

PARENT HANDBOOK
2011 – 2012 SCHOOL YEAR



torit
language center
montessori

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The Montessori Philosophy

“A concert director must train his musicians one by one if he wishes to obtain from their collective efforts a noble harmony, and each one of the musicians must make himself perfect before he can properly obey the silent direction of the conductor’s baton. In the ordinary schools, we place a person in charge who teaches the same monotonous and even discordant melody to instruments and voices of the most diverse character.”

– Dr. Maria Montessori

The Montessori method, developed by Dr. Maria Montessori over 100 years ago, is both a philosophy of child development and a set of materials to promote a child’s independence, creativity and intellectual development. The philosophy mandates respect, even admiration and amazement, for the abilities and will of even the youngest child. Under the Montessori philosophy,



the teacher restrains the urge to do for the child—in the interest of time or ease—what the child shows interest in accomplishing by him or herself. An observation of Dr. Montessori inset here best illustrates the requisite self-contemplation and restraint of even the most well-meaning of natural inclinations, when such restraint is

“The children were noisily gathered around a basin of water in the room in which some toys were floating. We had in the school a little fellow hardly two-and-a-half years old. He had been left behind alone and seemed obviously animated with intense curiosity. . . . The thought reflected on his infant face was most interesting. If I had had a camera I would have captured that little expression. His eyes spied a little chair and he evidently thought of carrying it up behind the group of children and mounting it. With a face lit up with hope he moved toward the chair, but at that moment the teacher brutally seized him (or perhaps gently, as she thought) in her arms, and, lifting him over the heads of the other children, showed him the basin and said: ‘You poor little boy, take a look for yourself!’ . . . [The boy] found himself borne aloft by two arms as if he were powerless. The expression of anxiety, hope and joy which had interested me so much faded from his face. . . .”

– Dr. Maria Montessori

in the best interest of the child.

The Montessori materials aid children to explore concepts and build upon observations in a logical and individually guided manner. A child leads the presentation of lessons with his/her expressions of interest. Teachers watch each student individually, noting those skills already mastered and the new material the teacher might introduce to that student. The teacher approaches a



student in the Montessori environment with a new material, demonstrating with simplicity the way in which it can be explored. The materials are characterized by isolation of “variables” so that the children can best learn. For example, cylinders or other geometric shape insets vary only on one dimension; height or width is graduated across a set of cylinders but not both until the student has mastered each individually. The materials at the 3 – 6 year old age cross subjects such as basic sensorial development, language, geography, and geometric and numeric concepts. The materials can be used to go further, for example to inform children’s perceptions of art in nature and in human creations.

Montessori Training & Teacher Selection

The Montessori method requires training. In addition to the aforementioned concepts of restraint in the interest of a child’s often imperfect attempts at independence, Montessori requires training in simplicity and respect. As the inset here demonstrates, language, body language, and self-contemplation are crucial focal points, for the teachers both as taught to the children and as modeled themselves in their teaching.

The Montessori method requires an openness of mind. When selecting our teachers, we give great

weight to their enthusiasm for learning the Montessori method and to their openness to

“If the lesson prepared with the necessary brevity, simplicity and truth is not understood by the child. . .the teacher should be careful about two things. First, she should not insist on repeating the lesson. Second, she should refrain from letting the child know he has made a mistake or not understood, since this might arrest for a long time the impulse to act, which constitutes the whole basis for progress.”

-Dr. Maria Montessori

“A teacher wants to show a child the difference between the two colors red and blue. . . ‘This is red,’ raising her voice and pronouncing the word ‘red’ very slowly. . . ‘This is blue.’ To see if the child has understood or not she says: ‘Give me blue, give me red.’. . .Ordinary teachers as a rule marvel at this simplicity. They usually say: ‘Anyone can do that.’. . .The fact is that they cannot do it at all. . . They overwhelm a child with a deluge of useless words and misinformation.”

-Dr. Maria Montessori

constant self-awareness and redirection if their previous teaching was not Montessori. We hold initiate membership in the American Montessori Society, membership in the Montessori Schools of Massachusetts and hold other professional affiliations, all providing a greater community of



knowledgeable peers with whom to share observations and solicit feedback.

