



The Montessori School  
*of Winston-Salem*



# Parent Handbook

# 2016-2017

6050 Holder Road,  
Clemmons, NC 27012  
336.766.5550  
wsmontessori.org





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## Phone Contact Information

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## **ABOUT US**

### **Our Mission**

Our mission is to provide a nurturing and secure environment which promotes the development of each child physically, emotionally, socially, as well as academically. We strive for a well-rounded education grounded in Montessori philosophy and teaching methods, which will develop and foster the natural curiosity of each child into a lifelong love of learning and a passion for excellence. We promote the development of a global perspective and a commitment to giving back to the community through service to others.

### **Our History**

The first Montessori school in Winston-Salem was founded in 1968 with 24 students. Affiliated with Our Lady of Mercy Catholic Church, Southside Montessori was located on the corner of Banner and Sunnyside Avenues. Montessori materials were difficult to find, and training for the teachers consisted of workshops and a correspondence course via the St. Nicholas Preparatory School in London.

During the 1970s, two more Montessori schools were opened: Forsyth Montessori and Reynolda Montessori. In 1984, these schools merged and relocated to Wesley Memorial United Methodist Church on Bolton Street, with the new name of Montessori Children's Center, Inc. In 1986, Southside Montessori closed, leaving Montessori Children's Center the only Montessori school in Winston-Salem.

Montessori Children's Center moved to Old Vineyard Road in 1992, eventually housing two Toddler classrooms, five Children's House classrooms, and a combined Lower and Upper Elementary program.

By the summer of 2006, a new building designed by Montessori architect, Jim Dyck was finished, and The Montessori School moved to its new campus on Holder Road in Clemmons, North Carolina. The school currently houses three Toddler classrooms, five Children's House classrooms, two Lower Elementary classrooms, and one Upper Elementary.

During the 2006-2007 school year, our community engaged in a process to complete a core values document to guide our community. During the summer of 2007 the document was submitted to and approved by the Board of Trustees. This document is an important part of our community and is referred to regularly as the school continually strives to align itself more closely with these core values. We encourage you to visit [www.wsmontessori.org](http://www.wsmontessori.org) and read and reference the **Blueprint** at any time.

In 2008, the school engaged in a contract with the Natural Learning Initiative (NLI) to design our outdoor environment master plan for our eight-acre campus. Each year we continue to realize this plan through the investment of school resources and support from parents, faculty and staff, and leadership from our Outdoor Play & Learning Environments (OPLE) Committee.

In June of 2010 six students celebrated the first graduation from the Upper Elementary program.

### **Organization**

The Montessori Children's Center, Inc. d/b/a The Montessori School of Winston-Salem is a non-profit, tax-exempt organization. It receives revenues from tuitions, fees, and donations. Fund-raising events provide significant assistance towards financing the School's programs and growth. As required by law, the school



has all of the annual financial reports available for public inspection. The reports may be viewed during regular business hours by contacting the Business Manager.

### **Board of Trustees**

The ultimate responsibility for policy-making at The Montessori School of Winston-Salem is vested in the Board of Trustees. The ultimate responsibility for the daily operations of the school is vested in the Head of School. The Board is composed of five to 10 persons who represent a diversity of talent and knowledge and who have sufficient time to support the goals of the school. The Head of School is a non-voting ex-officio trustee of the Board. A Board member is always present at Community Meetings. Please see the calendar for meeting dates and times for community meetings.

### **Affiliations:**

The Montessori School of Winston-Salem is a full member of The American Montessori Society (AMS) and is currently seeking dual accreditation with The American Montessori Society and The Southern Association of Colleges and Schools/AdvancED.

### **Characteristics of Professional Excellence**

The TMS Characteristics of Professional Excellence were developed by the entire faculty and staff over the course of the 2012-13 School Year and reflect our Mission expressed through the lives and work of our Faculty. These characteristics guide our noble work with children and our ceaseless journey of professional growth and renewal.

1. The Excellent Professional exhibits an intrinsic knowledge of the difference between right and wrong, shows the courage to act upon that knowledge, and embodies the following ethical characteristics:
  - ❖ Respect for self, others, and the environment
  - ❖ Empathy
  - ❖ Integrity
  - ❖ Confidentiality
  - ❖ Commitment
2. The Excellent Professional strengthens our Montessori program and practice by:
  - ❖ Revisiting Montessori pedagogy and literature.
  - ❖ Seeking out, and taking advantage of, continuing education opportunities, e.g. conferences, workshops, etc.
  - ❖ Engaging in regular reflections and self-assessment of one's own evolving practice.
  - ❖ Observing colleagues and other schools.
  - ❖ Staying current on non-Montessori educational trends as applicable to our Mission.
3. The Excellent Professional prepares a nurturing and secure environment that meets the physical, intellectual, moral and social needs of children through purposeful work that supports self-construction and independence.
4. The Excellent Professional regularly observes the children in their environment, and utilizes these observations to guide decisions in meeting the individual needs of each child and the needs of their community.



5. The Excellent Professional maintains an ongoing detailed evaluation of each student, making use of formal and informal observations and lesson and work records to help each student reach her/his full potential.
6. The Excellent Professional guides each child toward realizing his/her full social, emotional, and academic potential.
7. The Excellent Professional helps to create and maintain a constructive, supportive and peaceful community of colleagues by:
  - ❖ Sharing ideas and giving active support.
  - ❖ Communicating with grace, courtesy and compassionate directness.
  - ❖ Collaborating to solve challenges with openness, compromise, forgiveness and gratitude.
8. The Excellent Professional establishes and maintains a positive and responsive partnership with parents, characterized by mutual respect, investment, and effective timely communication and collaboration.
9. The Excellent Professional effectively manages her/his time to maintain a healthy balance between her/his professional and personal lives.

## **MONTESSORI EDUCATION**

At The Montessori School of Winston-Salem, we call our teachers guides. They are trained in the Montessori pedagogy and practice and prepare dynamic learning environments that encourage each child to reason, to cooperate, to collaborate, to negotiate, and to understand. Each guide's goal is to guide the development and competency of the individual child by serving as the facilitator for learning. The guide is the child's link to the environment, someone who gives a lesson and steps back to allow the child to work, while observing and directing each child forward to the next appropriate material and key educational experience. Each classroom offers a wide variety of Montessori materials, current educational supplies, and handmade materials.

Children operate within a balanced structure of freedoms and responsibilities, free to follow their inspirations with work that stimulates and satisfies their inner motivations, while remaining responsible for tackling challenging and difficult work head-on. This balanced structure of freedoms and responsibilities is created and maintained through the ongoing observations, inspiration and redirection of the classroom guides. The Montessori curriculum is organized as a continuum with one step building precisely on the previous one. The concept of mixed ages promotes an atmosphere of cooperation, teamwork, and peer teaching. The design of the materials and the structure of the tasks lead children to the development of self-discipline.

