

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

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Table of Contents

Welcome, Mission Statement (Montessori)	2
Program Information	3
Parent Mission Statement	3
Statement of Beliefs & Values	5
Ethics	8
Local Community Partners & Involvement	9
Reach Out Center for Kids	9
Virtues	9
Student Code of Conduct	9
Anti-Bullying	10
Behaviour Guidance	12
Recess	12
Learning Differences & Special Needs	12
School Uniform & Other Clothing	12
Special Consideration	13
Lunch, Snacks, Birthdays & Party Invitations	14
Medication Policy	14
Illness Policy	15
Communicable Diseases	16
Epi-Pens	16
Supervision of Volunteers & Students	17
Orientation Implementation	17
Parent Involvement, Curriculum Night	17
Photo/ Video Consent	17
Homework	17
Communication of Information	18
Field Trips	18
Special Events (Camps, Christmas, Breaks)	18
School Closures	18
Evacuation	19
Entry into the School	19
Access to Children's Records	19
Change of Information	19
Tuition	20
Waitlist Policy	20
Withdrawal Policy	21
Parking	21
General Information, Arrival, Departure	21
Complaint Procedure	23
Addressing Parent Issues & Concerns	25
Inclusion Policy	26
Individualized Support Plan	27
Emergency Preparedness Procedure	27
Resourceful Websites	27

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

Welcome to Lakewood Montessori School

At Lakewood Montessori School we are committed to providing an opportunity for each child to grow to his or her fullest potential in a warm and nurturing Montessori environment. Our children's house program is designed to provide the highest standards in Montessori Education. Our programs are well rounded and help foster each child's development in leadership, responsibility, cooperation and initiative. We invite you to let your child experience the world of Lakewood Montessori School.

Canada-Wide Early Learning and Child Care Systems – CWELCC

Lakewood Montessori Christian School has decided to opt-in to the CWELCC program once registration in Halton opens.

Mission Statement

Lakewood Montessori provides high quality childcare for children ages 16 months to 6 years of age; and 6 to 9 on September 2023. This is achieved through positive guidance and respect by staff members, providing an environment of learning and development, and an integration of family members in decisions regarding children's development and well-being.

Ministry Program Statement: Montessori (Regulation 46)

Lakewood Montessori's interpretation of Montessori pedagogy and programming is consistent with the Minister of Education's Policy Statement as set out in "How Does Learning Happen (HDLH)?" It is important to note that Montessori pedagogy often describes children's activities as 'work' where HDLH describes children's activity as 'play' but the activities, as experienced by a child, are one in the same.

Our teachers are Montessori trained and Registered Early Childhood Educators (R.E.C.E.), who continue to engage in Professional Activities to upgrade their training and education. All employees, students and volunteers undergo a Police Clearance Check and Vulnerable Sector Scan prior to interacting with children in our care.

This Ministry program statement will be reviewed with school staff, students and volunteers and sign off prior to interacting with the children and annually thereafter or whenever an amendment is made.

We work to foster a positive relationship with the parents to build a bridge between home and school. Through our parent teacher app REMIND, transparent classroom, phone calls, e-mails, documentations, report cards and Parent-Teacher Meetings, teachers will inform the parents of their child's activities and development.

This Ministry statement describes our goals for children at Lakewood Montessori and the approaches that we implement to meet those goals. They are consistent with the Ministry of Education pedagogy that reflects the view of children as competent, capable, curious and rich in potential. We agree and practice in our program the following four foundations:

- Every child has a sense of belonging when he/she is connected to others and contributes to their world. **(Belonging)**
- Every child is developing a sense of self, health and well-being. **(Well-Being)**
- Every child is an active and engaged learner who explores the world with body, mind and senses. **(Engagement)**
- Every child is a capable communicator who expresses himself/herself in many ways. **(Expression)**

Lakewood promotes the health, safety, nutrition and well-being of the children in our care by diligently meeting all the requirements of ONTARIO REGULATION 137/15.

We support positive and responsive interactions among the children, parents, and staff by communicating, promoting and adhering to our 'Virtues' and our 'Code of Conduct.' These are communicated in our staff policies and in the parent handbook and calendar. They are applied to all members of the Lakewood Montessori community – staff, students, parents, volunteers, observers and visitors.

We encourage the children to interact and communicate in a positive way and we support their ability to self-regulate by having mixed-age Montessori communities where children remain with the same adults for three years. This provides many opportunities for interactions with children older and younger than themselves, and with adults. We also have a Statement of Beliefs and Values that is applied consistently throughout the school but according to the maturity of the children involved.

We foster the children's exploration; play and inquiry by having fully equipped Montessori play/learn environments in which activities are present for the full range of groups in each room. There are activities that assist children to become independent or able to assist others in care of the self, care of the environment and care of others; activities to explore and refine all the senses as well as discover sequencing and order; activities to increase vocabulary, encourage discussion, explore sounds, and begin to develop the process of writing and reading, literacy and numeracy skills. In addition, there are activities for cutting, colouring, painting, exploring colour, shape and texture, pasting, etc. Children understand where everything is kept and they are able to choose and return things independently and with their friends.

We provide child-initiated and adult-supported experiences. All Montessori materials are introduced to a child by a teacher and on some occasions by an older student, and while the Montessori adults are always observing children to see what support each child might need, children are encouraged to take initiative in their own learning as this most often results in children being deeply engaged and peaceful in what they are doing. Through their training and keen observation skills, adults select the appropriate time to introduce a child to something new so that they are always being challenged.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

We plan for and create positive learning environments and experiences in which each child's learning and development is supported by using the international Montessori curriculum and materials that have been proven through research to be effective with children from all socio-economic and cultural groups.

We incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day, and consider the individual needs of the children by directing the children to manage a great deal of their day. Children can choose to move about the class carrying things or building things or sit quietly at a table moving intricate pieces. Children can choose to have snack or a drink when they are hungry or thirsty; they do not have to wait for the whole group. Twice daily, children play in a large, well equipped, outdoor playground.

Program Information

Active Play: We ensure that our program operates and is arranged so that children in our licensed Young Children's Community (YCC) and preschool groups are separated from each other during active indoor and outdoor periods. This ensures that they can engage and explore in a safe environment and where they can investigate what they are naturally curious about to test their limits, take manageable risks appropriate for their age and abilities.

Outdoor Play: Our program ensures that each child who received childcare for 6 hours or more in a day spends 2 hours outdoor, weather permitting, unless the parent or physician of the child advises otherwise in writing. All children benefit from time spent outside playing and exploring where they can connect with the natural world and their community. Outdoor play offers opportunities for gross motor and highly active play. Lakewood integrates physical activity into the daily routine with our JUMP! Daily Physical Activity where each child and class spend 15 minutes doing jumping jacks, hopping, stretching and running.

Rest/Quiet Time: Lakewood ensures that each child that is in our school for 6 hours or more has a rest period not exceeding 2 hours in length. Any child in or Young Children's Community YCC or preschool group is permitted to sleep, rest, or engage in quiet activities based on the child's needs. Each child is assigned a sleeping cot that is labelled with their name. Through observations and classroom materials the teachers find ways to support each child's varied physiological and biological rhythms and needs for active play, rest, and quiet time. Finding ways to reduce stress through providing space and time for rest and quiet play such as the reading corner where cushions, books and chairs are provided for children to relax quietly.

Practical Life exercises are inviting, purposeful activities which are very close to real life work. They not only give the child self-confidence but also satisfy his/her sense of accomplishment. The cycle of activity is simple, clear, and short. The result of the work is quickly seen. These exercises enable the children to develop independence, concentration, and eye-hand coordination.

Sensorial material provides the child opportunities to refine all the five senses. Including small details and train his/her eyes to discriminate between size, height, width, and breadth dimensions, as well as colours and geometric shapes.

Language takes place by introducing children to correct spoken and written language. The children learn to read and write by using different Montessori materials. The program is designed to make this academic program fun, and help children develop an interest in reading and writing.

Arithmetic challenging, manipulative exercises help the child grasp the abstract concept of Arithmetic with ease using a hands-on approach. The children will learn numeration, place value, addition, subtraction, multiplication, division and the decimal system.

Culture area of the curriculum, children are very interested in learning about the world around them. This fully caters to their needs and curiosity by encompassing botany, science experiments, zoology, geography, history and the arts.

We foster the engagement of and ongoing communication with parents about the program and their children through monthly newsletters and annual curriculum evenings REMIND app, phone calls, transparent classroom. If requested, parents may schedule a time to observe their children (as long as it's not during pandemic).

We support our staff with continuous professional learning through the annual review of our Staff Handbook every August when staff review and complete all necessary documentation required by ONTARIO REGULATION 137/15. Staffs are supported in personal and professional goal setting. We have a budget dedicated to Professional Development that any staff person can access depending on their particular needs. We have Professional Development opportunities available for staff based on their needs and interests.

We regularly observe, document and review the impact of the above strategies on our children and will be shared with their families.

Lakewood Montessori School Parent Mission Statement

Parents who value their child is becoming, as well as what their child accomplishes can provide support by continuously enabling their child's independence. Each parent demonstrates Lakewood Montessori philosophy by modeling respect for self, others, and the environment by embracing cultural diversity. Each parent demonstrates confidence in each teacher's child-centered focus and commitment.

Parents support Lakewood Montessori School's driving force: Quality education within the Montessori philosophy, by observing in classrooms, at all levels, and participating in parent education programs; by contributing to the enrichment of the learning community by sharing their expertise and life passions; and by demonstrating a commitment to Lakewood's complete educational program. Parents act as an ambassador for Lakewood Montessori School to the greater community.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

Young Children's Community (YCC)

Our Young Children's Community (YCC) Programs at Lakewood Montessori School give children ages 16 months to 30 Months of age a loving, nurturing, and secure environment. Children must be able to walk freely and independently to be considered for enrolment. For a Young Children's Community (YCC) to feel comfortable enough to explore and learn, a trusting relationship must exist between the child and their teacher. Before a child can form this relationship with his/her teacher, he/she must first be able to trust himself/herself. The process of developing self-esteem begins very early in life.

Our teachers demonstrate to the children that they are trustworthy individuals. Children in our care are comforted, provided with unconditional love and are assured they will be protected and kept safe.

Our environment allows space for freedom of movement and provides materials that enhance and foster development in all areas of the senses. All of our materials and furniture are child size and are carefully chosen to meet the developmental needs of the children at this age. The classroom is a beautiful, friendly, inviting and very nurturing environment. Our daily schedule that is pre-planned and carefully thought-out, provides the children with a variety of stimulating and hands-on activities which foster the children's social, emotional, cognitive and physical development. Each child is welcomed, treated with respect and is recognized as his/her own individual person.

We encourage open communication between parents and teachers, and progress records are kept on each child informing parents of their child's accomplishments. The Young Children's Community (YCC) Program also provides our children with outdoor activities that promote and enhance gross motor development.

Casa

The Casa program is for children aged 2.5 to 6 years. In a Montessori pre-school, the children learn concepts spontaneously as they work independently with many materials in the environment. The program is divided into 5 main areas:

Practical Life exercises are inviting, purposeful activities which are very close to real life work. They not only give the child self-confidence but also satisfy his/her sense of accomplishment. The cycle of activity is simple, clear, and short. The result of the work is quickly seen. These exercises enable the children to develop independence, concentration, and eye-hand coordination.