Foreign Language Exposure



The cognitive benefits of early foreign language acquisition are supported by research into child and human development. Dr. Suzanne Flynn, of the MIT Linguistics Department is a specialist in early language acquisition.

She was an early advocate of our school believing that “[o]ne of the greatest gifts that a parent can give a child is the opportunity to become multilingual. The benefits last a lifetime.”

Research indicates that early exposure to foreign languages allows for acquisition of the native tones and accent that are far more difficult to learn later in life. Children are born with the innate ability to acquire the full range of world language sounds but this disappears with lack of exposure. The benefits to multilingualism, however, go far beyond the ability to communicate. Multilingualism has been shown to enhance “executive functioning” (multi-tasking), mathematical aptitude and general verbal performance.

Music Exposure

Our music program director, Laura Sabini, expounds upon her craft of early childhood music teaching in these terms: “[w]e seek to create a community of music-makers by providing excellent teachers, materials, and classroom resources in a developmentally appropriate, engaging, and fun, participatory environment that supports and nurtures music development in young children.” Through formal music classes at least once per week, music and movement opportunities or free form play and dance opportunities in the afternoons, and opportunities throughout the day for singing, we hope to instill in our students an early appreciation for the uplifting and uniting power of music. We particularly appreciate the Music Together program because it goes beyond the barriers of typical children’s music “to incorporate jazz, blues, funk, African, Cuban, Brazilian, Irish, and bluegrass into [the] lessons, giving children exposure to various styles...”



Parental Facilitation & Opportunities for Involvement / Education

Parent Involvement in the Classroom

The Torit School is a partner in making the delicate balancing act of parenting more rewarding and less stressful. For mothers



returning to work while nursing an infant student, or mothers caring for the infant sibling of one of our

students, we welcome you at any time of the day into our infant classroom or our parent and staff lounge to feed your infant. Parents of children in Toddler or Preprimary classes may come and enjoy lunch with their children and a classmate of their choice in our parent and staff lounge. Parents are encouraged to take time, whenever possible, to participate in foreign language or music classes. You may also choose from time to time to visit your child at the playground or to go on a classroom walk with your younger child. (For toddlers and older, these opportunities are

probably best utilized as of October once your child is settled into a peer group and the regular routine of the day.)

Your child's birthday in the Preprimary class presents a wonderful opportunity for parental involvement in a meaningful Montessori tradition.

Montessori schools worldwide have a traditional birthday ceremony in which the room is calmed and darkened and the child carries the classroom's painted globe around a burning candle, representing the sun, circling once for each year of the child's life.

At the same time, one of the teachers reads a few sentences and show pictures (both provided by the parents) remembering special events or interests for the child for that year.

As we see a child's birthday approaching, we agree with you, as the parent, on the day and time that we will celebrate the birthday and we offer you the possibility of attending and providing a special snack for the child's whole class on that day.

These opportunities might allow you to be involved with your child on occasion during the day, thereby taking some pressure off perceived "precious and limited" time in the evenings. Taken together, these small measures and numerous others, like meals provided at school for your child and, optionally, catered to take home for your family, can make the "balancing



act” feel less precarious. Our parental tools are constantly evolving based upon parent suggestions. We welcome your input.

Parent – Staff Conferences and Communication

Beyond the opportunities to visit your infant for nursing or lunch, eat lunch with your toddler or kindergartener, or enjoy language class or music class with your child, we have formal procedures for keeping in touch with parents. We ask that you, as parents, attend both a Parent-Staff Night in September and Curriculum Night in October. We also ask that you attend progress conferences twice a year, with optional conferences quarterly, and we provide you with quarterly progress reports. If a language other than English is needed for full understanding of the content of parent conferences or reports, we will assist with finding an interpreter.

We welcome your input as the parent into your child’s progress or preferences outside of the regularly scheduled conferences. However, we do ask that you request a meeting with staff rather than starting a longer substantive conversation with teachers at drop-off or pick-up. Preparing for the day ahead, welcoming children as they arrive, and getting work off to a good start require the full attention of the teachers at drop-off time. At pick-up time, helping children prepare to leave, sharing observations about each child’s day and maintaining the comfort and focus of the

remaining students requires the teachers’ full attention. Every week the teachers will have hours during the day when they can meet or call you about specific questions of yours that have arisen.

