



Parent Handbook

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WELCOME

Dear Montessori Parents,

Welcome to the Montessori School of Sudbury. You are about to embark upon an educational experience that will benefit your child throughout his or her entire life.

The School has been built on a foundation of excellence thanks to Maria Montessori's educational philosophy, our trained staff, and the parents who give generously of their time and talents. We are very proud of our outstanding reputation in this community.

This Parent Handbook has been developed as an introduction to the Montessori School of Sudbury and the Montessori Method. We encourage you to read all of the enclosed. We are sure that you will find the information not only informative, but will also aid you and your child in having a successful year.

Congratulations on choosing the Montessori Education as an alternative for your child. We look forward to a wonderful year.

Regards,

Board of Directors
Montessori School of Sudbury

OUR MISSION

To provide world-class academic excellence while fostering the love of learning in a child-centered environment. Through the development of the whole child, our children become confident in their ability to realize their potential.

OUR VISION

To enhance the lives of children, families and society through an inclusive and diverse education. Children gain appreciation and respect for themselves and their environment and engage the world as active citizens and successful leaders.

OUR VALUES

VALUE	DESCRIPTION
Excellence	We provide education that surpasses industry standards, based on Maria Montessori's values.
Guidance	We inspire and support our children and community as they achieve their potential.
Inclusion	We welcome and support all children to learn, contribute and participate in all aspects of school life.
Integrity	We promote an environment of honesty and fairness.
Respect	We treat others with courtesy, empathy, politeness and kindness.
Safety	We care passionately about the wellbeing of our community. We commit to preventing injuries and hardships.

OUR PROGRAM STATEMENT

At the Montessori School of Sudbury, we view children as being competent, capable, curious and rich in potential. We embrace their values, uniqueness, and differences, and provide a positive child-guided and parent-supported learning environment. Teachers and educators work with the children through one-on-one and group lessons to foster children's exploration, play, work and inquiry within the academic-based Montessori classroom. Consideration is given to the four foundations of "How Does Learning Happen?" from the Minister of Education's pedagogical document.

In the Montessori-prepared environment, children are encouraged to interact and communicate freely with teachers, educators and multi-age groupings to support their ability to self-regulate and express themselves through their feelings and ideas using positive language while displaying grace and courtesy. Teachers and educators provide time, space and materials to encourage expressions that reflect children's capabilities as well as their social and cultural background.

Montessori teachers and educators offer child-initiated and adult-supported experiences by providing ample opportunities through large blocks of uninterrupted time for children to engage in sustained, complex play or work and inquiry of their choice. During children's exploration of the Montessori self-correcting materials, teachers and educators provide challenges and extensions to support an increasing awareness and understanding of concepts associated with literacy and numeracy and the classroom community.

In the Montessori classroom, teachers and educators plan for, and create, positive learning environments and experiences, both indoors and outdoors, where each child's learning and development are supported and given consideration. A variety of areas in the classroom offers a variety of different skill-levels of Montessori materials that are available to suit the varied developmental levels of all children. Some of these areas are numeracy, literacy, science, practical life, sensory, biology, geography and culture, botany, as well as music/art and reflective time. Children at the Montessori School of Sudbury also receive quality movement time to support their health and physical well-being.

The health and safety of all children are very important to the staff at Montessori. Along with incorporating opportunities and time to practice self-help and self-care skills, Montessori offers healthy meals and snacks to promote positive eating experiences, following the Canada's Food Guide.

For the safety of the children, there are low student to teacher ratios in all classrooms which support parent/guardian communication with teachers and educators at drop-off and pick-up times.

The knowledgeable, responsive and reflective staff foster the engagement and ongoing communication with parents about the program and their children, daily. Through memos, posters and the parent bulletin board, families are engaged in the program and the community.

The Montessori School of Sudbury provides families with mid-term report cards, parent-teacher interviews as well as an end of the year report card outlining their child's progress.

Teachers and educators develop partnerships with the children's families along with local community partners to support the children if additional support is needed. Some of the local partnerships include; Children's Treatment Centre, Child and Community Resources, Occupational, Speech and Physio Therapists.

The Montessori School of Sudbury offers an Education & Development Assistance Program in order to support the staff with their continuous professional development.

All teachers and educators participate in monthly professional development sessions and ongoing self-reflection in order to provide the best care and service possible for all children, families and staff at the School.

Each day, children are able to engage in structured and unstructured play, participating to the best of their abilities in an inclusive environment both indoors and outdoors. Through the unstructured play and the use of natural outdoor spaces, each child is able to spark their curiosity using dramatic play and investigation. Montessori's structured indoor weekly playtime engages children to access a variety of materials. Each classroom incorporates a quiet or reflection area where the child can read, rest or listen to music. Designated sleep rooms provide children with the quiet and rest required/requested.

Teachers maintain focus on guiding children's learning experiences in accordance with Montessori philosophies and the Minister of Education's pedagogy through continuous documentation and review via the student progress checklists, daily communication, monthly staff meetings, surveys, directress student progress checklists, reports and regular communication with children and their families.

At the Montessori School of Sudbury every child has a sense of belonging, well-being, engagement and expression through the Montessori environment.

"Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment." Maria Montessori

OUR GOALS

The Montessori curriculum varies by program, but the following goals are consistent throughout our school:

- To encourage the self-motivation and self-discipline that will lead to a life-long pursuit of knowledge.
- To lead children to mastery of precisely identified intellectual, social and physical skills.
- To enter into a partnership with parents in the education of their children.
- To help children develop a positive self-image as the key to the development of their full potential.
- To foster open minds, compassion and respect for others.
- To balance self-reliance, independence and freedom with the skills of working cooperatively.
- To instil in each child a sense of duty and personal responsibility for the world in which we live.
- To spark our children's imagination, wonder, humour, and joy.

