



Parent Handbook

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WELCOME

Dear Montessori Parents,

Welcome to the **Montessori School of Sudbury**. You are about to embark upon an educational experience that will benefit your child throughout their entire life.

The **School** has been built on a foundation of excellence thanks to Maria Montessori's educational philosophy, our trained staff, and the parents who give generously of their time and talents. We are very proud of our outstanding reputation in this community.

This Parent Handbook has been developed as an introduction to the **Montessori School of Sudbury** and the Montessori Method. We encourage you to read all the enclosed. We are sure that you will find the information not only informative but will also aid you and your child in having a successful year.

Congratulations on choosing the Montessori Education as an alternative for your child. We look forward to a wonderful year.

Regards,

Board of Directors
Montessori School of Sudbury

OUR MISSION

To provide world-class academic excellence while fostering the love of learning in a child-centered environment. Through the development of the whole child, our children become confident in their ability to realize their potential.

OUR VISION

To enhance the lives of children, families, and society through an inclusive and diverse education. Children gain appreciation and respect for themselves and their environment and engage the world as active citizens and successful leaders.

OUR VALUES

VALUE	DESCRIPTION
Excellence	We provide education that surpasses industry standards, based on Maria Montessori's values.
Guidance	We inspire and support our children and community as they achieve their potential.
Inclusion	We welcome and support all children to learn, contribute and participate in all aspects of school life.
Integrity	We promote an environment of honesty and fairness.
Respect	We treat others with courtesy, empathy, politeness, and kindness.
Safety	We care passionately about the wellbeing of our community. We commit to preventing injuries and hardships.

OUR PROGRAM STATEMENT

At the **Montessori School of Sudbury**, we view children as being competent, capable, curious, and rich in potential. We embrace their values, uniqueness, and differences, and provide a positive child-guided and parent-supported learning environment. Teachers and educators work with the children through one-on-one and group lessons to foster children's exploration, play, work, and inquiry within the academic-based Montessori classroom. Consideration is given to the four foundations of "How Does Learning Happen?" from the Minister of Education's pedagogical document.

In the Montessori-prepared environment, children are encouraged to interact and communicate freely with teachers, educators, and multi-age groupings to support their ability to self-regulate and express themselves through their feelings and ideas using positive language while displaying grace and courtesy. Teachers and educators provide time, space, and materials to encourage expressions that reflect children's capabilities as well as their social and cultural background.

Montessori teachers and educators offer child-initiated and adult-supported experiences by providing ample opportunities through large blocks of uninterrupted time for children to engage in sustained, complex play or work and inquiry of their choice. During children's exploration of the Montessori self-correcting materials, teachers and educators provide challenges and extensions to support an increasing awareness and understanding of concepts associated with literacy and numeracy and the classroom community.

In the Montessori classroom, teachers, and educators plan for, and create, positive learning environments and experiences, both indoors and outdoors, where each child's learning and development are supported and given consideration. A variety of areas in the classroom offers a variety of different skill-levels of Montessori materials that are available to suit the varied developmental levels of all children. Some of these areas are numeracy, literacy, science, practical life, sensory, biology, geography and culture, botany, as well as music/art and reflective time. Children at the **Montessori School of Sudbury** also receive quality movement time to support their health and physical well-being.

The health and safety of all children are very important to the staff at Montessori. Along with incorporating opportunities and time to practice self-help and self-care skills, Montessori offers healthy meals and snacks to promote positive eating experiences, following the Canada's Food Guide.

For the safety of the children, there are low student to teacher ratios in all classrooms which support parent/guardian communication with teachers and educators at drop-off and pick-up times.

The knowledgeable, responsive, and reflective staff foster the engagement and ongoing communication with parents about the program and their children, daily. Through memos/email, posters, social media, and the parent bulletin board, families are engaged in the program and the community. The **Montessori School of Sudbury** provides families with mid-term report cards,

parent-teacher interviews as well as an end of the year report card outlining their child's progress.

Teachers and educators develop partnerships with the children's families along with local community partners to support the children if additional support is needed. Some of the local partnerships include Children's Treatment Centre, Child and Community Resources, Occupational, Speech and Physio Therapists.

The **Montessori School of Sudbury** offers an Education & Development Assistance Program in order to support the staff with their continuous professional development.

All teachers and educators participate in monthly professional development sessions and ongoing self-reflection in order to provide the best care and service possible for all children, families and staff at the **School**.

Each day, children are able to engage in structured and unstructured play, participating to the best of their abilities in an inclusive environment and service indoors and outdoors. Through the unstructured play and the use of natural outdoor spaces, each child is able to spark their curiosity using dramatic play and investigation. Montessori's structured indoor weekly playtime engages children to access a variety of materials. Each classroom incorporates a quiet or reflection area where the child can read, rest, or listen to music. Designated sleep rooms provide children with the quiet and rest required/requested.

Teachers maintain focus on guiding children's learning experiences in accordance with Montessori philosophies and the Minister of Education's pedagogy through continuous documentation and review via the student progress checklists, daily communication, monthly staff meetings, surveys, directress student progress checklists, reports and regular communication with children and their families.

At the **Montessori School of Sudbury** every child has a sense of belonging, well-being, engagement, and expression through the Montessori environment.

"Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment." Maria Montessori

OUR GOALS

The Montessori curriculum varies by program, but the following goals are consistent throughout our [School](#):

- To encourage the self-motivation and self-discipline that will lead to a life-long pursuit of knowledge.
- To lead children to mastery of precisely identified intellectual, social, and physical skills.
- To enter into a partnership with parents in the education of their children.
- To help children develop a positive self-image as the key to the development of their full potential.
- To foster open minds, compassion, and respect for others.
- To balance self-reliance, independence, and freedom with the skills of working cooperatively.
- To instil in each child a sense of duty and personal responsibility for the world in which we live.
- To spark our children's imagination, wonder, humour, and joy.