### **Outcomes of a Montessori Education**

#### **a. Independence**

The social and physical organization of the Montessori prepared environment as well as the guiding actions of the teacher promote individual independence. Each child develops independence through a balance of freedoms and responsibilities. These include self-selection of opportunities for constructive work, care of environment, and care of self and others in the community. With the support of a meticulously prepared environment and the consistent nurturing guidance of the teachers, this balanced



structure of freedoms and responsibilities leads to the development of concentration, inner discipline, internalization of the learning and learning strategies, and metacognition (thinking about thinking).

**b. Confidence and Competence**

Confidence is built upon success. A Montessori environment creates many occasions for success. In the spiraling framework of the Montessori curriculum each educational experience builds towards another. Each lesson and activity prepares the child for more complex learning to come, providing greater chances of success for the child throughout his experience.

Confidence and perceived competence are also built upon mistakes made. The teacher's respect for each child's efforts and the realization that each child constructs his or her own intelligence create a supportive learning culture where it is also safe to *fail*. Mistakes and difficulties are seen as valuable stepping stones to the development of perseverance, self-perceived competence, (*I can do that.*), and, ultimately, individual confidence. A child growing in success is growing in confidence.

**c. Autonomy & Collaboration**

Grace and courtesy in the classroom contribute to the students' understanding of each individual's desire to work alone or with others. In a Montessori setting children are able to hone their collaboration, cooperation, and negotiation skills in working through choices of work partners. Children develop from the earliest ages the vocabulary and skills needed to accept or decline inclusion in others' work with equanimity, ask for and accept help graciously, and resolve conflicts peacefully and respectfully.

**d. Intrinsic Motivation**

The Montessori guide knows that each child possesses the natural desire to know and the "work" is "its own reward" in a Montessori environment. External rewards such as gold stars, stickers, or "smile" stamps and other forms of praise undermine the child's development of intrinsic motivation and are not present in a Montessori environment. Instead, the Montessori curriculum and materials stimulate each child's natural curiosity and promote engaged exploration and discovery. The child's freedom to choose his or her work (within limits) nurtures individual initiative and personal responsibility. And, the guide's focus on acknowledging the elements of the child's work, e.g. their effort, their approach, etc., encourages the child's concentration and effort on the process of learning not just the end products.

**e. Social Responsibility**

Independent and autonomous persons are always a part of a group and must attain independence and autonomy through participation in group activity. Children in Montessori classes are "free" within the carefully crafted, mutually agreed upon limits of the group. These limits are articulated in the course of the school experience through clearly defined class agreements which are modeled by the guide and the children. The physical organization of the classroom contributes to the successful conformance to the class agreements by all members of the classroom community. Social responsibility develops from the child's willful adherence to and enforcement of these agreements. Children in a Montessori environment attain independence and autonomy and, at the same time, develop social responsibility?

**f. Academic Preparation**

In Montessori education, children learn to learn by doing. Academic preparation is achieved by nurturing each child's natural curiosity into a life-long love of learning. The spiraling nature of the Montessori curriculum, one experience building toward successively complex experiences, scaffolds learning for the child. Through the use of the Montessori didactic materials the child achieves first perceptual and then



cognitive understanding of concepts. The interdisciplinary nature of the curriculum allows the child make connections between disciplines, leading to deeper understanding and application of skills and knowledge. As an active participant in his or her education, each becomes the builder of meaningful knowledge helping her or him learn how to learn.

**g. Spiritual Awareness/Cosmic Education**

Dr. Montessori's distinctive notion of the child as a "spiritual embryo" emphasized her key principle that the growing human being is not simply a biological or psychological entity, but a spiritual energy seeking expression within the physical and cultural world. The Montessori curriculum develops in children, the awareness of ecology of existence that gives every living thing a meaningful function in the larger system and encourages each child to make his or her own unique contribution to the world.

**h. Global Citizenship**

From the earliest experiences of negotiating and adjusting one's behavior with other students through the study of people of various cultures, Montessori education guides children to move far beyond the family and school, towards global citizenship. Personal responsibility is configured for the child in successively broader terms to include an awareness of the importance of stewardship of the planet. Children acquire civic virtue and an understanding of the natural world and of the necessity to cherish it, respect it, sustain it, and to live harmoniously within it?

**Assessments and Standardized Testing**

Assessment is an integral part of a Montessori setting and is viewed as a means to support continued learning and development. At TMS we believe that all assessments serve to help us fulfill our Mission and that the skill sets achieved and knowledge gained in each discipline are all essential milestones along a child's educational journey. They are not the ends in and of themselves but means for our greater goal of guiding our children in their development toward a meaningful adulthood. In a Montessori school, assessment occurs in many ways; to name a few:

- The Montessori Three Period Lesson;
  - 1<sup>st</sup>: A gift from the guide, "These shapes are congruent."
  - 2<sup>nd</sup>: Show me, "Show me the congruent shapes."
  - 3<sup>rd</sup>; Recall, "What are these shapes called?"
- The control of error built into the materials;
- Isolation of difficulty in lesson sequence that allows the adult and child to assess understanding of complex processes from the ground up;
- Observation of the child at work and review of the child's work;
  - Questioning & answering
  - Verbalizing processes in one's work
  - Involving children in the assessment of their own work, "What seems to be missing here?"
- Recalling and applying acquired knowledge to new concepts (consistently done due to the interrelated approach of Montessori);
- Peer and self-checking/editing of work;
- Students applying gained knowledge/skills to teach other students;
- Regular teacher/student conferences for Elementary students, helping them make and own the choices in their educational process;
- Use of work portfolios;



- Quizzes and test-like experiences (often referred to as challenges) both teacher and student produced;
- Project work culminating in presentations, dioramas, class materials, etc.;
- and
- Standardized testing

### **A Note on Standardized Testing**

At TMS the Iowa Test of Basic Skills (ITBS), a nationally-normed standardized assessment, is given in the spring of the Elementary 3<sup>rd</sup> and 6<sup>th</sup> grade years. These assessments provide a snapshot overview of a child's performance in language, reading and math at the time of testing. Test data is combined with the more comprehensive records and knowledge of the students to inform parents and teachers about a child's academic strengths, areas of challenge and areas for continued learning and development. Additionally, by analyzing accumulated data, looking for trends, these tests assist TMS with identifying areas of strength and relative weakness of our program, affirming what we do well and highlighting areas of potential programmatic growth.

## **ADMISSIONS & ENROLLMENT**

### **Admissions Policy**

The Montessori School is committed to bringing young people together from a broad spectrum of ethnic, national, socio-economic and religious backgrounds. We welcome diversity and encourage our students to broaden their perspective of the world through friendships, mutual respect, and understanding.

