



Renaissance
Montessori School
Parent Handbook
2024-2025



WELCOME FROM THE HEAD OF SCHOOL

The most fundamental of all these policies and procedures is respect. Respect for each other. Respect for children and their families. Respect for the school, our entire community, the earth, and all its inhabitants. At Renaissance Montessori School, you will find a community that strives to recognize the dignity of all individuals while celebrating our differences.

Renaissance Montessori School was founded in 2011. I have had the honor of being a Renaissance Montessorian since 2015. It has been truly fascinating to witness our community grow over the years. This handbook will help you understand the rules and policies which helped get us to where we are today.

On behalf of the Renaissance Montessori School community, welcome!

Mayra Fuentes, MSA
Renaissance Montessori School



Introduction

Our Goal

Renaissance Montessori School is a bilingual arts and sciences Montessori private school in Cary, North Carolina. Our goal is to nurture intelligence, curiosity, creativity, and imagination while supporting and developing each student's unique talents, ultimately to prepare students for life.

Our Mission

To Cultivate a Love of Life...Inspire Academic Excellence. Encourage the development of the whole child by providing a Montessori, bilingual education, with the Spanish language being integral to every aspect of the curriculum. Embody the principles of best practices in the Montessori pedagogy, fostering independent thought and foundational skills as well as awareness of environment; empathy for others; social ease and confidence.

Our Vision

To support our children in choosing meaningful and challenging work that captures their interest, leading to engagement, intrinsic motivation, sustained attention, and a sense of responsibility to oneself and others, therefore fostering autonomous, competent, responsible, adaptive citizens who are life-long learners and problem solvers.

Our Guiding Principles and Core Values

Our guiding principles and values are at the heart of our daily work with children and are the foundation of our mission and vision. We have a deep and abiding love for the child, meeting each child with curiosity, facilitating a peaceful and harmonious environment conducive to freedom of choice within limits, strengthened by secure, and caring bonds with the child and with each other. We work towards nourishing a conscious community, creating a welcoming environment for our students, families, faculty, and staff, embracing difference and celebrating connection.

Our Educational Philosophy

Inspire an intrinsic motivation of excellence for our students in everything they do, both in and outside of school, empathy, compassion, kindness, peacefulness, a sense of concern for others, warmth, and a love of community. Help our students develop a global perspective and international understanding resulting in a sense of connection to the Earth and a commitment to stewardship of the environment. Encourage our students to make a lifelong commitment to contribute to society in meaningful ways. Cultivate life-long learners, critical thinkers, and active leaders in their local community, their country, and the world.



Anti-Discrimination Policy

Renaissance Montessori admits students of any race, color, national origin, ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at our school. Renaissance Montessori does not discriminate in any way based on race, color, national or ethnic origin or in the administration of its educational policies, scholarships, loan programs, athletics, and/or any other school administered programs.

What Makes Us Unique

We are an authentic Montessori school.

We have a superb bilingual Spanish and English Montessori curriculum.

We are a diverse school community within an independent school setting.

We teach students ongoing lessons on living a life that is more in harmony with a sustainable environment, emphasizing organic gardening.

We run a 12-month school year, and a 10-month academic school year, though summer months may have a difference in schedule, fees, or program.

We offer a fun and educational summer camp during the summer months.

We offer early morning care.

We offer late care/extended-day programs.

We offer extracurricular activities for our students, on site.

Access to the 2024-2025 School Calendar

Our 2024-2025 Calendar is available on our website, at renaissancescholars.com.

Relationship with The Montessori Foundation

To ensure continuity of educational leadership needed to realize the school's long-term vision, Renaissance Montessori has close ties with The Montessori Foundation, which is a separate, non-profit, international educational organization, instrumental in the original development of Renaissance Montessori. The Montessori Foundation is dedicated to the advancement of Montessori education in the United States and abroad. For more information, go to www.montessori.org.



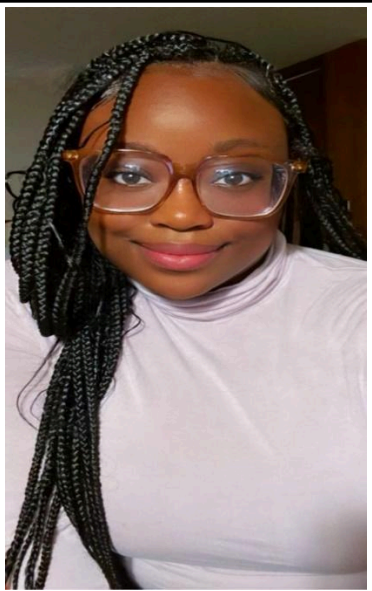
Directors of School



Mariela De Jesus
Operations Director

Renaissance Montessorian since 2018

Charged with overseeing the daily operations of all guides, partner guides, and support providers, responsible for creating and implementing operational policy and procedure in partnership with the Head of School. Responsible for the implementation of the Spanish Montessori curriculum at Renaissance, ensuring authenticity and quality of the Spanish Montessori materials, lessons, demonstrations, and continuing education of our partner guides.



Aliyah Smith
Assistant Director

Renaissance Montessorian since 2016

Leads and assists in the oversight of effective administration of all aspects of the school's operations, to include daily operations as well as aftercare operations. Charged with overseeing the daily operations of all guides, partner guides, and support providers. Responsible for creating and implementing operational policy and procedure, in partnership with the Head of School. Manages rolling enrollment, re-enrollment, and admissions, to include all summer camp programs. Responsible for delivering vital information regarding students, families, and staff relations. Leads human resources management.



Mayra Fuentes
Executive Director, Head of School

Renaissance Montessorian since 2015

Leads in the oversight of effective administration of all aspects of the school’s operations. Provides administrative and professional leadership for faculty and staff. All faculty and staff, both teaching and non-teaching, report to the Head of School. Oversees the development, implementation, and evaluation of programs and services that support the mission, vision, and values of the school. Executes and administers the policies and procedures of the school, ensuring adherence to all legal and state regulatory early childhood education requirements.



Marc Seldin
Business Director and Founder

Founded Renaissance out of a long admiration for the Montessori Method. A student of philosophy and education, Marc grew up around Montessori, and attended The Barrie School in Silver Spring, Maryland, from birth until 7th grade. His passion for the Montessori method was reignited by the birth of his daughter. This led him to recognize the shortage of highly qualified Montessori teachers and launched [The Center for Guided Montessori Studies](#), (CGMS) a teacher training center recognized by the International Montessori Council, (IMC) which is a MACTE Recognized Organization, an (MRO), accredited by the Montessori Accreditation Council for Teacher Education, (MACTE). MACTE is the international standard setting and accrediting body for Montessori educator preparation. MACTE has been recognized by the U.S. Department of Education since 1995 and is one of only three teacher education accreditors in the United States. Marc later founded Renaissance Montessori alongside Rachel Kincaid. He is charged with implementing the school’s long-range plan, as well as overseeing the effective administration of business operations.

Faculty and Staff

Renaissance Montessori is committed to setting high professional standards for personnel and programs. Our promise is to protect all students and deliver the highest quality instruction and learning experience physically and emotionally. You will find a directory of our faculty and staff and their backgrounds on the school website: www.renaissancescholars.com

- All members of our faculty and staff share:
- Commitment to children’s well being
- Commitment to Montessori education
- Loyalty to Renaissance Montessori’s vision and mission

Ability to work with others in delivering quality education

Our faculty and staff:

Support the school's mission and each other.

