



CCEYA

Parent

Handbook

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For holidays and important dates, please refer to the Clanmore website calendar at clanmore.ca

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1. For fees, hours of operation and age categories, please refer to the fee schedule at:

<https://www.clanmore.ca/admissions/fees/>

Please see our electronic calendar for holidays and professional development days at:

<https://www.clanmore.ca/clanmore-school-calendar/>

*Please note that our Casa program rooms will operate either as Kindergarten groups (1:13 ratio) or preschool groups (1:8 ratio) depending on the ages of the children enrolled at the time.

2. PACKED LUNCHES

For anyone bringing food into the school:

Responsibilities of parents and community in regard to anaphylaxis:

- Read and sign off on the anaphylaxis policy at the time of registration, and read school communications regarding allergies
- Do not send foods to school containing peanuts or tree nuts
- If advised of allergens affecting a child in your child's class, avoid sending foodstuffs that contain that allergen
- Don't be offended if we return food home which states that it contains, or may contain peanuts or nuts
- Should you send a snack for a celebration, e.g birthday, do not send foods that contain, or may contain peanuts or tree nuts
- Remember, your diligence could save a child's life

Responsibilities of parents in regard to packed lunches:

- Parents are to send lunch *daily*. In the event that a packed lunch is forgotten, if time allows, parents will be contacted to bring a lunch to the school. Should time not allow, then the School will provide an appropriate meal to the child that respects any dietary needs.
- Parents are to send a lunch that is balanced and healthy in accordance with the Canada Food Guide
- All food and drink are to be labelled with the child's first and last name

3. WAIT LIST POLICY – PRESCHOOL PROGRAMS

In the event that interest in the preschool program exceeds availability, Clanmore Montessori School will create a waiting pool of applicants. A waiting pool, as opposed to a list, allows for the matching of an available position in the classroom (1st, 2nd or 3rd year Casa, or 1st or 2nd year Toddler) to an applicant. The following will be taken into consideration for an applicant to move from the waiting pool to placement:

- First right of refusal for placement in the preschool program goes to families who already have children in Clanmore Montessori School.
- Time of first contact with the school to begin the intake process.
- For families new to Clanmore, successful parent participation in the Intake Process, including the Intake Survey, *Tell Us About Your Child* form, and the in-class observation.
- The age and gender of the child, to help maintain three-year age grouping, regulatory ratios, and gender balance in each classroom.
- Applicants are welcome to inquire about their child's status in the waiting pool, and Clanmore Montessori School will let parents know if there is potential for placement, based on the above criteria. The waiting pool list may be viewed and privacy is protected via the use of a coded system which does not reveal any personal information about the applicants. There is no fee charged to be in the wait pool.

3. DISMISSAL OF A CHILD FROM CLANMORE

At Clanmore we make every effort to work with and serve a child and their family, which includes:

- Everyday classwork with the child
- Regularly scheduled telephone calls, emails and meetings with the family
- Increased observation and communication in the form of consultation with program coordinator, auxiliary staff, telephone calls and extraordinary in-person meetings
- Written records of all of the above are maintained

In the event that we find a breakdown in the relationship between the school and the family and we find that we can no longer serve the child, we reserve the right to terminate the relationship, returning any remaining tuition fees to the end of the school year.

4. SUPERVISION

Clanmore Montessori School will assure that every child, from Toddler to Middle School student, will be supervised by an adult of the age of at least 18 years at all times, and will require a criminal reference check of any volunteer having direct contact with these children.

Only employees of Clanmore Montessori School will have direct, unsupervised access to children. Parent volunteers and student teachers will not be included in the supervision ratio of children to adults.

Volunteers and student teachers are expected to abide by all policies and procedures of the school. Before placement begins, Clanmore Montessori School will review all policies and procedures in the Policy and Procedure Manual, including Behaviour Management and Anaphylaxis, with volunteers and student teachers. These policies and procedures will be reviewed at an interval of no more than one year. Volunteers and student teachers who provide guidance to children will undergo the procedure for monitoring behavior management practices, as described in the Clanmore Montessori School Procedure for Monitoring Behaviour Management Practices.

It will be the responsibility of the employee who directly supervises the volunteer or student teacher to review the policy and procedure manual with the volunteer or student teacher, and initiate the Procedure for Monitoring Behaviour Management Practices.

5. PROHIBITED PRACTICES POLICY

The following policies comply with regulations of The CCEYA.

Positive behaviour management techniques shall be used consistently. We shall at all times encourage self-discipline and respect for others and their rights. We shall ensure the health and safety of the children and maintain equipment properly. In the event of negative behaviour, discipline will relate directly to the problem behaviour, be appropriate to the developmental level of the child and be implemented soon after the negative behaviour occurs.

The following practices are not permitted at the school under any circumstances:

- (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 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 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.

6. EMERGENCY PROCEDURES

Clanmore Montessori School has detailed policies and procedures for emergencies. In the event of an emergency, parents will be notified by telephone and given further instructions.