Applications are considered on an individual basis. Our goal is to ensure that our school will be able to offer the applicant the best possible learning environment to meet his/her specific needs. We are committed to helping families make the best match between family, student and school by striving to ensure that the goals and values of each student and family are in alignment with our school.

Each family is asked to carefully read our school literature, especially our Blueprint, a document outlining the school's core values. You can find our Blueprint on our website, [www.wsmontessori.org](http://www.wsmontessori.org).

### **Non-Discrimination Policy**

The Montessori School of Winston-Salem (Montessori Children's Center, Inc.) admits students of any race, color, nationality, and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, nationality or ethnic origin in administration of the school's educational policies, admission policies, and other school-administered programs.

### **Enrollment Contract**

At the time of enrollment, parents sign a legally binding contract agreeing to pay tuition for the full school year. The enrollment fee and tuition deposit is non-refundable. Several payment plans are available. Refer to your contract for details.



## Placement of Students

When current students are rising to a new level or new students are enrolled, the Admissions Committee undertakes a thoughtful and detailed process for determining classroom placements. Our aim is to create classrooms that are optimally balanced in various aspects: age, gender, learning style, etc. For rising students, we do this by gathering input from the child's current teacher, then combining it with all the knowledge we have about each of the classrooms. For new students, we factor in the information gleaned during the school tour and subsequent communication, information on the child's application, as well as input from the child's visit.

## Withdrawal Policy

The Montessori school reserves the right to require a parent to withdraw a child from the school if it is the opinion of the School that either the child or the parents are not adhering to the policies of the school or if the School determines that withdrawal is in the best interest of the child or the school.

## PROGRAMS

### Toddler

The **TODDLER** program is for children who are 18 months to approximately three years old. Each class consists of up to 12 children with a Lead Guide and an Assistant. Children are introduced to Montessori concepts of respect, order, concentration, coordination and independence through their work and social interactions. This program is either Half Day 8:30-12:00 or Full Day 8:30-3:00.

### Children's House

The **HALF DAY CHILDREN'S HOUSE** program is for children three to four years old. Children work at their own pace in a multi-age setting, learning independently or from each other through exploration of Montessori-based learning materials. The curriculum includes practical life, sensorial activities, language arts, math, science, geography, art, and music. The school day is from 8:30-12:00.

(NOTE: We only offer a full day program for children in their 3<sup>rd</sup> Children's House/kindergarten year, typically ages 5-6.)

The **FULL-DAY CHILDREN'S HOUSE** program is for children ages three to six years who remain in the Montessori class until the end of the school day, 3:00. The curriculum in the morning is the same as the half-day program, with an additional Montessori work cycle in the afternoon. After lunch, children needing rest will move to the napping room and will return to the classroom when awake. After napping, children are welcomed back into their environment and free to choose work if there is still time left in the session. Third year children, and children not needing a rest, will remain in their classroom for the full afternoon work cycle.

### Lower Elementary

The **LOWER ELEMENTARY** program is for children ages six to nine years old and marks the beginning of what Dr. Montessori referred to as the Second Plane of development. Just as the Toddler and Children's House environments are designed to meet the sensorial needs of children in the First Plane of development, so too is the Elementary program designed to meet the needs of the Second Plane child. The Elementary



environment offers a fully integrated curriculum that includes language arts, math, geometry, botany, zoology, cultural studies, art, PE, and music through concrete, hand-on learning experiences, storytelling, and individual and group exploration and research. The school day is from 8:30am-3:00pm.

### **Upper Elementary**

The **UPPER ELEMENTARY** program is a continuation of the Lower Elementary experience and is for children ages nine to twelve. As the Second Plane child's abstract reasoning, academic and social skills grow, so does the Upper Elementary curriculum and experience. The integrated curriculum of the Lower Elementary continues into the Upper Elementary in an ever more complex manner and focuses on higher level critical thinking, responsible independence, and personal contribution and service to others. The school day is from 8:30am-3:00pm.

### **Sunrise and Sunset**

The **SUNRISE AND SUNSET PROGRAMS** are optional programs for parents looking for additional care and enrichment opportunities for their children. These programs are an extension of the children's Montessori experience with a focus on meeting the needs of specific age groups through meaningful activity, grace and courtesy and positive social interactions. Enrollment is subject to availability and should be requested at the time of registration. At the time of enrollment, parents sign a legally binding contract agreeing to pay for their Sunrise and Sunset program commitment on a semester or full-year basis.

Sunrise Hours: 7:30am-8:15am & Sunset Hours: 3:00pm-6:00pm.

The **SUNRISE AND SUNSET DROP-IN** program is designed to support families in need of before or after school childcare needs on an occasional basis. Drop-in for Sunrise and Sunset is available at all levels between 7:30 and 8:15 a.m. and between 3:00 and 6:00 p.m. Due to the popularity of these programs and NC Department of Child Development ratio guidelines, we cannot guarantee spaces will always be available. If you believe you will need regular care please sign up for our program on a semester or full-year basis to ensure availability. To inquire about availability and to sign up for Sunrise or Sunset Drop-in, please call or stop by the front desk. Drop-in requests are considered on a first-come, first-serve basis.

Please note: For Sunrise and Sunset Programs that are fully enrolled, we are unable to confirm drop-in availability until 10:00 am the day of. In programs not fully enrolled, parents may inquire about drop-in availability up to 1 week in advance.

### **Sunset Studios**

**Sunset Studios** are optional afterschool programs that provide a rich variety of co-curricular activities that go hand-in-hand with our other Montessori programs. A variety of studios are offered throughout the school year, from sports/physical expression to cooking, sciences and the arts, each aimed at engaging the mind, body and soul of our children. Studios typically run approximately 1hour/week for 8 weeks but may vary depending on the age range and focus of the studio. Sunset Studios are available only for our current students and exact times and costs are shared at the time of registration.

### **Summer Ventures**

**Summer Ventures** is TMS's co-curricular summer camp program. For our Toddler students, we offer our Toddler Summer Encore that extends our Montessori toddler program throughout the summer to provide consistency for our youngest students. For our Children's House and Elementary students we offer themed weeks that fit the developmental needs and interests of these preschoolers through sixth graders,



incorporating Montessori principles that foster independence and freedom with responsibility, and a whole lot of fun.

## **SCHEDULE & OPERATIONS**

### **Administrative Office Hours**

The administrative offices are open from 8:00 a.m. until 4:00 p.m. during school year. The office is open Mon.-Thurs. 9 p.m. until 4:00 p.m. during the summer.

### **Arrival & Departure**

**AS YOU ENTER THE DRIVEWAY, PLEASE SLOW DOWN TO 5 MPH & DISCONTINUE USE OF CELL PHONES.**  
**PLEASE REFRAIN FROM USING YOUR CELL PHONE IN THE SCHOOL BUILDING.**

The School uses a keypad entry system to access our front entrance. You will be able to enter the building using the keypad located to the left of the main entry doors from 7:30 a.m. to 6:00 p.m. using the parent code.