As of October we welcome scheduled observations of morning work period. This may answer many questions and serve to open your eyes to the environment of the classroom. These observations are opportunities for parent education rather than parent involvement. As such they have a valuable purpose that differs from the opportunities for involvement highlighted above.

Plan for Transitions

When children are scheduled to move onto another classroom several criteria are taken into consideration. First an assessment of the child is done by his/her current teacher. A discussion takes place with parents, which often occurs at a parent conference in anticipation of the child's scheduled placement. Teachers from the current classroom and the new classroom will meet to discuss any information to help ease the child's transition.

The parents are invited to do an observation of the new classroom and to meet the teachers in that environment.

The child and his/her current teacher will then visit the classroom so a level of comfort has



been achieved. The child will spend a few mornings with the classroom prior to their official entry date.

Before a permanent change takes place, parents will have an opportunity to share information at an orientation meeting with the new teaching staff.

Independence and Classroom Comportment, Behavior Management & Outside Referrals

Independence and Classroom Comportment

Montessori classrooms are thoughtfully prepared environments offering children unending opportunities to learn. Within the Montessori classroom, the role of teachers is to guide, suggest, introduce, and model, but it is the children who become the agents in their own growth – observing, choosing, repeating, exploring, perfecting, and expanding their own expectations and abilities such that they gain confidence that leads virtuously to independence and even greater confidence. Teachers present work individually to each child when the child demonstrates the understanding of the preceding groundwork such that success with the new material is possible, though not necessarily easy.

The childrens' growing confidence and independence allow them to rise to each new challenge.

It is through a child's own awareness of having achieved success – "I can do it" – that Montessori children develop the courage to engage themselves with the ever-widening set of learning activities in the classroom and in life.

Behavior Management and Discipline

The promotion of independence in a Montessori classroom goes hand in hand with the fostering of an understanding of community limits. The question of behavior management and goals for the behavior of children in our school are topics on which the Executive Director and staff spend significant time. Any philosophy of behavior management is related to a philosophy of education and care from infancy onwards. The Torit School philosophy of behavior management is infused with the Montessori philosophy. In other words, we strive to allow your child independence to explore, which means tolerating expression and curiosity right up to the point where your child's behavior impacts any other child's feelings of joy, security and **harmonious coexistence**.



"A child's liberty shall have as its limits the interests of the group to which he belongs."

-Dr. Maria Montessori

This means we will address any behavior that is injurious to another child (hitting, biting, or, for our older children, intentionally unkind words, or exploratory behavior that could become dangerous.) Discipline for behavior that is injurious to another child is limited to: 1) firm words in a voice no more than raised, 2) short intervals to "calm the body" during which time the teacher may or may not discuss the behavior with your child, 3) encouraged apologies to the "injured" child, 4) participation in making the "injured" child feel better. Parents will be notified of such behavior and the steps taken at pick-up time. Discipline, where necessary, will be the subject of staff meetings and teacher conferences with you.

The over-arching understanding among our staff is that children are children without all of an adult's ability to articulate thoughts. Rather than being frustrated with a child who behaves in an unacceptable way, teachers will use the opportunity to challenge themselves to grow and learn with the child in order to better change inappropriate manners of self-expression. We ask parents to work with us and to challenge themselves in the same manner.

Often over-tiredness explains a young child's behavioral outbursts and/or heightened adrenaline that makes focused participation difficult. Consis-

tent with the teachings of experts on child sleep, the Torit School works hard to ensure that every one of our young children naps or rests on a schedule suitable for his/her age and personal needs.

We will have many opportunities for participation in communal activities, notably our daily language or music classes that will sometimes deviate from a child's self-directed Montessori classroom format. Staff will be on hand to encourage your child's engagement with language or music activities when he or she strays. [Your child's active engagement in the circle of children participating in language or music class will enable your child's optimal opportunity for learning these language and music skills. These classes combine teacher-led segments with opportunities for children's free exploration and one-on-one interaction with language or music staff.](#)

Outside Resources Referrals Policy

Montessori, at its roots, individualizes the classroom materials and the learning tools for each child. We are deeply committed to that.

[Each classroom encompasses a wide range of developmental levels among the children and each child possesses within herself a diversity of behavioral and developmental strengths and weaknesses. This fosters a](#)



beautiful vibrancy of community and numerous opportunities to build the “whole” in each child.