7. PARENT CONCERNS

Policy

Clanmore Montessori School is committed to communicating with families regarding any issues of concern. Should a parent have a concern, the parent should be advised to contact the appropriate person via telephone or teachers@clanmore.ca. The parent should include only a very brief description of the concern, not revealing any personal details of anyone involved. A member of staff will respond to the concern within 2 business days.

Concerns about the Suspected Abuse or Neglect of a Child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local [Children's Aid Society \(CAS\)](#) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in Responding to the Issues/Concerns:
Concern affecting a student	Contact your child’s classroom teacher by telephone or teachers@clanmore.ca	<p>Staff respond via telephone within 2 business days. Keep a record of the conversation and plan of action using the “Extraordinary Parent/Teacher Meeting” form.</p> <p>Inform the program coordinator of the concern once it has been clarified with the parent.</p>
Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in Responding to the Issues/Concerns:
Concerns about upkeep and safety of school and grounds	Contact the Facility Coordinator by telephone or teachers@clanmore.ca	Facility Coordinator will respond within 2 business days and document conversation and steps taken to rectify the concern.
Concerns about the academic program	Contact the Preschool or Elementary Program Coordinator by telephone or teachers@clanmore.ca	The Program Coordinator will respond within 2 business days and document conversation and steps taken to rectify the concern.

Concerns about policies and procedures of the school	Contact the Policy Coordinator by telephone or teachers@clanmore.ca	The Policy Coordinator will respond within 2 business days and document conversation and steps taken to rectify the concern.
Any other concerns	Send an email to teachers@clanmore.ca with a brief description of the issue and ask that it be forwarded to the appropriate person.	The appropriate person will respond within 2 business days and document the conversation and steps taken to rectify the concern.

8. CCEYA PROGRAM STATEMENT

Clanmore Montessori School’s interpretation of Montessori pedagogy and programming, as set out in the *Clanmore Montessori Toddler* and *Casa Albums* and the *Clanmore Montessori School Curriculum Chart*, is consistent with the Ministry of Education’s policy statement as set out in “*How Does Learning Happen (HDLH)?*”

It must be noted that Montessori pedagogy refers to the children’s activities as “work” whereas HDLH describes children’s activity as “play.” From the child’s perspective, these two terms are one and the same.

Clanmore Montessori School will review the program statement with staff and volunteers annually or whenever there is an amendment to the statement.

Clanmore Montessori School believes that all children are competent, capable, curious and rich in potential. The Ministry Program Statement describes our goals for the children and the approaches used to meet those goals. The health, safety, nutrition and well-being of the children are diligently met under the requirements of O.Reg 137/15.

Positive and supportive interactions among children, parents, volunteers and staff are promoted through the use of the *Clanmore Social Curriculum*, which is founded on the principles of *Restitution Theory*. This curriculum is communicated to staff and families via the parent calendar/handbook, the *Curriculum Chart* and parent curriculum meetings. It applies to all members of the Clanmore community.

The nurturing environment established at Clanmore is supported by the mixed age groupings of the children and the consistency of children remaining with the same adults for a two to three-year cycle. Self-regulation develops through the children's freedom of choice within well-defined limits.

The children's exploration, inquiry and work is fostered by the fully equipped Montessori classrooms and trained teachers, which cater to the needs of the full age spectrum of the group. Activities are designed to promote physical and mental development through care of the self, care of the environment and others (Grace and Courtesy) refinement of the senses, enrichment of vocabulary, preparation for writing, reading, numeracy skills, operations, and geometry as set out in the *Clanmore Curriculum Chart*, and *the Clanmore Montessori Toddler and Casa Albums*.

Activity in the Clanmore Montessori classrooms is child-initiated and supported by the adults through observation and the offering of lessons based on the individual child's needs. This promotes peaceful, deep engagement with the activities. Observation also allows the adults to note the children's mastery of the materials and make positive decisions regarding the introduction of new, more challenging concepts. The teachers' observations and the children's progress are recorded within the classroom record-keeping system.

Both indoor and outdoor activity is incorporated into the program, as well as rest/quiet time. Consideration is given to each individual's needs, and children are active in the decisions that affect their well-being.

Family engagement with the program is encouraged through regular curriculum meetings, parent/teacher conferences, parent classroom observation, parent lending library, social media and participation in Parent Association events. Teachers are available consistently via telephone or email to discuss the children's needs.

Clanmore Montessori School involves local community partners , such as The Canadian Red Cross, The Lighthouse Program for Grieving Children and Kerr Street Ministries for programming and events which are beneficial to the children and staff.

Clanmore Montessori School has an established Professional Development Program for all staff members. It includes a professional development binder for each staff member containing questionnaires and information to assist staff in planning their professional development. Each staff member meets yearly with the Program Coordinator to create a professional development plan including accessing funds set aside in the budget for continuing education. Additionally, the staff of Clanmore Montessori School participates as a group in at least two professional development days during the school year.

Communication amongst staff is carried out via email, bi-weekly program level meetings, and monthly whole-school meetings. All policies and procedures are reviewed annually, and when any amendments are made.