FUNDAMENTAL PRINCIPLES

Montessori education is grounded in the following principles:

1. Children are to be respected as different from adults and as individuals who differ from each other.
2. Children possess unusual sensitivity to and mental powers for absorbing and learning from their environment.
3. The most important years of growth are the first six years of life, when unconscious learning is gradually brought to a conscious level.
4. Children have a deep love and need for purposeful work. The child works for the sake of the activity itself and it is this activity that accomplishes the most important goal for the child: the development of his or her mental, physical and psychological powers.

SCHOOL HISTORY

The Montessori School of Sudbury was incorporated as a non-profit organization in 1978. Originally at St. Andrew's Place, the school quickly outgrew these accommodations and moved to John Street in 1981. The school remained there for 17 years, until it grew once again requiring larger facilities. In the fall of 1998, it moved to 295 Victoria Street, formerly known as King George School.

The Canadian Council of Montessori Administrators (CCMA) recognizes the Montessori School of Sudbury. This association maintains, propagates and furthers the ideals and principles of Dr. Maria Montessori for education and human development irrespective of racial, religious, political and social environment. The Ontario Ministry of Education also recognizes the school as a private school.

The Pre-Casa, Casa and Toddler programs follow the Child Care and Early Years Act of Ontario and are bound by the Ministry of Education guidelines and regulations. The program is licensed under the Ministry of Education. The Lower Elementary Program is a licensed Private School which meets and complies with the necessary requirements. Along with Ministry requirements and inspections, the school must also adhere to strict requirements and inspections from the Sudbury and District Health Unit, the City of Greater Sudbury Fire Services and yearly playground inspections.

The Montessori School of Sudbury owes much of its success to the original founders, the ongoing enthusiasm and dedication of parent members and to the Board members over the years that have devoted much of their time to developing and managing the growth of this School. Finally, and most importantly, the dedication and commitment of the teaching staff has been critical to the ongoing growth and health of this organization.

WHAT MAKES A MONTESSORI EDUCATION UNIQUE?

1. The “Whole Child” Approach: The primary goal of a Montessori program is to help each child reach his/her full potential in all areas of life. Activities promote the development of social skills, emotional growth and physical coordination as well as cognitive preparation. The holistic curriculum, under the direction of a specially prepared teacher, allows the child to experience the joy of learning, ensures the development of self-esteem and provides the experiences from which children create their knowledge.
2. The “Prepared Environment”: In order for self-directed learning to take place, the whole learning environment—room, materials and social climate—must be supportive of the learner. The teacher provides necessary resources, including opportunities for children to function in a safe and positive climate. The teacher thus gains the children’s trust, which enables them to try new things and build self-confidence.
3. The Montessori Materials: Dr. Montessori has designed a number of multi-sensory, sequential and self-correcting materials based on her observations of the activities that the children enjoyed the most. These materials facilitate the learning of practical skills and abstract concepts.
4. The Teacher: The Montessori teacher functions as designer of the environment, resource person, role model, demonstrator, record-keeper and meticulous observer of each child’s behaviour and growth. The teacher is known as the Directress.

THE VALUE OF A MONTESSORI EDUCATION

Dr. Maria Montessori, one of the most important educators of our time, emphasized the need for early education. More recently, educational research has verified that the early years are the most important of the child's life for the development of a strong knowledge base.

In the Royal Commission on Education report The Love of Learning, (1995), Caplan and Bégin stress the importance of early learning. They recommended the Ontario Ministry of Education and Training implement school programs for children three years of age rather than the current four years of age. In his book, Emotional Intelligence (1996), Daniel Goleman acknowledges (with research and evidence) the importance of attending to the emotional development of the child. He believes, like Dr. Montessori, that the purpose of education should be an aid to life that independence, joy, meaningful activity, self-discipline and co-operation are crucial attitudes and skills that enhance learning. More importantly, the emotionally healthy child will succeed in life far better than those with intellectual skills but poor emotional skills. While none of this is new to the Montessori professional, it is refreshing to read this report and this book to ponder the practical insights and suggestions.

The recent realization of these facts and the growing awareness of the world's complexities are leading parents to seek a Montessori education for their children. More than just an early education, these parents are seeking the best education available. The Montessori School of Sudbury, like other Montessori schools around the world (Italy, Hong Kong, Mexico, etc.), provides a program especially suited to the needs of the child. The method offers individual attention to the whole development of the child and the foundation on which the child can build his or her future success and happiness.

Montessori attitudes and philosophy are most consistent with the needs of the child in the process of developing and learning. Montessori's educational theories are based on natural laws of development and then correlated for use as an educational system consistent with these laws.

Dr. Montessori's experiments made the child the centre of education, her program is adapted to the interests and needs of children. As a result, children concentrate with enthusiasm and achieve a real and profound understanding of their work. This intellectual progress is accompanied by emotional growth.

The children become harmonious in movement, independent in work and honest and helpful with one another. The three R's at the Montessori School of Sudbury are: Respect, Responsibility and Research.

SCHOOL GOVERNANCE

Please refer to the School Bylaws for a complete listing of responsibilities and duties.

A) Board of Directors

The Montessori School of Sudbury is governed by a volunteer Board of Directors, comprised of parents of students in the school and non-parent members of the community who have demonstrated an interest in the welfare of the school. They provide leadership by demonstrating care and commitment to academic excellence and a safe, nurturing learning environment.

Once elected a Board member may serve for a 3-year term and may be re-elected for an additional 3-year term to a maximum of 6 years.

B) Administrator

The Administrator, who is hired by the Board of Directors, is the administrative head of staff. The Administrator is responsible to the Board of Directors for the general management of the School, and for the implementation of the policies and procedures. The Administrator holds everyone under his/her authority accountable for their behaviour and actions.

C) Directress

Directresses and other teaching staff, under the leadership of the Administrator, provide academic leadership within the classroom and encourage the growth and development of each individual student in their care.