**A new code and specifics about using the keypad entry system will be sent to each family via email in August prior to the first day of school.**

In an effort to make the most of this security measure, we ask that you not share this code with your children and only with those that will be picking up your children. We will change the parent code from time to time and keep you informed of those changes well in advance.

### **Sunrise Program: Arrive between 7:30am and 8:15am**

#### **\*Access Controlled by Keypad\***

Please park in the parking area and accompany your child inside the building. Allow your child to put belongings and lunch box in the appropriate places. Walk your child to the designated classroom and be sure staff is aware of your child's arrival. Only Elementary students may enter the building unaccompanied after parent has unlocked the main entry door.

### **Toddler Drop-Off: 8:15am-8:30am arrival if not enrolled in the Sunrise Program.**

Please park and walk into the building with your child for drop off. You may use either the toddler or main entrance.

### **Toddler Pick-Up: 11:50am-12:00pm (half day) or 2:50pm-3:00pm (full day)**

Please park and walk into the building to pick up your child. You may use either entrance.

**Children's House & Elementary Drop-off: 8:15am-8:30am arrival if not enrolled in the Sunrise Program.** You may park in the lot and walk your child in or drop off your child in the carline circle. Please Note: While there will be staff present to assist in the carline circle, children must be able to exit the car themselves to be dropped off in the carline circle. If your child needs your assistance to get out of the car, please park and walk your child in.



1. If you walk your child into the building please say good-bye in the hallway and allow your child to enter the classroom independently. Saying good-bye can be hard for some children, but entering the classroom with your child can make the morning transition even more difficult.
2. When using the carline circle, please form one continuous lane of cars and please proceed out of the drop-off circle as soon as your child is safely on the sidewalk. **For everyone's safety, please do not pull around to the left of cars in the carline circle of you unless directed to by a staff member.**
3. A staff member or volunteer will assist children out of their cars and into school beginning at 8:15 a.m. Drop-off ends promptly at 8:30 a.m. **If you arrive after 8:30 a.m. you must park, walk your child into the building and sign him or her in at the front desk.**

**Children's House Pick-up: 11:50am-12:00pm (half-day) or 2:50pm-3:00pm (full-day)**

1. If you are walking into the building to get your child during regular pick-up times, please wait in the lobby area until classes are dismissed. Your child will be escorted to you by a staff member.
2. If you are picking up your child via the carline circle please form (one lane of cars for half-day pickup) and (two lanes of cars for full-day pickup) and place your child's name label in your front windshield or front passenger window.

**\*\*For your safety, please remain in your car during pick up.**

Due to Elementary dismissal, if you arrive at or after 3:00pm, please park in the lot and walk to the building to get your child.

**Elementary Pick-up: 3:00 - 3:10 p.m. If you arrive early, please park in the lot until 3:00 p.m. so that the Children's House students may finish their dismissal.**

1. Park and enter the building or proceed through the carline circle by car. Elementary students will dismiss from the front lawn area to the left of the main entrance. If you are walking into the building to get your child during regular pick up times, please wait outside the classroom or in the lobby until classes are dismissed.
2. If you are picking up your child via the carline circle please form two continuous lanes of cars and place your child's name label in your front windshield or front passenger window. **Please pull all the way forward to the end of the sidewalk to allow the maximum number of students to load at one time. Please pay close attention to staff members directing traffic in the carline circle.**

**Sunset Program Pick-up: 3:00-6:00p.m. Please park in the parking area and come inside.**

**\*Access Controlled by Keypad\***

**Authorized Drivers:**

Unless we are notified in writing, your child may be picked up only by you or an individual on your "authorized pick-up list." Please list all routine authorized drivers on your child (ren)'s emergency form(s) and please contact the front desk to make updates on to your "authorized pick-up lists." Authorized drivers will be asked to show proof of identification if they are not familiar to our staff members. It is assumed by the school that either parent may pick up their child at any time. If parents are separated or divorced, the school will still assume that either parent may pick up the child unless the school is 1) furnished a copy of a current court order which either limits the rights of one of the parents to pick up the child or establishes other custodial arrangements for the child, and 2) teachers and staff are advised about the custody arrangement.



If the court order is only a temporary order, it will be assumed that when it expires, either parent will again be able to pick up the child.

### **Late Arrivals and Departures:**

Children need consistency and predictability in their lives. Arriving at school on time each day can meet that need. Children who arrive late are at a disadvantage for integrating into the morning's activities. Children arriving after 8:30 a.m. will be considered late and must be signed in at the front desk and escorted to class by their parents. Carpool drop-off ends at 8:30 a.m. and class **BEGINS PROMPTLY AT 8:30am**. Students arriving late are disruptive to all classrooms. If you arrive late, please ask the front desk for the appropriate place to leave your child's lunch. **DO NOT leave lunch in front of the classroom.**

Whether pick-up time is noon, 3:00, or 6:00 p.m. please be on time. If you have an emergency and cannot reach the school on time, please call the office and notify a staff member immediately. **If you are late, you will be responsible for late pick-up charges (\$10 per 15 minutes); charges will be made to your account.**

### **Early Pickup:**

If you plan to pick up your child early for an appointment or other commitment, please sign him/her out at the front desk. If your child returns to school the same day, please sign him/her back in and accompany him/her to class, making sure the teacher is aware of the student's return to the classroom.

### **Reporting an absence**

If your child is going to be absent unexpectedly from school, please call the school and ask the receptionist to transfer you to **your teacher's voice mail box**. Please leave a message directly on the voice mail box. It is not mandatory to report absences; however, it is always helpful for the teacher to know the status of your child. If your child has a planned absence please notify your teacher via voice mail or other method in advance whenever possible.

### **Inclement Weather Procedure**

Our school **DOES NOT** follow the Winston-Salem/Forsyth County School System closing and delay decisions. If we decide to close school or to delay opening due to hazardous winter weather conditions, information will be emailed to parents preferred email address, posted on our school website ([wsmontessori.org](http://wsmontessori.org)); our voicemail; and on WXII-TV. Opening changes may be posted as late as 6:45 a.m., so please check back often. Our decision to open or close will take into consideration travel conditions and general safety of our staff, students, and parents. **We ask that parents make their own travel and attendance decisions based upon weather and road conditions in their vicinity.**

## **SCHOOL-HOME PARTNERSHIP**

The school and parents must have mutual trust and respect if they are to work together effectively for the education of the child. Maintaining this trust requires clear continuous communication between staff and parents. It involves parents understanding and applying the same pedagogical approach that the school uses in interactions with their child. To develop this mutually supportive relationship, TMS provides opportunities for parent participation and partnership in many ways.



