



ARCHWAY MONTESSORI SCHOOL & DAYCARE

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Program Statement & Parent Handbook

Revised September 4, 2018

PROGRAM STATEMENT

Archway Montessori School & Daycare (AMSD) is a community-based early learning centre established in 2010 and offers child care to children ages 18 months through 5 years of age.

We believe that all children are competent, capable, curious and rich in potential. At AMSD, children are encouraged to PLAY as their form of work. AMSD's interpretation of Montessori's pedagogy and programming is consistent with the Ministry of Education's Policy Statement as set out in the How Does Learning Happen? Document. It is important to note that Montessori pedagogy often describes children's activities as "work" where HDLH describes children's activities as "play" but the activities, as experienced by a child are one and the same.

By playing in an environment where their health and well-being is paramount, children make sense of the world through experimentation, trial and error and the guidance of creative adult partners. Our staff have the expertise to acknowledge, support and be excited about that potential in each child. Our trained staff are the foundation of each classroom and support children's learning, development, health and well-being. The teamwork that happens among these caring and responsive adults results in a quality program that allows children to succeed as they engage in active learning.

AMSD believes that families know their children best. They are key and pivotal to children achieving their unique potential and thus families are considered active participants and contributors to the program offered to each child.

AMSD is guided by the Ministry of Education's Early Learning for Every Child Today (ELECT) a framework for Ontario Early Childhood Settings and the 2014 professional learning resource "How Does Learning Happen? Ontario's Pedagogy for the Early Years." Our curriculum and practices are designed with the following five principles of the ELECT document in mind:

1. Early child development sets the foundation for lifelong learning, behaviour and health.
2. Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.
3. Demonstration of respect for diversity, equity and inclusion are prerequisites for optimal development and learning.
4. Play is a means to early learning that capitalizes on children's natural curiosity and exuberance.
5. Knowledgeable and responsive early childhood practitioners are essential to early childhood settings.

Our professional teaching team tracks and records the learning needs, skill levels, and interests of each child and strives to ensure that all children have a sense of belonging at AMSD and a sense of themselves. Classroom activities are designed and set up to reflect the many skills and attributes that each child contributes as well as their diverse needs.

To learn more about the ELECT and "How Does Learning Happen?" document, please speak to your child's teacher or visit these sites:

- <http://www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf>
- <http://www.edu.gov.on.ca/childcare/EducatorsEn.pdf>

Archway Montessori School & Daycare will...

A) Promote the health, safety, nutrition and well-being of the children

AMSD fosters the well-being of all children by providing a program that nurtures children's healthy development through:

1. Physical play.
2. Healthy snacks that reflect cultural, medical and nutritional requirements as identified by families and are delivered in a safe, clean and positive environment. Our staff are aware of each child's medical conditions, allergies and food restrictions.
3. A variety of play environments geared towards the children's learning needs.
4. Program and environmental adaptations that allow every child to participate.
5. Support in learning to making healthy and safe choices for self.
6. Support in recognizing and managing stress, emotions, attention and behaviour.
7. Family-centred practices.

B) Support positive and responsive interactions among the children, parents, students, volunteers and staff

AMSD takes into account the need for positive interaction with all important contributors to a child's well being. Forming trusting relationships with children and their families is paramount to creating a happy, safe and challenging daily experience. These relationships are achieved by:

1. Engaging children and staff as co-learners.
2. Honouring and respecting the unique characteristics and gifts of each child and family with respect to their beliefs, culture, language, gender and life experiences.
3. Family-centred practices; including but not limited to, the intake process and goal setting.
4. Providing opportunities for parent/team/community social interactions.
5. Policies and procedures that reflect and stress the importance of positive interactions;

C) Encourage the children to interact and communicate in a positive way and support their ability to self-regulate

AMSD values the importance of every child and family feeling safe, connected and that they belong at the school. Children are provided with support and understanding of their emotional and sensory needs in order to communicate and interact in a positive way by:

1. Supporting and providing for verbal and non-verbal communication strategies.
2. Supporting children in managing their behaviour and emotions.
3. Encouraging children to test their limits and thereby increase their competencies.
4. Supporting children's ability to manage stress and recover.
5. Creating an environment that is inclusive, calm and stress free.