FUNDAMENTAL PRINCIPLES

Montessori education is grounded in the following principles:

1. Children are to be respected as different from adults and as individuals who differ from each other.
2. Children possess unusual sensitivity to and mental powers for absorbing and learning from their environment.
3. The most important years of growth are the first six years of life, when unconscious learning is gradually brought to a conscious level.
4. Children have a deep love and need for purposeful work. The child works for the sake of the activity itself and it is this activity that accomplishes the most important goal for the child: the development of their mental, physical, and psychological powers.

SCHOOL HISTORY

The **Montessori School of Sudbury** was incorporated as a non-profit organization in 1978. Originally at St. Andrew's Place, the **School** quickly outgrew these accommodations and moved to John Street in 1981. The **School** remained there for 17 years, until it grew once again requiring larger facilities. In the fall of 1998, it moved to 295 Victoria Street, formerly known as King George School.

The Canadian Council of Montessori Administrators (CCMA) recognizes the **Montessori School of Sudbury**. This association maintains, propagates, and furthers the ideals and principles of Dr. Maria Montessori for education and human development irrespective of racial, religious, political, and social environment.

The Toddler, Pre-Casa, and Casa programs follow the Childcare and Early Years Act of Ontario and are bound by the Ministry of Education guidelines and regulations. The program is licensed under the Ministry of Education. Along with Ministry requirements and inspections, the **School** must also adhere to strict requirements and inspections from the Sudbury and District Health Unit, the City of Greater Sudbury Fire Services and yearly playground inspections.

The **Montessori School of Sudbury** owes much of its success to the original founders, the ongoing enthusiasm and dedication of parent members and to the Board members over the years that have devoted much of their time to developing and managing the growth of this **School**. Finally, and most importantly, the dedication and commitment of the teaching staff has been critical to the ongoing growth and health of this organization.

WHAT MAKES A MONTESSORI EDUCATION UNIQUE?

1. The “Whole Child” Approach: The primary goal of a Montessori program is to help each child reach their full potential in all areas of life. Activities promote the development of social skills, emotional growth, and physical coordination as well as cognitive preparation. The holistic curriculum, under the direction of a specially prepared teacher, allows the child to experience the joy of learning, ensures the development of self-esteem and provides the experiences from which children create their knowledge.
2. The “Prepared Environment”: In order for self-directed learning to take place, the whole learning environment—room, materials and social climate—must be supportive of the learner. The teacher provides necessary resources, including opportunities for children to function in a safe and positive climate. The teacher thus gains the children’s trust, which enables them to try new things and build self-confidence.
3. The Montessori Materials: Dr. Montessori has designed a number of multi-sensory, sequential and self-correcting materials based on her observations of the activities that the children enjoyed the most. These materials facilitate the learning of practical skills and abstract concepts.
4. The Teacher: The Montessori teacher functions as designer of the environment, resource person, role model, demonstrator, record-keeper and meticulous observer of each child’s behaviour and growth. The teacher is known as the Directress.

THE VALUE OF A MONTESSORI EDUCATION

Dr. Maria Montessori, one of the most important educators of our time, emphasized the need for early education. More recently, educational research has verified that the early years are the most important of the child's life for the development of a strong knowledge base.

In the Royal Commission on Education report The Love of Learning, (1995), Caplan and Bégin stress the importance of early learning. They recommended the Ontario Ministry of Education and Training implement school programs for children three years of age rather than the current four years of age. In his book, Emotional Intelligence (1996), Daniel Goleman acknowledges (with research and evidence) the importance of attending to the emotional development of the child. He believes, like Dr. Montessori, that the purpose of education should be an aid to life that independence, joy, meaningful activity, self-discipline, and co-operation are crucial attitudes and skills that enhance learning. More importantly, the emotionally healthy child will succeed in life far better than those with intellectual skills but poor emotional skills. While none of this is new to the Montessori professional, it is refreshing to read this report and this book to ponder the practical insights and suggestions.

The recent realization of these facts and the growing awareness of the world's complexities are leading parents to seek a Montessori education for their children. More than just an early education, these parents are seeking the best education available. The **Montessori School of Sudbury**, like other Montessori schools around the world (Italy, Hong Kong, Mexico, etc.), provides a program especially suited to the needs of the child. The method offers individual attention to the whole development of the child and the foundation on which the child can build their future success and happiness.

Montessori attitudes and philosophy are most consistent with the needs of the child in the process of developing and learning. Montessori's educational theories are based on natural laws of development and then correlated for use as an educational system consistent with these laws.

Dr. Montessori's experiments made the child the centre of education, her program is adapted to the interests and needs of children. As a result, children concentrate with enthusiasm and achieve a real and profound understanding of their work. This intellectual progress is accompanied by emotional growth.

The children become harmonious in movement, independent in work and honest and helpful with one another. The three R's at the **Montessori School of Sudbury** are: Respect, Responsibility and Research.

SCHOOL GOVERNANCE

Please refer to the [School Bylaws](#) for a complete listing of responsibilities and duties.

A) Board of Directors

The [Montessori School of Sudbury](#) is governed by a volunteer Board of Directors, comprised of parents of students in the [School](#), and non-parent members of the community who have demonstrated an interest in the welfare of the [School](#). They provide leadership by demonstrating care and commitment to academic excellence and a safe, nurturing learning environment.

Once elected a Board member may serve for a 3-year term and may be re-elected for an additional 3-year term to a maximum of 6 years.

B) Administrator

The Administrator, who is hired by the Board of Directors, is the administrative head of staff. The Administrator is responsible to the Board of Directors for the general management of the [School](#), and for the implementation of the policies and procedures. The Administrator holds everyone under their authority accountable for their behaviour and actions.

C) Directress

Directresses and other teaching staff, under the leadership of the Administrator, provide academic leadership within the classroom and encourage the growth and development of each individual student in their care.

D) Parent Membership

Each parent or legal guardian of a registered child is an automatic member of the Parent Membership. A member shall be the parent(s) or legal guardian(s) of a child currently registered at the [Montessori School of Sudbury](#) and who has paid their fees and complied with the duly authorized regulations of the [School](#). Both parents/ legal guardians shall constitute a single Membership for the purpose of voting at the Annual General Meeting.

Parents play an important role in the education of their children and have a responsibility to support the efforts of the [School](#) staff in maintaining a safe and respectful learning environment for all students.

