

LINDSAY CENTRE FOR PRESCHOOL ENRICHMENT INC.

Lindsay Montessori Preschool est. 1979

PARENT HANDBOOK



All things are easy to understand once they are discovered; the point is to discover them.

Galileo Galilei

PROGRAM STATEMENT

We feel that every child is a strong and unique individual who is capable of learning through his / her own curiosity.

In a loving, calm, and safe atmosphere we support children in their own discovery. Building strong relationships that are meaningful and mutually respectful is the foundation for success at any level.

These relationships extend between the children, families, educators, the community and the environment.

We believe that it is our role as Early Childhood Educators to offer stimulating environments that provide all children with opportunities to express their creativity, curiosity and adventurous nature. Through mindful observations and planning, we facilitate and assist each child in a way that encourages self-regulation, self-esteem, independence and a love for learning.

As educators & directors, we also value a love of learning as we continue to grow with the children, as professionals and as a team.

OUR APPROACH

We work towards achieving these goals in many ways:

Hosting family events

Modeling pro social behaviours

Setting goals: documenting, reflecting & collaborating on progress

Offering experiences beyond the classroom

Being joyful and having fun

Promoting inclusion & appreciating families' cultures and values

Communicating openly and often

Providing healthy lunches & snacks

Connecting with community agencies to support children and staff

Providing a balance of time to be working and playing, inside and outside, actively and quietly, together & independently

We have adapted many Montessori materials and methods. This, in combination with the How Does Learning Happen? Ontario's Pedagogy for the Early Years document, are used to help us guide the children to reach their potential in all areas of development and make this learning visible throughout the program.

Please read on for more details ...

MARIA MONTESSORI AND HER PHILOSOPHY

Maria Montessori was an Italian physician, educator, and the first woman to receive a medical degree in Italy. In the early 1900s, she developed her unique approach to education: early training in an environment geared towards the child's individual interests and needs.

The **Montessori Method** is a science of observing young children in an effort to satisfy their minds when they are most sensitive and absorbent.

The Montessori philosophy stresses the importance of adapting the child's learning environment to his or her developmental level, and of the role of physical activity in absorbing abstract concepts and practical skills.

The teaching materials are designed to lead the child subconsciously from the simple to the complex, and from concrete perception to abstract conception. They are self-correcting, allowing the child to independently manipulate and discover the solution.

In a Montessori Classroom, **the teacher is the facilitator, observer, and maintainer of the environment.** The teacher carefully prepares the environment, demonstrates new activities that are appropriate and interesting to each individual child, and encourages the child to explore each experience.

“The secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown to grow under the heat of flaming imagination.”

Our aim therefore is not merely to make the child understand, and still less to force him to memorize, but so to touch his imagination as to enthuse him to his inner most core.”

Maria Montessori, 1948

TABLE OF CONTENTS

| | |
|---|----|
| Program Statement | 2 |
| Maria Montessori and Her Philosophy | 3 |
| | |
| Our Preschool Program | 5 |
| Dates & Schedules | 6 |
| Cancellation of School | 6 |
| Arrival & Departure | 6 |
| Age & Other Requirements | 7 |
| | |
| Clothing & Possessions | 8 |
| Quiet Time | 8 |
| Nutrition | 9 |
| Birthdays | 9 |
| Field Trips & Off-Site Activities | 10 |
| Newsletters | 10 |
| Social Media | 10 |
| Parent Involvement | 11 |
| Volunteers | 12 |
| | |
| Illness | 14 |
| Immunizations & Record of Illness | 14 |
| Administration of Medication | 15 |
| Accidental Injury | 15 |
| Emergency Management | 15 |
| | |
| Enrolment | 16 |
| Wait List | 17 |
| Financial Policies | 18 |
| | |
| Parent Issues & Complaints | 20 |
| Implementation of Program Statement | 21 |

* The term 'parent' refers to both parents & guardians

PLAYING AND LEARNING ARE
ONE-AND-THE-SAME AND EQUALLY IMPORTANT.

The learning acquired in the classroom is reinforced by the learning acquired during free play; and vice versa.

In the **Montessori Classroom**, we encourage hands-on investigations in subject areas, including:

Practical Life

Sensorial

Math

Language

Music

Geography, Science & Culture

The **playroom** (gym) provides ample space for children to build upon interests, creative ideas and natural curiosity.