D) Parent Membership

Each parent or legal guardian of a registered child is an automatic member of the Parent Membership. A member shall be the parent(s) or legal guardian(s) of a child currently registered at the Montessori School of Sudbury and who has paid his/her/their fees and complied with the duly authorized regulations of the School. Both parents/ legal guardians shall constitute a single Membership for the purpose of voting at the Annual General Meeting.

Parents play an important role in the education of their children and have a responsibility to support the efforts of the school staff in maintaining a safe and respectful learning environment for all students.

ORGANIZATIONAL STRUCTURE

The Montessori School of Sudbury is a non-profit pre-school licensed by the Province of Ontario. To maintain its status and continue operating, it must meet the legal requirements named within the legislation set out by the Ministry of Education. The school is registered with Revenue Canada as a charitable organization.

Overall responsibilities for the legal and financial operation of the school rest with the Board of Directors. The Board is elected by the parent membership of the school. On occasion, Board members are acclaimed. There are ten members on the Board, five of which are parent members and five of which are members-at-large. The school's Administrator sits on the Board ex-officio. The Board meets on average once a month.

The Board delegates to the Administrator its responsibilities for the month-by-month legal and financial operations of the school. Committees are formed on an ad hoc basis to deal with specific issues. Parents and staff input and participation are integral parts of this structure.

The day-to-day management of the school is the responsibility of the Administrator who reports directly to the Board of Directors.

Major policy is established by majority vote of the members of the Board at any regular Board Meeting held during the school year.

STANDING COMMITTEES

Audit Committee

Through annual audits and random spot checks, the Audit Committee is able to assess the Montessori School of Sudbury's compliance with the CCMA and Child Care and Early Years Act. Further, the Audit Committee is tasked with making recommendations to help ensure and improve compliance on behalf of the Montessori School of Sudbury. Audit Committee members work closely with Montessori's Administrator and report to the Board of Directors.

Building and Grounds Committee

The Building and Grounds Committee is comprised of individuals with experience dealing with facility/grounds maintenance and contractor relations. Members of the Building and Grounds Committee work closely with the Administrator at the Montessori School of Sudbury by providing advice and guidance related to work and/or projects undertaken by the School.

Fundraising Committee

The Fundraising Committee meets monthly, on average, to discuss, plan and organize fundraising activities.

An effective Fundraising Committee is vital to the life and financial well-being of the Montessori School of Sudbury. The function of the Fundraising Committee is centered on building relationships within the community and organizing fundraising activities. Both of these functions serve the purpose of exposing Montessori to the Sudbury community while raising funds for the special and ongoing needs of the Montessori School of Sudbury.

Members of the Montessori's Board of Directors sits on the Fundraising Committee and reports directly to the Board respecting the activities of the Fundraising Committee. Further, Montessori's Administrator is an active participant in all fundraising activities. As the public face of the Montessori School of Sudbury, the Fundraising Committee and its activities within our community are key to the success of our School.

ADMISSIONS

Parents are encouraged to visit the school and the classroom prior to enrolling their child. It is important for all parents to understand the Montessori approach.

Non-Discriminatory Policy

The Montessori School of Sudbury does not discriminate against applicants and students on the basis of race, colour and national or ethnic origin. Children with learning exceptionalities or physical disabilities will be considered for the program, provided they are physically able to participate in the classroom and its environment. See the School's Policy and Procedure documents titled G-8.01 Inclusive Education and G-19.01 Student Accommodation for details.

Terms of Admissions

- Upon registration in each year of the program, parents are asked to pay two (2) month's tuition in advance. See the School's Policy and Procedure document titled G-4.01 Tuition and Child Care Fees for more detail.
- Monthly Child Care fees are paid via post-dated cheques.
- Child Care fees are reduced by 10% for the second child registered, and by 15% for the third child registered.
- An administrative charge of \$25.00 will be imposed for any NSF cheques.
- School absences for illness, vacations, transportation problems, etc., are non-refundable.

- The child must be 18 months (Toddler), 30 months (Pre-Casa and Casa), and 5 Years (Lower Elementary) upon registration. See the School's Policy and Procedure titled G-15 Student Placement for more details.
- New parents or legal guardians are required to attend an orientation session which occurs prior to the child's first day of school.
- Parents are asked to sign up to participate, in some capacity, on one of the School volunteer groups/committees.
- Siblings of current students are to be given first preference for vacancies in the School. Other vacancies are then filled per the School's Policy and Procedure document titled G-16 Wait List and Acceptance.
- Full-time enrolments are to be given first preference over part-time enrolments.
- The Montessori School of Sudbury reserves the right to accept or reject any application for enrolment based on the above noted policies.
- The Board of Directors of the Montessori School of Sudbury reserves the right to terminate the enrolment of any child whose conduct or influence is continuously detrimental to the classroom environment.

Registration and Acceptance

- There is a one-time \$75.00 registration fee for each student. There is also an annual activity fee for each student which is established when tuition and child care fees are set for the following school year.
- Re-registration applications are due to the School by May 31st of each year in order to secure your child's spot. Applications received after this date shall be placed on a waitlist for consideration after all applications have been processed.
- The Board of Directors determines Child Care fees for each year and these are presented at the Annual General Membership Meeting. A notice of procedure is sent home notifying parents of the new Child Care fees and the dates for re-admission. A new registration form is required to complete the re-admission process. Every attempt is made to suit parents' wishes with regard to morning or afternoon preference.

Child Care Refunds

- Child Care fees shall be refunded pro-rated to the date of withdrawal at the approval of the Board of Directors. There is a non-refundable one (1) month penalty on all withdrawals.
- The Child Care fees for the remainder of the month during which the child has withdrawn are non-refundable.
- Withdrawals for September 1st must be received on or before August 1st for a complete refund of June's tuition instalment for the commencing year.

- Written notice must be given to the office at least thirty (30) days prior to any withdrawal.