The staff and owners of Clanmore Montessori School regularly review the impact of the above strategies on the children and their families via conversation, meetings, surveys etc.

PROGRAM STATEMENT EXPECTATIONS

<p>The following are the expectations of the Program Statement. The methods for applying each of the individual approaches can be found in the Clanmore Montessori Albums, and in the Clanmore Curriculum Chart.</p>	
<p>A Promote Health, Safety, nutrition and well-being</p>	<p>Health is promoted through the physical fitness program, and practical life activities under the heading of "Care of the Self" as referred to in the Clanmore Montessori Albums. Nutrition is supported via snacks which provide a minimum of two food groups, and lunch prepared fresh daily by a qualified chef following the Canada Food Guide. The children's overall well-being is supported via the Clanmore Social Curriculum as described in the Clanmore Curriculum Guide.</p>
<p>B Support positive and responsive interactions among children, parents and staff</p>	<p>Opportunities for the awareness of one's needs and the needs of others are supported by the "Clanmore Social Curriculum" based on Diane Gossen's "Restitution Theory." This method is practised with staff and students and presented to parents via curriculum evenings. Through discussion dramatization and pictographs helpfulness, love, respect, safety, purposeful work and belonging are presented to the children. The focus of this area is on understanding that all persons have needs, and disequilibrium of these needs is the root of conflict, which must be repaired to reinstate harmony. Independent resolution of conflict is modeled with the use of a "peace object" used by two or more children to define the taking of turns while speaking to resolve a conflict. Staff are trained in "Restitution Theory" and parents are introduced to the method via parent curriculum evenings.</p>
<p>C Encourage the children to interact and communicate in a positive way and support their ability to self-regulate</p>	<p>Children are encouraged to speak for themselves and listen to the perspective of others. This is achieved with the use of a "peace object" to teach the taking of turns while speaking. When dealing with a conflict, children are encouraged to think of ways to fix the problem, and are supported by adults to carry out any tasks related to fixing the problem. Self-regulation is practiced via the freedom of choice of materials, choice to rest or be active, and choice to eat when hungry.</p>
<p>D Foster the children's exploration, play and inquiry</p>	<p>This is achieved through individual and small group lessons, freedom of choice of materials, an uninterrupted work cycle, unlimited time for individual use of a material, and consistent availability of each material in the classroom throughout the school year.</p>

<p style="text-align: center;">E</p> <p>Provide child- initiated and adult-supported experiences</p>	<p>Freedom of choice within well-defined limits is a cornerstone of Montessori philosophy and is practiced effectively. Children may choose from any material with which they have had a lesson, and may use it for a period of time that satisfies their needs. The materials are didactic in their design and allow for the children to become aware of their mistakes and fix them without the need for adult interference.</p>
<p style="text-align: center;">F</p> <p>Plan for and create positive learning environments and experiences in which each child's learning and development will be supported</p>	<p>The prepared environment consists of Montessori materials which are designed for and appeal to the age groupings in the classroom. The positive learning experience is supported by regular teacher observation of the class, individual and small group lessons and the use of the MRX record keeping system to record individual goals and achievements for each child.</p>
<p style="text-align: center;">G</p> <p>Incorporate indoor and outdoor play as well as active play, rest and quiet time into the day, and give consideration to the individual needs of each child</p>	<p>Children spend 2 hours per day outdoors, divided into mid-day and end of day visits to the yard. Physical Education class occurs once weekly in the gymnasium. A variety of equipment is available to appeal to the varying needs of the children. The toddler class has a rest period on cots for maximum 2 hours in the afternoon. The Casa classes offer rest time and a quiet story in the afternoon, allowing the children to rest on a mat for as long as is needed.</p>
<p style="text-align: center;">H</p> <p>Foster the engagement of and ongoing communication with parents about the program</p>	<p>Parents are offered an orientation visit, two parent/teacher conferences, two curriculum evenings, and one student-led demonstration per year. In addition to this, each family receives a subscription to "Tomorrow's Child" magazine and can remain connected to the school via Twitter, Facebook, and the Clanmore blog via our website.</p>
<p style="text-align: center;">I</p> <p>Involve local community partners and allow those partners to support the children, their families and staff</p>	<p>The children are invited to participate in the fundraising activities of the elementary students, which support local community initiatives. Examples include the Canadian Red Cross and The Oakville Humane Society. In addition, each Casa classroom will plan one community event per year for the preschool.</p>
<p style="text-align: center;">J</p> <p>Support staff and others who interact with the children in relation to continuous professional learning.</p>	<p>The Clanmore Professional Development Program provides a process for staff to evaluate their professional development needs and request further education. Each staff member has a yearly review of their professional development with the Program Coordinator to implement their individual plan.</p>
<p style="text-align: center;">K</p> <p>Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families.</p>	<p>The Program Statement and its effectiveness will be reviewed via the staff Program Statement Survey. The survey will be filled out once per year, or more often should anyone wish. The surveys will be reviewed by the Program Coordinator and the Supervisor on a yearly basis.</p>