Abide by established professional standards and the conditions of our accreditation.

Abide by the laws of the State of NC and all federal laws that govern our relationship and our work.

Submit for criminal background checks upon hire and every 3 years thereafter.

All members of our faculty and staff are supervised and reviewed as indicated by the Head of School and are consistently guided to set goals for themselves and their programs.



Admissions, Enrollment, Starting School, and Trial Period Policy

Student Readiness Requirements, Vaccination Requirements, and Dietary Restrictions

Prior to entering Renaissance Montessori, all Toddlers must be able to walk independently.

All Children's House students must be toilet learned and can use the toilet with little assistance.

Pull ups are not permitted in Children's House. Children's House students must be able to independently use the bathroom.

Renaissance requires vaccination records for children. We do not accept waivers.

Special Dietary Restrictions: Some students may follow a special diet for religious or medical reasons. Please be sure to notify the administration if your child should avoid certain foods, along with documenting such allergies or dietary restriction in your child's enrollment process. This will be considered in planning snacks or on days when the class prepares its own snack. We will accommodate unique allergies and medical conditions wherever possible. If your child requires an epi-pen, bring it to the school accompanied by the required documentation we require to hold the epi-pen at the school.

Preliminary Admissions Process

Families contact Renaissance Montessori to inquire about tours and the admission process by either visiting our website, renaissancescholars.com, and/or calling directly to the school, (919) 439-0130, to schedule a tour.

Once a tour is provided, the family is provided information regarding our admissions application. The information we provide prospective families is included below:



Dear Prospective Family,

Thank you for sharing your time with us, to tour Renaissance Montessori School, a bilingual arts and sciences Montessori school here in the heart of Cary. We hope you found the experience insightful. Please feel free to reach out to us if we may answer any further questions.

Following your visit, please proceed by emailing asmith@renaissancescholars.com with the subject line "Prospective Family Application." In your email, kindly express your interest in enrolling and provide the following details: parents' full name(s), telephone number(s), child's full name, child's date of birth, and preferred start date. Next, expect an email from our communication platform, Brightwheel, so that you may input the required information. We kindly request that you ensure all the information requested is entered, as well as adding a picture of your child to the application.

Additionally, please drop off or mail a non-refundable check, made out to Renaissance Montessori School, in the amount of \$125.

Once we receive your information, and the non-refundable application fee, expect an email confirmation from us acknowledging receipt and your child will be added to our waitlist.

Should an immediate spot tentatively become available, we will contact you to schedule a classroom visit for your child. Typically, this visit lasts for at least 2 hours. Sometimes, a follow up visit will be scheduled. Before finalizing admission to our school, we believe it's important for your child to experience our classroom environment firsthand. Therefore, we require scheduling a drop-off visit where your child can interact with our teachers and peers. Following this scheduled visit, our teachers will assess whether our classroom environment aligns with your child's needs and personality. We believe this approach ensures the best possible fit for both your child and our school community. Thank you for your understanding and cooperation.

When we offer your family enrollment, you will receive an official admission acceptance letter via email, detailing the next steps in the enrollment process.

Thank you once again for considering Renaissance Montessori School. We look forward to the possibility of welcoming your family into our community.

Mayra Fuentes

Mayra Fuentes
Executive Director, Head of School
Renaissance Montessori School

Aliyah Smith

Aliyah Smith
Assistant Director
Renaissance Montessori School

Enrollment: Acceptance of Admission

After the Preliminary Admissions process takes place, if Administration decides that an offer for admissions will be given to the family, administration will extend an offer of acceptance to Renaissance Montessori School, by sending the family an official letter of acceptance via email.

Six-week Trial Period

All children are subject to a six-week probationary period at their initial entry and at the beginning of each subsequent school year, during which students are evaluated by their teacher regarding the appropriateness of their placement in the school. If it is felt that the student's needs would be better met in another setting, a conference with the parents, guide, and Head of School will be held. The school reserves the right to have a parent change their child's schedule from extended days to full days, and/or reduce the schedule down to half days, or withdraw their child at any time, for any reason, and at its complete discretion, and reserves the right to deny, cancel or suspend a child's enrollment if deemed in the best interest of the child or the school.

Financial Policies: Tuition

Student accounts must be kept up to date. Your cooperation is essential and very much appreciated. Families are responsible for prompt payment of all outstanding tuition and fees. All monies due under the enrollment agreement are due and payable according to the terms of the contract. No extensions or delays in payment will be recognized unless in writing and signed by an authorized agent of the school and one of the signatories. A 1% late tuition fee will accrue daily starting on the 3rd day of each month.

Cooperative Undertaking and Parent Volunteering/Involvement

Education is recognized as a cooperative undertaking, a responsibility held jointly by the parents or guardians and the school. Upon admissions acceptance, parents agree along with the student to accept the full share of this responsibility, to maintain the academic standards and to fulfill obligations as a cooperative member of the school community. These obligations include, but are not limited to, participating in school activities when possible, supporting the school's philosophy and policies, staying informed by reading school communications and communicating openly, constructively and in a civil manner with all school personnel. Any agreement or contract made with the family and the TADS program, or directly with the school may be cancelled and the student dismissed by the school if the school determines that the parents or guardians are not

supportive of the school's goals and policies and that a mutually beneficial relationship is no longer tenable.

Volunteering the Gift of Time and Talent

Parents play a crucial role at Renaissance Montessori. Montessori strongly encourages families to feel at home and to participate in the broader life of the school through social and educational activities. Many parents spend a considerable amount of time at Renaissance Montessori as volunteers. We appreciate it immensely! One of the most valuable contributions that families make to the school is the gift of their time and expertise. Parents, grandparents, and friends of the school are often found helping in the office, assisting in the classrooms, planning the next special event, or serving on school committees. Parents and grandparents, who give of their time and talent, share with their families' special memories of experiences and friendships that endure well beyond their children's time at Renaissance Montessori.

A few ways in which you can help/volunteer at Renaissance Montessori School:

- Lend your time and support to our fundraising efforts
 - Help the teachers organize field trips or special lessons
 - Help organize special events
 - Share your talents and special interests
 - Serve as a Room Parent
 - Volunteer to help care for our grounds, (playground, front yard)
- Renaissance Montessori depends on our combined talents.

Fundraising

Renaissance Montessori School's Annual Fund provides essential operating support for the school's budget. Unrestricted gifts to the Annual Fund are critical to the financial health of Renaissance Montessori School. The school's budget is dependent upon these contributions to help close the gap between the true cost of a Renaissance Montessori education and the revenue provided by tuition. In addition to its financial impact, giving to the Annual Fund is a way of expressing confidence in, and support for, The Renaissance Montessori School. Participation by current parents, alumni, grandparents, and parents of alumni is essential to our school community.

The Spirit of Philanthropy: Why Give to Renaissance Montessori School

The act of giving to charitable causes is known as *philanthropy*. A *philanthropist* is a person who donates time, talent and treasure and takes action to support the common good. Perhaps the greatest benefit of philanthropy is that it creates a positive impact. It can bring about very important changes. These changes create positive life experiences for others. Giving to Renaissance Montessori is a great way to make a difference and create a positive life changing experience.