Probationary Period

There is a six (6) week probation period for new children to allow for adjustments. During this time, the Directress may discover that the child is not ready for school. The parents will be consulted to attempt to find a way to remedy the situation. If there is no improvement, the school may request the parents to withdraw their child. In the case of a withdrawal, the Child Care fees will be adjusted, and only applicable fees will be charged/withheld.

Financial Assistance

Subsidized spaces in the Montessori School of Sudbury are available to qualified parents. Applications are made through the Children's Services Division of the City of Greater Sudbury.

Waitlist & Acceptance (see Policy G-16)

Parents are asked to make sure that their name is registered with the City of Greater Sudbury's Centralized Waitlist System. Once your name is in the system you will be contacted based on the School's registration procedures.

PARENTAL RESPONSIBILITIES

There are a few things that the School asks of you in order to help make the school a home away from home for your child.

Please bring the following to school:

- Two (2) seasonally appropriate changes of clothing, each item labelled.
- Clothes are to be kept in the storage bag provided at each child's assigned hook.
- One (1) pair of indoor shoes (rubber soled) that your son/daughter can put on by him/herself.
- Seasonal gear such as raincoats, mitts, hats, winter boots, etc.

Please do the following:

- Label, label, label... The School tries to help your child keep his or her belongings organized, but it is an impossible task if clothing items are not labelled.
- Dress your child in comfortable clothes that are washable and easy to get in and out of. This encourages them to be independent and is especially important for children who are toilet training. We recommend elasticized, pull-down pants.

- Dress your child in layers. Sudbury weather can change considerably over the day.
- **Do not send your child with toys from home.** Toys can get lost, broken or cause a disagreement.

As well, it's important to:

- Inform the School of any changes to the original information you supplied on the Registration form.
- **Inform the School if your child is going to be away for the day or for extended periods of time.**
- Notify your child's teacher of all changes to your pick-up or drop-off routine.
- Refer to this handbook if you're unsure of something.

SCHOOL INFORMATION

School Hours

The Office is open daily from 8:00am to 4:00pm. Parents are asked to make appointments with the Administrator to ensure enough time is allotted to fully address any concerns.

Classroom Hours

Before School Session	7:30am – 8:15am
Morning Session	8:30am – 11:30am
Afternoon Session	1:00pm – 4:00pm
After School Session	4:00pm – 5:30pm

Orientation

There is an Orientation Session for all **new parents**. Parents are encouraged to attend this session as it is an excellent opportunity to meet the Directress and the Educators working with your children, and also meet other parents. You are asked to be involved in your child's first day of school; the details of which are outlined during this session. You will receive a letter prior to the commencement of the school year outlining the Orientation Sessions.

Start Dates

You will be informed of your child's start dates in August, prior to your child's first day of school. Please note that 1st year students will begin prior to returning students. This allows them to familiarize themselves with the classroom routines and materials and ease the transition into the program.

Staffing

The School is staffed with a Directress in each classroom. Each classroom is also staffed with assistants to maintain a 5:1 ratio in the Toddler program and an 8:1 ratio of students to staff in the Pre-Casa and Casa programs. The Directress is responsible for the School's curriculum and supervision of all classroom staff. All staff, including the office staff, volunteers and Registered Early Childhood Education students are required to pass a criminal reference check prior to working with the children. All staff have read and understood the Promoting Positive Student Behaviour Policy (policy G-2.01), Confidentiality Agreement Policy (policy B-6.01) and Outdoor Playground Policy (policy F-21.01).

Promoting Positive Student Behaviour (see Policy G-2)

The following practices are not observed in the Montessori program:

- (a) corporal punishment of a child;
- (b) physical restraint of a child, such as confining a child to a high chair, car seat, stroller or other device for the purpose 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 it 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 for the purpose of confining a child, or confining a 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 a child or undermine his or her self-respect, dignity or self-worth;
- (e) depriving a 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.

Arrival Routine

Upon arrival to the school, we ask that you assist your child(ren) with their shoes, boots and outdoor apparel. Children are to be escorted to the classroom door, where they are to shake the Directress' hand before entering the classroom.

Drop Off Hours

Children in the Morning Session can be dropped off to the School between 8:15am and 8:30am. Children in the Afternoon Session can be dropped off to the School between 12:45pm and 1:00pm.

Parking Information

We strive to keep traffic disruptions on Victoria Street to a minimum. Parking concerns generally arise after winter storms, so these guidelines will assist you in facilitating flow.

- If all vehicles are parked on the side of the road closest to the School, there will be room for others to drive past.
- If you know you are going to be in the School for any length of time to meet with teachers or chat with other parents, please park in the parking lot off Willow Street. Please ensure that you are not blocking any other vehicles in the parking lot.
- If you are parking on Victoria Street, we ask that you do not park in front of 292 Victoria, the white house across from the School.
- Please ensure that your children are close by at all times. In the winter, it can be difficult for drivers and pedestrians to see over snow banks.

Before- and After-School Programs

Children who need to be dropped off between 7:30am - 8:15am can be placed in our **Before-School Program**. Parents who arrive to drop off prior to 8:15am will be required to pay for the Before-School Program at an additional cost, covered in the Child Care fees.

Children are to be picked up between 3:45pm and 4:00pm. Children who are not picked up by 4:00pm are automatically placed in the **After-School Program**. This Program is supervised by Montessori staff, and runs until 5:30pm. Parents who arrive for pick-up AFTER 4:00pm will be required to pay for the After-School Program at an additional cost, covered in the Child Care fees.

The Before-and-After-School Program is governed by the Child Care and Early Years Act and meets all government regulations in this area.

Tardiness

To avoid disruption in the class caused by late arrival, parents are asked to ensure their child arrives at the School in a timely manner. Classes start at 8:30am, after which time the children will be considered late.