## Communications

When you need to communicate with your child's teacher during the school day the following methods are available:

1. Voicemail: Call the school (336-766-5550) and ask for the teacher's voicemail to report information, ask a question, or request a meeting.
2. Notes in writing: Written messages will be placed in the appropriate mailbox for the teacher to find at the end of the day. Messages may be given to the office staff for delivery, or your teacher may have a box outside the classroom.
3. E-mail: Email is a powerful communication tool and is used to enhance our school-home partnerships. We recommend that classroom-related email be used almost exclusively for notices, announcements, changes in schedule, and the like. Email is not the way to discuss concerns or issues; such discussions are better done in person in a collaborative dialogue.

Please check with your teachers about what time of day they anticipate being able to check email and respond to any questions. As teachers' attention is focused on the children, please assume that teachers will not receive or respond to emails during the school day.

Our email distribution list is to be used only to disseminate notices, announcements, changes in schedule, etc., related to your child or school activities. It is not to be used to advertise or solicit for personal needs.

Please understand that trying to communicate important information while standing at the classroom door at drop-off or pick-up time is not effective. Teachers need to focus on the children at those transition times and cannot give parents full attention or appropriate response.

A school-wide community update will be sent by email regularly. It will include information about school programs and activities and a calendar of events. A classroom newsletter will be sent home regularly via email. Items may be sent home via backpack when necessary. In addition, our school-wide Notes & Reminders will be sent out regularly with updates and reminders about upcoming school events.

## Observations

Most classrooms have one-way windows. Observing your child's activities can be reassuring when your child is new to our program. After the classes have settled in at the start of the school year, parents may schedule classroom observations through the office. Beyond that, the active involvement of parents in our program as volunteers provides them with the best opportunities to view their child with teachers and other children.

## Conferences

Formal parent/teacher conferences are held three times during the year for all children, in the fall, winter and spring. These are important points of communication about your child(ren)'s progress and vital to successful the school-home partnership. In the weeks preceding the conferences parents will receive via email access to an online conference sign-up. Please refer to your school calendar for exact times for our conferences.

## Work-Share

The school has a Work-Share program in which each family contributes 20 hours per family (10 hours per family for single parents) of volunteer service. This program is based on the honor system. There are proposed opportunities that are announced via email/newsletters/community updates or poster/sign-up



sheet throughout the year. Those who have not finished Work-Share hours by May 31st will be asked to pay for the rate of \$10 for each hour not completed. At the end of the school year you will receive an email asking you to verify your hours or notify us of the number of hours to bill you. Families who do not respond to the email will be billed.

### **Volunteers & Chaperones**

The Montessori School of Winston-Salem depends on volunteers and chaperones to support the school in numerous ways. If you are interested in volunteering in any capacity at our school, a Volunteer Application including an additional online application must be submitted to the business office in advance. A basic background check will be completed for all volunteers and chaperones who will be interacting with children. **Applications are valid for three years.** See the website for applicable form.

### **Room Parents**

Room parents assist teachers in organizing classroom functions and recruiting assistance to support classroom endeavors. If you are interested in being a room parent for your classroom, please contact your child's teacher.

### **Community Meetings**

This effective process was founded during the 2006-07 academic year. Community Meetings offer all community members a meaningful opportunity to participate in the development of school programs and policy. Community meetings are open to anyone interested in attending and are normally attended by parents, members of the faculty, administration, and board.

Community meetings begin with everyone who is present agreeing on the topics that they would like to address. One member of the community will be selected to facilitate the meeting, ensuring that everyone is heard and helping the group maintain its focus. A scribe will prepare a summary of what was discussed, and a list of any topics to be addressed at the next scheduled meeting. Community meetings are process oriented. The goal of each community meeting is to provide a forum for the open exchange of ideas, not necessarily to produce answers or proposals. Many school related issues cannot be appropriately addressed and resolved in a large group setting. In the normal course of discussion, the group may identify issues that should be addressed by the faculty, administration, or trustees. At times, attendees may ask the school to make a more formal presentation on a given topic of interest. To allow time to prepare hand-outs and/or clarify information, topics may be tabled and scheduled for the next meeting. The focus of Community meetings is on topics of common interest, not individual issues concerning one family, which normally cannot be discussed in a public setting.

Because the purpose of these meetings is to facilitate communication, all views will be heard and discussed. It is perfectly normal for values and perspectives to vary within the group. As members of a school community that teaches children kindness and respect, it is very important for us as parents and teachers to model a high level of consideration and respect for each other. No one can be allowed to dominate a meeting; it is neither appropriate nor fair to the larger group. Everyone present will be encouraged to participate in the meeting; however, silence is a legitimate part of any meeting. We all strive to remember that we have common values and interests that brought us together. We need never see ourselves as adversaries, even if we should disagree on a given issue. Concerns and issues that need to be explored and addressed are normal in any institution. There is no such thing as a perfect school, and there will always be a need for new ideas and on-going improvements. Check your School Calendar for meeting dates and time.



### Community Sing

These sessions are a casual opportunity for all of our students, faculty and staff to get together and sing. Parents, grandparents, friends and relatives are welcome to attend and join in any or all of our Community Sing sessions held throughout the year. These are not performances, but merely group events that allow us all to come together as a community and celebrate in song. Parents are encouraged to volunteer their own musical talents during these sessions. The children always love to hear our many guest artists perform live.

### Parent Education

As an integral part of a successful school-home partnership, TMS offers many avenues for parent education. In addition to online resources and our parent resource library (See below) we offer a series of events throughout the school year focused on various aspects of our program, curriculum and parenting topics. We encourage all parents to attend these helpful sessions. Childcare is provided free of charge for evening sessions. Reservations are required for childcare. Please check out our website and our parent resource library for resources and see our calendar for offerings and dates of our Parent Education Series.

### Parent Resources

We provide online resources on our website and hard cover resource in our parent resource library. The parent resource library is located in the conference room off the main lobby. Parents and other family members may borrow resource material (parenting literature, education, Montessori books and magazines, child development information, etc.) for one week at a time.

### *TMSfund*

One of the most important ways to support the school comes from the contributions made to the *TMSfund*. As a non-profit educational institution The Montessori School of Winston-Salem receives revenues from tuition and voluntary charitable contributions. The *TMSfund* is our yearly fundraising campaign that directly translates into the everyday experiences of our students, from providing continuous program and facilities enhancements to ongoing professional support for our teachers.

The participation and support from families, grandparents, alumni, faculty/staff, our Board of Trustees and friends helps continue the legacy of authentic Montessori experiences for our students. The Montessori School has a long tradition of strong support for the *TMSfund*. Each year every family, faculty/staff and Board member is asked to participate, **as we strive for 100% participation from our whole school community.**

All gifts are welcome and appreciated. It is our hope the *TMSfund* is a priority for our families and that they give to the maximum extent they are able. Each tax-deductible donation affirms that our school is firmly supported by those who are closest to the mission speaks volumes to our prospective parents and potential donors.