We continue our play-based approach to learning **outdoors**, where children are encouraged to explore and investigate their surroundings.

We encourage students to extend and share their discoveries from one learning environment to the next. In doing so, the social, emotional, academic and physical aspects of learning come together to benefit the whole child. Children choose their own activities while being encouraged to participate in all aspects of our program.



“The greatest gifts we can give our children are the roots of responsibility and the wings of independence”

Maria Montessori

DATES AND SCHEDULE OF OPERATION

Our preschool program operates Monday through Friday from September to June. We typically start the week after Labour Day in September, and end the second last week in June.

| | Morning | Full Day | Afternoon |
|-----------|----------------|----------------|-----------|
| Drop off: | 8:30 – 9:00 am | 8:30 – 9:00 am | 1:00 pm |
| Pick Up: | 11:30 am | 3:30 pm | 3:30 pm |

Although the program ends at 11:30 a.m. and 3:30 p.m., we do allow a grace period of 15 minutes. After the grace period, a \$10.00 late fee will be charged, in addition to a fee of \$1.00 per minute until arrival of the parent or caregiver.

Holidays

We are closed for the following holidays: Labour Day, Thanksgiving Day, two weeks at Christmas, Family Day, one week at March break, Good Friday, Easter Monday and Victoria Day.

We also close for up to six Professional Activity days spaced throughout the school year. We use these important dates to partake in professional development, prepare programming, conduct Parent / Teacher Interviews, etc.

CANCELLATION OF SCHOOL

Any necessary closing of our school will be broadcasted on radio station 91.9 Bounce FM. Staff will do their best to contact families by phone, email and See Saw post to notify them of the cancellation.

ARRIVAL AND DEPARTURE

For your child's safety, always accompany him or her into the school and make sure a teacher is aware of your child's arrival before leaving. When your child leaves the school, a teacher will shake his/her hand and say good-bye.

Please drive slowly when entering the parking area, watching carefully for children. Please be respectful of any restricted parking spaces at the school.

ARRIVAL AND DEPARTURE, continued

Authorization of Pick Up

Authorization must be given, *in advance and in writing*, of any adult who will be picking your child up from school. It is important to make your child and staff aware beforehand of who will be picking him/her up. A book is located in the hallway to indicate if someone out of the ordinary routine will be picking up. If the staff is not familiar with this person, they will ask for photo identification.

If a child is to be picked up by a Taxi, notification must be given to the staff in advance. It is the parent's responsibility to ensure that car seats are provided, otherwise children will not be permitted to leave with the Taxi and a parent or emergency contact will be contacted to pick the child up. Photo identification will be required to prove employment with the Taxi Company.

AGE & OTHER REQUIREMENTS

We offer our program to children between the ages of 2 ½ and 6 years of age.

Our Full Day Program is offered to school age children who are between the ages of 4 and 5 on December 31st of that school year.

All children must be toilet trained, with the exception of children who have medical reasons. In considering a child's emotional needs when starting preschool, we will allow a 30 day grace period.



CLOTHING AND POSSESSIONS

Please dress your child appropriately for school activities (playing, painting, and outdoor play) and for the weather. Layers work well to ensure that your child is comfortable throughout the day.

Please provide a **change of indoor shoes as well as a change of clothing** for your child to wear. We recommend velcro shoes to allow your child to transition from outside to inside independently. Extra clothes may be kept in the upper box above the child's own hook.

Please label all footwear, and indoor and outdoor clothing to help the teachers assist your child.



Your child may bring in a comfort item from home. Please label these items; we are not responsible if they are lost or broken.

OUTDOOR TIME

Please check the **Weather Network**

Sunscreen will be applied as follows (unless otherwise directed):

- HIGH UV – Sunscreen will be applied if children are outside for 25+ minutes
- VERY HIGH UV – Sunscreen will be applied. Staff will use their discretion as to how long the children will spend outside depending on temperature and access to shade.
- EXTREME – Children will not be going outside.

| Exposure Category | UV Index |
|-------------------|----------|
| LOW | 0 - 2 |
| MODERATE | 3 - 5 |
| HIGH | 6 - 7 |
| VERY HIGH | 8 - 10 |
| EXTREME | 11 + |

School sunscreen is available. If providing sunscreen, please ensure it does not contain nut products and is not a spray. If able, avoid products with DIN's.