ORGANIZATIONAL STRUCTURE

The **Montessori School of Sudbury** is a non-profit pre-school licensed by the Province of Ontario. To maintain its status and continue operating, it must meet the legal requirements named within the legislation set out by the Ministry of Education. The **School** is registered with Revenue Canada as a charitable organization.

Overall responsibilities for the legal and financial operation of the **School** rest with the Board of Directors. The Board is elected by the parent membership of the **School**. On occasion, Board members are acclaimed. There are ten members on the Board, five of which are parent members and five of which are members-at-large. The **School's** Administrator sits on the Board ex-officio. The Board meets on average once a month.

The Board delegates to the Administrator its responsibilities for the month-by-month legal and financial operations of the **School**. Committees are formed on an ad hoc basis to deal with specific issues. Parents and staff input, and participation are integral parts of this structure.

The day-to-day management of the **School** is the responsibility of the Administrator who reports directly to the Board of Directors.

Major policy is established by majority vote of the members of the Board at any regular Board Meeting held during the school year.

STANDING COMMITTEES

Audit Committee

Through annual audits and random spot checks, the Audit Committee is able to assess the **Montessori School of Sudbury's** compliance with the CCMA and Childcare and Early Years Act. Further, the Audit Committee is tasked with making recommendations to help ensure and improve compliance on behalf of the **Montessori School of Sudbury**. Audit Committee members work closely with Montessori's Administrator and report to the Board of Directors.

Building and Grounds Committee

The Building and Grounds Committee is comprised of individuals with experience dealing with facility/grounds maintenance and contractor relations. Members of the Building and Grounds Committee work closely with the Administrator at the **Montessori School of Sudbury** by providing advice and guidance related to work and/or projects undertaken by the **School**.

Fundraising Committee

The Fundraising Committee meets monthly, on average, to discuss, plan and organize fundraising activities.

An effective Fundraising Committee is vital to the life and financial well-being of the **Montessori School of Sudbury**. The function of the Fundraising Committee is centered on building relationships within the community and organizing fundraising activities. Both functions serve the purpose of exposing **Montessori** to the Sudbury community while raising funds for the special and ongoing needs of the **Montessori School of Sudbury**.

Members of the Montessori's Board of Directors sits on the Fundraising Committee and reports directly to the Board respecting the activities of the Fundraising Committee. Further, Montessori's Administrator is an active participant in all fundraising activities. As the public face of the **Montessori School of Sudbury**, the Fundraising Committee and its activities within our community are key to the success of our **School**.

ADMISSIONS

*Parents are encouraged to visit the **School** and the classroom prior to enrolling their child. It is important for all parents to understand the Montessori approach.*

Non-Discriminatory Policy

The **Montessori School of Sudbury** does not discriminate against applicants and students on the basis of race, colour, and national or ethnic origin. Children with learning exceptionalities or physical disabilities will be considered for the program, provided they are physically able to participate in the classroom and its environment. See the **School's** Policy and Procedure documents titled G-8 Inclusive Education and G-19 Student Accommodation for details.

Terms of Admissions

- Upon registration in each year of the program, parents are asked to pay a deposit of \$250.00. See the **School's** Policy and Procedure document titled G-4 Tuition and Childcare Fees for more detail.
- Monthly Childcare fees are paid via cheques or by E-transfer (EFT to bookkeeper@sudburymontessori.ca).
- Montessori is enrolled in the Canada Wide Early Learning & Childcare (CWELCC) system (see current fee schedule on page 35 of this handbook or our website)
- An administrative charge of \$25.00 will be imposed for any NSF cheques.
- Absences for illness, vacations, transportation problems, etc., are non-refundable.

- The child must be 18 months (Toddler), and 30 months (Pre-Casa and Casa) upon registration. See the **School's** Policy and Procedure titled G-15 Student Placement for more details.
- New parents or legal guardians are required to attend an orientation session which occurs prior to the child's first day of school.
- Parents are asked to sign up to participate, in some capacity, on one of the **School** volunteer groups/committees.
- Siblings of current students are to be given first preference for vacancies in the **School**. Other vacancies are then filled per the **School's** Policy and Procedure document titled G-16 Wait List and Acceptance.
- The **Montessori School of Sudbury** reserves the right to accept or reject any application for enrolment based on the above noted policies.
- The **Montessori School of Sudbury** reserves the right to terminate the enrolment of any child whose conduct or influence is continuously detrimental to the classroom environment.

Registration and Acceptance

- There is a one-time registration fee for each student and an annual activity fee for each student which is established when childcare fees are set for the following school year.
- Re-registration applications are due to the **School** by May 15th of each year in order to secure your child's spot. Applications received after this date shall be placed on a waitlist for consideration after all applications have been processed.
- The Canada Wide Early Learning & Childcare (CWELCC) system determines our childcare fees, and once the information is replayed to us, a notice is sent home informing the parents of the updated childcare fees. New registration forms are required yearly to complete the re-admission process. Re-registration will take place following the annual General Meeting. Every attempt is made to suit parents' wishes regarding classroom placement.

Childcare Refunds

- Childcare fees shall be refunded pro-rated to the date of withdrawal at the approval of the Board of Directors and in consultation with the Administrator. The \$250.00 deposit is non-refundable.
- The Childcare fees for the remainder of the month during which the child has withdrawn are non-refundable.
- Withdrawals for September 1st must be received on or before August 1st for a complete refund of the non-refundable deposit.
- Written notice must be given to the office at least thirty (30) days prior to any withdrawal.

Probationary Period

There is a six (6) week probation period for new children to allow for adjustments. During this time, the Directress may discover that the child is not ready for school. The parents will be consulted to attempt to find a way to remedy the situation. If there is no improvement, the **School** may request the parents to withdraw their child. In the case of a withdrawal, the Childcare fees will be adjusted, and only applicable fees will be charged/withheld.

Financial Assistance

Subsidized spaces in the **Montessori School of Sudbury** are available to qualified parents. Applications are made through the Children's Services Division of the City of Greater Sudbury. Parents that receive subsidy should be aware of the number of days approved by the city for absent/vacation/sick time. There will be additional charges to the account if there are overages of the approved number of days.

