



The Mission of the California Montessori Project
**To offer a quality, tuition-free, Montessori-based education
to every student in California.**

**CALIFORNIA MONTESSORI PROJECT
POLICIES & PROCEDURES HANDBOOK**

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**The staff of CMP believes in honoring the dignity of all human beings.
Because of that belief, we do not discriminate in our hiring or enrollment
practices on the basis of race, age, creed, gender/orientation, religion,
marital or parental status, disability, ethnic or national origin.**

ACKNOWLEDGMENTS



“Nothing happens unless first you dream.”

The California Montessori Project started out as a vision. Our four founders originally met and discussed ideas in a Quonset hut in a country field. The first parent information meeting took place in a barn-like structure in the foothills. CMP eventually became a reality because of the incredible dedication and combined hard work of so many individuals.

Thank you to our founders: Deanna Gardner, Norman Lorenz, Keith Alpaugh, and Marion MacGillivray, for your vision and dedication to making your dream of tuition-free Montessori education a reality.

Thank you to our original sponsoring school district, Wheatland Elementary, and district superintendent Debra Pearson, for your trust and support.

Thank you to our founding Governing Board Members: Sarah Aikenhead, Erin Auernig, Jayna Gaskell, Desiree Thomas, Tami Johnson, Val Toppenberg, and Angela Wiggins for helping us all see this project through its early stages and always keeping the children in the forefront of organizational development.

Thank you to our founding principals: Deanna Gardner, Kim Zawilski and Bernie Evangelista, for your tireless hours and commitment to your students, families and staff.

Thank you to all of the families and staff members, who are pioneers in your own right, contributing to the establishment and growth of our program and for your commitment to continued excellence.

CMP began operation in August of 2001 as one school with four campuses. In July of 2006, CMP became four schools/five campuses and sponsored by four school districts. As CMP continues to grow, this Policy & Procedure Handbook continues to provide the guidelines and process under which our program is provided. The goal of this publication is to provide clarity and consistency in program operations and implementation, and to help define the Professional Standards by which all California Montessori Project teachers and staff navigate their professional practice.

The compilation of the many documents incorporated into this handbook will serve to support the staff of CMP in the management of records and policies to ultimately provide a safe and well prepared environment for every child in our care. Thank you to all the individuals who have served as a part of our team and have contributed in some way to the successful operation of our schools.

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SECTION I INTRODUCTION

Welcome to the California Montessori Project (CMP)

Welcome to the California Montessori Project! You have just joined a team of professionals and become a member of a school dedicated to the education of the whole child. We have created this handbook to make everyone's job easier. Please read it, study it, and keep it handy for easy reference. A copy of this binder will be provided for each classroom. If a question arises that is not covered in this handbook, or is unclear, please send your inquiry or feedback to the Director of Human Resources so we can develop or clarify the policy or procedure for you.

Please sign and return to CMP the acknowledgement sheet included with this binder which indicates that you are familiar with, understand, and agree to abide by the Policies and Procedures Handbook and each of these appendices, including but not limited to: The CMP Charter documents and bylaws, the Personnel Handbook, the Family-School Handbook and the Emergency Preparedness Handbook and Safety Plan of our school.

If you have any suggestions, comments, or ideas, please submit your written feedback to the Human Resources Director in our Central Administration Office for consideration in future revisions.

The California Montessori Project is recognized as a public charter school by the State of California, Department of Education, and sponsored by the local school districts in which our campuses reside to include: Buckeye Union School District, Elk Grove Unified School District, Sacramento City School District, and San Juan Unified School District. The California Montessori Project offers the following services:

- A tuition free K-8 public Charter School based on the philosophies and methodologies of Maria Montessori;
- A year-round extended care program for enrolled students of CMP;
- Parent education programs designed to enhance parent knowledge regarding Montessori methods and philosophies, and related topics of interest;
- Professional development opportunities for staff selected and designed to support the successful maturity and growth of the Montessori teacher in the Montessori classroom.

