

GENERAL INFORMATION

Student enrollment is for September through June. Tuition is payable monthly or yearly, with a 2% discount for a year's tuition portion paid in full by September 1 (**Please note the 2% discount does not apply to the Assessment Fees**). A 15% reduction on tuition fees is made for the second child and a 30% reduction for subsequent children concurrently attending the Academy. Registration and placement on the wait list is granted upon our receipt of the completed registration form with a one-time fee of \$75.00 (\$50.00 for second and \$25.00 for subsequent children). *Please note, this registration fee is non-refundable.* Placements are normally given for September of a school year.

To accept a child's placement, one month's tuition, applied to June of the next scholastic year is payable and non-refundable.

No reduction of fees can be made by the School for absences, withdrawal or dismissal. Parents are required to give advance notice when extended trips are planned. If education grants are lost because of a child's extended absence, those amounts will be added to the school fees. Refunds will not be given if the school is closed for less than three days for safety and/or emergency reasons. *Two full calendar months' written notice of withdrawal or the corresponding tuition is required.*

Although we wish to keep school fees as low as possible, parents should calculate a yearly increase of at least 5%. Tuition in Montessori schools may be higher than other schools because of the extensive materials, encompassing environment, curriculum and trained staff. To give your children the finest possible experience in their most sensitive years is to give them a strong foundation throughout their life. Consolidation of factual information, skills and good work habits is pertinent in the elementary school years and fosters the love of independent learning. Children who enjoy learning and become self-directed at these critical years will benefit through all their years of learning. "Learning is for Life" The **Roof Replacement Assessment** (Full Time \$225.00 / Half Time \$125.00) is calculated into the monthly payments.

**** Additional Fees** (All Additional Fees are due June 1, 2010 for 2010-2011 school year via post-dated cheques)
Please note: If paying your child's tuition in full for the 2% discount does not apply to either of the Assessment Fees.

**** Supply Fees** are due June 1st

**** A Student Enrichment Fee** of \$110.00 will be charged per family and is due every October 1st. This fee will be used to supplement school programs, activities and equipment.

**** Field Trip Fees** are due October 1st and are as follows – Kindergarten \$40.00 . . . Lower Elementary (Gr. 1 to 3) \$45.00 . . . Upper Elementary (Gr. 4 to 6) \$105.00 . . . Middle School (Gr. 7 to 9) Billed per outing.

**** Debt Retirement Assessment** is due September 1st 2009. Each assessment is per child. (Full Time \$225.00 / Half Time \$125.00)

Attendance: Children are to be brought to school no sooner than 10 minutes before class and picked up promptly after class otherwise a fee may be charged per half hour or part thereof for extra time. Preschoolers must be signed in and out. The School must be informed if anyone other than parents or their authorized substitutes will be picking up children.

Parent/Teacher Relations: Open communication is stressed and teachers are available to discuss the progress and welfare of the children. However, it is important that teachers on duty should not be distracted from their attention to the children in order to attend to parents. Pertinent information for the day can be handed to the teacher by way of a written note. Parents will be kept informed about their children's activities and progress through a combination of Parent/Teacher Talks, written reports, or orientation visits as scheduled on the school calendar.

Uniforms: Uniforms and black shoes (not runners) are compulsory at all levels of the School. Details about uniforms are available in the school office. All items must be clearly labeled with your child's full name. Appropriate clothing (raincoat, muddy buddy, boots, hat, mitts, etc.) for cold and/or wet weather must also be provided and available at school.

School Tours: A tour of the School is an essential part of the registration process and is mandatory prior to enrollment. To book a school tour with the Principal please phone the school office. Prospective Elementary and Middle School students are expected to spend time in a selected classroom before acceptance is finalized.

Life Threatening Allergies and/or Special Needs: (See Special Needs/Allergy Policy). These situations should be discussed with the Principal prior to registration to ensure that we can provide for your child's specific requirements.

Montessori Education - Brief Outline

The basis of the Montessori educational theory shows concern for the development of the whole child. The physical, mental, emotional, social, and spiritual development of the child are intertwined. Development in one area influences and supports the other areas. It is not beneficial to focus on the development of one aspect in isolation. The focus is on developing the whole child into a well rounded human being who would become a contributing member of society. Montessori believed that the child was not a blank slate which the teacher fills with information. The child is the result of an unfolding spiritual embryo which, nurtured in the proper environment, develops to an optimal state. The child has potentials but needs the proper surrounding in order for the potentialities to develop to the fullest.

The adult, or direct/or/ress, is there to guide and facilitate the child's natural growth by providing for the child's needs. Maria Montessori, through her research, discovered that the child from birth moves through a series of sensitive periods. When these sensitive periods are recognized and the child is given opportunities to satisfy their innate needs the child is able to develop to the optimum. It is also through this process that the child will develop self-confidence reflected in the child's level of inner discipline, increased power of concentration, a desire to explore and discover and a love of learning. A direct/or/ress is only one element of the Montessori theory. The other two elements are the child and the prepared environment. The direct/or/ress' role within this three way relationship is one that includes the following aspects: **role-model**, the actions of the teacher are immediately reflected in the actions of the child; **stimulator**, to maintain the child's interest and keep the child growing and developing; **communicator**, through actions and a minimum of verbalization; **observer**, to be able to ascertain the child's development and needs; **programmer**, to use the observations made to make the match between the child and the environment; and **custodian**, maintenance of the environment to keep it in good order, fresh and stimulating.

The child at ages 6 - 12 has a great capacity to learn consciously and deliberately and also to think and to memorize. This is the time to give the rudiments of the advanced disciplines of higher math, geometry, chemistry, physical and biological sciences, grammar and syntax, for at this time mental energies are clamoring for activity. By the time puberty is reached and adolescence is at hand, these energies will shift and centre around the activities of the endocrine glands to effect biological changes. Mental capacities will taper off and disciplines of the mind will temporarily be set aside. This is not the time for academic curricula.

The period from 6 - 12 years is the opportune time to feed the flame within the child and manifest his God-given potential. Activities involving relationships with the environment such as interacting with friends and the exploration of the ever widening surroundings are very stimulating. Classifications, sequences, and discovering the order in the natural laws provide these children with wonderful sources of experiential learning. They need to know the reason for things. In their years before six, they learned through sensorial exploration, now up to 12 years of age, they learn through imaginative intelligence. To confine the child to abstract or textbook learning is to block the way to self-discovery and the unfolding of "potentialities", thereby extinguishing the Flame, the genius within.

The role of the adult is to direct the child's natural energies rather than to teach; to guide rather than to judge; then to show the way towards the freedom in expressing one's own blueprint. In order to do this there is a learning process required of the would-be direct/or/ress. This process is two-pronged. One part is technical in character and it is the purpose of their training to provide the media for this teaching methodology.

However, the second and more sensitive part is spiritual in nature. It consists in learning selflessness in order to appreciate and gather all the delicate manifestations of the unfolding life in the child's soul. This requires a spiritual transformation which can only be achieved by each Montessori direct/or/ress.

We must learn to accept that we are not the child's teacher, but only the "way-showers". By becoming a child, one relinquishes the position of authority and becomes the Servant to the Soul. In the end, the child elevates the adult.