Typically, we will stay inside if the temperature is below -10°C with the wind chill.

NUTRITION

The physical well-being of a child plays an integral role in overall development. To help support children's growth and establish healthy eating habits, we will provide children with nutritious lunches and snacks.

We encourage positive interactions during our meal time by developing practical life skills, social competencies and health education.

Snacks

Our snack time is a relaxed, social period when the children take pride in expanding their eating habits and independence skills. We provide a variety each day with a selection of 4 – 5 choices.

*** Due to allergies and for the safety of some of our children, any food items will not contain any peanuts, peanut oil, any type of nut or nut oil, or any nut bi-products.**

Lunches

For children attending our **Full Day Program**, a healthy lunch will be provided by the school, the cost of which is included in your tuition. A menu is created to accommodate the requirements of Canada's Food Guide.

Lunch and snack schedules will be shared with families at the start of the school year and with updates.



QUIET TIME

During quiet time in our **Full Day Program**, children participate in quiet individual activities on a cot. During this time, children are able to sleep, if they choose to; however, they are not required to do so. If your child sleeps regularly at the school, staff will share with you our Sleep Supervision Policy. To help your child be comfortable, please provide a blanket to keep at the school. The school provides a variety of activities; children are also welcome to bring quiet activities from home, if they wish. We ask that children do not bring in electronic toys.

FIELD TRIPS AND OFF SITE ACTIVITIES

Each year, field trips are planned for the children to participate in. We value the educational opportunities that these fun trips can offer. Permission Forms will be sent home prior to any field trip, asking for your written consent. Often volunteers are needed on these trips. If you wish to volunteer, please attend our Volunteer Registration session offered in the fall. We must have a Criminal Reference with Vulnerable Sector Screening on file for all volunteers who are assisting us on trips.

Spontaneous Outings

The children often express an interest in the nature surrounding them. In order to provide valuable learning experiences, the class may explore their surroundings outside of the playground area. Upon attending our program, we ask parents to give permission for their children to explore the local environment on these special occasions.

Special Activities

At the end of the school year, we invite all children and their families to celebrate with us at the school. This special day is filled with planned activities, lunch and other fun events.

Throughout the year, off-site activities may be organized. Please read your newsletter and watch for letters to come home to parents to notify you of these events.

NEWSLETTERS

The Montessori Newsletter is sent home with your child four times during the year to keep you informed about upcoming events.

Please read these carefully and mark your calendar!

SOCIAL MEDIA

Our Educators and Board of Directors maintain a private network group. Only families currently enrolled in the program have access to the information. Written permission to use your child's photo is required on the Media Authorization Form. Please join us for updates, reminders, and to see what is happening at the school.

PARENT INVOLVEMENT

We urge parents to become familiar with our early education program. In the fall, the teachers will host an Open House and Annual General Meeting. We welcome all families to attend.

Twice a year, we hold Parent-Teacher Interviews: at the end of January and the start of June.

If you would like to discuss any additional information regarding our program curriculum or your child, please make an appointment **at any time** with either your child's teacher or the supervisor.

Parent Participation

"(Families) are the first and most powerful influence on children's learning, development, health, and well-being. Families bring diverse social, cultural, and linguistic perspectives. Families should feel that they belong, are valuable contributors to their children's learning, and deserve to be engaged in a meaningful way."

How Does Learning Happen? Ontario's Pedagogy for the Early Years

We understand the value of parent participation in our program. Building relationships and a sense of community between families, staff, and our Board of Directors is an integral part of helping each child reach his or her own potential.

Yes, we can use your help! There are several ways in which parents can contribute to our school. Every parent is invited to become a member of the corporation that operates the school. The Board meets once a month during the school year. You may wish to participate occasionally in our program by sharing a talent, craft or activity with the students. We welcome your ideas. The teachers occasionally post notices for supplies that you might contribute or for supervisors on field trips. Some parents who are available may be interested in becoming a volunteer teacher's assistant.

*Your interest and involvement, in whatever capacity,
will always be appreciated.*

We invite you to join events hosted throughout the year, including our last day of school celebration in June.