Parents reporting late to class with his or her child gives cause to the following:

- The child misses the opening activities of the day, as well as disrupting the teacher's work plan.
- The other students suffer as a result of these class disruptions; our students have the right to begin class on time.

If you know that you will be arriving late due to an appointment, etc., please call the office so that the teacher can be aware of your late arrival.

Safe Arrival & Departure (see Policy G-11)

In the event that your child will not be attending the School, please inform the School at your earliest opportunity. If the School Administrative Assistant is unavailable, please leave a voice mail message. Messages are checked regularly, and the information is relayed to your child's teacher.

Crisis & Emergency Preparedness (see policy F-11)

POLICY

It is the policy of the **Montessori School of Sudbury** that procedures are in place to protect the physical, mental, and emotional well-being of students, staff and parents in the event of a crisis or emergency, and to guide how these situations are to be managed. The purpose of this policy is to provide clear direction for staff and volunteers to follow when dealing with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency.

This policy applies to all employees, volunteers and visitors.

DETAILS & PROCEDURE

The Board of Directors of the **School** recognizes the need to provide for both the physical and emotional safety needed by students, staff and parents in the event of a crisis or emergency.

A crisis is typically a sudden, powerful event that is outside the range of usual human experience, causing extreme amounts of stress or uncertainty. An emergency is an urgent or pressing situation in which immediate action is required to ensure the safety of children and adults in the **School**. Crisis and emergency events may not affect the whole **School**, or they may have the potential to impact the entire **School**. Examples of such events include, but are not limited to, unexpected accidental deaths and injuries; crimes of violence; and natural and man-made disasters.

The stressful impact of such a crisis or emergency is often strong enough to overwhelm the usually effective coping skills of either an individual or a group. The reactions to such situations, while more than simple stress, are not signs of mental illness. *They are normal reactions by normal people to an abnormal event.*

It is the intent of the Board that the **School** procedures are in place to enact quick and effective responses in order to minimize the disastrous effects such events can bring. It is also the intent of the Board to provide follow-up personal supports that will be available to assist students, staff and parents with the long-term effects.

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response
2. Next Steps during an Emergency

3. Recovery

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

For situations that require evacuation of the **School**, the **meeting place** to gather immediately following the evacuation will be located at: **Trinity Lutheran Church, 189 Regent St South**. Should the first location not be a viable option, the alternate **meeting place** will be: **Marguerite Lougheed Centre, 328 Albert St**.

If it is deemed 'unsafe to return' to the **School**, the **evacuation site** to proceed to is located at: **Trinity Lutheran Church, 189 Regent St South**. Should the first location not be a viable option, the alternate **meeting place** will be: **Marguerite Lougheed Centre, 328 Albert St**.

Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If any emergency situations happen that are not described in this document, the Administrator or her designate will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by the Administrator or her designate in the daily written record.

Procedures

Phase 1: Immediate Emergency Response

- A **LOCKDOWN**: When a threat is on, very near, or inside the **School**. (ie. a suspicious individual in the building who is posing a threat).
1. The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible.
 2. Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location.
 3. Staff inside the child care centre must:
 - 3.1 remain calm;

- 3.2 gather all children and move them away from doors and windows;
 - 3.3 take children's attendance to confirm all children are accounted for;
 - 3.4 take shelter in closets and/or under furniture with the children, if appropriate;
 - 3.5 keep children calm;
 - 3.6 ensure children remain in the sheltered space;
 - 3.7 turn off/mute all cellular phones; and
 - 3.8 wait for further instructions.
- 4. If possible, staff inside the program room(s) should also:
 - 4.1 close all window coverings and doors;
 - 4.2 barricade the room door;
 - 4.3 gather emergency medication; and
 - 4.4 join the rest of the group for shelter.
 - 5. The Administrator or her designate will immediately:
 - 5.1 close and lock all **School** entrance/exit doors, if possible; and
 - 5.2 take shelter.

Note: ONLY emergency service personnel are allowed to enter or exit the School during a lockdown.

B HOLD & SECURE: When a threat is in the general vicinity of the **School**, but not on or inside the **School**. (ie. a shooting at a nearby building).

- 1. The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.
- 2. Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.
- 3. Staff in the program room must immediately:
 - 3.1 remain calm;
 - 3.2 take children's attendance to confirm all children are accounted for;
 - 3.3 close all window coverings and windows in the program room;
 - 3.4 continue normal operations of the program; and
 - 3.5 wait for further instructions.
- 4. The Administrator or her designate must immediately:
 - 4.1 close and lock all entrances/exits of the **School**;
 - 4.2 close all blinds and windows outside of the program rooms; and
 - 4.3 place a note on the external doors with instructions that no one may enter or exit the **School**.

Note: ONLY emergency service personnel are allowed to enter or exit the School during a lockdown.

- C **BOMB THREAT**: A threat to detonate an explosive device to cause property damage, death, or injuries (ie. phone call bomb threat, receipt of a suspicious package).
1. The staff member who becomes aware of the threat or The Administrator or her designate must:
 - 1.1 remain calm;
 - 1.2 call 911 if Emergency Services is not yet aware of the situation;
 - 1.3 follow the directions of emergency services personnel; and
 - 1.4 take children's attendance to confirm all children are accounted for.
 2. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.
 3. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.
- D **DISASTER REQUIRING EVACUATION**: A serious incident that affects the physical building and requires everyone to leave the premises (ie. fire, flood, power failure).
1. The staff member who becomes aware of the disaster must inform all other staff of the incident and that the **School** must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the **School's** fire evacuation procedures.
 2. Staff must immediately:
 - 2.1 remain calm;
 - 2.2 gather all children, the attendance record, children's emergency contact information any emergency medication;
 - 2.3 exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions;
 - 2.4 escort children to the meeting place;
 - 2.5 take children's attendance to confirm all children are accounted for;
 - 2.6 keep children calm; and
 - 2.7 wait for further instructions.
 3. If possible, staff should also:
 - 3.1 take a first aid kit; and
 - 3.2 gather all non-emergency medications.
 4. Designated staff will:
 - 4.1 help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child);
 - 4.2 follow the instructions posted on special needs equipment or assistive devices during the evacuation;

- 4.3 ensure required medication is accessible, if applicable; and
- 4.4 wait for further instruction.
- 5. If possible, the site designate must conduct a walk-through of the **School** to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.