In short, The *TMSfund* helps us accomplish our mission of fostering intellectual curiosity, a passion for excellence, a commitment to serving others and a life-long love of learning for all our students.

### Grievance Procedure

Any member of the school community finding himself or herself in disagreement with another member of the school administration, faculty, or staff over an action or policy is encouraged to bring his or her concerns to the attention of the staff member involved, and to the Head of School.



Every effort will be made to address the issue through conferences involving the Head of School and those concerned. *In the event that the initial conferences fail to resolve any or all of the concerns, the following steps can be taken:*

1. Grievances must be submitted, in writing, to the Head of School stating the specific nature of the grievance. Upon receipt of the communication, the Head of School will convene a Grievance Committee and schedule a formal meeting within fourteen (14) days at a mutually convenient time for all parties. Any individual named in the formal written grievance may not serve on the committee.
2. The Grievance Committee will be chaired by the Head of School and consist of the following: the school's legal counsel, one member of the school administration, faculty, or staff selected by the person filing the grievance, and one member of the school administration, faculty, and staff selected by the Head of School. If the Head of School is named in the grievance, the President of the Board of Trustees will serve in his or her stead.
3. The Committee will consider the issue, collecting any necessary information as needed from the parties involved, and form an appropriate decision, solution or action in so far as the decision does not conflict with the policies and/or requirements of the School's Board of Trustees.
4. Every attempt will be made to reach consensus. If this is not possible, all decisions will be determined by a majority vote of the Grievance Committee; the minority opinion will be formally entered into the record.
5. Written notification of all decisions and recommendations will be made within five (5) days of the meeting.

## **STUDENT BEHAVIOR & DISCIPLINE**

Empathy and being considerate of others are adult qualities that take many years to develop. It begins in childhood and in a Montessori environment it is nurtured as children learn to respect the people and the materials in that environment. Our discipline policy emphasizes positive democratic and respectfully approaches to helping children behave constructively.

1. We encourage cooperative behavior.
2. We set clear limits and expectations for behavior to ensure a safe and peaceful environment for all.
3. We model appropriate behavior for the children.
4. We modify the classroom environment to encourage cooperative behavior.
5. We listen to the children.
6. We provide consistent redirection of any inappropriate behavior towards meaningful and purposeful activity.
7. We respect the individual needs, desires, and feelings of each child.
8. We explain things to the children on their levels.
9. We remain consistent in our efforts to maintain a safe and peaceful environment for all our students.

Intentional aggressive behavior toward peers or staff including kicking, fighting, biting, pinching, poking, hitting, beating, bullying, shoving, spitting, tripping, scratching, using profane language, making disruptive noises, or misusing the school's and other's property will be addressed in a compassionately direct manner. Repeated behavior that does not improve with conflict resolution techniques may result in the following:



1. The child being removed from the environment. When the child has calmed down, the teacher will have a discussion with the child about behavior and will provide encouragement and redirection.
2. The teacher contacting parents to discuss concerns and partnering with the parents to provide support for the child.
3. Ending the child's day early. If the child is acting aggressively and has broken the agreements that have been made with him/her to keep everyone emotionally and physically safe at school, the parents may be asked to come and take the child home for the rest of the day. The child will be welcomed back the next day with agreements in place to ensure everyone's safety and well being
4. Holding a conference with the parents, teacher, and Head of School.
5. If the behavior continues, the Head of School and/or the Director of Education will use his/her own discretion as to how best to support the individual child and the rest of the TMS community.

#### **Principles of Child Management**

1. Use quiet voices inside.
2. Walk inside – Run outside.
3. Use furniture for its purpose (i.e., sitting in chairs).
4. Show respect for property.
5. Work with only one set of materials at a time.
6. Replace material on shelf as when taken.

#### **Development of Social Conscience**

1. Show respect for other people.
2. Listen without interrupting.
3. Use "Please" and "Thank you."
4. Wait until everyone is served.
5. Use "Excuse me, please."

#### **Toddler Discipline**

Our toddler age children are experimenting with and exploring their limits, expectations, and personal boundaries as they relate, in some cases for the first time, with children their own age. It is not uncommon to see behaviors such as biting, hitting, and pushing. These behaviors are not necessarily acts of aggression but can stem from a variety of reasons, including frustration and the inability to communicate verbally, physical motor and sensory needs for biting and chewing, and cause and effect exploration. We approach these issues by encouraging appropriate behaviors (using simple words, i.e. "that hurts" or "please stop"), providing appropriate avenues for biting/chewing and using gentle redirection.

While this type of behavior in toddlers is developmentally common, repeated hitting and biting can jeopardize our ability to maintain learning environments that are safe, both physically and emotionally, for all of our children. As such, we will call on your partnership to support your child and the rest of the class environment during what can be a difficult, albeit temporary, time. This partnership will include open, direct communication about these types of behaviors occurring at home and at school, employing common strategies and vocabulary to support your child, and perhaps even ending the day early for a child who is repeatedly hitting/ biting.

In the event that you are called to pick-up your child early, please know that it is only after many strategies have been utilized in the class, and is done so in support of all our students including your child, and without any association of shame or guilt. We understand that even though this is behavior is temporary, these can be difficult moments for families and toddlers who are biting, or being bitten, and we appreciate your partnership.



## **LUNCH AND SNACK**

At The Montessori School, lunch and snack times are a fun, social experience and also a time for children to become more conscious of good and healthy eating habits. We use these times to support our emphasis on building a sense of community and respect for others. We also use them as opportunities to model about nutrition, food preparation, composting, recycling, and conservation.

### **State Requirements**

NC law also requires that the **lunch box, water-bottle and snack be labeled with child's NAME and DATED each day** for our Toddler and Children's House programs. One strip of masking tape works well for a week. Elementary Students do not have to adhere to this requirement.

### **Dietary Restrictions and Food Allergies**

We strive to provide a safe environment for all children, including those who have life threatening food allergies. For students with dietary restrictions or food allergies we must have a doctor's note as well as any instructions needed. **(If a child has a food allergy we will notify the whole class and ask that all children refrain from bringing those items into the classroom for lunch or snack.)**

### **Water Bottles**

Please provide your child with a water bottle every day. Toddler and Children's House bottles should be labeled with child's name and DATE and have a re-closable cover so that the part of the bottle that touches the child's mouth is not continuously exposed. Please only put water in the bottle (no juice, milk, etc).

### **Lunchboxes**

**Water bottles and lunchboxes may not feature cartoon characters (Disney, superhero, Dora, etc.)**

Lunchboxes are refrigerated in the morning. Please remember spoons or forks if your child needs them. If you arrive late, please ask at the front desk for the appropriate place to leave your child's lunch. Please DO NOT leave lunch in front of the classroom.