D) Foster the children's exploration, play and inquiry

AMSD respects that play is a child's primary work. AMSD supports children's learning by providing for their interests; viewing staff and children as co-learners; and providing materials and experiences that allow a child to learn in a meaningful and safe manner. In these ways, we support engagement, belonging, expression and well-being. The individual learning of each child is encouraged by:

1. Ensuring that the space and experiences provided promote play and inquiry based learning and increase awareness and understanding of key concepts such as literacy and numeracy.
2. Recognizing that the learning styles and needs are different for each child.
3. Providing equipment, adaptations and support to ensure all children participate to the best of their abilities within an inclusive learning environment.

E) Provide child-initiated and adult-supported experiences

AMSD views our team as co-learners with the children. Respecting the child as a curious learner, we support the child's sense of belonging, well-being and expression by:

1. Participating with children as a co-investigators, co-learners and co-planners.
2. Seeking new ideas to facilitate children's exploration and understanding of the world around them.
3. Working with families and community partners to facilitate optimal learning experiences.

F) Plan for and create positive learning environments and experiences in which each child's learning and development will be supported

AMSD believes every child is rich in potential. It is our goal to create the environment and opportunities for inclusive, creative and inquisitive learning and development through play by:

1. Planning and providing active and developmentally appropriate learning experiences that are creative, relevant and meaningful to each child.
2. Providing materials and activities that are open-ended and that encourage literacy and numeracy.
3. Providing daily routines that are seamless and require minimal transitions.
4. Documenting each child's interests, activities and learning outcomes.
5. Providing an environment and program adaptations that support children to participate and that acknowledges and values diversity.
6. Supporting children as co-planners.
7. Developing and establishing goals in collaboration with families; i.e. including parents as partners.

G) Provide indoor and outdoor play, as well as active play, rest and quiet time, in the day and give consideration to the individual needs of the children

Children's health, well-being and engagement are fostered both indoors and outdoors, while respecting and being aware of each child's physical and developmental strengths and challenges. We provide regular daily opportunities for children to be physically active, limiting activities where children are sedentary for an extended period of time by:

1. Using our play space as the classroom, weather permitting
2. Making changes to our indoor environment to keep it stimulating and engaging for children with various interests, abilities and needs.
3. Being flexible in providing for the daily needs of the children; e.g. active vs. quiet activities, being attuned to children's varied sensitivities and arousal states.
4. Changing the classroom environment/set up to facilitate necessary quiet areas vs. active play.

H) Foster engagement of and ongoing communication with parents about the program and their children

AMSD recognizes that parents are the first and most powerful influence in their children's learning, development, health and well-being. We endeavour to engage the child and family in these critical early years, creating a sense of community and empowerment as well as increasing parental knowledge of and access to services by:

1. Daily written communication with toddler families.
2. Daily program observations are recorded and are available to parents.
3. Twice yearly Parent Teacher Conferences, to establish goals and discuss progress.
4. Twice yearly written reports to parents regarding their child's progress in the program.
5. Use of email communication with consent.

I) Involve local community partners and allow those partners to support the children, their families and program staff

AMSD welcomes community partners to collaborate and share in developing the physical and mental health of the children, with written permission from parents/guardians. In this process, we expect collaboration and sharing from the community partners. This collaboration serves to promote the overall health and well-being of the children as well as create a sense of community and belonging through:

1. Partnering with outside agencies and medical professionals.
2. Providing opportunities to expose the children to such community partners as the library, police, firemen and neighbours.
3. Welcoming and mentoring high school, college and university students.
4. Facilitating connections to community co-learners including volunteers, service groups, and businesses.

J) Support the staff who are working with the children by providing daily program support as well as professional development throughout the school year.