Waitlist & Acceptance (see Policy G-16)

Parents are asked to make sure that their name is registered with the City of Greater Sudbury's Centralized Waitlist System. Once your name is in the system you will be contacted based on the **School's** registration procedures.

Student Dismissal

The **Montessori School of Sudbury** may dismiss a student/terminate service if:

1. fees are not paid for in accordance with our Terms of Admission (G-4(a)). Parents/guardians may be given an opportunity to arrange a payment plan, however if there is a breach in the negotiated terms for repayment the child will no longer be able to attend until payment has been received in full.

or

2. there is conflict between management and the parents/guardians, if the **School's** policies and procedures are not complied with, and/or if the overall health and safety of both the children and the staff are compromised due to your child's behaviours. If your child is exhibiting behaviours that cannot be rectified, including but not limited to the following: bullying, physical aggression, or destruction of property, it is expected that parents will work with the **School** to find an effective solution. Failure to find such a solution will result in termination of services/student dismissal.

PARENTAL RESPONSIBILITIES

There are a few things that the **School** asks of you in order to help make the **School** a home away from home for your child.

Please bring the following to **School**:

- Two (2) seasonally appropriate changes of clothing, each item labelled.
- Clothes are to be kept in the storage bag provided at each child's assigned hook.
- One (1) pair of indoor shoes (rubber soled) that your child can put on independently.
- Seasonal gear such as raincoats, mitts, hats, winter boots, etc.

Please do the following:

- Label, label, label... The **School** tries to help your child keep their belongings organized, but it is an impossible task if clothing items are not labelled.
- Dress your child in comfortable clothes that are washable and easy to get in and out of. This encourages them to be independent and is especially important for children who are toilet training. We recommend elasticized, pull-down pants.
- Dress your child in layers. Sudbury weather can change considerably over the day.
- **Do not send your child with toys from home.** Toys can get lost, broken or cause a disagreement.

As well, it is important to:

- Inform the **School** of any changes to the original information you supplied on the Registration form.
- **Inform the **School** if your child is going to be away for the day or for extended periods of time.**
- Notify your child's teacher of all changes to your pick-up or drop-off routine.
- Refer to this handbook if you are unsure of something.

SCHOOL INFORMATION

School Hours

The Office is open daily from 8:00am to 4:00pm. Parents are asked to make appointments with the Administrator to ensure enough time is allotted to fully address any concerns.

Classroom Hours

Before School Session	7:30am – 8:15am
Morning Session	8:30am – 11:30am
Afternoon Session	1:00pm – 4:00pm
After School Session	4:00pm – 5:30pm

Classroom Capacity

This section shows the licence capacity for each room.

Classroom	Ages	Licence Capacity
Casa 1	30 months – 5yrs	24 students
Casa 2	30 months – 5yrs	24 students
Casa 3	30 months – 5yrs	24 students
Casa 4	30 months – 5yrs	24 students
Pre-Casa	30 months – 4yrs	24 students
Toddler	18 months – 30 months	15 students
Before/After School Room	30 months – 5yrs	24 students

Orientation

There is an Orientation Session for all **new parents**. Parents are encouraged to attend this session as it is an excellent opportunity to meet the Directress and the Educators working with your children and meet other parents. You are asked to be involved in your child's first day of school; the details of which are outlined during this session. You will receive a letter prior to the commencement of the school year outlining the Orientation Sessions.

Start Dates

You will be informed of your child's start dates in August, prior to your child's first day of school. Please note that 1st year students will begin prior to returning students. This allows them to familiarize themselves with the classroom routines and materials and ease the transition into the program.

Staffing

The **School** is staffed with a Directress in each classroom. Each classroom is also staffed with assistants to maintain a 5:1 ratio in the Toddler program and an 8:1 ratio of students to staff in the Pre-Casa and Casa programs. The Directress is responsible for the **School's** curriculum and supervision of all classroom staff. All staff, including the office staff, volunteers and Registered Early Childhood Education students are required to pass a vulnerable sector check prior to working with the children. All staff have read and understood the Promoting Positive Student Behaviour Policy (policy G-2), Confidentiality Agreement Policy (policy B-6) and Outdoor Playground Policy (policy F-21).

Promoting Positive Student Behaviour (see Policy G-2)

The following practices are not observed in the Montessori program:

- (a) corporal punishment of a child;
- (b) physical restraint of a child, such as confining a child to a highchair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting themselves or someone else, and it is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the childcare centre for the purpose of confining a child, or confining a child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- (d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten a child or undermine their self-respect, dignity or self-worth;
- (e) depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding; or
- (f) inflicting any bodily harm on children including making children eat or drink against their will.

Arrival Routine

Upon arrival to the **School**, we ask that you assist your child(ren) with their shoes, boots, and outdoor apparel. Children are to be escorted to the classroom door, where they are to shake the Directress' hand before entering the classroom.

Drop Off Hours

Children in the Morning Session can be dropped off to the **School** between 8:15am and 8:30am.

Parking Information

We strive to keep traffic disruptions on Victoria Street to a minimum. Parking concerns generally arise after winter storms, so these guidelines will assist you in facilitating flow.

- If all vehicles are parked on the side of the road closest to the **School**, there will be room for others to drive past.
- If you know you are going to be in the **School** for any length of time to meet with teachers or chat with other parents, please park in the parking lot off Willow Street. Please ensure that you are not blocking any other vehicles in the parking lot.
- If you are parking on Victoria Street, we ask that you do not park in front of 292 Victoria, the white house across from the **School**.
- Please ensure that your children are close by at all times. In the winter, it can be difficult for drivers and pedestrians to see over snowbanks.

Before- and After-School Programs

Children who need to be dropped off between 7:30am - 8:15am can be placed in our **Before-School Program**. Parents who arrive to drop off prior to 8:15am and are not signed up for the monthly program you will be required to pay for the Before-School Program at an additional cost. (see Childcare Fee Schedule)

Children who attend full days are to be picked up between 3:45pm and 4:00pm. Children who are not picked up by 4:00pm are automatically placed in the **After-School Program**. This Program is supervised by Montessori staff and runs until 5:30pm. Parents who arrive for pick-up AFTER 4:00pm and are not signed up for the monthly program will be required to pay for the After-School Program at an additional cost.