Sensorial material provides the child opportunities to refine all the five senses. Including small details and train his/her eyes to discriminate between size, height, width, and breadth dimensions, as well as colours and geometric shapes.

The total development of **Language** takes place by introducing children to correct spoken and written language. The children learn to read and write by using different Montessori materials as well as learning phonetic sounds. The program is designed to make this academic program fun, and help children develop an interest in reading and writing.

Challenging, manipulative exercises help the child grasp the abstract concept of **Arithmetic** with ease using a hands-on approach. The children will learn numeration, place value, addition, subtraction, multiplication, division, and the decimal system.

Culture area of the curriculum, children are very interested in learning about the world around them. This fully caters to their needs and curiosity by encompassing botany, science experiments, zoology, geography, history, and the arts.

Elementary

Lakewood's Lower Elementary Program will open September 2023

The Elementary program is a **mixed-age classroom for children aged 6 to 9**. Children who are entering the Lower Elementary are beginning their 'second plane of development.' This stage can often be characterized by children's endless curiosity, need to know why and how things work and passion for hands-on exploratory research.

Program Overview

- Extended, one-on-one or small-group instruction is our "normal" way of teaching
- Individualized instruction maximizes each child's learning potential
- A lead teacher (our average student-teacher ratio is 13:1)
- Lead teachers are Montessori trained and certified, in addition to province teaching licensure
- Hands-on learning materials bring abstract concepts to life
- Children are allowed to choose their work within the limits of the curriculum
- Montessori education nurtures self-discipline, creative problem-solving, independence, and a love of learning

Examples of Lower Elementary Curriculum Topics

The following list offers examples of topics covered in the lower elementary curriculum; it's not the complete scope and sequence:
First Grade

- Geography: Parts of the Earth; South America study
- Zoology: Vertebrates/Invertebrates; amphibians
- Reading: C.A.F.E. strategies (Comprehension, Accuracy, Fluency, Expanded vocabulary)

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

- Time: Months, clocks, calendars
- Culture: Prime Ministers
- Geometry: Quadrilaterals
- Language: Parts of a sentence (articles, adjectives, nouns, verbs); grammar symbols (for diagramming sentences)
- Math: Math fact addition mastery; subtraction and multiplication using Golden Beads; place value; common factors, money; addition and subtraction using the stamp game

Second Grade

- Botany: Nomenclature
- Geography: North America and its flags
- Zoology: Parts of a Porifera (animal sponge); coelenterates (jellyfish, corals, sea anemones)
- Geometry: Quadrilaterals and polygons
- Culture: Civilizations study; BC/AD history timeline; Timeline of Life
- Language: Adverbs; conjunctions; verb tenses
- Math: Fractions; division and place value; mental math addition and subtraction

Third Grade

- Geography: Landforms and water forms
- Botany: The plant kingdom
- Zoology: Characteristics of vertebrates.
- Culture: Ancient civilizations study; reports on Prime Ministers
- Geology: Types of rocks
- Language: Main idea of an essay; verb tenses
- Math: Division; fractions; elapsed time; multiplication facts; geometric concepts; pre-algebra; types of graphs.
Geometry: Perimeter

French

The students begin the studying of the French language at the Casa level. Our goals for the children at this age are:

- To foster a positive attitude and enjoyment in the process of acquiring a new language.
- To impart a clear idea of the importance and relevance of learning a foreign language.
- To teach French as a living, spoken language through speaking and listening.
- To reach pupils to be able to read French.
- To equip pupils with a thoroughly learned vocabulary.
- To instill a readily accessible knowledge and understanding of everyday sayings, idioms and phrases.
- To impart a knowledge of the basic rules of French grammar.

Statement of Beliefs and Values

We are committed to providing high-quality child-care services at Lakewood Montessori.

We value the ethno-cultural and individual diversity of children and staff members. We believe that child care supports and services must be offered in a culturally sensitive manner.

We believe children have a right to a caring and intellectually stimulating environment, which enhances their quality of life.

We encourage informed participation of family members in making decisions regarding their children's well-being.

We believe that the caring, experience and competence of our schools' providers is our most valuable resource.

We promote and are committed to a continuous learning environment of our staff and children alike.

We believe that children have the right to live and be cared for in an environment of positive behavior guidance.

We believe that children must be provided with a caring and stimulating environment focused on growth and development.

Ministry Program Statement: How Does Learning Happen

The program and staff will be monitored by the school's Administration to ensure the approaches set out in this program statement are implemented. All staff will be given a copy of HDLH. Staff will be required to attend workshops (on site or offsite) on understanding HDLH and how to implement it in their classrooms. During monthly Staff Meetings, review of various aspects of HDLH will take place regularly. This review will include reflective questions, goals and expectations, and curriculum that revolve around the foundation of Belonging, Engagement, Expression, and Well-Being.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

Staff will sign this document each year as they review the Program Statement, as a requirement of employment. This signed document will be kept in the staff file.

The written process for monitoring compliance and contravention

In addition to the yearly performance review is the monitoring of staff will be ongoing to ensure that they are following the approaches set out in our Program Statement. Issues and concerns will be addressed and documented by school administration and kept on file. Outcomes of monitoring of compliance by all staff will be recorded annually and kept on file by administration. If any staff is not in compliance or prohibited practices* are observed, this will be noted on the staff monitoring form. This will be discussed with staff, and they will be given the opportunity to comply; this will be measured via the Action Plan created specifically for them. Additionally, staff will receive a Discipline Notice and participate in a disciplinary meeting with the school administration (dependent on the severity of infraction/non-compliance). Staff will be monitored shortly thereafter to ensure compliance. Should they still not be in non-compliance, another meeting will occur with the Director to discuss. It will be up to the Head of School and Director to determine the employee's eligibility to continue at Lakewood. Copies of the staff monitoring will be kept secure in the staff file for no less than three (3) years.

***Not in compliance, or prohibited practices include, but are not limited to:**

- a) Corporal punishment of a child; hitting, spanking, slapping, pinching, etc
- b) Deliberate use of harsh or degrading measures or threats or derogatory language directed at or used in the presence of a child that would humiliate the child or undermine his or her self-respect, dignity or worth.
- c) Depriving the child of basic needs including sleep, food, drink, toilet use, clothing, shelter or bedding.
- d) Locking the exits of the school premises for the purpose of confining the child; or confining the area of the room without adult supervision unless such confinement occurs during an emergency.
- e) Using a locked or lockable room or structure to confine the child if he or she has been separated from other children.
- f) Physical restraint (unless there is imminent danger of harm to the child or others; used as a last resort for safety purposes only). e.g.: confining to a chair with restraints for discipline or in lieu of supervision unless for the purpose described in the regulation (to prevent self harm, harm to others and only until the risk of harm/injury is no longer imminent.
- g) Inflicting any bodily harm on children including making children eat or drink against their will.

Staff are to confirm these practices are not allowed and do not occur in the program. Staff, students, and volunteers will be expected to support positive interactions between children, families, staff and the community through the implementation of the Program Statement. Staff are required to familiarize themselves with each Individualized plan and follow proper protocol and policies in regard to each individual plan. The 16 policies in place will be discussed in a yearly staff orientation meeting and also monthly in Lakewood's Staff meetings. Staff will sign-off that they have received proper training and information in regard to the 16 policies and the Individualized plans.

- Serious Occurrences
- Sanitary Practice
- Anaphylaxis Policy
- Waitlist Policy
- Parent Issues & Concerns
- Fire & Safety & Evacuation Procedures
- Sleep Supervision
- Staff Training & Development
- Supervision of Volunteers and Placement Students
- Playground Policy
- Program Statement Implementation
- Criminal Reference Check & Vulnerable Sector Check
- Emergency Management
- Medication Policy
- Process for Monitoring Compliance & Contravention

Individualized plans are:

- Anaphylaxis
- Special Needs
- Medical Needs

These policies will be explained and reviewed annually with the Head of School and Program Director at the General Staff Meeting during Orientation Week. A yearly Acknowledgment Form will be signed.

Lakewood Montessori School will monitor each staff, student and volunteer to assess whether policies, procedures and individualized plans are being implemented as follows:

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

- The Licensee will observe and monitor the supervisor of the childcare center.
- The Supervisor will observe and monitor the qualified staff in each program room. (i.e., RECE or Otherwise Approved)
- The Supervisor/Directress will observe and monitor the other program staff (i.e., assistant)
- The Supervisor/Directress will observe and monitor the placement student.
- The Supervisor/Directress will observe and monitor the volunteers.

The monitoring and observations will be conducted on an ongoing basis through various means including but not limited to:

- Participating regularly and informally in the program.
- Collecting feedback provided from parents and families.
- Reviewing written documentation (i.e., medication administration forms, daily written record, attendance records)

Monitoring will be conducted at different times of the day, (i.e., morning, afternoon, periods of arrival/departure, rest periods, mealtimes)

Monitoring and observations will be recorded and kept in the Implementation binder. Documentation of observations will be completed at the time the observation is made or at least once a year and will include concrete examples of observed compliance or non-compliance.

Follow Up: Any areas of concern with an individual's ability to comply with policies, procedures and individualized plans will be brought forward to the Head of School and Program Director.

The supervisor will address their observation through a review and discussion with the individuals observed 6 months and will seek to or provide them with appropriate supports to achieve and maintain compliance. (i.e., training).

Dealing with Contraventions of Policies, Procedures, or Individualized Plans:

- Lakewood will make every effort to clarify expectations and encourages staff, students, and volunteers to raise their questions and concerns about implementing policies, procedures and individual plans on an ongoing basis to support clarity, learning, development and ongoing compliance.
- Progressive discipline may be used to address observed non-compliances with policies, procedures, and individualized plans, taking into consideration the nature and severity of the incident, and the individual's history of previous non-compliances.
- Where a staff, student or volunteer is observed to be non-compliant, the licensee, Head of School or Program Director will take one or more of the following actions:
- Inform the individual that a non-compliance was observed, including the review of a pertinent records or documentation that provide evidence of the non-compliance.
- Re-review the relevant policies, procedures, and/or individualized plans with the individual.
- Issue a verbal warning.
- Issue a written warning.
- Temporarily suspend the individual from their position at the childcare center for a period amount of time, based on severity];
- Terminate the individual from their position.
- Inform any relevant parties (e.g., College of Early Childhood Educators, College of Teachers, College of Social Work and Social Services, the contact person for the program from which a student has been placed, CAS, police, etc.); and/or
- Report violations with the College of Early Childhood Educators' Code of Ethics to the College.
- Where an observed non-compliance meets the criteria for a reportable serious occurrence (e.g., an allegation of abuse or neglect), the serious occurrence policy and procedures will be followed.
- Where appropriate, the Head of School or Program Director will follow up with the family of a child in accordance with our policies and procedures on parent issues and concerns.

Program Statement Implementation

All the staff/volunteers and students at Lakewood are expected to follow the Program Statement and support all students in their well-being and belonging while providing times within their program for self-expression.

Lakewood promotes health, safety, nutrition and well-being of all children and staffs are required to always supervise children. Lakewood observes and follows the Ministry of Health and Safety guidelines.