Please do not send: non-baked chips, pudding, cake, cookies, pop tarts, chocolate, candy, fruit roll-ups, sodas, any juices that are not 100% fruit juice.

### **Birthday Celebrations**

Students' birthdays are acknowledged with a special birthday ceremony that involves parent participation. As your child's birthday approaches, contact the teacher to coordinate the celebration. Private birthday party invitations may not be distributed at the school. A school directory is available each year and provides contact information and addresses for our Montessori families. Please no cookies, chocolate, cakes, cupcakes, etc. Please follow standard school guidelines for birthday celebrations.

## **CLOTHING AND BELONGINGS**

Please send your child to school in clothing that is age-appropriate, durable, and comfortable. Clothing should be manageable by children using the bathroom independently. Choose fabrics that are easily laundered when stained by art materials or foods. Label all removable clothing (sweaters, coats, hats, etc.) with your child's name. Since we go outside every day, dress your child according to weather predictions. All children need warm hats or hoods and mittens on cold winter mornings. Select shoes that give support and



traction and allow freedom of movement. **Children are not to wear flip flops, open toe sandals, raised heels or platform shoes, including cowboy boots, as they pose a safety hazard for the children and are not appropriate for playground activity and equipment climbing.** Velcro shoes work well for toddlers to encourage independence.

**Clothing and shoes may not feature cartoon characters (Disney, superhero, Dora, etc.)**

**Toddler and Children's House students need one or two extra sets of clothes, clearly labeled.** Please bring these enclosed in a large, labeled zip-lock plastic bag. If wet/dirty clothes are sent home to be laundered, be sure to send a replacement set the next day.

### **Lost and Found**

Misplaced clothing that is not clearly labeled with a child's name will be placed in the Lost and Found cabinet. Twice a year, all Lost and Found items will be removed and donated to charity.

### **Toileting Independence for Toddlers**

One of the important developmental works of the toddler age is that of toileting independence. Like all areas of development toileting independence progresses at varying rates for children and requires nurturing support both at school and at home. To facilitate effective collaboration between the parents and the teachers below are indicators for toileting readiness.

Indicators for toileting readiness:

1. Shows interest
2. Dislikes dirty diapers
3. Has dry diapers for at least two hours during the day
4. Can sit still and coordinate movements
5. Can follow three or four steps directions
6. Has begun to dress and undress oneself
7. Can verbalize when she or he needs to go

If your child is showing some of these indicators, maybe he or she is ready. Please discuss with your child's teacher.

### **Diaper Policy for Toddlers**

Children using diapers need to bring them clearly labeled with the child's name. Please send 4-6 diapers daily (labeled with your child's name) in the backpack. Your teacher will notify you if more are needed.

Parents requesting use of skin ointment after diaper changing must provide a "medication permission" form with the labeled tube of ointment.

Cloth diapers may be used. Parents should supply and label a diaper pail. Used cloth diapers must be picked up with the diaper bag each day. Teachers and parents will discuss independent toileting as soon as the child signals readiness. **We do not consider pull-ups to be a positive transitional step.**

### **Toys and Possessions**

Children may bring books, cd's, artwork, and other educational items to share with the class. Check with your child's teacher to learn what is appropriate. Toys and objects highly valued by children should be left at



home because they are easily misplaced or damaged in the school setting. Comfort items such as blankets may be brought if needed for nap time. Be sure your child's name is attached.

### **Nap Roll**

If your child will be resting/napping at school, please purchase a nap roll. They are available for purchase at the front desk. These will be sent home weekly for laundering.

### **Backpacks**

#### **Montessori Backpacks for Toddler and Children's House Students**

Parents are encouraged to purchase a Montessori backpack for their Toddler/Children's House student. All backpacks should be void of characters and advertisements. A backpack will encourage independence by allowing the students to safely transport their own items with **their** hands free and available for holding grownups hands and/or carrying special items. TMS backpacks are available for purchase at the front desk.

#### **Backpacks for Elementary Students**

Elementary students should use a small or medium sized backpack with no wheels. All backpacks should be void of characters and advertisements. Please do not hang stuffed animals, key chains, etc. from the backpack. Keep in mind that elementary students do not carry large text books regularly so large packs are not necessary and do not fit easily in the cubby area.

## **HEALTH AND SAFETY**

### **Immunizations**

State mandated immunization records are kept on all enrolled children. Please provide documentation each time your child receives additional immunizations.

### **Illness and Injuries**

It is our desire to keep the children and adults at the school as healthy and safe as possible. Notify your teacher when your child contracts a contagious illness so other parents can watch for symptoms. Do not bring your child to school if he/she has been sick during the night. If a child is well enough to attend school, the child will be expected to go outdoors with classmates for scheduled play time. Separate staff supervision cannot be provided indoors. Children with fading cold symptoms, ear infections, and similar conditions are considered by our staff to be capable of outdoor play when dressed appropriately for weather conditions. When a child becomes ill at the school, he/she will be isolated as much as possible, and the parents will be called. If a parent cannot be reached, emergency contacts will be called. Sick children need to be picked up within an hour.

When minor injuries occur, the school staff will provide first aid and file an incident report form to be signed by a parent at pick-up. When a serious injury or illness occur requiring immediate medical care, emergency services will be called while we attempt to notify parents. The medical permission form will be used in the event parents cannot be reached.

### **Sunscreen**

For Children's House and Toddler students, sunscreen is considered a medication by NC Department of Child Development. Please apply sunscreen to your child BEFORE school arrival. If your child is particularly



sensitive to the sun or requires an additional application, please be sure that the school has a permission form on file to administer this. It is not feasible to individually apply sunscreen to each student before outdoor play.

As part of the sunrise/sunset enrollment process, each family has been asked to sign authorization for sunscreen application. Sunscreen is administered around 3:00 p.m. in the sunset program. Provide the teacher with clearly labeled sunscreen for your child if he/she is enrolled in this program. Elementary students may bring and apply their sunscreen individually.

### **Absences Due to Illness**

The following guidelines represent common childhood illnesses and the usual recommendations for deciding whether or not to keep your child out of school due to illness. As always, please consult your pediatrician for specifics. **Please REPORT any contagious illness like strep, chicken pox, pink eye or other to your teacher so that we may notify other parents to be alert for symptoms.**

1. **Child should be fever free for 24 hours before returning to school.** A child's temperature is lowest in the morning, so a low temperature on awakening is not a true indicator. If you have given your child pain relievers at night, the medication could still be affecting your child's temperature. A child should be fever free without the assistance of medication for 24 hours before returning to school. Please note that a fever is 100.4 degrees orally or 99.4 under arm.
2. **A child should be free of vomiting/diarrhea for 24 hours before returning to school.** A child who has been ill during the night may feel slightly better in the morning. However, the child will likely experience symptoms of illness later, will also be tired from loss of sleep, and may still be contagious to other children.
3. **A child with thick or constant nasal discharge should remain home.** Very few younger children can effectively blow their noses and wash their hands afterwards. A child with the above symptoms will quickly spread the illness to other children.
4. **A child diagnosed with strep throat/scarlet fever should remain home for the first 24 hours of antibiotic treatment.** A child remains contagious until he/she has been on antibiotics for 24 hours.
5. **A child diagnosed with conjunctivitis may attend school after 24 hours of treatment.** There should be no drainage from the eyes, even if medication is being administered.