The Before-and-After-School Program is governed by the Childcare and Early Years Act and meets all government regulations in this area.

Tardiness

To avoid disruption in the class caused by late arrival, parents are asked to ensure their child arrives at the **School** in a timely manner. Classes start at 8:30am, after which time the children will be considered late.

Parents reporting late to class with their child gives cause to the following:

- Ensuring your child arrives on time prepares them for their future school, social and work life.
- Each student has the right to begin class on time with as few disruptions as possible.
- Children who enter late risk missing out on potential learning experiences. They also run the risk of missing opening activities and potentially any special projects which have been planned.
- Part of the Montessori Philosophy is that children have an uninterrupted 3-hour work period to help develop important skills such as, focus, concentration, self-direction and so many more. When a child arrives late it does not provide them with sufficient classroom time for the child to work on those skills

If you know that you will be arriving late due to an appointment, etc., please call the office so that the teacher can be aware of your late arrival.

Safe Arrival & Departure (see Policy G-11)

In the event that your child will not be attending the **School**, please inform the **School** at your earliest opportunity. If the **School** Administrative Assistant is unavailable, please leave a voice mail message or email information@sudburymontessori.ca. Messages/emails are checked regularly, and the information is relayed to your child's teacher.

Crisis & Emergency Preparedness (see policy F-11)

It is the policy of the Montessori School of Sudbury that procedures are in place to protect the physical, mental, and emotional well-being of students, staff, and parents in the event of a crisis or emergency, and to guide how these situations are to be managed. Should such an incident take place, parents/guardians will be notified by phone and/or email. The Administrator or the designate will also ensure to update the **School's** voicemail message to provide details on what the next steps will be and how to get in contact with them. The **School** has emergency management policies and procedures, as described in section 68.1 of Ontario Regulation 137/15.

Authorized Pick-up

Only those persons authorized to pick up will be allowed to do so. It would be appreciated to receive notice in the morning of any change in the person authorized for pick-up. A phone message will be acceptable. We will request ID if unsure of the person picking up your child(ren).

School Calendar

School starts in September and ends in June. The **School** recognizes the following statutory/public holidays: Labour Day, Thanksgiving, Christmas Day, Boxing Day, New Year's Day, Family Day, Good Friday, Easter Monday and Victoria Day.

There are Christmas and March Breaks that correspond with the Public Schools' holidays. These dates along with specific Professional Development days will be supplied to parents along with the "Events Calendar" at the commencement of the school year.

Grace and Courtesy

At the **Montessori School of Sudbury**, we are committed to developing the whole child, intellectually, physically, and socially. The following areas will be reinforced in the child's social interactions with others:

- Greeting others, such as "Good morning!"
- Saying "Thank you!" when people do things for them.
- Establishing eye contact when speaking.
- Responding when spoken to when their name is called and complying with requests.
- Holding the doors for others.
- Making way in the halls for younger children and adults.
- Waiting for a turn in line.
- Walking on the right in the halls and not talking when moving from one class to another.
- Entering another classroom quietly when making a request of the teacher.
- Respecting the environment.
- Working to reach out and be inclusive of others.

Clothing

Parents are asked to keep two (2) seasonally appropriate changes of clothing available at the **School** for their child in the event of a spill or accident. **Clothes are to be kept in the storage bag provided at each child's assigned hook.**

"We discourage bringing in backpacks since we are limited to space at the children's locker. Parents should ensure that any soiled clothing is promptly replaced. A pair of indoor shoes, which are to be left at the **School**, is mandatory. Comfortable rubber soled shoes are best, crocs and slippers are unacceptable.

Snacks

The daily snack schedule will be posted outside your child's classroom. The snacks will be nutritious and include a beverage (water or milk).

Allergy Safe Policy (see policy F-10)

The **Montessori School of Sudbury** prides itself on its safe and nurturing environment. To ensure that we maintain our high standards we have become an "allergy safe" school.

As an “allergy safe” school we do our best to make sure no peanut or nut biproducts are brought into the building.

The Allergy Safe Policy is to ensure the health and safety of any students or staff members who may suffer from severe allergic reactions to specific products or their biproducts.

The **Montessori School of Sudbury** operates as a **nut-safe** environment. **A careful reading of labels** of prepared foods, including cookies, muffins and similar baking **is necessary to avoid allergic reactions**. Please keep in mind that items from the bakery at the grocery store cannot be guaranteed to be 100% nut safe. Children with these allergies can go into anaphylactic shock and the consequences could be deadly.

****** If your child has an allergy that we should be aware of (food or otherwise), please notify the office at the beginning of the school year or immediately when determined. ******

Hot Lunch Program (see policy G-10)

The **School** provides a Hot Lunch Program. The Hot Lunch Program is optional for school-aged children and may be requested at the time of registration. Meals are nutritious and follow Canada’s Food Guide recommendations. This program includes a Pizza lunch on a designated day.

Pizza Lunch

Once a week, the **School** offers a Pizza Lunch. If you are interested in having your child participate in Pizza Days, please complete the pizza lunch form, and return with payment by the requested date. The form is distributed at the beginning of each school year. Pizza lunch is included with the Hot Lunch Program.

Visitors to the School (see policy F-19)

All visitors, volunteers, and observers are required to report to the Front Office to sign in.

Child Observations

All families are welcome to use the observation windows for the purpose of observing their child’s program. Observers are kindly asked to make an appointment for an observation, in order to avoid disrupting students’ schedules and school routines. **Please do not walk into classrooms without making prior arrangements.**

Child Supervision (see policy G-5)

For the safety of our students, we have a strict policy that all volunteers and placement students must be under the direction and supervision of **School** staff at all times. No child will be supervised by any person less than eighteen (18) years of age or left in the supervision of anyone other than an employee of the **Montessori School of Sudbury**.