Fire Drills are performed monthly and logged in the fire drill binder. Staff and students are aware that in the event of an emergency, our evacuation center is located at LA FITNESS 1326 Brant St. Burlington, 289.812.0617.

Lakewood provides nutritious snacks as well as hot lunches which are prepared by our Food Handlers certified in house chef.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

Lakewood incorporates 2 hours of outdoor play, weather permitting daily as well as a time to rest and sleep when needed and as requested by parents. During quiet time the children not taking part in a nap are mindful and respectful of those who are sleeping while they engage in their own active time.

Student and volunteers are never left alone with children and are always accompanied. Any person who enters Lakewood and will have any direct involvement with the children are required to fill out an Offence Declaration.

All teaching staff needs to be reflective practitioners who learn about children through listening, observation, documentation and discussion with others, families to understand children as unique individuals. They will observe and listen to learn how children make meaning through their experiences in the world around them and use this to have meaningful interactions and engage children daily. The environment is set up to encourage the children to challenge their abilities, expand their interests and develop relationships.

To support all children and families, parents will be directed to resources outside the centre and community partners if necessary, such as early years and support services, speech/occupational therapists etc. Lakewood works closely with Community Living, The Halton Resource Center (THRC), and Quality First which provide Facilitators and Resource Consultants who support the classroom integration or special needs children.

Regular and ongoing communication with parents is an important component of the day whether by phone, email or through written and posted communication tools. Parents are also welcome to visit Lakewood and participate in various special events throughout the year, such as Meet & Greet, Mothers/Fathers Day Event, Christmas, Graduation Ceremony and Montessori Week.

Lakewood prohibits the following:

- Locking the exits of our school from inside
- Confining a child using a lock or lockable room to separate him/her from other children.
- Physical, sexual, verbal, or emotional abuse or neglect
- Using corporal punishment
- Depriving a child of basic needs including food, shelter, clothing, or bedding
- Using deliberate harsh or degrading measures that could humiliate the child or undermine his/her self-respect.

If the Head of School or Director observes or is made aware of any practice that is not supported, they will address the issue with the staff member according to the strategies outlines in the Disciplinary Policy that is outlines in the Staff Manual.

All Montessori staff, volunteers, students, and Early Childhood Educators hold themselves accountable and will use the Code of Ethics, the Standard Practice and the CCEYA to guide their decisions and practice.

With ongoing monitoring of the classroom, the Head of School will ensure that all staff, students, and volunteers are following approaches that support positive interactions with children, families, staff and the community.

The Head of School and Program Director will hold Annual Staff Evaluations twice a year using the Monitoring Checklist to discuss the implementation of the Program Statement and provide feedback.

Ethics

Lakewood strives to offer the most professional service possible. All staff is expected to always behave in a professional manner. Gossiping will not be tolerated. Speak positively when talking about the school. Issues with other staff members should be addressed privately and out of the program. Everyone, including children, parents, and staff is to be treated with respect and dignity.

Good staff relations include working cooperatively, remaining non-judgmental of staff, exerting trust, maximizing communication, celebrating through holiday events, program support, and school-wide projects. Malicious comments, gossip and other harmful behaviors should be ignored and suppressed.

Respect for the child includes a positive, optimistic attitude about children, a cooperative spirit, nurturing of independence, a recognition of unique individuality, trust in the child's work, finding the right activity and listening to and observing to follow the child. One should avoid pride and anger, touching the child unless invite, speaking ill of the child, sarcasm, teasing, over-reacting to misbehavior, and implied reward and punishment. When making presentations, the child's interest level should be considered so that the teacher stops before the child tires. Phrasing of instructions should be direct and to the point. When communicating with the child, come down to child's height.

Following the Montessori philosophy of "Grace and Courtesy" is expected for all Staff. Staff will communicate with everyone in a calm and quiet tone. Raised voices are not acceptable.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

Professional conduct includes keeping private affairs outside of the workplace, maintaining agreements at all levels regarding performance of duties, and meeting the needs of individual students and staff.

All communication goes through the school office before any concerns of an academic or behavioral nature are addressed with the parents. Please try to avoid and minimize doorway interviews; parents may tend to draw a teacher into a conversation about their child at inappropriate times. Tactful and diplomatic redirection may be required on these occasions.

To protect the professional parent/teacher relationship, all teachers and staff should refrain from accepting casual social invitations from parents. This will protect the teacher from conflict of interest when professional viewpoints are required, i.e., student discipline, report cards, parent interviews. Ethical responsibilities to parents mean that teachers should strive to develop relations of mutual trust with families they serve and/or are in contact with at the school. We shall maintain confidentiality and shall respect the family's rights to privacy, refraining from disclosure of confidential information and intrusion into family life.

If you encounter something in the school that does not follow the policies of the school, then you are expected to report it to the Head of School to ensure that it will be corrected.

Local Community Partners & Involvement

Lakewood involves itself in the community throughout the school year. It is a time for the children to get involved in the community and to do their part and appreciate their environment and the people who live next to them in a variety of different ways.

Terry Fox Walk – Families are responsible for collecting donations from family and close friends. The day of the walk children walk around the neighborhood to show their support. Once the walk is completed the money raised by the school is donated to the Terry Fox Foundation.

Community Fundraiser – Twice a year the staff and families of Lakewood collect non-perishable food items and or raise money. Lakewood partners with SSVF, who supports local families in need.

Quality First

The Halton Resource Centre

REACH OUT CENTER FOR KIDS (ROCK) – INDEPENDENT STUDENT PLANNING

The Centre is committed to providing services that are client-centered, knowledgeable and effective. Whether individually or as a team, The ROCK staff are dedicated to:

- Supporting and improving child, youth and family well being
- Making a meaningful lasting impact
- Contributing to Excellence in Children's Mental Health

ROCK believes that children's mental health needs are best met in partnership with their families and caregivers and in collaboration with those in the community who care for and support children and youth.

Virtues

The Virtues program is integrated into our curriculum and its purpose is to support the moral and spiritual development of children of all cultures, by helping them to remember who they really are and to live by their highest values. Virtues also seek to provide empowering strategies that inspire the practice of virtues in everyday life through programs of excellence and simplicity, which support children of all ages to cultivate their virtues – the gifts of character.

Parent & Student Code of Conduct

In keeping with our school philosophy to nurture each student and to maximize their potential, Lakewood Montessori also strives to provide a learning environment for our students, which promotes positive relationships between teachers, students, and parents. It is our goal to meet these high expectations through compliance to our Code of Conduct.

The Code of Conduct outlines the school's expectations of parent & student behaviour. Every member of our school has the right to work, learn and play free from disruption from others. The school promotes responsibly, respect, civility and academic excellence in a safe learning and teaching environment. All members of our school community are expected to be courteous and considerate, to use appropriate language and behaviours and to show respect for the rights and property of others. The school and home must encourage proper behaviours and discuss rules with students.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

PARENT & STUDENT CODE OF CONDUCT DISCIPLINARY STEPS

ANTI-BULLYING & VIRTUES

Code of Conduct

Lakewood believes that the responsibility of creating a supportive and caring environment resides with each student. **Grace and Courtesy** are important components of our school environment and integrity should always be reflected in each student's behaviour. In keeping with the Montessori philosophy, the following behaviours and responsibilities are always expected of parents & students:

<u>Expected Behaviour</u>	<u>Rationale</u>	<u>Consequence</u>
<p><u>Respect for Self & School</u></p> <p>Students are expected to be polite, courteous and considerate, to use appropriate language and behaviour, and to show respect for the rights and property of others. The school and home must encourage this behaviour and discuss rules with students.</p>	<p>The school is a place to learn, grow, and enjoy friendships. Students should always respect differences in people, their ideas and opinions. They must treat others fairly. Persons in authority, teachers, and visitors should be shown respect. A spirit of cooperation and mutual respect provide the best environment for learning.</p>	<p>Inappropriate behaviours will result in a Parent-Teacher telephone call and /or conference where a plan of action will be completed and implemented. Appropriate follow-up will occur with the student, parents, and school.</p>
<p><u>Punctuality</u></p> <p>Students must be on time for all classes and events.</p>	<p>Unless there is a valid excuse, being late is an impediment to learning as well as a cause for disruptions to work periods. It shows a lack of consideration to others.</p>	<p>All lates will be recorded. Parents will be contacted if persistent lateness is an issue.</p>
<p><u>Attendance</u></p> <p>Students must be in attendance at all times except for the following reasons: illness, medical appointments, family emergencies. Parents are expected to notify the school of expected absences in writing and unexpected absences by telephone call.</p>	<p>Poor attendance can delay academic progress and development of social skills, including friendships. Absenteeism adversely affects a student's progress and participation.</p>	<p>Attendance is recorded daily and excessive absenteeism will result in a telephone call or Parent-Teacher meeting.</p>
<p><u>Come to School Prepared to Work</u></p> <p>Students are expected to come to school ready and eager to start their day.</p>	<p>Students should be proud of their accomplishments and efforts. Good organization and time management skills facilitate the learning process.</p>	<p>A telephone call or Parent-Teacher meeting will result to discuss and implement a plan of action.</p>
<p><u>Appropriate Conduct</u></p> <p>Students are expected to be courteous and considerate in their dealings with their peers, parents, visitors, and school staff. Proper care and regard for school property and the property of others and the environment is expected.</p>	<p>Intimidation (physical, verbal, written) and/or any form of bullying do not reflect the Virtues. Every child has a right to learn in a clean, safe, and caring environment, free from worry.</p>	<p>Inappropriate behaviours will result in a Parent-Teacher telephone call and /or conference where a plan of action will be completed and implemented. Appropriate follow-up will occur with the student, parents, and school.</p>

Anti Bullying Policy

Lakewood Montessori School believes that each student has the right to learn in a safe environment, without the fear of being bullied. Bullying is wrong and will not be tolerated.

What is bullying?

Bullying is when the actions of one person or a group of people make someone else uncomfortable or upset. Bullying includes:

- Teasing
- Humiliating
- Excluding
- Ignoring
- Physically and/or verbally assaulting.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

- Stealing from
- Spreading rumours about

If you are Being Bullied:

Remember that silence is the bully's greatest weapon. Children must tell someone that they are being bullied, whether it is a teacher or a parent.

- That he/she does not deserve to be bullied. It is wrong.
- To think assertive, self-affirming thoughts; to be assertive. Shout "NO" and walk confidently away.
- To teach your child to use "anti-victim" body language. To maintain eye contact, keep shoulders back, head up.
- To avoid fighting back. It could make things worse.
- To stay with a group of friends.
- To talk to an adult as quickly as possible. Teachers will take you seriously and will take steps to end the bullying without making matters worse for you.

If You Know Someone Is Being Bullied

Take action immediately! Watching and doing makes the bully believe that you are on his/her side.

- Show your support for the victim by shouting at the bully to stop.
- If you feel you cannot get involved, tell your teacher as quickly as possible.
- Your teacher will have a way of dealing with the bully without getting you in trouble.
- Do not feel that you have to be, or even pretend to be friends with the bully.

Disciplinary Steps

At Lakewood Montessori School, we believe that bullying is a very serious offence. We will discipline and try to help the bully by providing consequences and responsibilities that are immediate and consistent. We will help the bully by making him/her be aware of his/her actions and the effect it can have on the other children. We will also inform the parents in order that they may talk to the child.