AMSD values the expertise of its interdisciplinary staff and encourages each professional's creativity, innovation and forward thinking in order to build a sense of engagement and belonging and ultimately an optimal service to children and families. We accomplish this by providing:

- Professional development via continuing education courses
- First Aid and CPR training
- Policy and Procedure reviews
- Speakers
- Time for staff meetings
- Time for planning
- Daily classroom support from the Supervisor/Director

K) Provide documentation and review the impact of the strategies set out in clauses (A) to (J) on the children and their families.

AMSD's Director will provide documentation through our monitoring form that looks at concrete, achievable outcome markers for evaluation of responsibilities under program statements (A) through (J) by:

1. including monitoring of performance on the program statements in the staff evaluation
2. Surveying families regarding their satisfaction, and obtaining their input.

Monitoring will also include staff discussions and be a standing item at staff meetings.

AMSD will continue to look at our Program Statement as a living document and make changes and additions that reflect our true practice and the expectations of "How Does Learning Happen?"

All staff (new and returning), students and volunteers will review this program statement annually, prior to interacting with children and whenever the statement is modified. We encourage our families to refer to our Parent Handbook for other pertinent information about the structure of your child's day at AMSD, the staff and policies and procedures that guide our practices. We will be responsive to your questions and concerns and appreciate your input into your child's first early learning experience.

Behaviour Management

Archway has a written procedure for monitoring the behaviour management practice of staff, volunteers and students on placement who provide care or guidance to children under our care. Behaviour management practice should be:

1. Used in a positive and consistent manner.
2. Implemented as soon as possible after the inappropriate behaviour.
3. Appropriate to the developmental level of the child.
4. Related to the inappropriate behaviour.
5. Designed to assist the child to learn appropriate behaviour.
6. Discussed with the parent(s)/guardians if a difficult situation arises with the child.

Preferred Practice

Staff are expected to use the following behaviour management practices when necessary:

1. Channeling the child's energy to another area (diversion).
2. Ignoring inappropriate behaviour (where appropriate).
3. Giving positive verbal reminders about inappropriate behaviour.
4. Redirecting to a closely supervised activity.
5. Giving positive reinforcement of desired behaviour – both verbal and non-verbal.
6. A discussion and explanation will follow all disciplinary methods where appropriate.

Prohibited Practices

No licensee shall permit, with respect to a child receiving child care at a child care centre it operate or at a premises where it oversees the provision of child care,

- (a) corporal punishment of the child;
- (b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the 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 the child or undermine his or her self-respect, dignity or self-worth;
- (e) depriving the 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.

Contravention of Policies and Procedures

Everyone – staff and parents – are expected to comply with Archway Montessori School's stated policies and procedures and the requirements of the Child Care and Early Years Act. Failure to comply could result in the following:

For staff:

Minor Contravention of the Policies and Procedures

1. A verbal warning.
2. A written warning.
3. Dismissal.

Major Contravention of the Policies and Procedures (e.g. spanking, hitting etc.)

1. Immediate Dismissal

For others, including parents:

1. A verbal warning.
2. Other action as deemed appropriate by Archway, including, but not limited to, the person not being permitted on the premises.

Disciplinary measures for staff normally follow a three-step process. An exception is made for certain kinds of conduct whose seriousness justifies omitting one or more of the steps. When determining which disciplinary measure(s) will be taken, the Administration, will take the following criteria into account:

1. The seriousness of the offence.
2. The actual or potential risk or harm to the child.
3. The past and recent performance of the staff.
4. The frequency of occurrence.
5. Previous disciplinary action taken.

When action is necessary, it will be taken immediately by the Administration in the case of staff, parents and others.

Monitoring Behaviour Management Practices

The following monitoring helps ensure that only preferred behaviour management practices are used:

1. A comprehensive discussion of the behaviour management philosophy of each staff will take place during the hiring process to ensure compatibility with the philosophy of Archway and the requirements of the Child Care and Early Years Act.
2. Staff will be made aware of the policies and procedures Archway through the review and sign-off procedures and through in-service training sessions and meetings, which include discussion of any unusual disciplinary problems.
3. Each staff is observed at least two times a year and has a performance appraisal conducted on them.
4. Staff will be meeting with the Supervisor/Director after the observation being conducted to discuss about concerns, strategies and action needs to be taken.
5. All complaints regarding behaviour management practice made by anyone, including parents, children, and staff will be investigated and acted upon by the Administration. Serious occurrence procedures will be followed when required.