The California Montessori Project Philosophy

“We must lay the foundation for peace ourselves ... A vast education reform and above all a vast social reform are called for today.” --Dr. Maria Montessori

Educating for peace is the essence of Montessori education. The Montessori peace curriculum is inherent in the philosophy and is practiced in many ways. Dr. Maria Montessori recognized the spirit of love within all children and emphasized the need to educate children about themselves, their communities, other cultures and the environment.

Source: AMS: Educating for Peace

At the California Montessori Project, we earnestly attempt to follow the writings and teaching of Dr. Maria Montessori. Our purpose is to provide a rational, consistent, and academically enriched environment that encourages each individual’s inherent desire for discovery and learning, and to support the child’s motivation to seek his/her own highest levels of achievement. For these reasons we ask each of our staff members to bring your best each day into the child’s experience. You are modeling for the children moment by moment.

The California Montessori Project is dedicated to the peaceful evolution of humanity and believes that our future lies in the hands of the parents and teachers who are preparing our next generation of leaders. We create our collective evolution by the way we parent and educate our children.

“You must be the change you want to see in the world.” --Mahatma Gandhi

The primary goals and educational philosophy of CMP include, but are not limited to the following:

- Our mission is to offer a quality, tuition-free Montessori-based education to all students in California.
- CMP is a school of choice.
- At CMP, teachers, principals and parents are partners with students in the learning process. If students are not progressing, all partners shall accept full responsibility and take action to ensure success.
- Each student is a unique individual.
- Each student learns in his/her own way and instruction must incorporate all learning modalities and intelligences.
- Students learn responsibly and willingly in situations that they have helped create.
- The ability to question, reason, problem-solve, communicate with clarity and function as effective, responsible, compassionate members of society are “basic skills” in our world.

“Education is not something which a teacher does, but ... it is a natural process which develops spontaneously in the human being.” --Dr. Maria Montessori

The California Montessori Project Core Beliefs

Dr. Montessori's fundamental goal was to prepare the child for the "real world" and recognized that each student is a unique individual with unique personal, social, and educational needs. As a result, interactions with individual students may be unique in nature. In response to this, CMP has chosen to adopt a "principles-based" approach to professional conduct and school-wide behavior management. Under such an approach, CMP staff members have met and agreed upon a common set of principles, which shall serve as the basis for all interactions and decisions that may arise within the school community.

Empirical research has shown us that people learn in two ways: Through experience and by modeling. Recognizing that each person comes to our community with a different personality and a different set of life experiences, it is almost impossible to achieve total consistency of beliefs and actions within a staff. As we strive to acknowledge the unique nature of each student and staff member, consistency is achieved when social, academic and professional decisions are handled in a manner consistent with an agreed set of principles. Thus staff members are encouraged to approach situations and decisions with the understanding that the coaching, counseling, and/or consequence implemented shall be consistent with the set of values and principles agreed upon by the staff as a whole.

The following list of core beliefs outlines the professional attitudes and actions of all staff members of this school:

1. Our professional attitude is a mindset with a core belief that our actions and our words should always maintain the dignity and respect of both child and adult.
2. Adults will model appropriate and respectful behavior for students and will guide students to solve their own problems in any way that does not create a problem for others.
3. Students will be given the opportunity to make choices and live with the consequences, both positive and negative. These experiences shall serve as valuable learning opportunities for our students.
4. Students will be given the opportunity to make decisions about issues that affect themselves. Outcome of choices, including misbehavior, will be handled with natural and/or logical consequences instead of punishment, whenever possible.
5. Outcomes of choices and misbehavior will be viewed as opportunities for individual problem solving and preparation for the real world. Staff acknowledge that misbehaviors are not necessarily a personal attack on school or staff and acknowledge that other underlying personal or emotional issues may need to be considered.
6. In the event a consequence appears to be unfair, students are encouraged to request an opportunity to fully communicate their viewpoints and any additional facts regarding a situation with which they were involved.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

EMPLOYEE PERFORMANCE

As previously noted on page four of this introduction, all employees are required to read and understand this Policies and Procedures Binder, and appendices including but not limited to the Personnel Handbook, the CMP Charter document, the Family/School Handbook, the Emergency Preparedness Handbook & School Safety Plan, and the Curriculum Binder provided to each classroom. These binders are to be used as reference manuals to answer any questions that may arise for you in the course of your employment. Questions that are not covered in these materials should be addressed to your site supervisor, principal, Director of Human Resources, or Executive Director so that policy and process may be clarified for future reference.