You probably have a dream about the extraordinary things your charitable gifts could accomplish now and for years to come. Partnering with Renaissance Montessori is the way to convert that personal dream into practical reality. The result is powerful!

Your support will allow us to define our future and prepare our students for their important part in tomorrow's exciting and unpredictable world.

Parent/Child Separation at Drop Off Procedure

Even very young children tend to have a general idea of what “going to school” means. However, the actual event is sometimes overwhelming for both children and adults. Renaissance Montessori will help you both with starting school. Whether it’s your first day at Renaissance Montessori, or the first day of the new school year, many young children and their parents feel a bit nervous when they leave one another and are in an unfamiliar situation. A few tears may be expected. Here are a few points that will help each of you establish some comfort with the school:

- Try to keep the morning stress free but on a normal schedule.
- Remind each other that you both have been looking forward to “going to school.”
- Remind each other that the children at school are just like you and that the adults at school love children.
- Use the teacher’s name whenever possible.
- Remind each other of how proud you both are that this “first day” is here.

On the first day of school, please don’t linger too long or react with alarm if your child is hesitant about the separation. It is very important to reassure them about where you will be during the day and by what time you will pick them up in the afternoon. Some children may be sad for a little while during the first few days, but kind words and reassurance almost always alleviate their fears. The teachers are wonderful at helping the children through these situations.



What to send in with your child when they start school, and every day thereafter:

Lunch and Water Bottles

Please send in daily a balanced (labeled) lunch for your child. No sweets or candy, please. Please send lunch in a bento style lunchbox. Bento lunch boxes work well for portion size, help facilitate variety and help us to be able to fit every student's lunchbox inside our refrigerator. Please work with your child to send lunch in containers they may open independently. Please also send in silverware if needed. Send in a small reusable water bottle daily, (labeled).

Toddlers Only

Please follow the protocols and requests of your child's teacher regarding diapers, wipes, plastic gloves, and any other requirements as set forth by the teacher.

Clothes and Shoes

Please send in at least (2) complete sets of seasonally appropriate clothes (including underwear and socks) labeled in a clear plastic Ziploc bag. Please ensure your child can dress and undress themselves in the items you choose to send in. Also, please be sure to send your child in clothes they can get messy in. Children's House aged children (ages 3 to 6, only, **does not apply to Toddlers**) send in (1) pair of indoor shoes that the child can put on and take off independently. Slippers and crocs work well.

Communication

Please download Brightwheel, (our communication app). We use this app to check your student in and out, and it is the best way to contact teachers and administration. If it is urgent, please call the school, (919) 439-0130.

Sunscreen and Bug Spray:

You must apply sunscreen and/or bug spray on your child in the morning prior to coming to school. We only apply sunscreen and/or bug spray for children that have an aftercare schedule, (extended days). You will need to complete an authorization form before dropping it off.

Nap and Rest Time:

Send in a fitted crib sheet and small blanket, (use the school provided tote bag). Totes will be sent home on Fridays to be washed at home for the following week.

No Toys:

Please do not send in toys with your child, as they are not allowed in the classroom.

Picture of Your Child and Family:

Please send in a copy or image of your child and a copy or image of your child's family



Fundamental Ground Rules, Normalization and Discipline Policy

Expectation of Renaissance Montessori Families

At Renaissance Montessori, we believe that every person deserves respect. We expect parents to demonstrate kindness, courtesy, and respect in their verbal and written interactions towards the school, faculty, teachers, and fellow parents. We teach grace and courtesy at the forefront of our program and prioritize this basic requirement from our parent community. We protect the peace and tranquility of our classroom environments so that the children may concentrate and work in a tranquil and peaceful environment. We protect the peace and tranquility of day-to-day operations, school/community events, and any other opportunities for communication and interaction. A pattern of rudeness, unkind remarks, aggression or passive aggression, verbal abuse, intimidation, threats, disturbing the peace in the school environment, excessively demanding instead of graciously and politely asking or informing, refusal to adhere to a Guide's important request or an Administrator's important request, refusal to pick up your child when they are ill or not feeling well, refusal to pick up your child when the Guide or an Administrator contacts you with a behavioral concern requiring your child be picked up from school, refusal to pick up your child on time, consistent refusal to adhere to the rules, policies and/or guidelines as stated in this handbook, will result in a warning and/or possible withdrawal of your student, depending on the severity and/or frequency of the offense(s), solely at the discretion of the Head of School. Everyone has bad days, and everyone is entitled to their feelings, whether they are happy, sad, frustrated, worried, excited, exhausted, or overjoyed, we understand these are emotions we all feel. It is our policy that when we have these emotions, we control how these emotions are released in the most constructive, appropriate, and courteous way. Adults treating other adults with grace and courtesy is a fundamental requirement to remain a part of the Renaissance Montessori community.

Expectation of the Montessori Child: Normalization

The goal of a Montessori education is to develop an atmosphere conducive to peaceful studies. We work to establish a safe, warm, tranquil, and caring environment in which we teach students appropriate ways to handle situations. We expect each child to achieve what we call normalization to their classroom environment. Normalization consists of a child's ability to concentrate and work freely and independently in the Montessori environment, using the Montessori materials to fully engage their interests, and exercising self-discipline and

peace. We expect students to achieve normalization in their classroom environments in varying stages, however, by mid-year, the expectation is that all students in the classroom have achieved or are well on their way to achieving normalization in their classroom environment. If normalization to the classroom environment is delayed, the Guide will keep you informed and will provide feedback on the severity of your student's behavior in the classroom. At Renaissance Montessori, we expect each child to follow the daily procedures, daily schedule, and routines. We seek to develop a strong sense of self-discipline, responsibility, and courtesy. Renaissance Montessori expects students to demonstrate kindness, courtesy, and respect toward the school, fellow students, parents, teachers, and staff.

Discipline

Discipline means "to teach." At Renaissance Montessori, we use a positive, non-violent approach to discipline. We notice the things that our students are doing correctly and encourage them in that regard. Examples are, "You concentrated so well on that activity." "Thank you for being so patient or cooperative." "Thanks for welcoming our visitor. That was so friendly." "You are really being creative today." In addition, we use neutral moments to teach social skills through role-plays, discussions, and skits so that our students have practiced appropriate language and actions before situations arise. A large piece of our curriculum at all levels is, "Grace and Courtesy," which includes control of movement and manners. Should a conflict occur, our students are coached in conflict-resolution skills and community meeting skills. We never use time out. We may have a child observe other friends for a moment, to absorb how others are interacting peacefully.

We follow an approach based on empowerment, mutual respect, and trust. Neither corporal punishment nor physical or emotional intimidation are allowed at Renaissance Montessori. If anyone consciously or flagrantly violates the social contract regarding safety, kindness, and courtesy, our response is to identify the appropriate and natural consequences of these actions. For example, if something is broken, it must be replaced or repaired, preferably not by the parents alone, but by the student whose actions led to the damage. Any theft, vandalism, or damage to property, whether deliberate or accidental, must be repaired or repaid.