However, occasionally, developmental or behavioral differences will cause the teachers to believe that the classroom community and an individual child would benefit from expertise outside our school team. Before such a recommendation is ever brought to a parent/family, the myriad observations taken of a child would be discussed among the teachers, tracked with even more perspicuity, discussed with curriculum supervisors and discussed with the Executive Director. This process of careful observation and formulation of a recommendation takes time. No child is an “open book” and each deserves an open mind. During the time a recommendation is being formulated by the School, specific factual developmental or behavioral observations or incidents will be shared with a parent regularly. Any recommendation that outside expertise be brought into the classroom or obtained outside of the classroom is made in a formal conference between the Executive Director or designee, an Educational Director and the parents. We are committed to standing behind such a recommendation, once made, in the interest of an individual child and the classroom community as a whole. We remain ready to support the teaching teams in achieving the strongest

possible environments and outcomes of any early childhood institution and to support each of the families in our School.

For a child of age 3 or above, the Executive Director, after ensuring that all efforts have been made to meet a child’s needs within the program, will refer families to the respective public school committee or public school resources. Families may then determine whether a child requires additional educational services beyond those provided by the School or educational services of a type entirely different from those provided by the School. While we hope to be able to create a plan to keep any child within our program and provide needed services, the Torit School reserves the right, with thirty (30) days’ advanced written notice, to deny further enrollment to a child whose educational or behavioral needs exceed the abilities of our teachers to provide for them. This judgment will be made following consultation with specialists but will rest within the sole discretion of the Torit School.

Termination of Enrollment

In rare instances circumstances may arise that necessitate termination of a child’s enrollment. The Torit School considers termination to be an option of last resort. Nonetheless, the School reserves the right, at its sole discretion, to terminate enrollment as outlined below.

Reasons for termination might include but shall

not be limited to: 1) Non-payment of tuition; 2) Injurious behavior that cannot be handled through the constructive measures outlined in our behavior management policies; 3) Unruly or abusive behavior of parents toward staff; 4) Desires of parents for educational measures and methods with which our staff strongly disagree or with which our staff cannot comply while serving the interests of the other children in the group; 5) Special needs of a child beyond the capabilities of our staff to accommodate within the context of the group of students as a whole.

If the Torit School believes that a termination may be necessary, the School will first seek formal conferences with parent(s), both by telephone call and written notice. As a parent, you will be expected to work with the School staff to appear at such a conference within three (3) days of receiving notice of the need for a conference. While we will try to decide together how to handle the problem, the final decision about termination lies with the Torit School, in its sole discretion.

Health and Safety

Illness/Injury

Children are explorers with their hands, mouths and every other body part. Therefore, we understand that children may become sick more often than adults because they are more likely to come into contact with germs. We will do

everything possible to minimize the spread of illness including the keeping of a sanitary environment where toys and surfaces are washed and sanitized at the end of every day and where children become very frequent “handwashers.” We do require that families provide records of children’s vaccines prior to enrollment in the program, barring a religious belief that precludes vaccination. The next step in preventing illness is to require that parents do not bring their children with high temperatures (above 100.5 degrees without fever control medication), ear and eye infections, bad colds, flu symptoms, or other typical symptoms of illness into school. If a child develops an illness during the day, including but not limited to a temperature over 100.5 degrees without fever control medication, parents must make arrangements to pick up the child. We understand parents’ busy schedules so please know that if we ever require you to pick up your child or keep him/her at home, it is only in furtherance of our goal of keeping all of the children in our school healthy.

If we send a child home from School for vomiting or a fever, the child cannot return the following day. A child must be free from vomiting or fever for 24 hours before returning to School.

Minor Health Treatment and Administration of Medication

Our staff are CPR/First Aid trained. The Torit School seeks written authorization from you, in

the form of the Health Care Authorization, for administration of first aid treatment and other minor health care. Minor health care includes but is not limited to applying cold packs; washing and bandaging small cuts and scrapes; and taking your child's temperature. As part of minor health care, the Torit School will administer, with your permission, non-prescription topical medications including petroleum jelly, diaper rash ointments, and other anti-bacterial ointments that are applied to wounds, rashes, or broken skin. You will be informed within 24 hours of any incident, no matter how minor, that required treatment or other minor health care provision.