When a child has bullied someone:

- He/she will be warned by the teacher to stop bullying.
- Parents will be informed about his/her unacceptable behaviour.
- He/she may be excluded from socializing with his/her peers for a short period of time.
- If the behaviour persists, he/she will be suspended or expelled from school.

Code of Good Sportsmanship

- Remember to practice your Virtues.
- Always play by the rules.
- Control your temper.
- Play fairly at all times.

Disciplinary Steps

At its discretion, the school will take disciplinary action against parents/students who contravene the Code of Conduct and other School rules. Disciplinary action may include a parent meeting with a reasonable and attainable plan of action for the parent/student, follow-up to this plan of action, withdrawal, or limitation of School privileges and/or other reasonable sanctions. In deciding whether and what disciplinary action is warranted, the school will consider the circumstances surrounding each case.

A student may be **immediately suspended** from the school for the following:

- Theft
- Uttering threats to inflict serious bodily harm.
- Acts of vandalism causing damage to School property.
- Swearing at a teacher or other person in authority.
- Causing bodily harm to another student, self, School staff, or class pet.
- Disobey the school's policies & procedures and school rules and requests.

In these instances, conditions to return will be discussed with the parents and student. The school reserves the right to dismiss a parent/student where the continued attendance of that family/student would not be in the best interests of that student or the school. The school reserves the right to dismiss a parent/student when his/her behaviour seriously jeopardizes the ability of the school to guarantee the dignity and safety of its students or interferes with learning.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

BEHAVIOUR GUIDANCE POLICY

Staffs that interact with children at Lakewood will support behavior management by not utilizing the following:

- No form of corporal punishment will be allowed at any time, including hitting, spanking, pushing, shaking, pinching, biting, grabbing, or slapping.
- Physical restraint of the child, such as confining the child to a highchair, 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
- Locking the exits of the school 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 school's emergency management policies and procedures
- Deliberately harsh or degrading language or measures 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/her self-respect, dignity, or self-worth
- Deprivation of a child's basic needs, including food, drink, shelter, sleep, toilet use clothing or bedding or
- Inflicting any bodily harm on children including making children eat or drink against their will.

EXTENDED CARE PROGRAMS

Before School Program:

7:30 a.m. – 8:30 a.m.

After School Program:

4:00 p.m. – 5:30 p.m.

Those parents who require care before or after school are asked to register their child with the school office. Spaces are limited in both programs and all students must be registered. Fees will not change regardless of time of drop-off or pick up.

Students who must stay in the after-school program but are not registered will pay a flat rate of \$30.00, regardless of the time picked up. If the child is picked up late more than three times in any given month, parents will be asked to register in the after-school program.

All children must be picked up by 4:00 pm or if they are enrolled in the after-school program then 5:30 p.m. If parents are unable to pick up their child by 5:30 p.m., they must inform the school beforehand and identify an alternate person to pick up their child. Please ensure that the alternate person provides picture identification. For children who are picked up after 5:30 p.m. there is a late charge of \$10.00 for every 1 minute and is to be paid directly to the staff member on duty. If the fee is not paid immediately, parents will be invoiced for the amount due.

RECESS

Recess is an important part of the school day, and all students are expected to participate in outdoor activity. Students must have appropriate footwear and outerwear for the day's weather conditions. As a rule, any child who is too ill to go outside should be considered too ill to attend school. The children in the After-School program will go outdoors for a minimum of 2 hours a day, weather permitting.

Parents should note that in the winter months, students will remain indoors if the temperature is -15°C or colder, with or without the wind chill factor. Children will be kept outside for a reduced amount of time if the temperature is below -15degree Celsius with or without the wind chill factor. Students will not go outside if the playground is deemed unsafe (e.g., icy conditions).

LEARNING DIFFERENCES & SPECIAL NEEDS

Children who attend Lakewood with learning differences or special needs are provided with a learning environment based on Montessori principles with appropriate modifications, which will guide and help the development of the child with these needs.

If a classroom teacher feels that a student is manifesting characteristics of being "at risk" for learning differences, then documentation will take place of all such observations. Meetings will take place between the school Head Teacher/Program Director/Teacher/Parents to further discuss needs and concerns. If necessary, a third party (e.g., special resource workers) will be brought in to observe and identify potential "at risk" students. A plan will then be put in place to monitor progress and to assist and facilitate the student's development in the areas of need. Continued follow-up of progress will continue throughout the school year. Parents are asked to fully participate in assisting the school to help in the child's progress and success in the program. Modifications in the home environment may also be required.

SCHOOL UNIFORMS & OTHER CLOTHING - A.L. Togs – Angela – 647-764 - 8647

Students are encouraged to take pride in wearing their school uniform, and uniform items are expected to be always clean and in good repair.

Students are expected to travel to and from school in their uniform. Summer uniforms may only be worn in the months of September, May, and June. Running shoes are not acceptable with the Summer Uniform. If a student's uniform is incomplete, a notice will be sent

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

home outlining the items that require correction. It is recommended that students have an extra set of clothing (if possible, an extra uniform, or clothes in similar uniform colours and styles), at school in case of washroom accidents or if clothing gets soiled during recess time.

All students at Lakewood (except for Toddlers) are required to wear the complete school uniform. Students are to wear uniforms with Lakewood's crest logo purchased from A.L. Togs. **The drawstring bag is a mandatory item as it keeps all items, clothing, work, etc in 1 space. Purchased through A.L. Togs**

The school uniform consists of the following:

Girls

- Navy tunic or skort
- Long or short sleeved shirt with Katie collar
- Navy school cardigan, vest or sweatshirt
- Navy blue pants
- Navy blue or white tights or knee socks
- Black indoor dress/running shoes (Velcro or loafer)
- Outdoor running shoes (Velcro)
- Summer uniform navy shorts

Boys

- Navy blue pants
- White golf shirt (long or short sleeved)
- White embroidered oxford shirt (long or short sleeved)
- Navy, white, grey or black dress socks
- Navy school cardigan, vest or sweatshirt
- Black indoor dress shoes (Velcro or loafer)
- Outdoor running shoes (Velcro)
- Summer uniform navy walking shorts

Please ensure that all uniforms, clothing, and personal belongings are clearly labelled. We do our best to ensure that the children's belongings do not get misplaced; however, this poses a challenge for the staff if articles are not labelled.

Outdoor clothing

(Jackets, coats, snow pant(s) should be free of strings or long pieces that may get caught in the play structure or fence. If a teacher feels that strings or other things may be a safety hazard, they will remove the item considered dangerous.

Seasonal Items

Summer items – sun hat, baseball cap, sunscreen must be labelled with your child's name.

Winter items – snow suit or snow pants, two pairs of mittens, extra socks, neck warmer, boots.

Young Children's Community (YCC) Items

Please send your child to school in suitable clothing (e.g., jogging suit) and slip-on Velcro rubber-soled shoes. Please note that your child should not wear belts, buckles, bows, suspenders, or overalls to school. We also suggest that you consider not sending your child in the long snag undershirt. **The drawstring bag is a mandatory item as it keeps all items, clothing, work, etc in 1 space. Purchased through A.L. Togs**

Please purchase the drawstring bag from A.L. Togs – Angela – 647-764 - 8647

Each Young Children's Community (YCC) student has his/her own clothing bin in the classroom. Please ensure that these bins are fully stocked with necessary items such as diapers, training pants, extra clothing including socks and shoes. Please ensure all items are clearly labelled.

SPECIAL CONSIDERATIONS

Jewellery

The wearing of jewellery is discouraged; however, one small pair of earrings is permitted for female students only. Necklaces may be worn under the uniform if they are worn at all. Students should not wear rings.

Cosmetics

Coloured lipstick, nail polish, eye shadow, radical hair dyeing, or radical hairstyles are not permitted.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

Electronics

Students are not permitted to bring cell phones, cameras, MP3 players, or electronic games to the school. These items will be taken from the student and kept in the office until the end of the school day.

Stuffed Animals, Toys, Cards, Games

Students are not permitted to bring toys, cards, and games to school. The school will not be responsible for any lost or stolen articles. To prevent such a loss, we highly recommend that students refrain from bringing any personal valuables to school.

Exception: *Toddlers may bring a small, stuffed toy for nap time, should they require it.*

Chewing Gum

Students are not permitted to chew gum at any time.

LUNCHES & SNACKS

The school provides nutritious meals, including morning snack, lunch and afternoon snack. Our meals are posted by the main entrance and inside the kitchen. If changes take place in the meals being served, these changes will be indicated specifically in the menu.

The school endeavours to reduce the risk of exposure to anaphylaxis causative agents. (e.g., peanuts, shellfish, peanut oil, etc.). Due to the severity of some allergies, we ask that parents **not** bring in snacks or meals for their child, unless the school is not able to accommodate the allergy or food restriction. The school will provide all snacks and lunch. Parents must inform the school **in writing** of all allergies and food restrictions. Please ensure your child brushes his teeth and washes his face and hands thoroughly if he has eaten any anaphylaxis causing agents (e.g., peanut butter), before coming to school; this will help ensure the safety of all children attending.

In the event a child brings their own food, the food must comply with the Ontario Food Guide. Food must be nut free/pork free and shellfish free. We do not allow any excessive sugary snacks, example cupcakes, fruit by the foot, brownies, etc. All items brought in by the parent must be clearly labelled with the child's name to avoid the risk of cross-contamination.

BIRTHDAYS

Birthdays are a special time in a child's life. Leading up and prior to your child's birthday your classroom teacher will provide you with our Montessori Birthday celebration procedure. Our teachers talk about the child's timeline from birth up to their current age. We make the child aware of how small they were as a baby and their accomplishments up to date. We have eliminated Birthday treats being brought into the school due to the possible allergic reactions some children may have.

Please note that birthday parties may not be held during our school day. We encourage families to send in a book for your child's classroom that and write their name inside as a gift to the school instead of treats.

Party Invitations

Parents wishing to invite students to parties outside the class are welcome to do so; however, we ask parents to do so discreetly place clearly labelled invitations in children's cubbies to ensure that uninvited children are not disappointed or left feeling slighted. Teachers will not distribute invitations nor be responsible for RSVPing or communicating information to other parents.

Medication Policy

Lakewood staffs are responsible for administering medication in accordance with this policy and ensuring all medication (with the exception of emergency medication such as Epi-Pens and asthma inhalers) are not accessible to children

Parents will complete all required forms and personally provide medication to Lakewood staff to ensure it is not accessible to children.