We have worked together to create a system of ground rules and discipline that is firm, fair, and consistent to help students maintain the school's values and character. All students are expected to adhere to and respect them to protect one another. Renaissance Montessori expects full cooperation from students and families during school hours or whenever the student/family represents the school, whether on Renaissance Montessori property or away from the campus.

The school must always be a safe learning environment. Any student who repeatedly breaks the ground rules, or interferes with the health, safety, or educational development of themselves, other students, faculty, or staff, may be temporarily or permanently excluded from attendance at school by the Head of School or their designee. In this extreme situation, we need to reiterate that there will be no reduction, credit, or remission of tuition or fees.

Extreme situations such as habitual biting, scratching, or any other excessive physical infliction of injury shall result in handwritten parent notification, (occurrence reports) while simultaneously providing the child with strategies to prevent them from inflicting these injuries. At school we facilitate an environment for the child to release their desire to scratch or bite by providing stimulating and age-appropriate works within their classroom and playground environment. We encourage children to use gentle hands, explaining hands are used for, (and provide examples of how we use our hands in positive ways).

Depending on the severity of the injuries inflicted, we allow 5 occurrence reports before encouraging a formal evaluation of your student from their healthcare provider. We are not at liberty to require a copy of the evaluation. We simply would encourage such evaluation so that the child is evaluated and provided with the resources they need to address the root cause of excessive acts of aggression. We would be willing to discuss any strategies the healthcare provider suggests, contingent the strategies are provided within a two-week timeframe from the 5th Occurrence Report. If these acts of aggression continue after implementing said strategies, the decision to permanently exclude the student from attendance at school will be considered by the Head of School or their designee. In this extreme situation, we need to reiterate that there will be no reduction, credit, or remission of tuition or fees.

Excessive Disruptive Behavior or Excessive Unsafe Choices Policy

If a pattern of disruptiveness and/or misbehavior and/or unsafe choices continue:

1. Parents will be contacted to help determine the cause and brainstorm possible solutions. We will allow up to 5 occurrence reports before suggesting your child receives an evaluation from their pediatrician regarding said behavior. We are not at liberty to require a copy of the results of the evaluation; however, we would be willing to discuss any suggestions the healthcare provider suggests, contingent the strategies are provided to the school within a two-week timeframe after the 5th Occurrence Report.
2. If after redirection or feasible solutions have been tried, and the behavior continues, It is at the discretion of the Head of School in collaboration with the child's Guide, that it may be deemed necessary for the child to be sent home that day, requiring the parent(s) to pick up their child. If the behavior continues to proceed with a pattern of consistent disruption to the classroom and/or any environment in the school, the student will be subject to being withdrawn from the school and may return to the school once they have managed to cease the unsafe and/or disruptive behavior.



Children's Rules
(Please review with your child the following rules):

1. Be kind and gentle to one another.
2. Everyone has a right to concentrate. Please do not disturb anyone who is trying to concentrate on their work.
3. Everyone has a right to their personal belongings. Please do not touch anything that is not yours without the owner's permission.
4. If you accidentally lose or break something, please replace it.
5. Everyone has a right to feel safe and secure. We use words that do not insult or threaten someone else.
6. Everyone has the right to be physically safe. Do not hurt or endanger anyone.
7. At Renaissance Montessori, no one is allowed to fight, push, trip, bite, spit on, pinch, kick or use any other aggressive behaviors. We use gentle hands and gentle feet. Our mouth is for speaking and eating, not spitting and/or biting. Our legs are for standing, running, and walking not kicking.
8. Use the playground equipment as intended. Go up the stairs and down the slide.
9. Give everyone who wants to play the opportunity to join in your game. If you want your space, you have a right to play alone and you do not have to play with anyone if you do not want to.
10. Do not throw mulch, sticks, rocks, sand, play trucks or any other items that are not meant to be thrown or safe to throw.
11. Do not leave your teacher's supervision without permission.

12. Do not hide from your teacher.
13. Do not roughhouse or play carelessly.
14. Put all balls, toys, and other outdoor equipment once finished playing.
15. When the teacher rings the outside bell, come and line up. Do not make the teacher chase you or must come and find you talk to you in order to line up.
16. If you make a mess, clean it up.
17. Everyone is expected to help keep the school litter-free by picking up any trash or belongings that are found out of place. Do not throw trash on the ground, indoors or out.
18. Students are expected to help with the daily clean-up in their classroom areas.
19. The Renaissance Montessori campus is a smoke-free area. No one may smoke on campus, including the parking lot, or at any school-sponsored trip, party, or other activity.
20. We do not bring toys to school. The only exception is if your teacher asks for a toy to be brought for show and tell day.
21. We rest our bodies during naptime. Once we finish resting our bodies, we may put our mat away and choose a work that is open/available. We work quietly and peacefully during this timeframe. Excessive disruptive behavior will result in parents being contacted to pick up their child. If afternoon disruptive behavior during naptime continues, student's schedule may be changed to half days.



Phase In Student Policy

At the discretion of the Head of School in conjunction with the Guide, a possible phase in schedule may be implemented. A phase in schedule consists of staggering the child’s length of time in which they stay at school, until they are mostly acclimated. Ultimately it is at the discretion of the Head of School on the length of a student’s phase in schedule. Schedule details would be provided prior to the first day of the academic school year.

Daily Pick up, Drop Off Schedule

Time	Description
8:05am-8:15am	Morning Care (Parents walk up to the door to drop off student)
8:15am	Morning Care students are walked to their classrooms
8:30am	Carpool begins (Staff assists students to safely exit vehicles and escort students into the school into their classrooms)
12:30pm	Half day students picked up (Parents walk up to the door to pick up their student)
2:45pm	Full day dismissal begins (Parents walk up to the door to pick up their student)
3:00pm	Full day dismissal ends.
3:00pm-4pm	Aftercare – (First group of aftercare students)
3:00pm-5:45pm	Aftercare – (Second group of aftercare students)
5:50	Aftercare staff leaves by this time

Carpool Drop-off Policy

Renaissance engages in “car-pool” upon drop-off. Please drive up between 8:30am-9:00am and we will get your child out of the car. Your child will put personal belongings on their assigned hooks. Your child’s teacher will greet them once they enter their classroom door.

Do not pull up to the carpool with your child doing any of the following unsafe practices: Out of their car seat, on your lap, play driving, holding the steering wheel, student sticking their head out of the sunroof or window, any other unsafe choices.

Please do not block other cars from being able to leave, do not cut in front of someone during carpool, wait until the line moves to exit. At 9:00am the classroom door will be closed. Should you arrive after 9:00 a.m., your child will be escorted to their classroom.

We will authorize your child to be picked up only by the individual(s) authorized to pick them up, in accordance with the student pick up authorization section in their enrollment application. We will check pick up person’s identification to verify their identify.



Late Pick Up Policy

Please be prompt when picking up your child. You will be charged per child by the minute, every minute that passes after the designated pick-up time. If you have more than one student attending, the fee pertains to and will be added to each child individually on your monthly invoice. These late charges will be added to the tuition invoice. Please see late fee charges below:

Half day pick up late fees: Every minute after 12:30pm, \$1 per minute. If pick up is excessively late after 12:30pm, late fee will increase to \$5 a minute after 12:30.