The Torit School, at its discretion, will administer non-prescription medicine but under no circumstance without a note from the child's pediatrician of record and written instructions from you, the parent. We, at our discretion, will administer prescription medication at the written direction of the parent if we have a copy of the prescription signed by the pediatrician of record. We will exercise our discretion to refuse only where the instructions for administration are such that we do not believe our staff to be qualified to administer the medicine. With the advent of new Department of Early Education and Care regulations, we are no longer allowed to administer an Epi-pen without specialized staff training. We do not have staff in each classroom trained to administer this type of treatment. When possible, we will administer an Epi-pen

with a pediatric prescription and instruction and your consent; however, we may only be able to call 911 if trained staff are not present. The training currently required by DEEC goes beyond pediatric CPR/First Aid training currently offered.

Emergency Treatment

In the unlikely event that the Torit School determines, in its discretion, that your child may need major medical treatment and/or emergency treatment, we seek your written authorization, by way of the Health Care Authorization, to provide and/or initiate the provision of major health care to your child. "Major health care" means any services related to the safety and well-being of your child beyond minor health care and includes, but is not limited to: CPR; abdominal thrusts (also known as the Heimlich Maneuver); calling emergency medical responders via 911 or otherwise; arranging to transport your child to a hospital or other medical treatment facility; and making health care decisions for your child, only in the event that you and/or the emergency contact(s) listed on the Health Care Information Form cannot be reached. Our staff is trained in CPR (including infant CPR) and other such life-saving procedures safely performed by non-medical personnel. If we determine that emergency medical response is needed and that we must arrange to transport your child to a hospital, we will try immediately and repeatedly to reach you and your emergency contact. If we

reach you during an emergency, we will provide you with the cell phone number of the school staff member who will be with your child at the school or in transit to medical care. Thus, you will be able to remain in contact to know where your child is.

If we are unable to reach you, and if you provide us with authorization on the Health Care Authorization form and guidance as to your wishes, we will make the best possible emergency decisions for your child in your absence by doing the following: consulting with your child's regular health care providers and receiving your child's medical history and records in writing from those providers, giving full consideration to our knowledge of your wishes, including religious and moral beliefs if known, and giving full consideration to the acceptable medical alternatives of which we are informed regarding diagnosis, prognosis, treatments and their side effects, consistent with responsible medical practice. In no event will we exercise authority in your absence to make health care decisions for your child that we are advised can be postponed until you are able to be present.

Feel free at any time to request a conference to discuss your philosophies of medical care with the Executive Director and/or your child's Lead Teacher. Such a discussion in a time of calm may give you peace of mind about the eventuality of an emergency.

Contingency Policies

In the event that we are forced to evacuate the school building to keep your child safe, we will proceed to a nearby designated emergency location, our next door facility in the first instance for our 41 Bromfield and 45 Province facilities. If we must evacuate the school building for a period of time longer than one hour, we ask that you pick up your child within an hour of being notified that we have evacuated our building. In the event of a loss of electricity or heat we will not evacuate the building. Rather, we will stay and keep your child safe and warm. However, we will ask that you pick up your child within one hour of notification as with emergency evacuations. Asking you to pick up your child ensures the safety and well-being of all of the children in our care when our school building is not serving us as well as we would like or when we are forced to be absent from the carefully prepared environment of our school building. Of course, in an evacuation, a staff member will be with your child until you or another individual authorized to pick up your child arrives.

When outside of School, children must at all times be wearing identifying clothing that connects them with the School and provides contact information. In the event that Staff were to discover while outside of the building that a

child was missing from their group, the following procedures should immediately be put in place:

- 1) Call to the School office and/ or cell phones of administrative staff responsible at the time to apprise them of the situation. Specify exactly the location where you last saw the child. Clarify that administrative Staff at School will call 911 to apprise authorities and will continuously monitor phone lines at School for any information;
- 2) Dispatch to School staff 911 to School cell phones in the event that our other School groups are in the area nearby and staff can divert to help;
- 3) Authorities will be directed to meet a Staff member who was last with the child in closest proximity to where the child was last seen;
- 4) Class will be gathered and children asked if they saw the child leave the group and if they know anything about where the child was going;
- 5) If safe, several teachers at School will be diverted to the area to help search for the child and/or to bring the remaining children in the class back to School. Those teachers searching will focus first on "most dangerous outlets," e.g. subway entrances, road crossings, waterways, informing authorities (such as "T" personnel that we are searching for a missing child);

Inform authorities monitoring subway entrances, etc.