While some of the employee policies and procedures are referred to in this handbook section, all matters pertaining to employment are covered in more depth in the Personnel Handbook. Requirements for employment are also included in the Personnel Handbook. Please refer to it to answer any questions that arise for you regarding personnel matters.

Professional Presentation and Conduct

Employees are reminded that they are representatives and ambassadors of CMP and are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism with children, parents, prospective parents, co-workers, and the community.

Attitude is a significant component of each employee's presentation of CMP to the public. We request that you demonstrate the Montessori tenets of grace and courtesy, displaying respect, tactfulness, and considerate thought at all times. While we advocate that all staff should maintain a mindset of "excellence in service", no staff member is ever expected to tolerate abusive behavior from anyone. CMP maintains a harassment-free work place policy. Any behaviors that contribute to an abusive or hostile environment should be reported immediately to a principal or senior administrative member for appropriate action. Staff members and parents alike, are encouraged to know and follow CMP's complaint and dispute resolution process whenever grievances arise, and to always look for positive win-win approaches to concerns that may arise.

Professional Development

The California Montessori Project is a learning organization inherently supporting the development of life-long learners. In conjunction with this precept, we seek to employ staff who are committed to ongoing professional development. CMP is committed to supporting the intrinsic desire for learning in both our students and staff. CMP establishes both compulsory and optional professional development opportunities for staff members each year. Additionally, staff are encouraged to participate in other outside learning activities that may support the teacher's professional development and success in the Montessori classroom. Some of the CMP training topics that may be covered include:

- CMP curriculum overview and curriculum planning sessions
- Training in Montessori philosophy
- Creating and maintaining supportive and healthy environments for learning

- Behavior management and classroom discipline issues
- Record keeping, classroom management and administrative responsibilities of teachers
- Teaching special populations and awareness/sensitivity to equity and diversity issues
- Using technology to support student learning

- Parent Relations, staff and colleague communication skills
- Parent/Teacher Conferences
- Planning Field Trips, Back to School nights, Open Houses and other special events

- Policies and Procedures Handbook (school operational issues)
- Job Descriptions and Personnel Policies
- First Aid/CPR
- Licensing regulations of the California Department of Education and CMP's Charter

Philosophy of Discipline When Working with Children

California Montessori Project's policy on how to handle discipline and behavior issues uses positive, proactive, principles-based methods. To equip staff with effective management tools that align with Montessori philosophy and CMP core beliefs, CMP has incorporated both the "Positive Discipline" and "Love and Logic" training curriculums for teachers and parents and will provide training opportunities throughout the year implementing these curriculum tools.

Recommended reading for staff members includes:

- *Teaching with Love and Logic*, by Jim Fay and David Funk
- *Creating Classrooms where Teachers Love to Teach and Students Love to Learn*, by Bob Sornson, Ph.D
- *Schoolwide Discipline Plan without the Loopholes*, by Jim Fay
- *Positive Discipline in the Classroom*, by Jane Nelsen, Lynn Lott, and H. Stephen Glenn Ph.D.
- *Honoring the Light of the Child*, Sonnie McFarland

These readings and other resource tools are available through each school library or principal for short term loan.