Full day pick up late fees: Every minute after 3:00 p.m., \$5 per minute. If pick up is excessively late after 3:00pm, late fee will increase to \$10 a minute after 3:00pm.

Extended day pick up late fees: Every minute that passes after your designated pick-up time in extended day / aftercare is \$10 a minute. For example, if your student is scheduled to be picked up by the time aftercare ends, they would need to be picked up by 5:55pm. If they are picked up at 5:56pm, there will be a late charge of \$10 for that one minute late. If they are picked up at 5:57pm, there will be a late charge of \$20.

It is our policy to respect the time and safety of our extended care staff. Once a parent exceeds 5 late pickups, (picking up after 5:55 p.m.), their student may no longer participate in the extended care program. If your student is scheduled to be picked up at 4:00 p.m., or any other variation in time that has been previously agreed to with the Administration, the same policy applies.



Attendance Policy

All students are expected to attend school daily, arriving before the start of the school day. Even though we are less formal and more flexible than many schools, consistent attendance and prompt arrival are still essential. Students are expected to be in class by 9:00 a.m.; to be present in class for the full school day (or for the full morning session in the case of students enrolled for the half-day program); and at other required school activities. **Late arrival is disruptive and inconsiderate to the rest of the class, and nothing can be more disruptive to a child's education than irregular attendance.** Consistency and routine are important to every child's development, but they are especially younger students.

Although our program is individualized, it still depends upon consistency and continuous progress. Every time children miss school for whatever reason, there is a period of readjustment as they try to get back into the routine of their school work. The longer the absence, or when children consistently miss a day or two of school here, and a day or two there, the more detrimental it becomes to their educational development.

Please message your child's teacher via Brightwheel as soon as possible if your child is going to be late or absent. We ask for your family's full support in this area. If we find that your child is frequently absent without a reasonable excuse or is arriving late, your teacher will need to meet with you to work out a solution. While we are understanding and supportive, it is still important that you keep your child's absences from school to a minimum.

Parents who wish to have students released from school prior to the end of the academic day must first check in with Administration.

For emergencies, please notify the office 919-439-0130.



School Dress Code Policy

There are two basic reasons that a School Dress Code is employed. Emotionally, children need not feel the power or the defensiveness that “fashion” can create, even in very young children. The child, not the empowerment that clothes can create (or take away), is the issue at Renaissance Montessori. No emotional or social advantage should be sought through children’s fashion. Secondly, Renaissance Montessori works very hard to create a safe physical environment and, therefore, asks that children wear comfortable clothing, with closed toe shoes with backs.

Children should dress in clothing that they can put on and fasten for themselves: elastic waistbands, Velcro sneakers, etc. Children are expected to be able to dress themselves with little help. Please facilitate this at home by helping them learn to master this skill.

Children should always wear closed shoes with non-slip soles. They should not come to school wearing sandals, flip-flops, shoes with cleats, or roller shoes. Toddlers may not wear crocs styled shoes unless otherwise advised by their teacher.

Younger students should wear jeans with snaps and buttons, zippers, etc. only as they are able to dress and undress independently. Should a bathroom emergency arise, your child should be able to quickly undress and redress themself.

Please label all students clothing.

Jewelry can cause a significant distraction; therefore, we ask students to limit jewelry.

Lost and Found

Everything brought to school should be clearly marked with the owner’s name. Any unlabeled belongings that are found will be kept in our lost and found in the office for a month, during which time we will attempt to identify to whom they belong. After a month, any items that are still unclaimed will be given to Goodwill.



Celebrations, Holidays and Observance of Cultural Happenings Policy

Field Trips

Classrooms may periodically have field trips at the school. We may request parents to provide a small monetary contribution to help pay for the field trip.

Birthdays

Children love to celebrate their birthdays with their friends. We have a special birthday ceremony in which we tell the class the story of the birthday child's life. Please send in a photograph of your child at each age level: at birth; one year-old; age two; etc. You will also want to send in a short-written narrative describing some of the things that were happening in your child's life and your family at each age level. It is especially nice to send in a special (nutritious or low sugar) snack in honor of your child's birthday.

Celebrations

From time to time over the year, classes will present lessons or provide opportunity for activities designed to bring cultural celebrations to life. They are designed to explore the culture and traditions of other nations or cultural groups within the United States from a child's perspective, as is appropriate to the age level of the class. Some traditions have their origin in religion such as Christmas, Hanukkah, Easter, and Passover, which are typically presented at low key and simple levels. Some may involve international festivals that we may celebrate as part of our studies of other countries, such as the Chinese New Year, Diwali from India and Loy Krathong from Thailand. Some of the other holidays that we may acknowledge or learn about in the classroom or school-wide level include:

- Maria Montessori's Birthday
- Labor Day
- Hispanic Heritage Month
- Community Fall Festival
- Indigenous Peoples Day
- Diwali
- Costume Parade
- Thanksgiving
- Community Gingerbread Decorating Night
- Annual Peace Celebration
- New Year's Day
- Martin Luther King Day
- Chinese New Year

- Black History Month
- President's Day
- Community Spring Festival
- Passover
- Easter
- Earth Day
- 5 De Mayo
- Teacher Appreciation Month
- Mother's Day
- Memorial Day
- Father's Day
- Juneteenth
- Independence Day

We do not teach religion, even though some of the cultural activities are religious in their origin. In such cases, we present them from an age-appropriate child's perspective, as special days of family feasting, merriment, and wonder. Young children rarely catch more than a glimmer of the religious meaning behind the celebration. Our goal is to use cultural celebration to build a sense of community within the classroom and to introduce children to the different cultures of the world. We focus on how children would normally experience a festival within their culture: the special foods, songs, dances, games, stories, present a potpourri of experiences aimed at all the senses of a young child.

On the other hand, one of our fundamental aims is the inspiration of the child's heart. While we do not teach religion, we do present the great moral and spiritual themes, such as love, kindness, joy, and confidence in the fundamental goodness of life.

It does not help to avoid the issue of cultural differences. We teach our students to understand and accept them. Truly, though we are all the same inside, we are very different from one another in the ways we live our lives and perceive the world. To build peace, we must learn to see people as they really are and not be afraid of that which is different from our own ways.

While Dr. Montessori felt that we must teach our children how to live in peace and how to make a positive contribution to the society in which they live, she believed, first, in the importance of nurturing and protecting the dignity and integrity of the individual.



Student Health, Records, Injury and Sickness Policy

Whenever your child is ill and will not be coming to school, please message your child's teacher through the Brightwheel program.

Students with infectious diseases, such as chicken pox, strep throat, COVID, etc. must stay out of school until the contagious stage has passed. For the sake of the other children's health, it is vital that you let the office know your child's diagnosis as soon as possible. Once you notify your student's teacher/Administration via Brightwheel, we will advise you on when it is best to return to school.

Please keep your child home if there is a fever present, a sore throat, eye infection, continuous and colored nasal excretions, or persistent chest cough. We determine the need to send a child home by both the symptoms listed above and by their behavior. Children who fall asleep during the morning work cycle or who are unusually cranky or sad during the day (not their usual temperament) may be sent home. Students with symptoms of vomiting, diarrhea, head lice, or an undiagnosed skin rash should remain at home also. Students will be sent home if any of the above symptoms appear while they are at school.