Roles and Responsibilities

- The Supervisor is responsible for ensuring this policy is followed:
- It is the responsibility of all staff, students and volunteers to read, review and ensure compliance of all required policies, procedures, processes and individual plans.
- **Keep records of medication administration in secured filing cabinet for at least 3 years from the date they are made.**

Procedure

- The Program Director is responsible for ensuring this policy is followed:
 - The Program Director trains all staff, students and volunteers about the policy and how to safely store medication in the school.
 - The Program Director ensures RECs/Montessori staff administer the medication properly.
 - The Program Director ensures that the parents complete the forms properly and that no medication is administered to the child without proper written authorization from the parent or guardian.
 - When not being administered, medication is to be kept in a locked cupboard in the room of the child who requires medication or in a locked box in the refrigerator.
- One staff in each program room is responsible for ensuring that the child receives the proper medication:

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

- The most senior RECE or Montessori teacher in each room is designated to administer medication. If this person is absent, the second most senior RECE/Montessori administers the medication. As much as possible this should be the same staff each day to prevent errors.
- The staff review the Medication Authorization Form to ensure it is completed by the parent.
- The staff carefully reads the dosage and time medicine should be given.
- The staff carefully reads the medication bottle to ensure.
 - Medicine is in the original container supplied by the pharmacist or the original package.
 - Container is labelled with the child's name, name of the medication.
 - Dosage of medication is on the container.
 - Date of purchase and/or expiration date are current.
 - Instructions for storage are followed.
 - Note: Over the Counter medications and drugs may be administered under the following conditions:
 - The drug/medication has a clear Drug Identification Number (DIN) on the container or original package. The DIN indicates it has been approved to be marketed in Canada.
 - The drug/medication has been prescribed by a doctor and the prescription accompanies the drug.
 - The Child's name is on the container.
 - The dosage is on the container.
 - Storage of the medication and expiry date is on the container.
- The staff records date and time medication were administered on the form.
- The staff stores the medication safely as required.
- The staff is responsible for returning medication containers to the parents when the cycle of medication is completed and/or when the medication has expired.
 - Once the medication cycle has been completed or the form is full, the Medicine Authorization Form is placed in the child's file. When medication is finished, staff write the word "Finished" and date it was finished on the form.
- Medication is to be kept in a locked cupboard or in a locked box in the refrigerator in the room of the child who requires the medication (except when the child is allowed to carry his/her own emergency asthma inhalers or Epi-Pen. When out of the program room, these medications are kept in the emergency pouch, carried by the staff for easy access in case of emergency.
- The Medicine Authorization Form is followed.
- Any accidental administration of any medication (e.g., medication administered to the wrong child, or an error made in dosage) should be recorded and reported to the Supervisor immediately, who will then notify a parent of the child. If adverse symptoms are evident upon accidental administration or medication, staff should call 911.

Special Instructions

Administering Emergency Medication

- Staff must check that the parent's written instructions match any instructions printed on the original container and that the medication has not expired.
- If medication is to be administered on an "as needed" basis, the written instructions must clearly indicate the situations under which the medication should be given. This could include the physical symptoms that must be present (wheezing, hives, etc.); the behaviour the child must be exhibiting or the child's temperature.
- For each child receiving medication, an entry must be made on a medication administration form AND noted in the daily written record. Staff giving the medication should list each dose and the time. If a dose is omitted or late, reasons must also be listed.

Permitting a Child to Carry their own Emergency Medication

- Children may be allowed to carry their own Emergency medications (such as asthma inhalers, Epi-Pens, insulin) if Parents AND the Supervisor agree that this is in the best interest of the child and other children in the centre. Both custodial parents/guardians (if applicable) and the Supervisor must sign the Medication Authorization Form and clearly indicate the child will carry their own emergency medication.
- While in the care of Lakewood, the staff will administer the medication for the child, following the policies outlined above.
- Under no circumstances will a child be allowed to administer his/her own medications.

Responsibilities of Parents/Guardians

- **MEDICAL INFORMATION & ALLERGIES** The Parent Handbook outlines responsibilities of parents and guardians.
- As much as possible, parents/guardians should administer medication at home. If this is impossible, the school will assist families in ensuring children receive their medication safely and on-time.
- Parents/guardians are responsible for completing all forms and information accurately and ensuring all medication is current (prescribed, not expired, etc.). Some forms must be updated annually, and it is the responsibility of the parents/guardians to ensure all required forms are updated on time. All forms and emergency medication must be provided by parents/guardians before a child can attend school. Lakewood reserves the right to withdraw services if parents/guardians do not provide the necessary authorization forms and/or emergency medication.

Medical Information

It is important for your child's safety that each year you provide the school with complete and current medical information prior to the first day back at school.

Illness

Please advise the school if your child is unable to attend class due to an illness.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

In all circumstances of absence for medical reasons, please seek the advice of your child's doctor to determine an appropriate time for your child to return to school.

If a child is ill in the morning, the parents must make alternate arrangements for childcare during the day. Staffs are required to check that each child is well when they arrive in the morning. If we believe that a child is ill and should not attend school, we cannot allow them to stay.

COVID-19

Lakewood has been advised by Public Health to continue to use the COVID Ontario School and Child Care Daily Screening Tool.

Fever

If a child appears to have a fever (100.2°F or 38°C and higher), diarrhea, vomiting, or any other contagious illness (e.g., pinkeye, strep throat, lice) the parents will be called immediately to pick up their child. Please see section on *Communicable Diseases*.

If a child's temperature is 100.0°F, we will call the parent and inform them, but they will not be required to go home until it is 100.2°F.

Vomiting/Diarrhea

Your child may return to school when he/she has not vomited or had diarrhea for 48 hours, as per the COVID Daily Screening tool.

Communicable Diseases

To keep as much control as possible over the spread of communicable diseases, please follow these important rules: If your child contracts a communicable disease (e.g. measles, head lice, etc.), your child should be kept at home and immediately report this to the school office. This will enable staff to watch for symptoms in other children and to inform parents.

The school has guidelines from the Halton Region Ministry of Health as to when a student may return. These are guidelines that we will follow. A copy of these is posted in the school. You may also contact the Halton Region Ministry of Public Health at (905) 825-6000.

The following is a list of some of the most common communicable diseases:

- ***Pink Eye (Conjunctivitis)*** – After the first dose of antibiotic treatment, child must stay at home for at least 24 hours. The area should be clear of infection. The child may return to school with a doctor's note.
- ***Influenza*** – Contagious for 3 – 5 days from onset of symptoms, up to 7 days in young children. The child may return to school, provided symptoms are no longer present (e.g., fever).
- ***Head Lice (Pediculosis)*** – The child must be excluded from school until treated and all nits (live and dead) are removed from hair. Parents must inform the school immediately should their child get head lice. Due to the sensitive nature of this communicable disease, the school will keep information regarding the child with head lice discreet and the child will be able to return with a letter from a medical professional.

Allergies

Please list all allergies on your child's medical form. It is critical that the school be informed of all allergies.

Epi-Pens

Each child who has an anaphylactic allergy must provide the school with Epi-Pen, clearly labelled with the child's name, at the start of the academic year. Please note that Ministry regulations state that the anaphylactic certified professionals must train school staff on proper use of the Epi-Pen, as well as symptoms of anaphylactic shock specific to the child.

Medication

If a child is required to take medication, it must be brought to the school in the *original* containers and given to a teacher to be recorded and stored (including refrigerated items). All medication must be prescribed and/or accompanied by a doctor's note. The parent is required to complete the necessary forms stating clearly the times and amounts of medication to be administered. The school will not administer any medication without the appropriate documentation.

Natural Medications

Lakewood does not allow natural medications to be administered to our children without a doctors note.

Medical Appointments

Whenever possible, please make all medical appointments outside school hours in order that your child will not miss valuable lesson time. If your child must leave the school prior to dismissal time, send a note to the teacher, or leave a voicemail on the school phone.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

Availability of Parents in Emergency Situation

Lakewood Montessori School must always have current and up-to-date information regarding the children attending the school. This will ensure that the parent or guardian can be reached in case of emergency. If you are unavailable on a particular day, please provide information to the teacher as to who can be reached in case of emergency.

Supervision of Volunteers & Students

Lakewood protects the safety and well being of students in care by ensuring that every child is always supervised by an employee of the licensed facility. Students and Volunteers are not permitted to be alone with any child who receives childcare at the center.

Volunteers and Student Teachers do not have unsupervised access to children in childcare centres and must be always supervised by an employee; they are not permitted to be left alone with any child. Policy: Lakewood shall ensure that every volunteer and student is always supervised by our staff and is not permitted to be alone with any child. Volunteers and students play an important role in supporting staff in the daily operation of Lakewood. Staff will always be present with children to meet ratio requirements and respond in case of an emergency. Volunteers and students are not permitted to be alone with a child and cannot be counted in staff-child ratios. Information about the requirement regarding the supervision of volunteers and students must be included in the Parent Handbook. The supervision of volunteers and student policy must be reviewed with staff, volunteers, and students, implemented and monitored for compliance and contraventions.

The supervision policy includes the following:

- Every volunteer and student are supervised by staff at all times.
- No volunteer or student is permitted to be alone with any child.
- Roles and responsibilities for the school and supervising staff.
- Roles and responsibilities of volunteers and students.

ORIENTATION IMPLEMENTATION

At Lakewood the school supervisor/director are responsible for the implementation, review, and evaluation of this policy. Volunteers and students are supervised at Lakewood by a designated staff member who will orient and mentor/coach the volunteer or student. The designated staff will have the relevant training (E.C.E., preferably, the Head Teacher of the classroom) and experience to provide effective supervision mentoring/coaching.

Each Student and Volunteer is required to obtain a volunteer criminal reference check. They are required to read the mandatory policies and procedures and sign off on the checklist.

When student or volunteers are in our childcare setting the supervisor will designate which classroom they will be in and which teacher will orient and mentor them.

PARENT INVOLVEMENT

Parent involvement plays an important role at Lakewood Montessori School, and it is an integral component of a successful year. There will be several opportunities for parents to participate and assist with special events. Support of the school's policies, bringing your child to school on time, and expressing your concerns to our school office immediately are some ways to be actively involved.

PARENT WORKSHOPS & CURRICULUM EVENINGS

Parent workshops are offered throughout the school year. Parents are encouraged to attend these workshops so that they may better understand the Montessori curriculum and how the Montessori materials are used in the classroom.

STUDENT PROGRESS REPORTS & PARENT-TEACHER INTERVIEWS

- Casa student progress reports are distributed twice a year (January and June).
- Parent-Teacher Interviews are held once progress reports are issued to students.
- Each family is allotted 10 minutes per student with their child's teacher(s) to discuss his/her progress.
- If there are other times during which you wish to speak to your child's teacher(s), we encourage you to set up an interview time by telephone, or email.
- Our teachers are always willing and pleased to meet with parents. However, we suggest that you avoid discussions at arrival times when the children require the full attention of the teacher.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

PHOTO/VIDEO CONSENT

Many times, throughout the year, photos/video are taken of our students during special events and classroom activities. We would like your permission to utilize any such photos/video in school displays, promotional or training material or social media. Please sign the photo/video consent form to notify us if you give your consent or not and return it to our school office.

HOMEWORK

Casa students who are starting to read will be assigned word lists and/or readers to take home. We ask that parents read at home with their child, as this is an important extension of our reading program. These readers will be sent home in a book bag on Fridays and returned to the classroom teacher the following Monday.

COMMUNICATION OF INFORMATION

Our monthly newsletters will provide you with information about happenings at Lakewood Montessori School and the achievements and accomplishments of our students. Emails or REMIND messages will be sent to parents outlining specific events e.g., Curriculum Evening, Christmas Concert, in addition to the monthly newsletter.

To avoid classroom disruptions, parents who wish to inform their child's teacher of something (e.g., leaving early for the dentist) may inform the Supervisor by phone or email.

FIELD TRIPS

We conduct on site field trips during the school year. We also invite entertainers to come to the school. Parents and entertainers must obtain a Criminal Reference Check or Offence Declaration. The destinations will be educational and related to the program. Parents are required to sign a permission form to allow their child to take part in the trip. If you do not wish your child to attend the field trip, you are required to find alternate care for the day.