The California Montessori Teacher's Commitment to Excellence:

1. I recognize that the acquisition of knowledge is a life long process. I pledge to be a life long learner, with the world as my classroom and my students, families and colleagues as some of my teachers.
2. I pledge to be an advocate of children and their rights to a safe environment and fair treatment founded upon preservation of personal liberty, dignity and respect.
3. I pledge to treat all children as the unique intellectual and spiritual beings that they are, allowing them the liberty to unfold and learn from their world and life experiences.
4. I pledge to uphold confidentiality as applicable to my profession, only sharing information with appropriate parties as applicable to CMP's confidentiality policy.
5. I pledge to support and promote positive, respectful communication at all times.
6. I acknowledge that the best solution lies with the owner(s) of the problem. As such, I will strive to always guide problem solving back to the person(s) who owns the problem and to support proper channels of communication and authority.
7. I will consider my own choices before taking action and will strive to make choices that support both my own rights and the rights of others without infringement. I will avoid those choices that may make a problem for others and will always seek to be accountable for my own actions.
8. I acknowledge that disagreements and conflicts are a natural part of human interaction. In those instances, I will strive for positive resolution that promotes a win-win outcome for all parties.
9. I will strive to always emulate a professional image and respectful manner in my conduct and deeds, both at work and away.
10. I will strive to always be a positive, respectful role model for my students, their families and my fellow colleagues.
11. When interacting with parents and others, I will strive to acknowledge their positive intent before formulating an opinion or response.
12. I will look for ways to support my professional team, my school and its leadership in positive and productive ways.
13. As a Montessori teacher, I respect the ability of my colleagues to direct their classrooms and I appreciate the ability to direct my own.
14. I acknowledge the importance of building team with my students' parents for the benefit of supporting each student for individual success while respecting each family's individual parenting style and home structure.

15. I will offer and accept positive feedback and support when needed, always looking for ways to improve my own professional practice and personal interactions.
16. I will look for opportunities to offer leadership and to share my own professional expertise for the benefit of my students and families, my colleagues and my learning community.
17. I will strive to embody the role of the Montessori teacher in my conduct and deeds, both in the workplace and away, seeking the path toward personal and professional excellence.
18. I will strive to implement the four components of practical life and the three elements of Montessori teaching and training within my classroom and professional practice whenever reasonable.
 - a. Four components of Practical Life:
 - i. Preparation and Care of Self:
 - ii. Preparation and Care of Others and the Environment
 - iii. Control of Movement
 - iv. Grace and Courtesy
 - b. Three elements of Montessori teaching and training:
 - i. Prepared environment
 - ii. Liberty
 - iii. Observation
19. As a practitioner of Montessori methodology, I pledge to uphold the teachings and methods of Dr. Maria Montessori, as developed from years of research and scientific observation.
20. I pledge to uphold the mission, vision, values and core beliefs of the California Montessori Project.
21. I will strive to share my passion for teaching and joys of life with my students and colleagues, always seeking to find the best in myself and others.

Guidelines for Professional Presentation and Interaction

As stated earlier in this introduction, employees are representatives and ambassadors of CMP and are the critical component in creating a warm and safe environment for children, families and co-workers. The California Montessori Philosophy, Core Beliefs, and Teacher's Commitment to Excellence outline some of the expectations for maintaining the highest standards of professional conduct in all aspects of an employee's performance of his/her duties.

The guidelines provided in the following sections are examples of conduct and attitude that foster such an environment. All staff members are encouraged to consider extensions of positive and productive presentation that support the staff member's ongoing professional imaging within the learning community and beyond.

- Guidelines for Personal Appearance
- Guidelines for Communication
- Guidelines for Safety
- Guidelines for a Prepared Environment
- Guidelines for Playground and Outdoor Activities
- Guidelines for Interacting with Children
- Guidelines for Interacting with Parents
- Guidelines for Interacting with Colleagues
- Guidelines for Interacting with Administrators/Principals

Guidelines for Personal Appearance

We never get a second chance to make a first impression...

Dr. Montessori advocated that "*The teacher's appearance is the first step to gaining the child's confidence and respect.*" This also holds true for gaining the confidence and respect of parents and colleagues.

