prepared environment. As such, we as educators explore new ways of preparing the environment to meet the needs of the child at any particular time.

Nevertheless, we need to keep in mind children with a **musical** intelligence have a natural ear for melody, rhythm and other musical elements; **spatially oriented** children enjoy reading maps and exploring how mechanical devices work. Other children are more at home using their **linguistic** aptitude—telling stories, playing with words, and reciting tongue twisters. Strong **logical-mathematical** intelligence shows up not only in math aptitude, but in enjoyment of games and problems requiring logic and reasoning. Children who learn best when they are moving and handling things rely on their **bodily-kinesthetic** intelligence. An affinity for the natural world and its creatures stands out in children with a **naturalistic mode** of intelligence. Finally, children who make friends easily and have plenty of “street smarts” have **interpersonal** nature, while quiet thinkers and strong willed-debaters shine in the more internal, reflective **intrapersonal** mode.

All of us have preferred modes of intellectual functioning. At the same time, we need to use each of the modes in one situation or another. Recognizing various ways that children think and learn, teachers can help children both to use their individual strengths and to become more adept in learning modes that are *not* their strong point.



Fostering Tolerance and Respect

Children are born without biases of other people of any race, culture, gender, or disability. We sometimes wonder if we can raise children free of prejudice by making sure not to pass on negative attitudes.

Unfortunately, it doesn't work this way; society's messages are too pervasive. As parents and teachers, we need to take positive action if children are to grow up being comfortable with who they are *and* respectful of others.

We want to work with you to create a program that helps to counter society's message of bias and reflects the cultural background of all the children and families. To begin with, we choose books, and even pictures on the wall, with an eye to finding balance and showing children what they see too little of elsewhere. Are we doing this to be "politically correct?"

Not really. We're committed to helping children grow up confident of their own identity, respectful of other people, and aware of the rich diversity of their community and the world. We can only do this by working closely with our families, hearing your perspectives, and finding out more about the cultural background that each child brings to the program.

Children's Friendships

Studies have found that some friendships formed in the early years of childhood are second only to family relationships in importance. From such findings comes a heightened awareness of the social and emotional importance of friendships in the early years.

Enrollment in an early childhood program offers children social experiences that might not be available to them in relationships with adults or siblings. With many friends his/her own age, a child encounters lots of opportunities to negotiate and compromise. Children are encouraged to express opinions and ideas, as well as to respect others. Interaction with and acceptance by peers have long-term effects on a child's life.

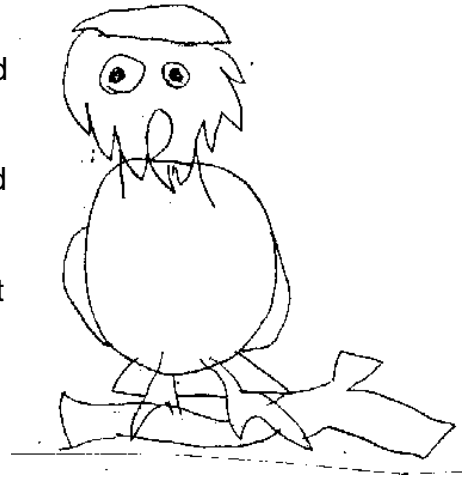
Children develop social competence in three main areas: initiating interactions, maintaining ongoing relationships, and solving conflicts with other children. While some children easily join a group at play, others have difficulty. As adults, we can help young children learn social strategies for entering playgroups or for talking to other children about what they want. Watching for a few minutes and then saying "I'll be the big sister, okay?" works better than "Hey, let me do that!"

We need not be too concerned when children frequently change close friendships. A friendship may last only for an afternoon of play. However, if the child does not seem to have any special friendships at school, he/she may benefit from one-on-one time with one of the other children outside of the early childhood setting. Playing together a few times outside of school often gives two children a level of comfort with each other that carries over to their time at school.



The Creative Process

Children may work on drawings and paintings over many days and sometimes weeks. We focus on the process. Art is a vital and vibrant part of our curriculum. As children draw, paint, sculpt, and work with clay and wire, they begin to represent ideas and their understanding of the world. Children's work remains at school and may not be sent home every day. We ask for your support and understanding of this concept so children do not feel pressured to produce a piece of artwork to take home. Our approach is not that of "make and take" practice. We work at slowing children down, helping them see details, and how things change over time. In the process, children think creatively, make decisions and problem solve.



Closing Statement:

It is our hope that we can exchange ideas to combine our efforts in providing a stimulating and challenging learning experience for the children and ourselves. Please feel free to talk to the Head of School or Lead Teacher should you have any questions.

Think Before You Buy

When you do your holiday shopping
And you're picking out the toys,
Please remember that your choices
Will be building girls and boys.

Tools and science sets and paints
And books of other lands,
Should now replace the things of war
In all our children's hands.

Give them blocks for building peace;
Our youth can make it true.
And toys that make a game of war
Should never come from you!

War's too grim a thing for fun
And much too sad for play.
So give our youth constructive toys
As a promise of a better day.

Author Unknown