The only exception to this rule is where an agency providing support to a child will come into the **School** to work independently with the child, at which point the child and the agency worker will not be supervised by **School** staff. This situation occurs only after the child's parent(s)/guardian(s) have completed and signed the appropriate documentation giving permission to an outside agency to take responsibility of the child. Details will be available in the child's confidential **School** records.

Sleeping & Rest Periods (see policy G-17)

The **Montessori School of Sudbury** realizes that for healthy development children must have an adequate amount of sleep. Nap time is respected in our centre, and we make every effort to help children relax and enjoy the experience in a safe and comfortable environment.

Birthday Celebrations and Invitations

The **School** asks that birthday invitations not be distributed at **School**. Mailing the invitations or distributing them away from **School** grounds can minimize hurt feelings. Your child's birthday is celebrated in the class. Parents, if they wish, may bring in a special nutritious allergy safe snack on the occasion of their child's birthday for the class to enjoy. It has been a tradition for the birthday child to donate a birthday gift (usually a book or a plant) to the class to celebrate their special day.

Valentine & Christmas Cards

Although the exchange of Valentine's or Christmas cards may be commonly done in the public system, the **School** has found that the children are better served by not following this practice. If your child wishes to give Valentine's or Christmas cards, please ensure that the cards are mailed or delivered away from the **School** grounds.

Toys at School

Sometimes children want to bring in something special from home that they may want to play with or share with the class. Bringing "treasures" from home is not encouraged in our **School**. Too often, despite our best efforts, precious things get broken, mishandled, or misplaced. We ask that your child **not bring toys to school**. If your child has naps and has a blanket or comfort toy, please bring it with them for use at **nap time only**.

Field Trips (see policy G-9)

As part of our goal to provide children with “real”, meaningful hands-on experiences, there will be times when we go on outings or have presentations in our **School**. Examples of previous field trips include Science North and the Sudbury Theatre Centre. Past in-school presentations have included the Sudbury Art Gallery, the Greater Sudbury Public Library, and the Greater Sudbury Police Services.

Professional Development Days (P.D. Days)

The **Montessori School of Sudbury** follows the same schedule as the public and separate school boards with regard to Professional Development days. On such days, the **School** does not hold regular classes, however day care services are available for parents who request it, **at an additional cost**. Our day care services are not based entirely on the Montessori Philosophy. We are not open on statutory holidays or civic holidays. Parents will receive, at the beginning of the school year in their orientation package, an Events Calendar with a listing of the holidays and Professional Development days.

Snow Days and School Closures (see policy F-15)

On occasion, weather conditions are such that it is necessary to close the **School**. The **School** will make every effort to contact all parents by phone if a decision is made to not open the **School**. If the public and separate schools are closed, the **Montessori School of Sudbury** will be closed. If the public and separate school buses are not running but the schools are open, the **Montessori School of Sudbury** will be open.

Graduation

Graduation takes place after the student completes the 3-year Casa program. The celebration takes place in June of each year where a certificate is presented to the student.

Medical Condition (see policy F-20)

In the event that your child has a medical condition which may affect their behaviour in the classroom, or which may be triggered or exacerbated by any of the activities the child is likely to engage in at **School**, it is the responsibility of the parents to identify this to both the Administrator and the child's Directress.

All medications will be stored in locked containers in the Office or refrigerator. A Medication Form is required to be completed by the parents before any medications will be dispensed or stored. Parents are to provide drugs or medications in the original container as supplied by a pharmacist, or the original package, and needs to be clearly labelled with the child's name, the name of the drug/medication, the dosage, the date of purchase and instructions for storage and administration (prescription or non-prescription).

Lost and Found

We ask that all clothing brought to the **School**, especially removable items such as boots, mittens, scarves, jackets, and shoes, be clearly labelled with your child's name. Please check the Lost and Found area on a regular basis to limit the number of items that are lost.

In June, items not claimed will be donated to a charitable organization.

Scholastic Book Club and Book Fairs

Monthly book club forms are sent home with our students. For every order placed through these catalogues, our **School** receives coupons for free books and classroom materials. In our effort to promote literacy at home and school, we encourage you to consider making purchases of books that your child will enjoy reading with you.

Volunteering at the School (see policy G-6)

A volunteer Board of Directors governs the **Montessori School of Sudbury**. It is because of the commitment of parents like you that the **School** exists and thrives. Thanks to parent participation, the **School** is accountable and has high standards of achievement. There are several groups/committees which parents are asked to sign up for, and which would require very little time commitment from parents. They are as follows:

- Handyman/woman: Odd jobs including painting, shovelling, cleaning, odd jobs, etc.
- Sewing: Sewing class materials such as bags for the lockers, sheets for the cots, etc.
- Parties & Special Events: Organizing events such as the Christmas Concert, Halloween party, Spring Luncheon, end of year Family BBQ, etc.
- Fundraising Committee: Provide assistance with the planning and execution of a variety of fundraising and social events.
- Special Projects/Paper Cutting: These jobs can usually be taken home to do. Paper cut outs will be given to you to assist with classroom arts and crafts.

Smoking Free School (see policy F-4)

Smoking and the use of tobacco products is prohibited at all times within the **School** building, as well as in the front of the building. There is a designated smoking area located at the rear of the building in the alley way.

PARENT COMMUNICATION (see Policy G-1)

Good communication promotes a sense of partnership. Your child's Directress is the first person to contact if you have questions about any situation concerning your child in the classroom. This should **not be done at drop-off or at pick-up**, but rather an appointment should be made to allow for the opportunity to properly address all concerns. In the event that you are not satisfied with the outcome of the meeting with the Directress, please bring your concern to the attention of the Administrator.

If you are still not satisfied with the response from the Administrator, then any issues may be brought to the attention of the Board of Directors in writing via the **School's** Administrative Assistant. Please remember that the Board of Directors do have full-time occupations and are not to be contacted at home or their place of business.

Report Cards

Students will receive one (1) Mid-Term Report around February or March, and one (1) comprehensive Final Report Card at the end of the school year.

Parent/Teacher Interviews

Formal interviews are held twice a year (usually November and March) for students.