Review and Sign-Off

The Program Statement will be reviewed with and by all staff prior to working with children for the first time and at least annually thereafter with each staff. After reviewing the program statement, each person will sign and date that they have read them and agree to follow them. Archway will review the program statement annually to ensure that it remains appropriate and up to date. A record of the date of review will be kept in file.

The following monitoring helps ensure that the practices stated in the Program Statement are being implemented:

1. A comprehensive discussion of the philosophy of each staff will take place during the hiring process to ensure compatibility with the philosophy of Archway and the requirements of the Child Care and Early Years Act.
2. Staff will be made aware of the practices stated in the Program Statement of through the review and sign-off procedures and through in-service training sessions and meetings, which include discussion of any unusual disciplinary problems.
3. Each staff is observed at least two times a year and has a performance appraisal conducted on them.
4. Staff will be meeting with the Supervisor/Director after the observation being conducted to discuss about concerns, strategies and action needs to be taken.

Record Retention

All records related to the review and sign-off of the program statement will be kept on file at Archway at least three years after the last entry.

Ongoing Monitoring

Archway is expected to monitor to ensure all staff members are in compliance with all the approaches set out in the program statement annually and on an ongoing basis, with respect to the reporting, management, and follow-up. Monitoring also includes an ongoing review of practices, procedures, and training needs

PARENT HANDBOOK

About Us

Founded in 2010, Archway Montessori School is a non-denominational Montessori School & Daycare located in Scarborough that offers Montessori education and childcare for children aged 18 months to 6 years. We are conveniently located in the Markham and Lawrence area, accessible by transit and within walking distance to numerous apartment buildings and homes in the area. Archway Montessori School in Scarborough offers your child a foundation in life long learning that is unmatched and unparalleled to public school education (small class size, 1:8 ratio). You will find a well-balanced program based on Maria Montessori's pedagogical principles and method. We also offer childcare that is a perfect blend of play based learning and Montessori methodology.

Staff

All of the teachers employed at Archway Montessori School have successfully completed an Early Childhood Education (ECE) and/or Early Childhood Assistant (ECA) as well as Montessori training that is recognized by the Montessori Accreditation Council for Teacher Education (MACTE) and/or Association of Montessori International (AMI). MACTE & AMI are the leading international governing bodies that assure your child's instructors meet the exacting standards of Dr. Maria Montessori. Our staff are also trained in standard CPR/First Aid.

Our staff adhere to all policies and procedures at AMSD as well as guidelines/policies set out by the Ministry of Education, Health and Fire Departments. All staff annually (or when needed) review all policies and procedures and sign off to indicate their knowledge and understanding of all of our policies. Records are maintained at AMSD for a minimum of 3 years in a safe/secure location.

Parent Involvement

AMSD encourages our parents to share with us and to give their feedback/suggestions/ideas. Various opportunities are available for dialogue such as Parent-Teacher Conferences, Field Trips and Curriculum Nights.

Parent Issues & Concerns

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by the licensee and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within two (2) business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Serious Occurrences

All serious occurrences are to be reported to CCLS (Child Care Licensing System) within 24 hours of the occurrence. Examples of a serious occurrence at the centre may include: death of a child, a missing or unsupervised child, allegation or suspicion of abuse, a life threatening injury or illness, disruption to the normal operation of the centre (fire, flood, gas leak, etc.). A notice is to be posted in a conspicuous place for a minimum of 10 days.

Minor Occurrences

Our staff are trained in Standard CPR/First Aid and as such, are capable of handling common non-life threatening accidents or injuries. Staff are expected to complete an Accident/Incident Report and share that with parents on the same day as the occurrence. Copies of the report are given to parents and maintained at the school, for a minimum of 3 years.