E DISASTER, EXTERNAL ENVIRONMENTAL THREAT: An incident outside of the building that may have adverse effects on persons in the **School** (ie. gas leak, oil spill, chemical release, forest fire, nuclear emergency).

- 1. The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.

IF REMAINING ONSITE:

- 2. Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.
- 3. Staff must immediately:
 - 3.1 remain calm;
 - 3.2 take children's attendance to confirm all children are accounted for;
 - 3.3 close all program room windows and all doors that lead outside (where applicable);
 - 3.4 seal off external air entryways located in the program rooms (where applicable);
 - 3.5 continue with normal operations of the program; and
 - 3.6 wait for further instructions.
- 4. The Administrator or her designate must:
 - 4.1 seal off external air entryways not located in program rooms (where applicable);
 - 4.2 place a note on all external doors with instructions that no one may enter or exit the **School** until further notice; and
 - 4.3 turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable).

If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the "Disaster Requiring Evacuation" section of this policy.

F NATURAL DISASTER, TORNADO/TORNADO WARNING

- 1. The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.

2. Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.
3. Staff must immediately:
 - 3.1 remain calm;
 - 3.2 gather all children;
 - 3.3 go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;
 - 3.4 take children's attendance to confirm all children are accounted for;
 - 3.5 remain and keep children away from windows, doors and exterior walls;
 - 3.6 keep children calm;
 - 3.7 conduct ongoing visual checks of the children; and
 - 3.8 wait for further instructions.

G NATURAL DISASTER, MAJOR EARTHQUAKE

1. Staff in the program room must immediately:
 - 1.1 remain calm;
 - 1.2 instruct children to find shelter under a sturdy desk or table and away from unstable structures;
 - 1.3 ensure that everyone is away from windows and outer walls;
 - 1.4 help children who require assistance to find shelter;
 - 1.5 for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (ie. shelf, hard book, etc.) to protect their head and neck;
 - 1.6 find safe shelter for themselves;
 - 1.7 visually assess the safety of all children; and
 - 1.8 wait for the shaking to stop.
2. Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop.
3. Once the shaking stops, staff must:
 - 3.1 gather the children, their emergency cards and emergency medication; and
 - 3.2 exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building.
4. If possible, prior to exiting the building, staff should also:
 - 4.1 take a first aid kit; and
 - 4.2 gather all non-emergency medications.
5. Individuals who have exited the building must gather at the meeting place and wait for further instructions.

6. Designated staff will:
 - 6.1 help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child);
 - 6.2 follow the instructions posted on special needs equipment or assistive devices during the evacuation;
 - 6.3 ensure required medication is accessible, if applicable; and
 - 6.4 wait for further instruction.
7. The site designate must conduct a walkthrough of the **School** to ensure all individuals have evacuated, where possible.

Phase 2: Next Steps During the Emergency

1. Where emergency services personnel are not already aware of the situation, the Administrator or her designate must notify emergency services personnel (911) of the emergency as soon as possible.
2. Where the **School** has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
3. If the Administrator is not already on site, the designate must contact the Administrator to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons:

Administrator: Laura Falvo, 705-923-3768
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Administrative Assistant: Lori Whynott, 705-507-1271
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4. Where any staff, students and/or volunteers are not on site, but expected to return to the **School**, the Administrator or designate must notify these individuals of the situation and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the **School**.
5. The Administrator or her designate must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
6. Throughout the emergency, staff will:

- 6.1. help keep children calm;
 - 6.2. take attendance to ensure that all children are accounted for;
 - 6.3. conduct ongoing visual checks and head counts of children;
 - 6.4. maintain constant supervision of the children; and
 - 6.5. engage children in activities, where possible.
7. In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

8. Procedures to follow when 'All Clear' notification is given:

PROCEDURES

8.1. The individual who receives the 'all-clear' from an authority must inform all staff that the 'all-clear' has been given and that it is safe to return to the **School**.

8.2. Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the **School**.

8.3. Staff must:

- take attendance to ensure all children are accounted for;
- escort children back to their program room(s), where applicable;
- take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and
- re-open closed/sealed blinds, windows and doors.

8.4. The Administrator or designate will determine if operations will resume and communicate this decision to staff.

COMMUNICATION WITH PARENTS/GUARDIANS

8.5. As soon as possible, the Administrator or designate must notify parents/guardians of the emergency situation and that the 'all-clear' has been given.

8.6. Where disasters have occurred that did not require evacuation of the **School**, the Administrator or designate must provide a notice of the incident to parents/guardians.

8.7. If normal operations do not resume the same day that an emergency situation has taken place, the Administrator or designate must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

9. Procedures to follow when 'Unsafe to Return' notification is given:

PROCEDURES

- 9.1. The individual who receives the 'unsafe to return' notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel.
- 9.2. Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site.
- 9.3. Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site.
- 9.4. The Administrator or designate will post a note for parents/guardians on the **School** entrance with information on the evacuation site, where it is possible and safe to do so.
- 9.5. Upon arrival at the evacuation site, staff must:
 - remain calm;
 - take attendance to ensure all children are accounted for;
 - help keep children calm;
 - engage children in activities, where possible;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children;
 - keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and
 - remain at the evacuation site until all children have been picked up.