Children with Medical Condition – All medication/Epi Pen and Emergency Plan & Procedure (Individual Action Plan), will be with the teacher who is accompanying the child on the field trip. Protocol will be followed as per the individual action plan on file. Parents will be notified in the case of an emergency.

If we require parents to volunteer for such trips will be advised by our school office if they can attend. All parents who volunteer must speak to their child's teacher as well as attend an orientation session regarding field trip supervision and must sign a field trip agreement form.

SPECIAL EVENTS

Camps: Christmas, March Break, Summer

Camps are available to parents who wish to keep their child in attendance at Lakewood Montessori School during these times. Forms will be made available during the school year. Costs for these camps are in addition to regular tuition fees. Uniforms are not worn during camp. Meals and snacks are provided by the school.

Concerts: Christmas, Graduation

These concerts are held in December and June. Parents will receive an invitation to attend. Family and friends are also welcome to attend.

Classroom Parties: Halloween, Christmas, Valentine's Day, Montessori Week, St. Patrick's Day, and Easter

The students will celebrate the above occasions in their classrooms with their teachers. As Montessori includes the study of many diverse cultures, we enjoy and find great value in being introduced to all of our students' experiences. Religious events and celebrations are dealt with from a historical and cultural perspective (e.g., Chinese New Year, Kwanzaa, and Diwali).

SCHOOL CLOSURES

Notification of school closure due to severe weather conditions will be made available to parents through email as well as through REMIND by 6:30am. Please check your email and REMIND prior to making your journey to school on days where the weather conditions are severe to check if the school is open.

Tuition fees for days closed due to weather conditions/holidays will not be refunded.

The school is closed on:

Thanksgiving Day	Civic Holiday	Easter Monday	Family Day
Victoria Day	Labour Day	New Years Day	Good Friday
Canada Day			

- 3 Professional Development Days (November, February, and May) exact dates are indicated on Parent Yearly Calendar
- School Closed 1 week before Summer Camp and 1 week before the start of the following School year.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

Please note, the school is closed for two weeks during Christmas and two weeks during March Break. Exact dates will be announced. If you require care for your child during these camp periods, arrangements can be made with us. The cost for care during these times is extra and will be posted. Summer programs are available upon request.

Note: Young Children's Community (YCC) is open during the 2 weeks during Christmas and 2 weeks during March Break.

EVACUATION

In the event that we need to evacuate the building, we have arranged to use **L.A. Fitness located in the Burlington Power Centre**, 1326 Brant St. Burlington, ON, L7P 1X8, 289.812.0617. The parents will be notified of an evacuation by the staff as soon as possible and will be asked to pick their child up from this location.

Children with Medical Condition – All medication/Epi Pen and Emergency Plan & Procedure (Individual Action Plan), will be with the teacher who is accompanying the child on the field trip. Protocol will be followed as per the individual action plan on file. Parents will be notified in the case of an emergency.

ENTRY TO THE SCHOOL & VISITORS TO THE SCHOOL

Electronic Key Pad System

For the security to the school there is an electronic key pad system. In order to enter the building, you can punch in the code **030322**.

Visitors

All visitors will be granted entry only by our school supervisor or school staff. All visitors are logged with the time, date, and purpose of visit.

Access to Children's Records

If Ministry or Resource Consultants gain access to children's records, it will be documented in their file and parents will be notified.

CHANGE OF INFORMATION

Please notify the Staff supervisor in writing of any changes including address, place of employment, food restrictions, or pick-up arrangements.

ADMISSION POLICY

Our admission procedure is as follows:

1. Application Form
2. Emergency Card
3. School Health Questionnaire / Immunization Form
4. Parent Consent
5. Parent Contract
6. Initial payment (registration deposit upon registration) of \$1,000.00
7. Post-Dated Cheques (12 for Young Children's Community (YCC) program, 10 for Casa Program and Lower Elementary)

Admission to Lakewood Montessori School is subject to an interview and entrance test with the child depending on their age and if necessary. Lakewood Montessori School reserves the right to terminate a child's enrolment if this action is for the benefit of the child or the classroom.

Once a child's application has been accepted by administration, it is considered complete. After a child's payments have been accepted, all fees become non-refundable and non-transferable regardless of absence, transfer or withdrawal for the full academic year.

For more information about Lakewood, parents are welcome to book a tour to receive an information package and have a tour of the school, meet the teachers and observe a Casa class at work for 10 minutes; this allows parents to see the program as it is happening.

WITHDRAWAL/DISMISSAL POLICY

CASA & LOWER ELEMENTARY PROGRAMS

The Montessori Program (Casa & Elementary) is a full academic year (September through June) commitment and children cannot withdraw during the school year. All Montessori fees are non-refundable and non-transferable. Lakewood Montessori reserves the right to terminate a child's enrolment if this action is for the benefit of the child, school, and/or classroom. If Lakewood Montessori dismisses a child, the current month at time of withdrawal is to be paid and the balance of the tuition will be refunded.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

YOUNG CHILDREN'S COMMUNITY (YCC) PROGRAM

The Young Children's Community (YCC) Program is a 12-month program. All fees are paid upon registration and are non-transferable or non-refundable. A child in the Young Children's Community (YCC) program must provide Lakewood 60 days notice if they wish to withdraw from the program. All fees will be returned; however, the initial fee is non-refundable. Lakewood Montessori reserves the right to terminate a child's enrolment if this action is for the benefit of the child, school, and/or classroom. If Lakewood Montessori dismisses a child the current month at time of withdrawal is to be paid and the balance of the tuition will be refunded.

TUITION FEES

Are provided to parents at the time of inquiry, school tour and upon re-registration.

The CASA and LOWER ELEMENTARY Montessori Program is a full academic year (10 month) commitment from September to June and children cannot withdraw during the school year. The YOUNG CHILDREN'S COMMUNITY (YCC) program is a full year program (12 months), parents are able to withdraw anytime but must give 60 days notice.

All Montessori fees are non-refundable (regardless of absence, transfer or withdrawal) and non-transferable.

If a student must withdraw, the initial fee and the fees paid up to the date of withdrawal (excluding post-dated cheques) will not be returned by Lakewood Montessori School.

There are no tuition refunds for the following:

- School closures due to weather conditions.
- School closures due to statutory holidays.
- Illness or appointments during the school day.
- March Break, Christmas Break.
- Extended holidays taken during the school year.
- School closure due to outbreak, pandemic, PD Days, 2-week closure in summer or interruption to program.

If a child transfers to the next class in the middle of the school year, tuition fees will change according to the tuition schedule.

Tax receipts will be issued for fees paid during the previous calendar year and are issued by our school office in February of the following year.

Wait List Policy

Applicable Law: Child Care and Early Years Act, Ontario Regulations 137/15

Purpose: To provide direction on how Lakewood Montessori handles its waiting list in a fair, consistent and transparent manner that also maintains the necessary balance in each room.

Procedure

Potential parents interested in enrolling their child can do so by email or phoning the school to set up an appointment to tour the school or a walk-in. During the tour they receive a registration package and are noted the time of year we are able to accommodate them based on their needs or when we are enrolling for.

Parents are not required to leave a deposit (initial fee) with the school until they have decided they want their child enrolled.

Parents are informed the day of the tour about the space we have available. Registration is based on the child's age at the time the care is required, the child is assigned to the appropriate age group. If a spot opens up in the school, it will be assigned to the first person on the waitlist whose age meets the right criteria for the classroom with space.

WAITLIST MANAGEMENT PROCEDURES:

Lakewood maintains a waiting list for each of the childcare programs offered by the school. Each waitlist is administered in accordance with the following rules, and in accordance with the sole discretion of Lakewood Montessori School.

1. A child's name will be added to the waitlist in order based on the date the school received the completed registration form.
2. The date of registration on the waitlist will reflect the date the registration form is received by Lakewood
3. A child's space on the waitlist is not transferable to another family.
4. When a space becomes available, the supervisor will offer the family of the child whose name is at the top of the waitlist a space in the Montessori program (subject to the priority rules set out above & below) by telephone at the number provided on the registration form. It is the responsibility of the parents to call or email lakewoodmontessorischool@yahoo.com if their contact information changes for any reason.
5. A family that is offered a space at Lakewood will have up to 24 hours to accept the offer.
6. If the family declines the offer, or fails to respond within 24 hours, the space will be offered to the family of the child whose name is next on the waitlist (subject to the priority rules set out above & below). In such cases, the child's application will be placed at the back of the waiting list.
7. Families who have asked to be placed on the waitlist are allowed to contact the school anytime to see what their child's status is on the waitlist (there spot). Information will be kept in a waitlist binder with parent's name, contact information, child's name and date of birth.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

8. Lakewood will ensure that the waiting list will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected persons or families.

Siblings of children who are presently in the school or Alumni siblings will take precedent over children who are on the waiting list.

Withdrawal Policy (No Space Availability)

A student may be required to be withdrawn from Lakewood Montessori School if the child is ready to move into the next classroom but there is **no space available** (due to age restrictions by the Ministry of Education). Parents will be advised in writing if such a change should occur.

PARKING

Lakewood Montessori School does not condone hostility, disrespect, verbal abuse, foul language, and threats. We strongly advise that if you have to deal with a situation where the above is in play that you immediately report it to the school and Halton Police @ (905)825-4777. Lakewood is not able to make those calls on your behalf unless it is a direct threat to the school.

We understand the parking lot is small and may get congested at times, so if you are in a rush, please do not park in the lot, or allow yourself an extra 10-15 minutes. If you are planning to park in the school parking lot, please ensure your car is parked correctly in a parking spot, not blocking in another vehicle. If you are not able to park in a spot, please circle back down the driveway and either go around the block and come back, or park on a side street.

When parking in the parking lot at Lakewood Montessori School, you are doing so at your own risk.

- Lakewood is not responsible for any damages, accidents, or circumstances in the parking lot.
- All children must be accompanied by an adult when in the parking lot.
- Vehicles must not be left unattended with children inside them.
- Drive with extra caution and do not compromise the safety of your child or others in our community. People driving into the parking lot must be cautious of other children running out from behind a building.
- Please turn off your car's ignition when parked. Vehicles are not permitted to idle in the parking lot.
- When walking to the school from the parking lot, please walk on paved areas only and encourage your child to respect our grassy areas.
- In order to allow for better traffic flow, we encourage you to drop-off and pick-up your child(ren) in a timely manner. To help speed up this process, teachers are not able to conduct any doorway interviews.

We understand parking off school grounds is not the most convenient; however, there are many little children in the parking lot and their safety is of utmost importance.

Please consider the parking rules above as a written notice. Failure to comply with the above stated rules will result in you not being able to park your vehicle on school grounds.

DAILY SCHEDULE - general overview of the daily schedules

Before School Program	7:30 – 8:30 a.m.
Morning Work Period	8:30 a.m. – 11:30 a.m.
Mid-Day Recess	11:30 a.m. - 12:30 p.m.
Lunch	12:30 – 1:30p.m.
Afternoon Work Period	1:00 – 3:00 p.m.
Nap (for those who nap)	1:00pm – 2:30pm.
Afternoon Recess	3:00pm – 4:00pm.
Dismissal	3:45 – 4:00 p.m.
After School Program	4:00 – 5:30 p.m.