VOLUNTEERS

Volunteer participation is welcome and encouraged within our program. While having this “open-door” policy, it is always our primary concern to ensure the safety of all children at all times. Therefore, all volunteers must follow the procedure below. In addition, a volunteer will not be counted in staffing ratios; are not permitted to have unsupervised access to children; and are not responsible for the direct care, well-being, and education of the children enrolled in our program.

Definition

Volunteers may participate in the program by:

- Assisting in the classroom
- Sharing special talents, hobbies, interests, occupations, etc.
- Helping to pack up the gym when shared with the Church
- Joining our Board of Directors or assisting with subcommittees

Volunteers may be:

- Family of children enrolled in the program
- High-school, college, or university students participating in a cooperative placement program
- Community members

A volunteer is considered to be a person who is working on the premises, without pay.

Procedure

All volunteers **interacting with children** or joining our Board of Directors must:

1. Notify the Program Director of his/her intent to volunteer.
2. Attend a volunteer orientation session.
3. Review our centre’s Policy and Procedure Manual. Prior to volunteering and annually thereafter, a signature will be required that the manual, individual plans, and specific requirements as outlined by the Board and under the Child Care and Early Years Act have been understood and will be followed.
4. Provide a criminal reference and vulnerable sector check in accordance with our policy.
5. Provide immunization records / forms as required.

VOLUNTEERS, continued

Roles & Responsibilities of Staff

Program Director: It is the responsibility of the supervisor to ensure that all volunteers have completed an orientation session, and that all paperwork and records are filed. Files will be reviewed annually. Records will be kept for a minimum of three years. The supervisor will be responsible to provide the volunteer with a tour of the premises.

Verbal permission must be given from the supervisor before any volunteer works with the children.

Designate Staff: A designate staff will be assigned for the direct supervision of all volunteers.

Educators: All staff will be responsible to assist volunteers in learning our program and routines. In addition, staff are obligated to ensure that volunteers are not contravening any of our program's policy. This includes, but is not limited to, ensuring that volunteers are not left alone with children, that our Program Statement is being followed, and that the children are safe and respected.

Staff are expected to step in, if needed, to assist a volunteer. Likewise, if a staff member feels that a volunteer is contravening a program policy, he or she may ask that volunteer to stop working with the children immediately. Staff are to communicate any comments or concerns regarding a volunteer's behaviour to the designate staff responsible for him/her. Any concerns that are related to the centre's policies must also be reported to the supervisor immediately.

Roles & Responsibilities of Volunteers

Policies & Procedures: Volunteers must be aware and follow all policies and procedures.

Professionalism: All volunteers must be respectful and professional in his/her actions and interactions.

Health & Safety: Volunteers are expected to assist in maintaining an environment that promotes well-being, health and safety.

Positive Attitude: Be kind, have fun and a positive attitude towards learning.

ILLNESS

In consideration of others, all sick children should be kept at home until fully recovered and symptom free for 24 hours, or for 48 hours symptom free if recovering from vomiting or diarrhea.

Staff monitor the children's well-being regularly, and will look for general signs and symptoms such as:

- Elevated temperature (over 38°C or 100.4°F), flushing, pallor or listlessness;
- A severe cold, which could include nasal discharge or coughing;
- Vomiting or diarrhea;
- Red or discharging eyes or ears;
- Undiagnosed skin rashes or infections; and/or
- Unusual irritability, fussiness and restlessness.

Should your child become ill at school and exhibit these symptoms, the staff will contact the parents, and send the child home where they can rest comfortably. If the parents cannot be reached, we will contact the alternative name on the registration form to be used in case of emergency. Please keep your information up-to-date.

In the case of communicable diseases, we will report any cases at our school to the Health Unit, and follow their direction.

IMMUNIZATIONS & RECORD OF ILLNESS

Each student must be immunized as recommended by the local medical officer of health, unless a parent objects for reasons of conscience, religious belief, or medical reason. Either a record of immunization OR an exemption form must be provided. Please notify the school of any vaccinations that your child receives while enrolled.

We are also required to keep a record of your child's illnesses. As a result, we ask that you report all illnesses for these records.

ADMINISTRATION OF MEDICATION

We will administer life-saving, emergency medication, and the staff will receive training to do so if needed.