Volunteers & Students

AMSD accepts volunteers and students looking to get experience and/or complete placements at the centre. All students/volunteers must be familiar with AMSD's policies and procedures PRIOR to starting their placement at the centre. They are required to sign off on policies/procedures indicating their knowledge and understanding. These records are maintained at the centre for a minimum of 3 years.

In accordance with our policies, no volunteer or student is left unsupervised with a child and are not responsible for the care of children at the centre. Volunteers and students are always supervised by a paid staff member of Archway Montessori School & Daycare.

Duty to Report - Child and Family Services Act

As Educators, we strive to promote the protection and well being of our students. If we believe that a child is, or may be, in need of protection, **we are obligated by law** to report the suspicion to a Children's Aid Society. The Program Advisor needs to be notified IF the alleged abuse or neglect occurred while the child was receiving care at the child care centre.

The Child and Family Service Amendment Act require a person to report to a child welfare agency if he or she has reasonable grounds to suspect that a child may be in need of protection. The Principal/Director of a school, or teacher, who fails to report suspected abuse, is guilty of an offense. AMSD and its employees will respect the legislation and be governed by it.

Prohibited Practices

The following forms of behaviour management shall not be permitted by anyone - staff or parents, on the premises of Archway Montessori School:

1. Corporal punishment of a child (e.g. spanking, hitting, shaking, biting, etc.)
2. Deliberately harsh or degrading measures that would humiliate a child or undermine a child's self-respect (e.g. shouting, yelling, sarcasm, put-downs, forced feeding, etc.)
3. Depriving a child in a locked room or other area.
4. Locking the exits in order to confine a child.

Inclusion Policy

AMSD is committed to equal opportunity for all children, students, employees and candidates for positions, regardless of physical disability, race, ethnic origin, colour, religion, ancestry, age, sex, sexual orientation, marital status, family status, place of origin, citizenship, or any other factor unrelated to job/daily routine performance. We will reasonably accommodate the needs of persons with disabilities in a manner that respects their dignity and helps maximize their potential as a student or their contribution to the school as an employee.

Anti-Bias Policy

In keeping with the official policy of the Province of Ontario that inappropriate attitudes and behaviour based on race will not be tolerated, we are committed to providing an environment where parents and children of diverse backgrounds, cultures and ethnic origins may feel welcome. Our aim in doing so is to promote an understanding of unity in diversity. Staff will ensure:

- That every effort be made to positively reinforce a child's identity and self worth.
- That each child is treated equally regardless of age, race, sex and/or physical disability
- That programming reflects and integrates cultural differences.

Montessori Program Curriculum

Practical Life – to develop fine motor skills, eye and hand co-ordination, concentration and confidence.

Sensorial – refine each of the senses and dexterity

Math – counting, decimals, arithmetic, multiplication, division, and even basic geometry and algebra.

Language - phonics, reading, writing, even grammar and sentence structure. We also offer French and Spanish as part of our Montessori program.

Culture - including Arts, Sciences, Geography, History, Music, learning Social Skills.

Others – arts and crafts, music, daily opportunities for physical literacy and active outdoor play, rest time for children who require it and based on their developmental needs.

We know that children flourish in all areas of development when they are in supportive, caring and responsive relationships with adults whose focus is on the health, safety, nutrition and well-being of all children. This is the foundation of our program.

Hours of Operation/Closures

Archway Montessori School and Daycare operates from September to June, 5 days a week from 7am to 6pm. We are closed for all statutory holidays and for Winter/March Break. Summer Camp MAY be offered during the months of July & August, pursuant to conditions set out by the Ministry of Education. Please refer to our **SCHOOL CALENDAR** for a full list of closures.

Drop off/Pick up Policy

Children enrolled in the half day morning program can be dropped off as early as 7am and must be picked up no later than 11:30am. Children attending the half day afternoon program must be dropped off by 12:30pm and picked up no later than 6:00pm.

Staff are responsible for signing in/out all children at the centre upon arrival/departure and for logging absences. Parents are expected to bring their child into the building and ensure that the child is under the supervision of a caregiver before leaving. Equally, parents are expected to come into the building when picking up their child.

If a third party, not listed on your child's emergency contact list, is to pick up your child, please send us a note **prior** to the pick up date with your signature.