California Montessori Project is a professional educational environment. The school's professional image and atmosphere is maintained, in part, by the image that each employee presents to students, parents and our communities. As such, all employees are expected to exhibit their professionalism in their personal appearance. Neatness, cleanliness and attention to appropriate personal hygiene are absolutely necessary at all times. Additionally, each staff member's professional image is visually presented to parents and children, in great part, by his/her choice of wardrobe. Staff are reminded that they are also models of appropriate dress and personal presence for their students.

California Montessori Project's dress code requires that employees choose clothing that is clean, in good repair, and appropriate for working with children in a professional educational environment. Overly casual clothing or high fashion apparel should be reserved for non-school occasions. CMP's philosophy on this issue is best described by Maria Montessori in *The Absorbent Mind*. In Chapter 27 Dr. Montessori states, "...*the teacher must also be attractive, pleasing in appearance, tidy and clean, calm and dignified. These are ideals that each can realize in her [or his] own way.*" (Emphasis added by editor)

CMP staff members shall model professional presentation for our students. The first step in this process is to take the lead in mirroring student dress regulations. Because students are not normally allowed to wear jeans, staff shall save jeans for non-work/school occasions as well. Instead, staff are encouraged to build a professional wardrobe which reflects a business/business casual air. Staff should consider their self preparation each day as if guests will be coming to observe their class.

In general, staff are expected to wear appropriate clothing which is clean, fits properly, doesn't prevent them from participating in any school/classroom activity, and is not distracting. All clothing should be neat and in good condition, free of commercialism or distracting media messages.

Garments should be worn at the waist line to cover the torso and all undergarments. Clothing should also adequately cover the shoulders and chest. Staff members are encouraged to select slacks that fit at the waist, skirts (no shorter than knee length), walking shorts (length close to the knee) or capris that present a professional, yet casual image. For safety, all shoes should fasten securely to the foot and allow for both indoor and outdoor activity.

Staff who will be leading such instructional activities as P.E. are encouraged to change into appropriate attire for said activity. At the conclusion of the activity, staff shall change back into appropriate classroom attire. In this instance, common sense should be used in choosing clothing for physical activity. Tight or revealing clothing is not permitted and modesty shall be the rule.

Dr. Montessori identified that one role of the teacher is to model for students appropriate etiquette and appearance. This may include a heightened awareness of personal and professional dress. By presenting a professional image to our students and families, staff are also modeling for our students that they too are empowered to make appropriate choices, void of peer pressure and social conformity.

To assure that staff and student focus remains directed toward key learning experiences and not on social influence, hairstyles, body art, makeup and jewelry are to be non-distracting. Hair color shall be limited to colors naturally occurring in human hair. Safety should be a major consideration when choosing jewelry and accessories. Simple jewelry may be worn as long as students and staff do not find it distracting. Visible body art shall be small, discrete and non-distracting. Larger body art or tattoos with images inappropriate or distracting for young students should be covered during work time or school events where a staff member may be interacting with students or families.

In all cases, principals shall have discretion to decide the appropriateness of apparel, accessories and other related imaging choices. In the event that an employee's imaging choices are not in line with the spirit of this section, principal shall meet with the employee for guidance on more appropriate alternatives. The principal may also call upon CMP Human Resources staff for assistance in employee guidance as needed.

CMP strives to support a safe and comfortable work environment for both students and staff. Staff members are encouraged to consider modesty and dignity. Blue jeans, sweat suits, spaghetti straps, tight or low cut tops, sagging, tight or low cut bottoms and "beach type flip flops" are not considered appropriate business attire.

During non-instructional periods, staff members may dress in neat casual attire, including jeans, *as long as there are no meetings scheduled on site with parents or outside business representatives*. Additionally, principals may use their discretion to designate up to one day per month as "casual day" and will set the dress guidelines for such occasions. These casual days will take into consideration all of the information provided in this section and will continue to reflect professional presentation for students and the learning community at large.

If employees have any questions about what constitutes proper attire within the workplace, please consult a principal or central Human Resources representative.