- 6) Within ten minutes of losing sight of a child, a parent must be notified.
- 7) Use best judgment regarding strangers in the area and inform those remaining in the area when the group leaves that you are searching for a child, providing a description of that child. Provide those remaining in the area with your class cell phone as well as the school phone. (Always carry a stack of wallet cards.)

Mandated Reporting Policy

The Torit School cares deeply about the safety and welfare of all children in our program. To protect, and to comply with Massachusetts mandated reporting requirements, the Torit School has developed these procedures for reporting any suspected incidents of child abuse or neglect. All staff are mandated reporters and must report suspected child abuse or neglect, pursuant to Section 51A of Chapter 119 of the Massachusetts General Laws. No mandated reporter shall be liable in any civil or criminal action by reason of such a report. No reporter shall be liable for any report made in good faith. The Torit School shall not discriminate or retaliate against any staff by reason of such a report made in good faith.

If any staff member suspects child abuse or neglect, the staff member will report such suspi-



cion to the Executive Director, the designated reporter for the Torit School. The Executive Director may request, both by telephone and in writing, an immediate conference with you, the parents. The Executive Director shall immediately report suspected abuse or neglect to the Department of Social Services (“DSS”) by telephone. The Executive Director shall file a written report with DSS on a 51A form within 48 hours after the oral report. When making a report, the Executive Director will identify other individuals within the school who may provide information about a particular child that is relevant to the alleged abuse or neglect. If a mandated reporter with reasonable cause to suspect child abuse or neglect is unable to reach the Executive Director, (s)he should file the report with DSS and notify the Executive Director as soon as possible.

The Torit School will cooperate in all investigations of abuse and neglect conducted by DSS, the Department of Early Education and Care (“DEEC”), and/or any designated agent(s) thereof (collectively the “Investigators”), including identifying parents of children currently or previously enrolled in the program; providing consent for disclosure to Investigators from, and allowing Investigators to disclose information to, any person and/or agency Investigators may specify as necessary to the prompt investigation of allegations and protection of children.

The Torit School is committed to providing your children with the highest quality teachers. In the

unlikely event that a 51A report alleges abuse or neglect of a child while in the care of the School or during a school-related activity, the Executive Director shall immediately notify DEEC. The Executive Director shall ensure that an allegedly abusive or neglectful staff member does not work directly with children until DSS has completed its investigation and for such further time as DEEC requires.

All reports made by staff or the Executive Director shall remain confidential. The reports will be kept in a separate, locked confidential file by the Executive Director for as long as the child is enrolled at the Torit School. This information will not be part of the child’s official record.

[Program Oversight – Identification of EEC as Licensing Authority](#)

The Massachusetts Department of Early Education and Care (“EEC”) licenses our facilities/programs and licenses all teaching staff. Staff are responsible for familiarizing themselves with EEC regulations and policies to be found on the website of the Massachusetts Department of Early Education and Care, accessible through www.mass.gov. Contact information for relevant EEC professionals is as follows:

Boston and Metro West Regional Office:
Ellen Foley, Licensor
1250 Hancock Street, Suite 120-S
Quincy, MA 02169

PH: 617-472-2881
Fax: 617-472-2722

Calendar, Schedule, Weather Policy, Holiday Policy, & Tuition and Enrollment Policies

Calendar/Daily Hours Schedule

Our School calendar can be found on our website (www.toritschool.org). The School operates from 7:30 a.m. until 6 p.m. Monday through Friday. You may drop your child off at any time between 7:30 and 8:30 a.m. and may pick up your child any time before 6:00 p.m. (or at specified pick-up times if you are on a part-time schedule.) A sample daily schedule can be found on our website. If you will not be picking up your child daily or on any given day, the name of the person picking up your child needs to be on file with the Torit School as an authorized person. Otherwise, safety concerns preclude us from releasing your child. That person will need identification if we have never met them.

The Torit School generally does not close for inclement weather. If a particularly severe storm forces us to close, you will be notified by early morning email and you may check the School's outgoing office voicemail message in the early

morning.