If there are times during which you wish to speak to your child's Directress/Supervisor, we encourage you to set up an interview time via telephone, email or written note.

Our Directresses are always willing and pleased to meet with parent(s), however, we suggest that you avoid discussion at arrival and dismissal times, when the children require the full attention of the staff.

Parent Complaints

- If there are any issues or if the parents relay any issues to a staff member, they are expected to inform the parents that they do not have time at that very moment to properly discuss the issue.

- They are then encouraged to arrange a meeting with the Directress, at a time that works best for both the parent(s) and the Directress, where the Directress will make every reasonable attempt to accommodate the parents' request within 48 hours.
- If the issue discussed is something in which the Directress is unable to assist with, the parent(s) should be redirected to the office.
- The conversation with the parents must be documented and later presented to the Administrator, by the beginning of the next business day.
- Once the Directress has met with the parent(s), a meeting with the Administrator must be arranged to discuss the conversation which took place with the parent(s) so that the Administrator is informed, by the beginning of the next business day.
- Any complaints or issues brought to the attention of the Directress or another staff member should be documented. Any solutions discussed, or observations made regarding the issue should be documented and placed within the child's individual file, within 48 hours.
- The Administrator must be made aware of any and all communication regarding these issues. He/she must also read all documentation and sign off on such, prior to it being placed in the child's file.
- For more detail, refer to the [School](#) policy G-1 Parent Communication (full policy included below)

POLICY

It is the policy of the **Montessori School of Sudbury** to encourage open communication between parents and **School** staff in order to promote a sense of partnership and mutual understanding.

It is expected that any extended conversations with regards to the classroom take place with the Directress of the child's classroom, or with the Administrator, and after school hours or during a mutually agreeable time. The purpose of this policy is to ensure that the students are receiving the education they are expecting during school hours.

This policy applies to all employees, volunteers, parents/guardians, and visitors.

DETAILS & PROCEDURE

The following are the procedures to follow when communicating with parents.

- Since parents enjoy daily updates of how their child's day went, the staff are asked to report to them any pertinent information as briefly as possible.
- If there are any issues or if the parents relay any issues to a staff member, they are expected to inform the parents that they do not have time at that very moment to properly discuss the issue.
- They are then encouraged to arrange a meeting with the Directress, at a time that works best for both the parent(s) and the Directress, where the Directress will make every reasonable attempt to accommodate the parents' request within 48 hours.
 - If the issue discussed is something in which the Directress is unable to assist with, the parent(s) should be redirected to the office.
 - The conversation with the parents must be documented and later presented to the Administrator, by the beginning of the next business day.
 - Once the Directress has met with the parent(s), a meeting with the Administrator must be arranged to discuss the conversation which took place with the parent(s) so that the Administrator is informed, by the beginning of the next business day.
- Any complaints or issues brought to the attention of the Directress or another staff member should be documented. Any solutions discussed, or observations made regarding the issue should be documented and placed within the child's individual file, within 48 hours.
 - The Administrator must be made aware of any and all communication regarding these issues. He/she must also read all documentation and sign off on such, prior to it being placed in the child's file.

END OF POLICY

Memos

Another effective way for us to stay in touch is by reading our parent memos. They are distributed when there are events or activities taking place at the **School** that the parents/guardians need to be made aware of. These memos are distributed through paper copy as well as electronic copies and are aimed at sharing information regarding:

- The Montessori Program
- Upcoming events (ie. field trips, meetings, luncheons, in-school presentations, PD Days, public holidays, etc.)
- Fundraising events
- Curriculum

CODE OF CONDUCT

At the **Montessori School of Sudbury**, we strive to provide an environment that stimulates learning, is accepting of diversity and encourages students to develop respect for self and others. It recognizes that learning is facilitated when all members of the **School** community enjoy a safe, friendly, and stable learning/teaching environment and treat one another with courtesy, dignity and respect.

These standards of behaviour apply not only to students, but also to all individuals within the **School** community – parents or guardians, volunteers, teachers and staff, whether they are on **School** property, on school buses or at **School** authorized events or activities.

Each member of the **School** Community has a role and responsibilities:

Board of Directors and Administrator

This body takes a leadership role in the daily operation of our **School**. They provide leadership by:

- Demonstrating care and commitment to academic excellence and a safe and nurturing learning environment.
- Holding everyone under their authority accountable for their behaviour and actions.
- Communicating regularly and meaningfully with all members of the **School** community.

Directresses, Educators, Educator Assistants and Volunteers

This body maintains order in the **School** and is expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, they uphold these high standards when they:

- Help students work to their full potential and develop their self-worth.
- Engage in meaningful communication with parents.
- Demonstrate respect for all students, staff, and parents.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves and for all others. Respect and responsibility are demonstrated when a student:

- Comes to **School** prepared, on time and ready to learn.
- Shows respect for themselves, for others and for those in authority.
- Follows the established policies and takes responsibilities for their own actions.

Parents and/or Legal Guardians

Parents or legal guardians play an important role in the education of their children and have a responsibility to support the efforts of the **School** staff in maintaining a safe, nurturing and respectful learning environment for all students. Parents fulfill this responsibility when they:

- Show an active interest in their child's schoolwork and progress.
- Help their child be neat, appropriately dressed and prepared for school.
- Ensure that their child attends school regularly and on time.
- Become familiar with **School** policies.

PROMOTING POSITIVE STUDENT BEHAVIOUR / DISPUTE RESOLUTION

The **Montessori School of Sudbury** is a school promoting responsibility, respect, and academic excellence in a safe and nurturing learning environment.

All students, parents and teaching staff have the right to be safe and feel safe in their **School** community. With this right comes the responsibility for students and teaching staff to be accountable for actions that put the safety of others or oneself at risk.

The **Montessori School of Sudbury** believes that every student has the right to an education without disruption, along with the equally important responsibility not to deny this right to any other student.

The **Montessori School of Sudbury**'s policies focus on encouraging positive student behaviour. It is expected that a firm, fair and consistent application of these policies shall prevail in our **School**.