They should remain at home for at least the next 24 hours. In the classrooms, the teachers are diligent about assisting children with keeping their noses and faces clean and free of mucous. The children are learning this process but require more adult intervention during the times of the year when illness is more prevalent. We teach children how to blow their noses and wash their hands. We strongly encourage parents to help their children practice these skills at home and support these very important self-help skills. If your child ever feels ill, we will keep them quiet and comfortable.

If they seem to be too ill to remain in school, we will contact you to arrange for them to be picked up within an hour. If a parent cannot be reached within half an hour, we will begin calling the emergency contacts on the "Medical Emergency Information" provided in our Brightwheel program. The child will be isolated from the rest of the children in the office until someone is able to take them home. We understand how difficult it can be for working parents to break free during the day, yet all our children get ill from time to time. **You will want to make arrangements in advance with a friend or a relative for any times when you cannot come yourself.**

Because colds, flu, and other childhood illnesses spread from child to child with alarming speed, please do not send your child to school if they have a fever, is nauseous, or displays any other symptoms of illness.

Weather permitting, students will go outside to play every day. If you feel that your child may be too sick to go out to play, then he should not come to school until he can participate in all school activities.

Emergency Care

In the event of any medical situation that requires immediate medical attention, we will want your child to see a doctor right away. Please remember to keep your Emergency Medical Information form up to date. **We must be able to reach you at any time during the school day.** If your child needs immediate medical attention and you cannot be reached, your enrollment agreement authorizes us to seek medical care in your name. Naturally, we will continue our efforts to contact you. If your child should need basic first aid, a trained staff person will administer aid while other staff continues to contact parents and/or medical professionals.

Medication

We **do not** administer medication at school including aspirin or other over-the-counter drugs or topical creams. Antibiotics and other medications should be scheduled so that dosages are taken during hours when the student is at home. When children are so ill as to require frequent medication, they probably should not be in school for a full day. We also ask that students do not bring vitamins, flower essences, or other homeopathic remedies to school. When, in the opinion of your child's physician, it is necessary that medication be administered during school hours, a parent must administer the medication to their child in accordance with the following procedures:

Medication may not be stored at the school.

Our staff members are prohibited from providing or administering any medication, including aspirin, to any student.

Occurrence Reports

If a child has been injured at school, the teacher or staff member in attendance will complete an Occurrence Report. This form will explain the circumstances of the incident. Parents will be asked to read the report, sign it, leave a copy at the school, and take a copy home. Feel free to call us if you have additional questions related to the incident.

Child Abuse Reporting Policy

NC Statute requires anyone who knows of, or has reasonable cause to suspect, child abuse, abandonment, or neglect, to immediately report such knowledge or suspicion. Renaissance Montessori School employees, who are acting in their official or professional capacity and become aware or suspect that a student has suffered, faces the threat of any physical or mental wound, injury, disability, or condition that reasonably indicates child abuse or neglect, shall immediately notify the National Child Abuse Hotline (1-800-4-A-CHILD).

Immunizations

Renaissance requires vaccination records for children. We do not accept waivers.

Special Dietary Restrictions

Some students may follow a special diet for religious or medical reasons. Please be sure to notify the administration if your child should avoid certain foods, along with documenting such allergies or dietary restriction in your child's enrollment process. This will be considered in planning snacks or on days when the class prepares its own snack. We will accommodate unique allergies and medical conditions wherever possible.

Epi-Pen

If your child requires an epi-pen, bring it to the school accompanied by the documentation we require to be on file for us to hold the epi-pen at the school. Please make sure there is a non-expired Epi-pen located at the school at all times.

Privacy of Student Files

Student files are electronic and confidential, kept secure from unauthorized access. Officials of the State or County Health Department may have the right to view student files without the parents' or guardians' permission. However, with a written court order, other government officials may inspect the contents of a student's file without the permission of the student or parent/guardian, and the school will inform the student and his, or her, family in writing that such an inspection has been requested or made. A copy of the student's file may be sent to an outside professional, such as a psychologist or educational diagnostician, if requested in writing by the parent(s), guardian(s), or student if he or she has attained the age of 18, with notation of pertinent papers to be sent.



Safety Drills, and Inclement Weather Policy

Safety Drills

Administration will conduct monthly drills that respond to several safety challenges. If parents are on campus during a drill, they are expected to join the drill as directed.

The alarm will ring continuously in the event of a fire or a drill.

When the bell rings, all classes will dismiss into designated areas and remain in their groups.

The teachers will make certain that the room is empty and close the doors.

The teachers will join the class outside the building, take attendance, and notify the office if anyone is missing.

Students and teachers are expected to remain in the designated area until informed that they may return to class.

No smoking on campus.

No firearms permitted on campus.

School Cancellation, Morning Delays, and Early Release Due to Inclement Weather

If severe weather conditions make travel hazardous, school will open late, close early, or be cancelled. We will make these decisions based on the safety of students and staff. Closing will be broadcast to parents via Brightwheel announcement. In the event of a hurricane watch, the school will remain open. If a hurricane warning should go into effect during school hours, parents will be called to pick up their children, and the school will remain closed if the warning is in effect. We will use the Brightwheel Program to send out the urgent announcement. Please keep us up to date with your current phone numbers throughout the school year.



Communication Policy

Communication between Home and School

Communication between school and parents is vital. Feel free to ask questions or discuss anything related to your child's progress. Please remember that the teachers' responsibility during the school day is to the children. Morning arrival and dismissal times are particularly sensitive transition periods when the students need the attention of their teachers. For this

reason, we ask that interruptions during these times be kept to a minimum. If you must speak to your child's teacher in the morning, make arrangements to do so before school begins. Likewise, you can make arrangements to speak to the teacher after school. Otherwise, you can correspond via a note or email, and the teacher will get back to you by phone or will send a note to set up a conference. Renaissance uses the program, Brightwheel for the communication between parents and teachers. During the school year, we will send Brightwheel messages and announcements.

Communication with Second Families

Whenever parents are separated, divorced, or for some other reason are not living at the same address, we want to keep both parents informed of their child's progress and school matters. Both parents at their respective addresses, at no extra cost, will receive copies of progress reports and announcements mailed out or sent home with students. Likewise, all school emails will be sent to both parents. Invitations to school functions will be sent to both parents. When family conferences are scheduled, we need to avoid separate conferences for each parent. It is very important to communicate the same thing to both parents at the same time. If either parent is uncomfortable with scheduling joint conferences, he or she should contact the office to discuss the situation. We encourage both parents to attend all school events. Free and open communication among all parties is encouraged so that everyone is fully informed. An exception may be requested by a court order prior to the child's entering school by either one or both parents. The request would require full consideration of the legal ramifications and other relevant matters, to the effect that dual communication is not required, desired, or to be pursued. If granted, this exception (documentation by a signed court order) would be noted in the child's permanent file and honored as indicated require full consideration of the legal ramifications and other relevant matters, to the effect that dual communication is not required, desired, or to be pursued. If granted, this exception (documentation by a signed court order) would be noted in the child's permanent file and honored as indicated.