Club Montessori Staff Attire: In order to create an easily identifiable image within the Club Montessori program, Club Montessori staff shall be provided with official CMP shirts (with school logo) that are to be worn while working as Club Montessori Staff Members. The shirts shall be worn with appropriate slacks, skirts (no shorter than knee length), walking shorts (length close to the knee) or capris that present a professional, yet casual image and shall allow for working with children on the floor or on the playground.

Teaching staff who also work in Club Montessori during the same teaching day may continue in their teaching attire for the remainder of the day and are not required to change into CMP shirts. Teaching staff who work in Club Montessori during intersession periods shall wear the official CMP shirts for the duration of the intersession period, as outlined above.

Club Montessori employees shall follow general staff and student dress guidelines as outlined above. Absolutely no spaghetti strap tops, bare midriffs, low necklines, short shorts or sweats are permitted.

Guidelines for Communication:

Effective communication requires conscious intent to formulate and deliver a message in a positive manner as well as utilizing active listening skills. Because research shows that the majority of our message is sent through our nonverbal cues, it is important to formulate messages that include a consideration of physical body language, facial expressions, eye contact (or lack thereof), posture and vocal intonation. While it is important to consider the message we are delivering, it is also vital to listen before formulating your own thoughts and responses.

When trying to identify a person's perspective and intent, it is useful to implement the use of "thinking questions". Examples of effective conversation starters to uncover the speaker's intended message include:

- "Tell me more about that"
- "Why is it that you feel that way?"
- "What would that look like?"
- "Can you give me an example of that?"
- "How might I support you in that?"

Since the greatest portion of our message comes from nonverbal cues, it is extremely important that we are leading our conversations in a sincere, empathetic manner. (Insincerity is very easy to detect!) During this process, it is also important for you to *actively listen* to the information being shared. It is a natural tendency to formulate thoughts and opinions about a person or situation before we have heard that person's perspective. Once we listen to what another person has to say, we can better assess where the conversation needs to go next.

As you listen, focus on the words being spoken and work to identify the main point of the communication. Even in poorly crafted communications, there is usually a "gem" to be gained from the exchange. In potentially emotional exchanges, you can help to de-escalate the communication by identifying a "third point" of discussion. In other words, the message is not about you or me directly, it is about the third point. Work together to identify the "gem," and take advantage of this learning moment. By focusing on a third point, you can avoid defensive posturing on the part of either party to the communication.

After a person feels like you are really interested in hearing what they have to say and has had a chance to share their thoughts, they are much more willing to hear what WE have to say, and we are much more prepared to respond in an informed manner.

Sometimes, people just need an opportunity “to be heard”. When given a forum to share their thoughts and feelings, they are better able to process through issues and emotions on their own. In these cases, we can best support the process by modeling calmness, listening quietly and acknowledging the person’s positive intent.

When formulating your message or response, pay close attention to the words that you choose. Avoid generalizations, use specific examples and think carefully before you speak. Remember that once your words are uttered, you cannot take them back and they can stay in the memory of another for years to come.

Understand and respect the fact that people are not always ready to hear what we have to say. Ask for permission to share your thoughts. When we are given permission, the listener is acknowledging that they are ready to hear us.

Take responsibility for your own thoughts and feelings by using “I” messages. Use accurate and specific language and communicate directly with the person who most needs to hear your message. It takes courage to communicate with someone directly about an observation or concern. However, talking to others about someone else only misdirects the communication, undermines the positive functioning of a team and weakens your own credibility.

Finally, look for opportunities to be a positive influence on others by the words you choose and the nonverbal messages that you send. Find ways to model positive, respectful communications for your students, families and colleagues. Consider finding time to lift another’s spirits with your own words of encouragement. Take advantage of moments to show appreciation for the work and support that others give to us each and every day. Practice an attitude of gratitude!!

Guidelines for Safety:

Many of us take daily safety for granted. With that said safety is a priority for CMP administration and should be a regular consideration for all CMP staff members. Employees are encouraged to “wear their safety hat” at all times, keeping an eye out for anything or anyone who may pose a potential threat of danger to any CMP community member, CMP facility or property.