GENERAL INFORMATION

Arrival and Dismissal

The children will arrive at school at their scheduled time and will be greeted by their teacher, teaching assistant and/or school supervisor. The students are required to wear their uniform and come prepared with their indoor/outdoor shoes and extra clothing.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

Arrivals

All students are welcome to be dropped off at school by 8:30 /8:45 a.m. or earlier if enrolled in Before School. All students are expected to be in class and ready to start their day of learning promptly at 9:00 a.m. On arrival each morning parents are asked to:

- Take child to staff who will complete an informal health check.
- Escort child directly to the care of classroom teacher and/or teaching assistant; child must ***never*** be left unattended.
- If child is taking medication record date, time given, fill out the medication form and sign in allocated spots.

Parents who wish to leave a message with the teacher (e.g., early pick up for a medical appointment); can do so via our email or call the office or speak with the Supervisor. Parents are discouraged from entering the classroom to speak with teaching staff, as doing so disrupts the work period and lessons for students.

Parents are strongly encouraged to quickly establish a “goodbye routine” for themselves and their child/children – especially for those beginning school for the first time. We strive to develop independence and self-confidence in your child at an early age and having them avoid separation anxiety, especially during the first few days of school.

Dismissal

Dismissal begins promptly at 3:45 p.m. and all parents are expected to pick up their children by 4:00 pm at the very latest. Your prompt arrival is appreciated. Only students who are registered in our After School Program may stay after 4:00 p.m. Parents are expected to notify staff when they are leaving with their child so staff can record student departure time on attendance. If a student is consistently picked up late, parents will be asked to enrol their child in the After School Program.

Late Pick-Up After 5:30pm

If you are late in picking up your child, you will be charged a flat fee of \$10.00 per minute each time, regardless of how late you arrive.

Special Dismissal Requests

Please remember to inform our school office if there is going to be a change in the normal drop off and pick up routine for your child. This is very important as we will not release children to any unauthorized individual, even if the child knows the person. Please ensure that you provide the office with the name of the person collecting your child and their relationship to the child (e.g., aunt, next-door-neighbour, etc.). Please inform the person picking up the child that they will have to show photo-identification.

Attendance: Punctuality and Absences

Punctuality is important in order for students to make a positive start to their day of learning. The teachers will reinforce punctuality and the need to arrive on time and fully prepared for school. If a student is consistently late, then a meeting will be set up between the parents and the Head of School to further discuss ways to support the student and school's needs. Parents are asked to call the school's office before 9:00am to report their child's absence and the reason for the absence and/or lateness.

Sleep Procedure

The purpose of the sleep procedure is to provide an opportunity for the children to have an afternoon rest. This is a learning situation, and our aim is to develop in the children the ability to relax, to lie reasonably quietly and to be still. However, it must be realized that children vary greatly, as do adults, in the amount of sleep they require. When every provision has been made to create an atmosphere conducive to sleep and a child does not sleep, lying quietly should be considered adequate. Some children require less sleep than others so that sleeping program should be individualized to meet the needs of the child. Some students can only be expected to rest for an hour, while other can rest and sleep up to two hours. The students who cannot rest for a long period could spend the rest of the time engaged in quiet activities. The program is planned with a gradual decrease in activity from early morning; beginning with uninterrupted classroom work, then outdoor recess, gathering time, lunch, and rest, in order that the students will be physically relaxed when it is time for their afternoon rest. Provisions are made for the rest period as this is considered a requirement for children of pre-school age.

The room that is used for the sleeping room should be set up in a manner conducive to sleep before the children enter. It should be aired and darkened with beds in place. Soft music is played at this time beds should be clearly marked so that each child can recognize his own. The beds should be checked to make sure they are in the correct order according to the bed chart. The sheets and blankets should be straightened and brushed free of sand. Blankets go home at the end of each week. Sheets are changed weekly in addition to any soiling of sheets as it occurs.

The role of the teacher during sleep time is to ensure that the students are safe, comfortable, calm, and relaxed so that they may adequately rest for the prescribed period. The role of the adult is to help the students to relax both physically and mentally. Her best means of achieving this is to be relaxed herself. All available staff members should assist in the first period, but a minimum of adult movement is desirable. In order to accomplish this, it is recommended that the adult in charge settles the students as they enter individually, and the other adults sit beside and assist students requiring help. Assistance should be gradually diminished until a

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

reminder and, finally, just the initial settling should suffice. The adult should bear in mind that a bit of squirming is to be expected before a student actually settles down to rest.

A new student should be introduced to the sleeping room gradually. Requirements for him/her are at a minimum. At first, he/she should be encouraged to sit on his/her bed and watch the other children without removal of shoes. If a child is showing anxiety, distress, or discomfort, the staff member should comfort the child with a warm smile, using soothing words of comfort and encouragement. If all the students are resting comfortably (no crying, anxiety, bad dreams, etc.), then the teacher continues to supervise, however, she may at that time also work on classroom responsibilities such as Daily Program Planning, cutting, cleaning, documenting student progress etc. Children are provided with their own cot, labelled with their name. Children are to sleep on their cots in a head-to-toe manner. Parents will be informed upon registration of the sleep time in their child's program. They will be asked to sign off on a form indicating if they are requesting their child to sleep or not. They will be informed of the visual check list that is conducted and what it entails. They are informed there is spa music playing in the background to provide comfort for the children. All the information regarding sleep will be discussed with the parent upon registration. There is a separate area in each room designated for the children who are sleeping, and they are immediately identified by the assignment of cot layout which is posted on the communication board in each class. If the layout to sleep changes; the layout assignment will be changed, and the staff will be notified.

Visual Checks

Staff are required to performing direct visual checks every hour of sleeping children by being physically present and checking for indicators of distress or unusual behaviours. Sufficient lighting is ensured so that direct visual checks can be made.

The supervising staff will perform a direct visual check which will be documented and filed at the centre using the nap time checklist. Each class will have their own log of visual checks in their classroom in their checklist binder. During the staff observance, if any significant changes in the child's sleeping pattern or behaviours during sleep occur this will be communicated to parents by phone call and logged in the classroom logbook. This will result in adjustments to the manner in which the child is supervised during sleep or their sleep routine.

Each visual check will include the following:

- Difficulty breathing.
- Blanket not covering head.
- Crying.
- Holding items that may be accidentally swallowed (e.g., hair clips).
- Child wets bed or requires washroom.
- Restlessness.
- Nightmares.
- Lengthy amount of time to get settled for rest/sleep.
- Signs of fever or illness (e.g., flushed face, sweating).

If all the students are resting comfortably (no crying, anxiety, bad dreams, etc.), then the teacher continues to supervise -- however, she may at that time also work on classroom responsibilities such as Daily Program Planning, cutting, cleaning, documenting student progress etc.

Young Children's Community (YCC) (16 months – 2.5 years) Children will have their sleep recorded on the time the child fell asleep and the time the child woke up. This is written in the child's daily communications book. Any unusual particulars which must be communicated to the parents regarding rest and/or sleep are also documented (e.g., nightmare).

COMPLAINT PROCEDURE

Introduction:

The Lakewood Montessori School is committed to providing quality Montessori education for children and working in an open and accountable way that builds the trust and respect of all families connected with it. One of the ways in which we can continue to improve our services is by listening and responding to the views of our parents, and in particular by responding positively to complaints, and by putting mistakes right.

We recognise that many concerns will be raised informally and dealt with quickly. An informal approach is appropriate when it can be achieved, but if concerns cannot be satisfactorily resolved informally, then the formal procedure should be followed.

Therefore, we aim to ensure that:

- making a complaint is as easy as possible;
- we treat a complaint as a clear expression of dissatisfaction with our service which calls for an immediate response;
- we deal with it promptly, politely and, when appropriate, confidentially;
- we respond openly - for example, with an explanation, or an apology where we have got things wrong, or information on any action taken etc;
- we learn from complaints, use them to improve our service, and review annually our complaints policy and procedures.

Definition: The Lakewood Montessori School defines a complaint as 'any expression of dissatisfaction (with a member of staff, or Director) that requires a formal response'.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

Purpose: The formal complaints procedure is intended to ensure that all complaints are handled fairly, consistently and wherever possible resolved to the complainant's satisfaction.

Responsible for Action: Head of School and Program Director

Stage 1 - Informal resolution

It is hoped that most concerns will be resolved quickly and informally. If parents have a concern or complaint, they should normally contact their child's Teacher. They may do so in person, by telephone or in writing. In many cases, the matter will be resolved straightaway by this means to the parent satisfaction.

If the Teacher cannot resolve the matter alone, or if the complaint relates to them, he/she will consult the Head of School or Program Director. If the complaint relates to the Head of School, the parent may contact another Director.

The member of staff dealing with the issue will make a written record of all concerns and complaints and the date on which they were received. The Head of School will be informed of the parent complaint or concern.

Should the matter not be resolved within 10 working days or in the event that the Teacher or Director and the parent fail to reach a satisfactory resolution then parents will be advised to pursue their complaint formally in accordance with Stage 2 of this procedure.

Informal Procedure

If you believe that you are being discriminated against or harassed, we encourage you first to tell the person harassing you to stop, if possible. Some of the things, you can say that might stop the behaviour include.

"I don't want you to do that."

"Please stop ..."

"It makes me uncomfortable when you ..."

"I don't find it funny when you ..."

Stage 2 – Formal Complaint

If the complaint cannot be resolved on an informal basis, then the parent should put their complaint in writing to the Head of School. If the complaint relates to the Head of School, the parent/carer may instead write to another Director.

The Head of School will investigate the issues that have been raised. In most cases he/she or another Director not so far involved with the complaint, will speak to or meet the parents concerned to discuss the matter within 10 working days of receiving the complaint in writing. If possible, a resolution will be reached at this stage.

It may be necessary for the Head of School or another Director to carry out further investigations and these will begin as soon as possible. The Head of School will keep written records of all meetings and interviews held in relation to the complaint.

Once the Head of School is satisfied that, so far as is practicable, all the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing within 28 days of receipt of the complaint by the Head of School. The Head of School will give reasons for his/her decision.

The school keeps written complaints from parents/carers in the child's personal file. However, if the complaint involves a detailed investigation, the Head of School may wish to store all information relating to the investigation in a separate file designated for this complaint.

The Head of School may:

- Dismiss the complaint in whole or in part
- Uphold the complaint in whole or in part
- Decide on the appropriate action to resolve the complaint
- Recommend changes to the school's systems or procedures to ensure that problems of a similar nature do not occur again.

Formal Procedure

If an informal resolution of the matter is ineffective or not possible, you should immediately inform the Director.

Investigation Procedure

- Lakewood will treat all complaints in a sensitive and, to the extent possible, confidential manner.
- Where appropriate or practical, Lakewood will investigate all personal and sexual harassment complaints immediately.
- Lakewood does not tolerate retaliations or threats against employees for complaining about harassment or for taking part in an investigation.
- Lakewood's objective is to complete any investigation and communicate the results to the complainant and the accused harasser within thirty days after we receive the complaint.
- You must bring forward your complaints as soon as possible or, at least within six months of the alleged incident.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

Corrective Action

- If Lakewood finds that you have engaged in discriminatory behaviour or sexual or personal harassment, you will be subject to disciplinary action, up to and including dismissal for cause.
- If you retaliate or threaten to retaliate against someone for exercising his or her rights under this policy, you will be disciplined or dismissed.
- The Director will determine the appropriate corrective action.
 - If you make an informal or formal complaint in good faith and without malice, regardless of the outcome of the investigation, you will not be subject to any form of reprisal.
 - Lakewood will discipline or dismiss you if you make false accusations of discrimination or harassment, maliciously or in bad faith.