Observation Policy

Observing the Classes at Work

Parents are invited, and even urged, to observe the children at work. Contact your child's teacher and administration to inform them you would like to observe. You will want to see the class at its normal routine and not responding to the novelty of your presence; therefore, when you visit, you will be asked to observe from outside of the classroom door. A great deal can be learned by patient and quiet observation of your child and their classmates at work.

During the first sensitive weeks of the school year, students (especially the younger children) are familiarizing themselves with a new routine and new environment. For this reason, we ask parents to avoid class observations during these periods.

Points to Look for When You Observe

As you carefully observing in a Montessori classroom for the first time? What catches your eye? What do you notice on your second or third visit?

How is the classroom organized? What do you notice about the layout of activities, furnishings, and shelves?

Pay attention to the way the adults interact with the children. What do you notice?

Perhaps, during your observation you will see the teacher redirect or discipline a child.

What do you notice?

As you observe, try to look for any unwritten rules and procedures that the children are following.

Focus on a particular child other than your own. Follow his, or her, work during the course of at least a half hour. How do they spend their time? How do they select work?

Focus on a few different Montessori materials. What concepts or skills does each isolate?

How do the teachers introduce the children to the materials? Try to catch one child learning from another.

Try to observe children correcting their own work through the control of error built into each Montessori material. How do they self-correct?

As you observe the children at work, do you sense that there are certain tasks that the children prefer? Are there any that they seem to avoid?



Conference and Evaluation Policy

Academic Life: Parent Guide Conferences

It is very important for teachers and parents to establish and maintain close communication. Please feel free to ask questions or to discuss anything related to your child's progress. We ask, however, that you understand that it is 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. During the school day teachers are to

responsible for focusing on the students. Morning arrival is a very sensitive period when the teachers greet each student and setting a calm, pleasant tone for the day. Interruptions need to be kept to a minimum. If you must speak with a teacher in the morning, please make arrangements to meet before school begins. Otherwise, you can correspond via a note, or email and the teachers will get back to you by phone or will send a note to set up a conference as needed.

Conferences are scheduled throughout the year. See the school calendar for details. Additional conferences will be scheduled upon request.

Evaluations of Student Progress

Our Montessori curriculum is carefully structured and sequenced. The teachers maintain careful records of each student's academic progress. Because Montessori schools do not compare students against an arbitrary standard or to the performance of their classmates, we do not use familiar letter grades. Parents will receive student evaluations twice a school year to review the student's development and to discuss how the Montessori program is contributing to the student's growth.

Student Learner Outcomes

Montessori is designed to allow for individualized student progress. They represent a level of skill and knowledge that we expect most of our students to display before advancing to the next level. The school stimulates and supports students in their pursuit of personal mastery of any given subject area(s).



Providing Support at Home: General Resources and Recommendations

How can you find out what your child is doing in school

“So, What Did You Do at School Today?” Have you experienced frustration when asking this question? Did you get the common answer, “Nothing”? Or, possibly, your child tells you every day that they do not remember.

Ask your child questions that are more specific. “Did you do a counting lesson or she did the same thing-such as play-dough or spooning beans. Do not be alarmed. We can assure you that your child is very busy at school doing a variety of learning activities designed to support her development.

Young children often have difficulty talking about what they do at school. They have done so many things that they often cannot sort out the specifics. Sometimes they don't remember the name of the materials that they used - such as the trinomial cube, the metal insets, or the addition strip board.

In addition to the difficulty children may have in talking about their school experience, you may have noted that not many papers come home depicting your child's work. They can be doing complex math, word-building, writing in a sand tray or on chalkboards, geography, or science lessons-all with manipulative materials that will have no paperwork to show you their progress today? Did you build the tower or work with colors?"

Read a Montessori Book

There are several books available to check-out upon request.

Play school with your child at home!

Sometimes, children will show you through their play what they are learning. Be patient. In time, it will be obvious that your child is growing and learning every day.

Supporting Your Child's Montessori Experience at Home

Parents are often amazed by the level of independence and sense of responsibility they observe in their children when they are in their Montessori community. Parents often ask, "How can we get them to be this way at home?" Typically, home is a more laid-back environment than school (as it should be). One can, however, encourage more independence and responsibility at home by applying some of the same principles we apply when preparing our classrooms.

Here are some suggestions to help bridge the school and home experience and assist your child in feeling that he or she is a capable person and a contributing member of the family:

Provide a stable stool to assist your child in reaching the sink, light switches, toothbrushes, books, toys, and other items of personal use.

Hang clothes on a low rack in the closet so that the child can hang up his own clothes. Organize clothing in drawers, grouped for mixing and matching to make choosing clothing easier. Keep appropriate school clothes separate from play clothes to avoid a morning argument. Encourage your child to help with laundry. Younger children can fold and help put clothes away. Older children can be taught to do their own laundry.

Hang mirrors and art at your child's eye level (at least in their room; but a few carefully placed in other areas of the house are nice, too).

Place appropriate, nutritious food items in a lower cabinet so that your child can prepare his/her own snack when hungry. Place dishes in a lower cabinet so children can help unload the dishwasher. This also helps when children are preparing snacks. Put milk, juice, and water in smaller containers in the refrigerator so the child will be able to successfully get his own drink. Provide clean-up supplies for your child and give him a lesson in how to clean-up his own messes. (Suggested supplies: small broom and dustpan, carpet sweeper, dust buster, sponges, and towels.)

Place toys, art supplies, and books on reachable shelves instead of in a toy box. Rotate these items so that the child has only a manageable amount out at any given time. Use baskets, desk organizers, and crates to keep 'like' items together and to display them in an attractive manner.

Create a self-quieting corner for each child, so they have a special place to go when they need to calm themselves or when you need to recommend that they take some time to calm down and get centered.

Ask yourself, "What new thing can I show my child how to do for themselves this week?" Invite an older child to help reorganize or redecorate his room. Involve even the youngest children in chores around the house, increasing the expectation as the child gets older.

Read to your child (no matter how old they are, read together!) Talk about feelings with your child. Use natural consequences instead of punishment. Natural consequences are the result of an action taken by a child that helps a child, without adult intervention, to learn about how that action affects them and others.

People who benefited from Montessori education: Larry Paige and Sergey Brin, founders of Google Inc., reflected on their own experience. *"We both went to Montessori school, and I think it was part of that training of not following rules and orders, being self-motivated, questioning what's going on in the world, and doing things a little bit different, that contributed to our success.*



MONTESSORI TOILET LEARNING

One of the challenges parents have with toddlers is teaching them to use the toilet. Some children take to it right away, others are still working on it when they arrive to preschool. No matter where your child is, the Renaissance Montessori toddler curriculum is geared towards independent toileting. This is a team effort between the child, the Montessori Lead Teacher, and the parents.

Is your child ready to use the potty or toilet?

“Learning to use the toilet is a natural process that begins when your child’s desire to be grown up and their neurological development have reached the point where they can control their bladder and bowels. We don’t train children to use the toilet, we support them when they are ready.” (How to Raise an Amazing Child: The Montessori way to bring up caring confident children, by Tim Seldin)

A natural, gradual process

Using the toilet is a very natural and gradual process that develops at the child’s pace, rather than when the parent decides the child is going to be toilet “trained.”