As a part of safety protocol, CMP has adopted a comprehensive school safety plan. Safety binders are located in each classroom and school office. Employees are responsible for knowing the location and contents of their safety binder. In the event that an employee discovers a safety binder is missing from a classroom or office, the employee is requested to immediately report this situation to the appropriate office staff person so that a replacement can be provided without delay.

Staff shall regularly take part in routine emergency drills and shall guide students and visitors through appropriate protocol during such drills. In the event that a real emergency takes place, staff shall follow emergency procedures and use discretion in crafting suitable communications with students and families. Information provided to students in times of emergency should be

age appropriate and should focus on a “need to know” basis, so as to avoid undue alarm or upset of students and/or parents.

While campuses regularly practice various emergency drills and procedures throughout the year, one often overlooked component of our safety program is our staff identification badges. Staff ID badges provide an instant visual for emergency personnel responding to crisis situations, as well as any guests coming onto campus for official school business. In the event of a crisis, it is not likely that staff will take out their ID badge and place it around their necks. As a preventative precaution, staff are reminded to wear their badges each and every day. Some staff may choose to store their badge in their staff mailbox so that they can pick it up each morning and take it off each afternoon as they check for mail and handouts. Whatever system works best for you, let’s be sure everyone is properly prepared AND identifiable in the event of a real emergency.

Always remember safety first: Please wear your staff ID badges each day.

In addition to emergency protocol, staff are also reminded of the following key safety points:

- Be aware of your surroundings at all times. Keep a constant lookout for potential dangers and confrontation, even when involved in a project, game, or lesson with a child or group of children. You are responsible for all children in your presence.
- Never leave children unattended. If you need to come in or go out, you must arrange to have your students supervised by another staff person. This includes the need for personal bathroom breaks as well.
- Follow campus protocol for student bathroom breaks. Remember that the bathroom is a volatile area and safety precautions should be enforced at all times.
- Always notify the principal and the parent in the event of a sudden student illness or injury. Seek appropriate medical attention as may be needed and complete appropriate written records and reports. (See also: Safety Procedures - Section II).
- In the event you are unsure about how to handle a potential safety question or concern, please seek immediate counsel of your principal, administrative supervisor or the central administration office.

CMP campuses are “closed campuses”. This means students must be signed in if arriving late and signed out if departing early. Additionally, a closed campus means **all** guests (both visitors and cleared volunteers) must register in the school office immediately upon arrival and sign out upon departure. If the guest has completed CMP’s clearance process (Live Scan and TB) *and is signed up* to be working on campus that day, the guest can sign in and obtain the proper volunteer ID badge and then travel within the school grounds until signing out for the day.

If the guest has not completed the clearance process, the guest should not move past the school office without an employee escort. This includes student pickup. In other words, family members bringing forgotten homework and lunches should bring them to the office for delivery (regardless of clearance status) to reduce interruptions to the classrooms. Family members coming to campus to pick up students should wait in the designated pick up areas and parking loops until the student is released from class.

Finally, if you encounter a visitor on campus without either a guest or volunteer badge in sight, please escort him/her to the office to sign in and obtain the proper identification to be on the school grounds. If the badge is a “guest” badge, kindly escort them to their destination.

These visitor guidelines have been established to preserve the safety of students and staff at all times, as well as track visitors on campus in the event of an emergency situation. If you *ever* have a concern about any particular volunteer or guest, please express your concerns to either your principal or the Director of Human Resources in the Central Admin Office.

Safety awareness does not end at the school yard fence. Staff members must be even more diligent to safety when taking students off school grounds. Please pay careful attention to off-campus protocol as well as general safety and risk management guidelines. Most importantly, staff must be sensitive to their surroundings at all times and take special measures to assure the protection and well-being of all students in your custody. More information on off-campus guidelines is available under Field Trips and Planning.

CMP strives to maintain a safe and comfortable environment for all students and staff. The CMP administrative team depends on you to be an integral part of our daily safety team. Thank you in advance for your attention to school safety and security!!

In all cases, our priority is always ... ***Safety First!***