When any part of the Promoting Positive Student Behaviour Policy is implemented, proper documentation of all and any information relating to an incident and the staff contravention is necessary in a daily written record.

Montessori Philosophy demands respect:

1. **Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, financial status, religion, gender, age, or disability.**
2. **Respect the rights of others.**
3. **Show proper care and regard for our **School** property and the property of others.**
4. **Take appropriate measures to help those in need.**
5. **Respect persons who are in a position of authority.**
6. **Respect the need of others to work in an environment of learning and teaching.**
7. **Demonstrate honesty and integrity in achieving excellence.**
8. **Respect differences in people, their ideas and opinions.**
9. **Treat one another with dignity and respect at all times, and especially when there is disagreement.**

With this understood all members of the **School** community are to respect and comply with **School** policy.

Definition and Recourse of Inappropriate Behaviour:

Definition of Inappropriate Behaviour: Behaviour or general classroom disruption that interferes with the orderly educational process in the classroom, gym, hallway, or playground. Failure to finish work, refusal to do work, silliness, interrupting others at work, fussing, using foul language, writing on **School** property, etc.

Recourse: Gentle direction by staff towards work that will engage the interest of the student. Contact parent by phone or in person in the case of repeated misbehaviour. Staff will record misbehaviour as it occurs and document in the student file.

Consequences: Consequences may include any of the following as required: verbal redirection, assignment of a temporary seat, time out in classroom, student to repair minor damage to the **School** property. The student will not be left unattended at any time.

Definition and Recourse of Serious Behaviour:

Definition of Serious Behaviour: Behaviour that results in property damage, wilful defiance, hurting others in the classroom, gym, hallway, or playground. Out of control hitting, kicking, biting, tantrums, yelling, throwing objects or bullying. Persistent truancy, use of profane or improper language, uttering threats, persistent opposition to authority, academic dishonesty, or any conduct injurious to the tone of the **School** or to the physical well-being of others in the **School**. **There will be zero tolerance for the above-noted behaviour.**

Recourse: Immediate intervention by staff and immediate removal from classroom. The student will be sent to the Administrator's office. Parents or Guardians will be phoned immediately. The student will be suspended.

Suspension: The purpose of suspension is to: caution students and deter them from continuing with or repeating unacceptable behaviour; prevent other students from being exposed to or involved in damaging activities; discipline students who have transgressed the rules of the **School**; and to advise parents and guardians of serious discipline problems with their children. The primary purpose underlying the implementation of a suspension is to result in a change in behaviour for the student.

The minimum duration of a suspension is one school day and the maximum is three days. In order to determine the duration of a suspension, the Administrator shall consider the pupil's history and any other relevant matters.

Depending on the frequency and severity of a student's misbehaviour, expulsion will be considered.

PARENT-CHILD SEPARATION

It is difficult to know how a child will react in a new situation, such as going to school for the first time or even returning to school for another year. Talking about the new school at home often helps prepare a child. It seems that some children need frequent and repetitive discussions of upcoming routine changes, while others feel more comfortable with short and less frequent discussions.

Over the years, we have observed various reactions to parent-child separation. Sometimes children run off happily from their parents, which may make the parent feel that their child must not like being with them. That's not true! Most often, a child only cries until the parent is out of sight, then calms down under the careful, loving attention of a teacher before settling into an activity.

We believe it is often helpful to share some of our thoughts on separation before school actually starts. It is important to let your child know it is ok to go and do their work and have fun at school. If you are not sure whether or not your child will react well to being left at school, please let your child's teacher know how to contact you. It is **never appropriate** to sneak off and leave your child. It undermines the trust of leaving and returning. After a parent says goodbye, it is best to make the break, even if sometimes it means "peeling" a child off you.

If you have any questions or additional thoughts on ways to deal with separation with your child, please let your child's teacher know. It often works best to think about separation in advance and to decide on how you will best handle things.

Please remember, just as it is important to you, your child's comfort is of the utmost importance to us. Whatever you can share with us to ensure your child's comfort is greatly appreciated.

2025 Child Care Fee Schedule		
	Monthly Full Fee Rates	Discounted Fees Effective January 2025
Casa (1st Yr) & Pre-Casa - Full Days: School Day (8:15am - 4:00pm) \$ 1,134.00 with Hot Lunch (8:15am - 4:00pm) \$ 1,319.00		\$22.00/day \$22.00/day
Casa (2nd & 3rd Yr) - Full Days: School Day (8:15am - 4:00pm) \$ 1,050.00 with Hot Lunch (8:15am - 4:00pm) \$ 1,235.00		\$22.00/day \$22.00/day
Toddler: 5 Full Days, includes lunch (8:15am - 4:00pm) \$ 1,438.00		\$22.00/day
Additional Services and Fees:		
Before and After school (Monthly)	\$ 180.00	\$180.00/month
Before School (Daily per use)	\$ 20.00	\$12.00/day
After School (Daily per use)	\$ 30.00	\$14.18/day
Daily Hot Lunch (if not pre-registered)	\$ 12.00	\$12.00/day
Pizza Lunch (per slice)	\$ 3.00	\$3.00/slice
PD Day (Preschool)	\$ 53.00	\$22.00/day
PD Day (Toddler)	\$ 63.00	\$22.00/day
Annual Activity Fee	\$ 95.00	\$ 44.89
Administration Fee (one-time for new students only)	\$ 75.00	\$ 35.44
<u>Summer Program Fees</u>		
Summer Preschool (30 mos to 6 yrs)		
4 or more consecutive weeks	\$ 240.00	\$22.00/day
less than 4 consecutive weeks	\$ 249.00	\$22.00/day
Summer Preschool (6 yrs after June 30)		
4 or more consecutive weeks	\$ 240.00	\$240.00/week
less than 4 consecutive weeks	\$ 249.00	\$249.00/week
Summer Toddler:		
4 or more consecutive weeks	\$ 329.00	\$22.00/day
less than 4 consecutive weeks	\$ 345.00	\$22.00/day
Additional Services:		
Summer Extended Care (per week)	\$ 45.00	\$45.00/week
Summer Activity Fee (per week)	\$ 12.00	\$12.00/week