Late Pick Up Policy

All children **MUST** be picked up no later than 6pm. We will attempt to contact you or your emergency contact after 6pm. If by 6:30pm, your child has not been picked up and we have been unable to reach you or your emergency contact, Children's Aid will be notified.

Late Fees/Charges

Pick up between 6:00pm and 6:15pm \$20.00

Pick up between 6:15pm and 6:30pm \$20.00 + \$2.00 for every minute after 6:15pm

Inclement Weather

The Principal or Director may authorize a school closure or a delay in opening (late start) should severe weather conditions or inclement weather, including a snow/ice storm develop during the evening/overnight/early morning hours, thus having an impact on the safety of children, parents and staff when travelling and arriving to school. In addition, should extreme weather conditions develop during the day, the Principal or Director may decide to close the school earlier, thus an earlier dismissal time. In these conditions, parents are required to make alternative arrangements to have their child picked up from the school by the stated time, after which time, late fees will apply. Parents are required to find or make the necessary alternate care arrangements for their child. We strongly suggest that parents make these alternate care arrangements and plans beforehand, and well in advance of inclement weather conditions occurring. Such alternate care arrangements or plans may include having a parent be prepared to leave work earlier, having relatives or friends pick up your child or having another parent pick up your child. (must authorize in writing, and a record must be in the child's file). In the event that school is cancelled, or there is a late start or an early dismissal, events scheduled to take place at school or any location will also be cancelled. **Please note that no refunds or reduction of fees will be provided under any of the above circumstances; this will include all predetermined closure dates as posted in our School Calendar.**

We will make every attempt to inform parents promptly of school closures, late school starts, and/or early dismissals, but it is the parents' responsibility to contact the school in inclement weather conditions and be prepared for such events. Since the school schedule begins at 7:00 am. All cancellation decisions will be made by 6:30 am. **An email will be sent to ALL parents and the school's voice mail system will be updated as well.**

Nutrition

Archway collaborates with our catering service provider to ensure all meals we provide are both nutritious and appealing for children. Our menus follow Canada's Food Guide and are culturally sensitive. You can review the menu on the Communication Board. We accommodate dietary or religious food requirements for children in our program.

Medications

In order to administer medication to a child, it must be prescribed and parents are required to complete an authorization form. All medication must be clearly labelled with the child's name, dosage, duration, expiry date and must be prescribed by a doctor authorized to practice in the Province of Ontario. Non-prescription medication will NOT be administered by staff at AMSD. All records are kept on file for a minimum of 3 years.

Illness

In order to safe guard the health and well-being of all our students, parents are required to keep their ill child home. If your child has a fever of over 38 degrees celsius, they are to stay home. If your child develops a fever at school, parents will be contacted to pick up the child. Children must be symptom free for a minimum of 24 hours before returning to school.

Smoke Free Policy

No person shall smoke or hold a lit cigarette at Archway Montessori School including in the playground area. This will apply at all times, even when children are not present. Any person refusing to comply is contravening with the Smoke-Free Ontario Act.

Outdoor Play

All children attending the program for 6 hours or more are required to have at least 2 hours of outdoor play time (weather permitting). Parents are responsible for providing adequate and appropriate clothing for outdoor play.

Extreme Weather

In the event of a weather advisory related to smog, wind chill, extreme heat/cold etc., children will be kept indoors and activities will be planned accordingly.

Registration Fee

All families registering their child is required to pay a registration fee in the amount of \$150.00. This fee is non-refundable and non-transferable.

Absences

There are no refunds or price reductions for absences from the program.

Declined Fees

All returned payments are subject to a \$50.00 handling fee. More than 2 returned payments will result in suspension from the program until outstanding amounts have been settled.

Withdrawal

A 30 day notice in writing is required for all withdrawals. If less than 30 day notice is received, the penalty is one month's fee. If no notice for withdrawal is received, the penalty is two months' fees.