We ask parents to administer all non-emergency medicine at home. However, exceptions may be made for children attending our Full Day program, with the approval of the supervisor.

If your child requires a drug or medication to be administered, please arrange a time in advance to provide written authorization and instruction in accordance with Ontario Regulation 137/15. Individual Plans may be created and posted depending on the nature of the medical condition.

All medication must be provided in the original container and clearly labeled with the child's name, the name of the drug, and the dosage. Additional details will be required, including storage instructions the date of purchase and DIN number.

* Please note that **lip balm and hand cream** are considered to be over the counter medications and require proper storing and administering procedures.

ACCIDENTAL INJURY

If a minor injury takes place, the staff will provide immediate care and loving attention. In addition, an Accident Form will be completed, and we will ask for your signature at pick up.

If an injury requires medical attention, the staff will provide immediate medical attention and contact the parents. If the parents cannot be reached, we will contact the alternative name on the registration form to be used in case of emergency. Again, please make sure our information remains up-to-date.

EMERGENCY MANAGEMENT

Procedures are in place in the case of fire and evacuations, extreme weather, lockdown, or tragic events. Families will be notified by phone or written notice, depending on the circumstance. Serious Occurrences will be posted in the hallway.

ENROLMENT

Returning Students

Registration begins for returning students at Parent / Teacher Interviews in January. Forms are received on a first come / first serve basis and time stamped.

Enrolment will be in consideration of the date received and program options that are available. An 'in school' wait list may be created if first choices are not available. In the event that requests cannot be accommodated using criteria outlined in our policy, the Board will conduct a lottery in a fair and transparent manner.

New Students

Children on the wait list and siblings are next for admission to the upcoming school year during the months of March and April.

Registration Day

Families may attend our public Registration Day in April to select from program options still available.

Registration Throughout the Year

Children may be enrolled throughout the year, provided space can be accommodated.

Securing Your Child's Position

When a position is confirmed and accepted, a deposit is required on or before Registration Day. Up to date administration and immunization forms are also required to complete the process.

Withdrawal from the Program

Written notice of permanent withdrawal during the school year must be given two weeks in advance. This gives us time to advertise our vacancy and ensure full enrolment. If the two weeks notice ends partway through a month, a partial refund will not apply.

If you wish to temporarily withdraw your child, you may continue tuition payments to reserve a permanent space or give two weeks written notice of withdrawal (as above) and advise us to place your child's name on a waiting list.

WAITING LIST

A child's name will be placed on the waiting list when a completed application form has been submitted, free of charge. All application forms will be time stamped when received, and recorded, according to this date, on a list to easily determine a child's position on the list.

Personal Information

All personal information on the Waiting List Application Form will be kept locked and confidential. A Waiting List binder will be maintained by the Program Director, although full time staff may access the binder. Parents may contact the school to inquire about their child's position on the list.

It is the parent's responsibility to inform the school of any address and/or telephone number changes while your child's name is on the waiting list. If a telephone number is not in service when a position becomes available, the child's name will be removed from the waiting list.

Space openings

Parents will only be called for the program they have requested on the application form. If parents are not sure which program is suitable for their child they may indicate "any program" thus ensuring a call for the first available space.

When a space becomes available, the first name on the waiting list that indicated that program and start date will be called. Families have the option at this time to accept or decline the position.

Should the position not be accepted, the next name on the list will be called. When a parent does not initially accept a position, and another space becomes available during the school year, they will be called one more time to be offered a position. If declined a second time, the form will remain inactive, unless otherwise arranged with the parent.

Parents should understand that the child's name would remain on the waiting list in order of each child's date and time of application until a position is accepted or the child's name is removed from the waiting list at the request of the parent.

FINANCIAL POLICIES

Lindsay Centre for Preschool Enrichment Inc. is enrolled in the Canada Wide Early Learning and Child Care System.

Participation in this system is intended to support families and communities with reduced fees while maintaining high quality early learning. All families qualify for these reduced fees.

Base Fees

| Daily Rate | 2023 | (Expected) 2024 |
|----------------------|---------|-----------------|
| Full Day Program | \$47.57 | TBA |
| Morning Program | \$22.28 | |
| Parent Contributions | 2023 | (Expected) 2024 |
| Full Day Program | \$22.48 | TBA |
| Morning Program | \$12.00 | |

Changes to Base Fees will be communicated to families within 10 days of municipal service agreement confirmation.