COMMUNICATION WITH PARENTS/GUARDIANS

- 9.6. Upon arrival at the emergency evacuation site, the Administrator or designate will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.
- 9.7. Where possible, the Administrator or designate will update the **School's** voicemail box as soon as possible to inform parents/guardians that the **School** has been evacuated and include the details of the evacuation site location and contact information in the message.

Phase 3: Recovery, After an Emergency Situation has Ended

1. Procedures for Resuming Normal Operations (ie. where applicable, reopening the **School**, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc)
 - 1.1. The Administrator or designate will follow Serious Occurrence procedures before re-opening the **School**.
2. Procedures for Providing Support to Children and Staff who Experience Distress
 - 2.1. The Administrator will assist in arranging support for staff and children as required.
3. Procedures for Debriefing Staff, Children and Parents/ Guardians (ie. details about when and how the debrief(s) will take place, etc)

3.1. The Administrator or designate must debrief staff, children and parents/guardians after the emergency according to the appropriate communication policies.

Definitions

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the **School** and/or resume normal operations.

Authority: A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the **School**).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole school (e.g. child-specific incidents) and where 911 is called.

Emergency Services Personnel: Persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

Evacuation Site: The designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the **School**.

Meeting Place: The designated safe place near the **School** where everyone is to initially gather before proceeding to the evacuation site or returning to the **School** if evacuation is not necessary.

Staff: Individual employed by the **School** (e.g. program staff, supervisor).

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the **School**.

Authorized Pick-up

Only those persons authorized to pick up will be allowed to do so. It would be appreciated to receive notice in the morning of any change in the person authorized for pick-up. A phone message will be acceptable. We will request ID if unsure of the person picking up your child(ren).

School Calendar

School starts in September and ends in June. The School recognizes the following statutory/public holidays: Labour Day, Thanksgiving, Christmas Day, Boxing Day, New Year's Day, Family Day, Good Friday, Easter Monday and Victoria Day.

There are Christmas and March Breaks that correspond with the Public School's holidays. These dates along with specific Professional Development days will be supplied to parents along with the "Events Calendar" at the commencement of the School year.

Grace and Courtesy

At the Montessori School of Sudbury, we are committed to developing the whole child, intellectually, physically and socially. The following areas will be reinforced in the child's social interactions with others:

- Greeting others, such as "Good morning!"
- Saying "Thank you!" when people do things for them.
- Establishing eye contact when speaking.
- Responding when spoken to, when their name is called and complying with requests.
- Holding the doors for others.
- Making way in the halls for younger children and adults.
- Waiting for a turn in line.
- Walking on the right in the halls and not talking when moving from one class to another.
- Entering another classroom quietly when making a request of the teacher.
- Respecting the environment.
- Working to reach out and be inclusive of others.

Clothing

Parents are asked to keep two (2) seasonally appropriate changes of clothing available at School for their child in the event of a spill or accident. **Clothes are to be kept in the storage bag provided at each child's assigned hook.** Parents should ensure that any soiled clothing is promptly replaced. A pair of indoor shoes, which are to be left at the school, is mandatory. Comfortable rubber soled shoes are best, crocs and slippers are unacceptable.

Snacks

The daily snack schedule will be posted outside your child's classroom. The snacks will be nutritious and include a beverage (water or milk).

Allergy Safe Policy (see policy F-10)

The Montessori School of Sudbury prides itself on its safe and nurturing environment. To ensure that we maintain our high standards we have become an "allergy safe" school.

As an "allergy safe" school we do our best to make sure no peanut or nut bi-products are brought into the building.

The Allergy Safe Policy is to ensure the health and safety of any students or staff members who may suffer from severe allergic reactions to specific products or their bi-products.

The Montessori School of Sudbury operates as a **nut-safe** environment. **A careful reading of labels** of prepared foods, including cookies, muffins and similar baking **is necessary to avoid allergic reactions.** Please keep in mind that items from the bakery at the grocery store cannot be guaranteed to be 100% nut-safe. Children with these allergies can go into anaphylactic shock and the consequences could be deadly.

** If your child has an allergy that we should be aware of (food or otherwise), please notify the office at the beginning of the school year or immediately when determined. **

Hot Lunch Program (see policy G-10)

The School provides a Hot Lunch Program. The Hot Lunch Program is optional for school-aged children and may be requested at the time of registration. Meals are nutritious and follow Canada's Food Guide recommendations. This program includes a Pizza lunch on Thursdays.

Pizza Lunch

Once a week, the school offers a Pizza Lunch. If you are interested in having your child participate in Pizza Days, please complete the pizza lunch form and return with payment by the requested date. The form is distributed at the beginning of each school year. Pizza lunch is included with the Hot Lunch Program.

Visitors to the School (see policy F-19)

All visitors, volunteers and observers are required to report to the Front Office to sign in.

Child Observations

All families are welcome to use the observation windows for the purpose of observing their child's program. Observers are kindly asked to make an appointment for an observation, in order to avoid disrupting students' schedules and school routines. **Please do not walk into classrooms without making prior arrangements.**

Child Supervision (see policy G-5)

For the safety of our students, we have a strict policy that all volunteers and placement students must be under the direction and supervision of School staff at all times. No child will be supervised by any person less than eighteen (18) years of age or left in the supervision of anyone other than an employee of the Montessori School of Sudbury.

The only exception to this rule is where an agency providing support to a child will come into the school to work independently with the child, at which point the child and the agency worker will not be supervised by School staff. This situation occurs only after the child's parent(s)/guardian(s) have completed and signed the appropriate documentation giving permission to an outside agency to take responsibility of the child. Details will be available in the child's confidential School records.

Sleeping & Rest Periods (see policy G-17)

The Montessori School of Sudbury realizes that for healthy development children must have an adequate amount of sleep. Nap time is respected in our centre and we make every effort to help children relax and enjoy the experience in a safe and comfortable environment.