We can begin very naturally when the child is young, talking with them about their bodily functions as we change their diaper. It is a normal process and we can explain that everyone uses the toilet to get rid of the parts of food our body does not need. It is also a good idea not to give them a negative feeling towards these bodily functions, for example, avoid making faces when changing their diaper.

A potty can be available from a young age so the child can sit on it and imitate others in the household, even before they have bladder and bowel control. Then when the child becomes interested in dressing and undressing themselves, we can choose clothing they can manage themselves so they can learn to pull their own pants up and down.

Elastic-waisted pants can be very useful at this time. As disposable diapers are so good at keeping a child dry these days, it can also be nice for your child to wear underpants or training pants around the house as much as possible so the child feels wet and dry. They begin to learn that it feels nicer to be dry and begin to hold for longer periods.

After this very gradual preparation and when the child is showing more interest in sitting on the toilet or potty, you can slowly teach them how to pull down their pants, sit on the toilet/potty, use toilet paper, pull up their pants, flush the toilet and wash their hands.

The adult’s role

“There should be no pressure, no reward or punishment, no adult deciding when the child should learn to use the potty. The environment is prepared and the child is free to explore and imitate in these natural developmental stages.” (The Joyful Child)

It is best for the parent to support the child but not become emotionally involved. To assist the child in the process of learning to use the toilet, the adult can:

Find ways to make the child feel confident, for example, a stool for their feet when using a toilet

Incorporate toileting into the child's routine. Offer the potty/toilet at times when the child normally pees, for example, on waking, before going outside, after coming in from outside, after lunch/before nap

Say "It's time to use the toilet" rather than "Do you want to go to the toilet?" (the answer will always be no) or "I think you need to go to the toilet" (the adult becomes involved). As the child becomes more aware of their body they will be able to tell you, "No, I don't need to go." You can also use an alarm clock set at regular intervals to remind them to go, "The clock says it's time to use the toilet."

Never force a child to use the toilet or potty

Never scold or over-congratulate—going to the toilet is the most normal thing to do and we should keep it in its proper place, for example, in our classroom, we see no need to announce to people or children deliberately. However, there is no harm in acknowledging the child who just had a success, by allowing the other children in the classroom to listen about the success. It is okay for the other children to come near the bathroom to observe the success that just happened. Our teachers encourage the children to observe each other's successes throughout the toilet learning process, because they know toddlers learn abundantly through observation of not only adults, but also one another.

When they don't make it in time...

If a child becomes wet, we remain calm and we are reassuring. Do not make them feel ashamed. You may wish to say, "I see you are wet. Let's go get some dry clothes." Your child can get them from the supply in the bathroom and even help wipe the floor and wash their hands. Let them change at their own pace and give help if they ask for it or if they are overwhelmed.

If they have wet clothes but they are playing with a toy, you can wipe up around them and wait until they are finished before suggesting you get some dry clothes.

Really the most important tip is to follow your own child.



Reenrollment Policy

Invitations to continue at Renaissance Montessori are normally automatic but are not guaranteed. Decisions are made by the administration and faculty, based on an annual review of each student's academic progress, social and emotional development, along with the attitudes and values expressed by the child and parents. As always, our goal is to help each child and family find the right match between the student, home, and school.

Re-enrollment procedures shall commence electronically through our TADS Program.

No student may begin the next school year if there is an outstanding balance remaining on his/her account.

Even if you reenroll in TADS, you are subject to receive notice from the school prior to the academic year commencing informing you that the school does not wish to reenroll your student.



Required Closure Policy

School Closure for 2 weeks or less: Tuition will remain unchanged, extended care will not be charged, and any extended care fees prepaid for periods of closure will be refunded or deducted from the next tuition payment.

School Closure up to 4 weeks: Tuition payments for closure weeks 3 and 4 will be reduced by 30%, and extended care fees will not be charged.

School Closure beyond 4 weeks: If the school is closed for more than 4 weeks, tuition payments for periods beyond 4 weeks will be reduced by 40% and extended care fees will not be charged. This is because the school will make every effort to continue forms of distance learning and the school must still be able to meet its financial commitments. If these school closure tuition policies create a financial hardship for any family, we will work with those families on a case-by-case basis.

Toddler Move Up Policy

When does a toddler move up to Children's House?

Effective immediately and in compliance with the North Carolina Division of Early Education, (under the NC Child Care Rules and Law, New Rules Adopted in the last 12 months, Chapter 9, Childcare Rules, Section .0100-definitions, #49) once the toddler turns three (3) years old, they will move up to the Children's House classroom.

As an authentic Montessori school, we are disheartened upon receiving this news. We follow the child and their emotional well-being is our priority. We have been informed that the NCDEE Department Heads are meeting to discuss Montessori schools in general and how this new rule pertains to Montessori schools. In the interim, we are required to enforce this new rule until further notice. This policy states how we will support each toddler's move up.

What milestones will the Toddler Lead be guiding the toddler to possess prior to moving up to Children's House?

The Toddler Lead will guide the toddler to master or approach mastery of the following criteria:

- Toddler is toilet learned
- Toileting accidents are minimal
- Toddler can change their shoes, and clothes with minimal assistance
- Toddler exhibits developmentally appropriate emotional behavior
- Toddler exhibits developmentally appropriate concentration
- Toddler exhibits familiarity with certain Montessori practices such as:
Grace and courtesy practices
Choosing work from the shelf
Returning the work to where it lives
Rug rolling
Dining routines
Sitting at group/circle

Prior to a toddler moving up what communication must occur first?

- Toddler Lead first discusses toddler's move up with the Head of School. Head of School will advise Toddler Lead which Children's House classroom the toddler will move up to.
- Toddler Lead next discusses toddler's move up with the toddler's parents.
- Head of school facilitates a meeting between the Toddler Lead, and Children's House Lead to discuss the toddler's development, and any information the Children's House Lead needs to know. In this meeting, the Toddler Lead, Children's House Lead and Head of School discuss and go over the specific timeline for the toddler.
- Toddler Lead will update the toddler's parents of the transition timeline.
- Children's House Lead will connect with the parents, sending them a welcome letter to the classroom via email.
- Children's House Lead schedules an in person or zoom meeting with parents prior to move up.

What does the toddler transition look like?

- The toddler transition begins two (2) weeks prior to move up day, (the toddler's birthday).

-The Toddler Lead will visit with the Toddler a total of six (6) times within the two-week transition period. Each visit will be 15 minutes, during work cycle.

-In morning carpool, the toddler's new Children's House Bilingual Assistant should be greeting the toddler and walking them to their toddler room throughout the two-week transition.

Once the toddler officially moves up to the Children's House classroom, how will the toddler continue to receive support?

-Once the toddler officially moves up to their new classroom, the Bilingual Teacher Assistant and the Lead will:

-Support the toddler by not incorporating any complex art projects, or tasks that involve an excess of teacher led activities within the classroom. Encouraging child-led works are essential specifically during the first couple weeks of the toddler moving up.

-The Bilingual Teacher Assistant will make it priority to create a bond with the toddler, developing trust. The Lead will provide the necessary support required throughout the day; however, the Assistant will take the lead in forming a bond with the toddler.

-Administration will facilitate added support in the classroom while the toddler is in the initial stages of normalization into their new classroom.

-Administration and leads meet weekly, collaborating classroom normalization strategies.