It is expected that Base Rates will change with each new Service Agreement at the start of a Calendar Year. Payment schedules will be created from October - January and February to June. September's tuition will be prepaid as a deposit.

Payment schedules are calculated using total days in operation, statutory holidays (9 in total) and school holidays during the Winter and Spring Breaks (11 in total).

Registration & Deposit Fees

Registration Fees are included in daily base fees. A deposit will be required to secure your child's position upon enrollment. This deposit will take place of September's tuition.

Deposit Refunds

| | |
|--|--|
| Registration – June 30 th | Refund less \$75 administration fee |
| July 1 st – August 9 th | Refund less \$75 admin fee IF CHILD'S SPACE IS FILLED BY SEPTEMBER 1 st |
| August 9 th – 1 st Day of School | Non-refundable |

Notification must be given in writing & received during business hours.

FINANCIAL POLICIES, continued

Non-Base Fees

Non-Base fees are not eligible to CWELCC funding or parent reduction rates.

Non Base Fees include:

- a) optional items/services; such as field trips and French Club,
- b) policy fees where the parent failed to abide; such as NSF Fees, Late Pick-Up Fees, Late Payment Fees, Administration Fees, and Late Withdrawal Notice.

NSF Cheques The charge for all NSF cheques is \$25.00.

Late Pick Up Fee

There will be a 15-minute grace period for a child to be picked up. After this time, an automatic fee of \$10.00 will be charged to the parents with an additional \$1 for each minute thereafter.

Late Withdrawal Notice

A refund of tuition that will be held if withdrawal notice, from October to June, is provided with less than two-weeks' notice.

We appreciate as much advance notice as possible.

Late Payment Fee

To best avoid late payment fees, most families provide nine post-dated cheques to be cashed the first of the month from October 1st to June 1st.

Alternate payment options can be arranged; however monthly invoices are not issued. It is the parent's responsibility to ensure that each monthly payment is submitted on time.

If payment is late, one friendly reminder will be issued.

If payment is not received or if payment is late a second time, a **\$25 fee** will apply **and** parents will be required to provide post-dated cheques or a lump sum payment for the remainder of the year.

Payment plans can be created for outstanding payments. Failure to pay will result in loss of child's position.

FINANCIAL POLICIES, continued

Payment Options

Payment Schedules will be created from October to January and February to June. Families may select lump-sum or monthly payments.

Post-dated cheques, e-transfers or cash payments are accepted. Invoices will not be issued monthly. Late payment fees will be charged to families if payments are not received on or before the 15th day of the previous month.

All of these procedures are intended to maintain low administration costs and bank fees. We appreciate families' support with these policies.

Post-dated cheques are the most efficient and preferred method of payment. Alternative payment arrangements can be made. Please contact the Program Director to review payment processes in full.

Tuition Fee subsidies are available; please ask for details.

Absences

As a non-profit organization, we are financially dependent on a full enrollment and full tuition. We are unable to offer any refunds for absences of any kind.

Tax receipts

We are a Registered Charity; tax receipts can also be issued for tuition and donations.

Tax receipts will be issued once a year in February, or earlier upon request.

PARENT ISSUES & CONCERNS

All issues and concerns, and those expressing the complaint, will be treated with importance and respect. Communication and collaboration will guide the process towards a productive outcome. Parents are welcome to voice their opinions as our membership works together to provide a quality program.

Procedure to file a formal complaint:

1. Parents will be asked to file a formal complaint in writing.
2. The complaint may be addressed to the Program Director or the President of the Board of Directors. ALL parent issues and concerns will be made known to the Program Director.
3. The complaint may be emailed to the school email address, or hand delivered to the Program Director or to the President of the Board.

Procedure to follow if a complaint is filed:

1. A meeting will be arranged with the Staff or Board of Directors. This will depend on circumstances such as the seriousness of the complaint, the people who are involved in the complaint, to whom the complaint is addressed to, who will be involved in developing and implementing a plan of action to address the situation, etc.
2. A plan of action will be recorded, including:
 - who needs to be made aware of the complaint,
 - who needs to be involved in addressing the complaint,
 - what further procedures will take place with timelines.The person filing the complaint will be made known, in writing and in person, of the plan of action within one week of filing the complaint.
3. Any further actions or decisions will be documented and shared with the parent at a predetermined time. As a part of the resolution, the Board of Directors will communicate if the topic will be readdressed at a later time or if the matter is closed.
4. Once the concern has been resolved, it will be shared with the Board of Directors at the monthly board meeting and recorded in the minutes. (This may have already been part of the process, depending on factors in section 1.)