The school vacation dates in our yearly calendar do not reflect or mirror those holidays recognized in the school curriculum. As a part of our multicultural mission, we recognize and discuss a number of holidays or celebrations across many major religious or cultural traditions.

Tuition & Enrollment / Attendance Policies/ Change of Policies

Tuition and Contract Policies

Our regular rates of tuition can be found on our website. Tuition payments are due quarterly in advance (September 1, December 1, March 1 and June 1 where applicable), with the deposit of 15% of the annual school year tuition (10% for enrolled families) due and non-refundable upon signing the enrollment contract. Any tuition payment more than two weeks late will incur a 5% penalty beyond the regular tuition due. Consistent failure to pay tuition on time jeopardizes the School's ability to offer the highest quality of teaching, language and music programming, and it jeopardizes our ability to refurbish materials regularly. Therefore, if tuition is ever more than forty-five (45) days past due, the Torit School reserves the right, upon fifteen (15) days' written notice, to ask that you unenroll



your child at the expiration of the fifteen (15) days so that we may offer the spot to another student. Further, if you consistently pay tuition more than fifteen (15) days late, the Torit School reserves the right, upon thirty (30) days' written notice, to ask that you unenroll your child at the expiration of the thirty (30) days so that we may offer the spot to another student. Of course, the Executive Director or senior staff at the Torit School hopes to be in constant contact with each and every parent so that we can avert any such reversion to the out-lined policies and procedures on untimely tuition payments. At this time, the Torit School is not able to offer any financial aid, though we do offer referral discounts.

If you must withdraw your child at any point during the year solely because of an unexpected move out of the Boston area, the Torit School will allow you to break your contract but you will be required to pay two months of tuition beyond your child's last enrollment month. [Our tuition and enrollment policies ensure that we can maintain the level of compensation and benefits for our teachers while managing enrollment demand.](#)

Enrollment and Attendance Policies

Families may enroll at any point during the year in the infant classroom or in September, January or June in our older classrooms, all depending upon availability. The Torit School allows full and part-time schedules but requires enrollment for a full

year, which means either nine months or twelve months at your option.

From time to time those of you whose children attend part-time ask us for additional days not regularly scheduled as school days. Please remember that our classrooms are generally at full capacity each day. However, we value our ability to support you as parents as well as possible. Where we have capacity, we offer "one-off" non-scheduled days with the payment of pro-rata tuition for the day. Pro-rata tuition will be \$100 for a part-day (drop off no later than class drop-off time and pick-up no later than 2:45) and \$125 for a full day. An additional afternoon not regularly scheduled for a child on a part-day schedule is \$40. These rates are based on our five day tuition (which is least expensive on a pro-rata basis). Non-scheduled day tuition will be collected on the day of attendance and disbursed directly to the classroom teaching teams in paychecks at the end of the month. This is compensation for the fact that they will have to work harder to accommodate unscheduled days as their teaching and curriculum planning is child-specific.

[Please understand that we cannot accommodate "drop-ins" for a few hours during the day as that truly disrupts the settled feel of our classrooms and converts the school environment into a day care or](#)



babysitting environment for your young children and for the teachers.

Additional Day Request Procedures

Despite our classrooms being fully enrolled, we do have family vacations and other absences that we know of in advance so do not hesitate to ask for a non-scheduled day. To request a non-scheduled day or afternoon, please email Kristen (Kristen@toritschool.org) 24 hours or more in advance with the subject line “Non-scheduled day on _____.” If it is less than 24 hours or if you have not had a response and need to make plans, please call the office at 617-292-5181 and leave a voice mail. Please do not email a request in the morning for the same day. We will offer non-scheduled days on a first-come basis if available.

Policy Changes and 7 Day Notice Period

Parents will be provided with at least seven (7) days notice of any change to our policies before the change becomes effective.

Welcome

We are excited to have you and your child as a part of our community. Consistent with the Montessori philosophy of individual treatment and attention, your family is always welcome to ask questions and offer suggestions or other feedback regarding your child’s time with us. This community can be as nurturing and strengthening for your family as a whole as it will be for your child. It is up to all of us to participate in fulfilling the challenges of our Mission Statement and the overall goal of a strong school community.