### **Medication and Dispensing of Medicine**

Medications shall be administered to a child only as follows:

- The parent must fill out a "Permission to Administer Medication" form located at the Front Desk.
- The school will administer the dosage as indicated on the dispensing form and will then log that dosage on the dispensing form. Parents will be responsible for medication via injection.
- Prescription medication shall be in the original container labeled with the child's name, date, directions, and physician's name.
- Non-prescription medicine must be in the original container with written instructions from the parents regarding dosage and frequency.
- Medication shall not be administered after any stated expiration date.



- Medication shall be returned to parents when no longer needed.
- Medication shall be kept separate from food. Children are not allowed to carry medicine with them in their lunch bags. This includes vitamins, aspirin, cough drops, candies or other non-prescription drugs. The teacher will remove medicine and contact the parent.
- We do not apply medication to a wound other than water to wash it and applying a Band-Aid.

**Please note that children are NOT to carry medicine with them or keep in their backpack, as they could overmedicate themselves or another child could accidentally consume them.**

### **SUPERVISION POLICY / CHILDREN'S HOUSE & TODDLER PROGRAMS**

Once the formal drop off period has ended at 8:30 a.m. parents of the arriving students are expected to supervise their child while he/she puts away all belongings. Parents should quietly open the door to the classroom, ensure the student enters, and make eye contact with a teacher to make sure the arrival of the student is noted. (Late drop off is disruptive and strongly discouraged.)

During the school day it is the direct responsibility of the teachers to know where students are at all times while on campus or field trips. Attendance will be taken at regular intervals throughout the day, including each transition (playground, nap room, field trip, etc.). No student should be left without adult supervision. Students working in the hallway will be supervised. An adult must escort students to the appropriate destination.

North Carolina mandated (DCD) student teacher ratios apply at all times during the school day, including the playground.

Teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can reasonably be expected, protected from harm.

### **SUPERVISION POLICY FOR ELEMENTARY AGE STUDENTS**

Once the formal drop off period has ended, parents of the arriving students are expected to ensure the lower elementary student enters the classroom safely and makes eye contact with a teacher to signal his or her arrival. Upper elementary students may walk into the school and the classroom alone, but should make direct eye contact with the teacher to ensure his or her arrival is noted. (Late drop off is disruptive and strongly discouraged.)

All elementary classrooms will maintain a sign-in/sign-out list or a similar procedure (noting clear times in and out) that allows for the identification of the location of a student at any time. This should be used when a student goes to the library, runs an errand, goes to the compost pile, is working in the garden, or completing other tasks that are not under direct supervision.

First year elementary or less experienced students will be partnered with more experienced students during work that requires leaving the classroom. Attendance will be taken at regular intervals throughout the day, including each transition (playground, gardening, field trip, etc.).

Teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can reasonably be expected, protected from harm.



### **AHERA Compliance**

As required by the federal Asbestos Hazard Emergency Response Act (AHERA), The Montessori School of Winston-Salem has an approved Asbestos Management Plan in place and a trained Local Education Agency Designee (LEA designee) to oversee this plan. The Montessori School of Winston-Salem contains no identified asbestos containing building materials and is aware of, and in compliance with, all state and federal asbestos regulations. Our Asbestos Management Plan is on file in the Business office and available for review upon request. If you would like to review this plan please contact our LEA designee, Jon Churn, at [jonathanchurn@wsmontessori.org](mailto:jonathanchurn@wsmontessori.org).

### **NC Childcare Laws and Rules**

A Summary of the NC Childcare Laws and Rules is available by [clicking here](#).

### **Image Release for Use**

The Montessori School of Winston-Salem is committed to protecting the privacy and safety of all students and endeavors to take every precaution to ensure that privacy is maintained. There are times when we recognize students and their work in a public forum which may include publishing and exhibiting student work, photos and video and audio recordings of classroom events and/or citing students in school newsletters and/or other print or digital publications.

With annual parental/guardian consent, The Montessori School of Winston-Salem may use a student's work and/or image (including audio or video recording), in the School's print and digital publications, including (but not limited to) the school website, official school social media pages, brochures, newspapers, magazines and television programming. With the exception of work displayed in the classrooms and hallways of The Montessori School Winston-Salem, last names will not be associated with students' work, images, audio, or video publications, unless parental/guardian permission is received. Parents/guardians acknowledge that no financial remuneration is expected for these uses, any such images may be used at a later date.

Out of respect for privacy and a commitment to safety, it is the school's preference and recommendation that parents who have taken photos during school-sponsored events, not post photos of students other than their own on social media sites without expressed parental/guardian consent.

## **TUITION, FEES, AND FINANCIAL AID**

### **Tuition Payments**

Three tuition payment plans are available. Refer to your contract copy if you have questions about the payment plan that you chose. Tuition schedules are posted on the school website.

**We do not send monthly invoices, unless your account is past due.** All payments are due on the first of the month and are considered late after the 5<sup>th</sup> of the month. There is a late payment fee of \$25. Please do not give payments to teachers. Make checks payable to "The Montessori School" and place them in the wooden box at the front desk. Or, mail them to the school address. **There is a \$50 fee charged for returned checks.** Families who submit two or more insufficient funds checks will be asked to pay with cash or money order for all future payments. Returned check fees may not be waived.



### **Financial Aid**

The Financial Aid program was created to assist families with tuition in the form of need-based grants. Our school is committed to supporting those families who cannot meet the full expense of current tuition rates. The Financial Aid Committee is dedicated to distributing these funds to as many eligible families as possible who desire an authentic Montessori education for their children. The distribution is determined yearly, based on the number of applicants and the amount of money that the school has allocated for aid. The actual amount distributed per family may change year to year based on the need of the applicants and the budgetary restraints of the school.

Applications for scholarship are provided and evaluated by Financial Aid for School Tuition (FAST), a national-level program which looks at a family's financial information and determines an estimated family contribution to school costs. Families can learn more about this program on our website or by contacting the business office.



**An education capable of saving humanity is no small undertaking:  
it involves the spiritual development of *'the individual'*, the enhancement of his  
value as an individual, and the preparation of young people to times in which they  
live.**



-Dr. Maria Montessori