NOTE:

Policies and Procedures relating to various aspects of the centre are available in the office for all parents to review. Should you wish to have an electronic copy of our policies and procedures emailed to you for your perusal, please send a request to info@archwaymontessori.com

2018-2019 Fee Schedule

TODDLER PROGRAM – 18 to 30 months (offered 5 full days only)

Number of Days	Fees paid over 10 months (Sept. to June)	Fees paid over 12 months (Sept. to Aug)	Inclusions
5 full days	\$1100.00	\$915.00	Extended care, lunch & 2 snacks

CASA/PRE-SCHOOL PROGRAM – 2.5 years to 6 years (2/3/5 half and full day options available)

Number of Days	Fees paid over 10 months (Sept. to June)	Fees paid over 12 months (Sept. to Aug)	Inclusions
2 half days (AM/PM)	\$460.00	\$380.00	Extended care, 1 snack
2 full days	\$610.00	\$505.00	Extended care, lunch & 2 snacks
3 half days (AM/PM)	\$580.00	\$480.00	Extended care, 1 snack
3 full days	\$775.00	\$645.00	Extended care, lunch & 2 snacks
5 half days	\$690.00	\$575.00	Extended care, 1 snack
5 full days	\$1000.00	\$830.00	Extended care, lunch & 2 snacks

BEFORE & AFTER SCHOOL CARE ONLY (JK/SK STUDENTS ONLY, ages 4-6)

Times	Monthly Cost	Inclusions
Before School, 7am to 8:30am	\$200.00	Morning Snack
After School, 3:30pm to 6pm	\$350.00	Afternoon Snack
Before & After School	\$500.00	Morning & Afternoon Snacks

Please note, we do NOT walk children to school nor do we provide transportation.

Pick up/drop off to be arranged by and paid for by parents

Additional Information

- Lunch for children in half day programs is available at a cost of \$10.00 per day
- The morning (AM) session ends at 11:30am with drop off as early as 7am included in the fees
- The afternoon (PM) session ends at 4:00pm with pick up as late as 6pm included in the fees
- All fees are due ON or BEFORE the 1st of every month. Penalty applicable
- First & Last payments are MANDATORY
- All withdrawals require 30 day notice in writing. Without sufficient notice, penalty is 1 month's fee or 2 months' fees. Please refer to Parent Handbook for further details
- Cheques are to be made out to "Archway Montessori School Inc."
- Fees for children registering AFTER March 1, 2019 will incur an additional cost of \$100.00 per month

Employees of Scarborough General Hospital & TDSB/TCDSB qualify for a 10% discount*

*applies to NEW enrollments only, proof of employment required. Cannot be combined with other discounts

SCHOOL CALENDAR 2018-2019*

School Holidays (days that Archway will be closed)

Thanksgiving Day – Monday, October 8, 2018
Winter Break – Monday, December 24, 2018 to Friday, January 4, 2019
Family Day – Monday, February 18, 2019
March Break – Monday, March 11, 2019 to Friday, March 15, 2019
Good Friday – Friday, April 19, 2019
Easter Monday – Monday, April 22, 2019
Victoria Day – Monday, May 20, 2019

Professional Development/Professional Activity Days (Archway Montessori School will be closed)

Friday, October 5, 2018
Friday, December 21, 2018
Friday, February 15, 2019
Friday, March 8, 2019
Friday, May 17, 2019

Early Dismissal – 12pm (subject to change WITH prior notice)

Thursday, June 20, 2019 (last day of school)

Early Dismissal – 3pm (subject to change WITH prior notice)

Wednesday, January 30, 2019 (Parent Teacher interviews)
Wednesday, June 12, 2019 (Parent Teacher interviews)

Important dates to remember

First day of school – Tuesday, September 4, 2018
Last day before Winter Break – Thursday, December 20, 2018
First day back from Winter Break – Monday, January 7, 2019
Report Cards Winter Term – Monday, January 23, 2019
Parent Teacher Interviews – Wednesday, January 30, 2019
Report Cards Spring Term – , June 5, 2019
Parent Teacher Interviews – Wednesday, June 12, 2019
Last day of school – Thursday, June 20, 2019

***dates subject to change with prior notice**