RULES OF CONDUCT

To ensure positive relationships and mutual respect within our school community, the Lindsay Centre for Preschool Enrichment has adapted these policies and standards of conduct.

One of our most important goals is to provide a secure environment for children that encourages growth, learning and development. Achieving this ideal environment is the responsibility of employees, board members and every parent or adult who enters the school. The Parent Code of Conduct must be followed on school property as well as at school-sponsored off-site activities such as field trips.

We are a small, close-knit community at the Lindsay Centre for Preschool Enrichment and it is important for any personal conflicts or disagreements to be kept outside of the preschool. The preschool shall be a calm and positive place for children at all times. Any concerns a parent may have regarding a member of the staff will be listened to outside of the classroom and where needed, be acted upon in accordance with our parent complaint policy.

All members of the Centre's community are to be treated with respect and dignity regardless of race, creed, disability, religion or any other ground protected by Ontario's Human Rights Code.

The Lindsay Centre for Preschool Enrichment requires that parents of enrolled children behave in a manner consistent with decency, courtesy and respect at all times.

1. Parents have the responsibility to act as role models of good behavior. Inappropriate behavior and harassment of any kind towards a student, parent or teacher will result in immediate intervention, as outlined below. This type of behavior includes, but is not limited to, harassment or intimidation by written note, email, words, gestures and/or body language. Threats of any kind toward staff, board members, other parents or children will not be tolerated. Disagreements must be handled in a calm and respectful manner. Confrontational interactions are not an appropriate means by which to communicate a point and are strictly prohibited. Shouting, cursing, raising of voices or any unwanted physical contact is considered inappropriate behavior.

RULES OF CONDUCT, continued

2. Parents have the responsibility to abide by school policies and procedures. The policies and procedures written by our board of directors must be respected and maintained. These policies will be made accessible; it is parents' responsibility to take the time to read and understand these policies. Parents who are not following policies will be addressed, as outlined below. Parents have the opportunity to voice their concerns to the Board of Directors, as per our parent complaint policy above.

If it is deemed that a parent is breaking a rule of conduct, the following steps will be taken:

- Step 1 -- A meeting between the individual and an elected board member will be held to discuss the situation and review our policies. A verbal warning will be given that the behaviour is in violation of a policy and should not be repeated.
- Step 2 -- A second meeting with the School Board members, staff and parent will be held to discuss the situation and a written warning will be provided to the parent stating that if a third incident occurs, they may be asked to remove their child from the school. By signing this document parents are agreeing to uphold these policies and standards.
- Step 3 -- If the parent continues to act in a manner that is inappropriate, the decision may be made by the Board of Directors to make a formal request that the parent and child leave the preschool.

With these policies in place we hope to provide your child and family with a comfortable and safe environment as we help set the stage for a life full of learning ahead. We can only truly provide this with the help of each parent and adult who walks into our classroom. The Lindsay Centre for Preschool Enrichment promises to continue to work in partnership with parents to make learning fun.

PROGRAM STATEMENT IMPLEMENTATION POLICY

The Program Statement is created to guide and inspire the people who are a part of Lindsay Montessori Preschool.

Procedure

All Staff, Board of Directors, Volunteers and Placement Students, and Families will review the Program Statement annually. Members will work together to enhance our strengths and support opportunities for growth. In collaboration, the Program Director will maintain a binder that creates opportunities for reflection and document our progression.

Contravention of Program Statement

All Staff, Board Members, Volunteers and Placement Students are expected to abide by the Program Statement and to support one another in the process.

Through ongoing reflection, goals may be set within the team or as individuals to work towards achieving our Program Statement. These goals and their progress will be documented in the Program Implementation binder.

Direct contravention of our Program Statement will be addressed immediately. Documentation will be recorded and filed.