Alternative routes

Despite the fact that we have this procedure, you still have the right to seek assistance from the Ontario Human Rights Commission, or to pursue remedies under the Criminal Code, if applicable.

Conflict Resolution

If there is a disagreement between staff, it must be dealt with on their own time, not in the regular program, or where the children, parents or other staff will hear what is being said. If the matter cannot be resolved between staff, they must then approach the supervisor to help settle the matter. If the issue is with the supervisor or cannot be resolved at this level then the director will help solve the issue.

Complaints from Parents

All complaints from the parents must be disclosed the Head of School or Program Director. (See Informal and Formal Complaints)

ADDRESSING PARENT ISSUES OR CONCERNS

Lakewood has an open door and communication policy. Parents are encouraged to contact the school with their suggestions, ideas, concerns or issues. Parents are welcome to talk to teachers or the supervisor about their child, their child's teacher, issues regarding the school and/or another child. If there is an issue regarding another child, parents will be informed the school cannot relay any information pertaining to another child. In the event a parent would like to contact the school, they may do so by: the school email address, contact the school by phone, speak to a teacher, head of school, or program director upon drop off or pick up or schedule a meeting with the teacher or program director or head of school outside of drop off and pick up times. Parents are given the supervisors personal cellular phone number at time of registration so they can inform of any imperative information regarding a teacher or child.

In the event a parent has any issues or concerns regarding the teacher we encourage them to follow the steps below immediately:

Steps for a Parent

- Contact the school by phone, email or drop in (during pick up/drop off or anytime)
- The following steps will be taken based on how the school is contacted:
 - **If by email**, Parents are required to give a brief description of the incident and the date it was reported to them and any action they may have already taken. Emails are generally responded to that day or by next business day, a phone call will be made to the parent acknowledging their concern, if the parent does not receive a call from the school in a timely manner, they are encouraged to contact the school by phone
 - **If by phone**, Parents are required to inform the teacher, program director or head of school of their issue or concern and state who it is regarding, when they were informed of the situation and any steps they have taken regarding the issue. The parent will be given the option to discuss their issue or concern over the phone or in a meeting, they will also be given the option of who they would like to attend the meeting if they choose in person
 - **If on drop off/pick up with teacher**, Parents are asked to inform the teacher they have an issue or concern they would like to speak with them about, the parent will be informed the teacher cannot speak at the door during class time however they are welcome to speak with the supervisor until arrangements can be made to cover the teacher they are requesting to speak with
 - **If on drop off/pick up with supervisor**, parents will be encouraged to discuss their concern on the spot
- Parents are asked to inform the school of the date of their issue or concern, time if possible and other important information that is valuable
- Parents are informed if there is any protocol that the school must follow regardless of their decision, based on the policy and guidelines set out by the Ministry of Education.

Steps for a Teacher

- If a teacher is approached by a parent at the door regarding an issue or concern, the teacher must tell the parent they can't leave the class unattended and will find coverage for their class, or they can contact them at a later time that day
- Teachers must report immediately to the office that a parent has requested to speak with them and provide any details of the conversation to the supervisor. Allowing the supervisor, the opportunity to either address the concern or give permission for the teacher to have the conversation with the parent. This is based on the severity of the concern or issue.
- If a parent requests a meeting with the teacher, the teacher is required to be present and listen to the parent and address the situation appropriately

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

- The head of school or program director will then speak to the teacher after the meeting to go over any other information, policies of necessary and have the employee sign off on the meeting, the issue or concern or any other related documents

Steps for a Licensee

- The Licensee is responsible for attending to any issue, concern or question from all parents of the school
- They are to respond in a timely manner, phone call is more appropriate than email if there is an issue or concern, a meeting in person may be required, which would be done at the earliest convenience of all parties involved.
- Regardless of the issue or concern, the Licensee will address the situation with the teacher to understand their interpretation of the situation
- If a meeting is required, the Licensee will inform all parties that they will be taking minutes during the meeting and inform them of all the necessary steps and actions that are required to be taken based on the school policy and the Ministry of Childhood Education
- The Licensee will document the teachers file and the students file with the issue or concern and contact whomever necessary to report the situation based on school policy and guidelines of the Ministry of Education.

Once the school is notified of the issue or concern it will be acted upon immediately upon notification of the Licensee. There will be a follow up to the conversation to all parties involved as new information is brought forward based on the situation.

Inclusion Policy

Lakewood Montessori School have adapted an inclusive child care system, whereby we are committed to meeting the needs of all children and their families regardless of their needs or disabilities. Inclusion does not apply only to children with physical needs but also to those who require any type of individual programming whether it be for a food restriction modification based on religious beliefs or for physical or emotional challenge.

Our programs are designed to promote positive and healthy environments for all children whose needs are diverse and unique. If needed a resource consultant is available as an extra support to assist our staff with their program planning to help meet the individual needs of all children.

Why inclusion?

We believe all children have the right to all opportunities to participate in childhood activities with peers. Education alongside peers stresses similarities and creates an appreciation for differences. They learn that each child is different and that it is 'okay' to be different. This is important to learn early in life through exposure, experience, and guidance from the parent(s) and teacher(s).

Inclusion provides the child with the opportunity to reach his or her potential. It also provides an increase in self-confidence and self-esteem. As well, children learn from other children and establish friendships. They learn to be helpful and cooperative people.

Above all, inclusion encourages children to be active participants in the community, to be valued and to see that they are valuable.

Benefits to parents of children with diverse needs:

- inclusion demonstrates acceptance
- it provides the opportunity to see similarities rather than focus on differences
- There is a better opportunity to understand normal growth and development
- There is an increase of exposure to parents of all children
- They can learn from their children

At Lakewood we believe that inclusive programs are quality programs and that we must be responsive to the needs of our community. All children are welcome and supported. We support all children to reach their full potential. We aim to include all children within our programs and services. We believe that each child is unique, and in partnership with families we are committed to meeting the developmental/educational needs of all children.

Lakewood believes that integration and inclusion are used to express the view that all people, hold rights and responsibilities as equal and essential members of our community. We are committed to working with community partners to enhance our ability to support children with diverse needs through training and consultation.

Diverse needs include the following: age, culture, race, beliefs, gender, ability, appearance, class, lifestyle status, sexuality, family composition, and language.

Children who attend Lakewood with learning differences or special needs are provided with a learning environment based on play-based principles with appropriate modifications which will guide and help the development of the child with these particular needs.

If a classroom teacher feels that a student is manifesting characteristics of being 'at risk' for learning differences, then documentation will take place of all such observations. Meetings will take place between the school Head of School, Program Director, Teacher, Parent to further discuss needs and concerns. If necessary, Halton Community (e.g. Resource Consultants) are available to support teachers, families, children at our School. A plan will then be put in place to monitor progress and to assist and facilitate the student's development in the areas of need. Continued follow-up of progress will continue throughout the school year. Parents are asked to fully participate in assisting the school to help in the child's progress and success in the program, Modifications in the home environment may also be required.

LAKEWOOD MONTESSORI CHRISTIAN SCHOOL

Parent Handbook

Definitions of Special needs are defined as:

Children who, due to emotional, familial, behavioural, developmental, cognitive, communicative or emotional factors are at risk of not maximizing their potential. Special needs encompass children who require support and assistance with daily living, whether formally diagnosed or not and whether a diagnosis is short or long term in nature, (OMSSA definition). This may also include children with food restriction modifications based on religious beliefs.

Individualized Support Plan for Students and Inclusive Programming/ Individual Medical Plan

Lakewood ensures that an up-to-date individual support plan is in place for each child with special needs that attends Lakewood.

1. Lakewood will support the child to function and participate in a meaningful and purposeful manner.
2. Ensure that a description of any supports or aids, (e.g., mobility devices, hearing aids) or adaptations or other modifications to the physical, social and learning environment (e.g., specific furniture, additional staff) are in place if needed. Food to be brought from home if needed.
3. Instructions relating to the child's use of the support or aids referred above and if necessary, the child's use or interaction with the adapted or modified environment.

The Individual support plan must be developed in consultation with a parent of the child, the child (if appropriate for the child's age) and any regulated health professional or other person who works with the child in a capacity that would allow the person to help inform the plan. This includes a Community Living consultant. Community Living will assist in co-constructing an Individualized Support Plan for each child, as required if necessary.

Teachers and school administration will work to ensure that this plan is implemented.

Lakewood will ensure that;

- It will accommodate the individual support plan of each child with special needs.
- The program is appropriate for the ages and developmental levels of the children with special needs receiving care
- The program is inclusive of all children.

Program Plans

The individuals who have participated in the development of the individualized support plans are listed in the document or have signed it. This includes a parent of the child with special needs. The program reflects the individualized support plans of each child with special needs. Each child is observed to have the opportunity to participate in the program.

Each child's ISP will be reviewed every 12 months with parent and staff involved in the planning. Each ISP will be discussed at each staff meeting or as needed if changes are made. Each ISP will have a chart that is to be signed by staff, volunteers, and students. The staff, volunteers and students will sign off on each child's individual support plan chart by writing the date, their name and signature. Staff, volunteers and students not attending must read each ISP for each child and sign off the ISP chart.

Special Instructions

The individual support plan will be reviewed with staff, volunteers and students. The date on the records of the review indicates that the policies, procedures and individual plans have been reviewed at least annually and before staff begin their employment, volunteers begin to volunteer or students begin their educational placement and whenever changes are made at Lakewood.

Emergency Preparedness Procedure

****DURING AN EMERGENCY, ONLY EMERGENCY PERSONNEL ARE ALLOWED TO ENTER OR EXIT THE SCHOOL DURING EMERGENCIES *****

Lakewood Montessori School has an Emergency Preparedness Procedure policy in place. It is available for parents to read and overlook upon request.

In the event that Lakewood is instructed to leave the building because it is deemed unsafe to enter back into the building the school will proceed to their evacuation site: the supervisor will wait outside of the building in the parents parking lot.

As soon as possible, the Head of School and/or Program Director will update parents via email and parent teacher app REMIND to inform parents/guardians that the center has been evacuated and include details of the evacuation site location and contact information. Our emergency evacuation site is LA FITNESS Burlington ON L7P 1X8, 289.812.0617.

Learn more from the following websites:

How Does Learning Happen? www.edu.gov.on.ca/childcare/howdoeslearninghappen.pdf

Early Learning for Every Child Today (ELECT) (Full Document) - www.edu.gov.on.ca/childcare/oelf/continuum.pdf

Excerpts from ELECT - www.edu.gov.on.ca/childcare/excerpts.html

Early Learning Framework Website - www.edu.gov.on.ca/childcare/oelf

Think, Feel, Act: Lessons from Research about Young Children - www.edu.gov.on.ca/childcare/research.html

Ministry of Education Website - www.edu.gov.on.ca/childcare/index.html