Disciplinary action may occur with the following considerations:

- the seriousness of the offense;
- the actual or potential risk or harm to the child;
- the past and recent performance;
- the frequency of occurrence; and
- previous disciplinary action taken.

Disciplinary actions may include:

- concrete advice, professional development opportunities, or other skill based supports;
- a specific time frame for improvement; and
- suspension or dismissal.

PROGRAM STATEMENT IMPLEMENTATION POLICY, continued

If professional misconduct has occurred, the Program Director will report to the College of Early Childhood Educators for review, as required by the Duty to Report. If a Prohibitive Practice occurs, the staff member will be immediately suspended, the Children’s Aid will be contacted. In these cases, dismissal may follow.

Prohibitive Practices

Ontario Regulation 137/15

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

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

Conflict Resolution

At our school, we see conflict resolution as a learning opportunity. Using a positive and supportive approach, educators are present to facilitate these discussions appropriate to the children's stages of development. Our goal is for the children to learn how to regulate, communicate, collaborate and problem solve as individuals and as a group. They will come away feeling good about themselves and how to handle similar situations next time.

Success occurs when the children have the tools to work through differences independent of adult advice.

“There is a great sense of community within the Montessori classroom, where children of differing ages work together in an atmosphere of cooperation rather than competitiveness. There is respect for the environment and for the individuals within it, which comes through experience of freedom within the community.”

Maria Montessori, 1948

Promoting “Inner Discipline”

The Montessori approach refers to a child's “inner discipline” as control which the child develops over his/her own behaviour through his interest in the materials. Dr. Montessori noted that many so-called undisciplined children were really frustrated by a lack of proper stimulation and would become happier and more self-controlled after a period of time in their prepared environment.

Educators collaborate together and with the children to maintain an environment that promotes inner-discipline. Sharing ownership and responsibility with the children also enhance engagement and respect for the environment.

“The environment ... is valued for its power to organize, promote relationships, and educate. It mirrors the ideas, values, attitudes, and cultures of those who use the space ... From the aesthetics of the space, to the type of furnishings and materials available, to the organization of time, the environment communicates a powerful message and contributes to shaping the actions that can be taken within it.”

How Does Learning Happen? Ontario's Pedagogy for the Early Years

Practical Life

“Our goal as parents and teachers is to raise children with strong foundation skills and work habits that will one day enable them to be responsible for themselves, their own homes, families and communities. Children who learn early in life to believe in their own abilities and to take pride in their independence and self-discipline will be well equipped for lifelong success.”

North American Montessori

Sensorial

“The senses being explorers of the world, open the way to knowledge. Our apparatus for educating the senses offers the child a key to guide his exploration of the world, cast a light upon it which makes visible to him more things in greater detail.”

Maria Montessori

Language

“Possession of the art of writing is not a mere skill, it represents the possession of a superior form of language added to its natural form. Written language complements spoken language and is integrated with it.”

Maria Montessori

Math

“The Montessori Math materials are not designed to “teach math” but to aid the development of the mathematical mind: and exploring mind that understands order, sequence, and abstraction, and has the ability to put together what is known and arrive at a new creation.”

Paula Pol Lillard

Geography and Culture

“The land is where our roots are. The children must be taught to feel and live in harmony with the earth.”

Maria Montessori

OUR CORPORATION

Our school was founded in September 1979, organized by a group of parents who wanted a Montessori preschool available for their children. The school was originally located at St. Paul's Anglican Church on Russell St. where it remained for 19 years. In 1998, the school moved to its present location at the Salvation Army Church on Eglinton Street.

We are a non-profit organization and continue to be operated by a volunteer group of parents. Each year the Board elects a minimum of six directors to manage the affairs of the school. These directors consist of: President, Vice-president, Secretary, Treasurer, Fundraising Chair, and Members at Large. Volunteers are needed for assisting subcommittees; even if you can only give a small amount of time.

Fundraising: Because we are a non-profit organization with charitable status, we depend on fundraising and donations in order to buy new equipment and improve the school.

Community Involvement: This committee helps organize events throughout the year within our community and beyond.

We encourage all interested parents to support our school by joining the membership!



Lindsay Centre for Preschool Enrichment Inc.

51 Eglinton Street, Lindsay, ON, K9V 3Z5

705-324-8514

lindsaypreschool.ca