Birthday Celebrations and Invitations

The School asks that birthday invitations not be distributed at School. Mailing the invitations or distributing them away from School grounds can minimize hurt feelings. Your child's birthday is celebrated in the class. Parents, if they wish, may bring in a special nutritious allergy safe snack on the occasion of their child's birthday for the class to enjoy. It has been a tradition for the birthday child to donate a birthday gift (usually a book or a plant) to the class to celebrate his/her special day.

Valentine & Christmas Cards

Although the exchange of Valentine's or Christmas cards may be commonly done in the public system, the School has found that the children are better served by not following this practice. If your child wishes to give Valentine's or Christmas cards, please ensure that the cards are mailed or delivered away from the School grounds.

Toys at School

Sometimes children want to bring in something special from home that they may want to play with or share with the class. Bringing "treasures" from home is not encouraged in our school. Too often, despite our best efforts, precious things get broken, mishandled or misplaced. We ask that your child **not bring toys to school**. If your child has naps and has a blanket or comfort toy, please bring it with them for use at **nap time only**.

Field Trips (see policy G-9)

As part of our goal to provide children with "real", meaningful hands-on experiences, there will be times when we go on outings or have presentations in our School. Examples of previous field trips include Science North and the Sudbury Theatre Centre. Past in-school presentations have included the Sudbury Art Gallery, the Greater Sudbury Public Library and the Greater Sudbury Police Services.

Professional Development Days (P.D. Days)

The Montessori School of Sudbury follows the same schedule as the public and separate school boards with regard to Professional Development days. On such days, the School does not hold regular classes, however day care services are available for parents who request it, **at an additional cost**. Our day care services are not based entirely on the Montessori Philosophy. We are not open on statutory holidays or civic holidays. Parents will receive, at the beginning of the school year in their orientation package, an Events Calendar with a listing of the holidays and Professional Development days.

Snow Days and School Closures (see policy F-15)

On occasion, weather conditions are such that it is necessary to close the School. The School will make every effort to contact all parents by phone if a decision is made to not open the School. If the public and separate schools are closed, the Montessori School of Sudbury will be closed. If the public and separate school buses are not running but the schools are open, the Montessori School of Sudbury will be open.

Graduation

Graduation takes place after the student completes the 3-year Casa program. The celebration takes place in June of each year where a certificate is presented to the student.

Medical Condition (see policy F-20)

In the event that your child has a medical condition which may affect his or her behaviour in the classroom or which may be triggered or exacerbated by any of the activities the child is likely to engage in at School, it is the responsibility of the parents to identify this to both the Administrator and the child's Directress.

All medications will be stored in locked containers in the Office or refrigerator. A Medication Form is required to be completed by the parents before any medications will be dispensed or stored. Parents are to provide drugs or medications in the original container as supplied by a pharmacist, or the original package, and needs to be clearly labelled with the child's name, the name of the drug/medication, the dosage, the date of purchase and instructions for storage and administration (prescription or non-prescription).

Lost and Found

We ask that all clothing brought to the School, especially removable items such as boots, mittens, scarves, jackets and shoes, be clearly labelled with your child's name. Please check the Lost and Found area on a regular basis to limit the number of items that are lost.

In June, items not claimed will be donated to a charitable organization.

Scholastic Book Club and Book Fairs

Monthly book club forms are sent home with our students. For every order placed through these catalogues, our School receives coupons for free books and classroom materials. In our effort to promote literacy at home and school, we encourage you to consider making purchases of books that your child will enjoy reading with you.

Volunteering at the School (see policy G-6)

A volunteer Board of Directors governs the Montessori School of Sudbury. It is because of the commitment of parents like you that the School exists and thrives. Thanks to parent participation, the School is accountable and has high standards of achievement. There are several groups/committees which parents are asked to sign up for, and which would require very little time commitment from parents. They are as follows:

- Handyman/woman: Odd jobs including painting, shovelling, cleaning, odd jobs, etc.
- Sewing: Sewing class materials such as bags for the lockers, sheets for the cots, etc.
- Parties & Special Events: Organizing events such as the Christmas Concert, Halloween party, Spring Luncheon, end of year Family BBQ, etc.
- Fundraising Committee: Provide assistance with the planning and execution of a variety of fundraising and social events.
- Special Projects/Paper Cutting: These jobs can usually be taken home to do. Paper cut outs will be given to you to assist with classroom arts and crafts.

Smoking Free School (see policy F-4)

Smoking and the use of tobacco products is prohibited at all times within the school building, as well as in the front of the building. There is a designated smoking area located at the rear of the building in the alley way.

PARENT COMMUNICATION (see Policy G-1)

Good communication promotes a sense of partnership. Your child's Directress is the first person to contact if you have questions about any situation concerning your child in the classroom. This should **not be done at drop-off or at pick-up**, but rather an appointment should be made to allow for the opportunity to properly address all concerns. In the event that you are not satisfied with the outcome of the meeting with the Directress, please bring your concern to the attention of the Administrator.

If you are still not satisfied with the response from the Administrator, then any issues may be brought to the attention of the Board of Directors in writing via the School's Administrative Assistant. Please remember that the Board of Directors do have full-time occupations and are not to be contacted at home or their place of business.

Report Cards

Students will receive one (1) Mid-Term Report around February or March, and one (1) comprehensive Final Report Card at the end of the school year.

Parent/Teacher Interviews

Formal interviews are held twice a year (usually October and March) for students.

If there are times during which you wish to speak to your child's Directress/Supervisor, we encourage you to set up an interview time via telephone or written note.

Our Directresses are always willing and pleased to meet with parent(s), however, we suggest that you avoid discussion at arrival and dismissal times, when the children require the full attention of the staff.

Parent Complaints

- If there are any issues or if the parents relay any issues to a staff member, they are expected to inform the parents that they do not have time at that very moment to properly discuss the issue.
- They are then encouraged to arrange a meeting with the Directress, at a time that works best for both the parent(s) and the Directress, where the Directress will make every reasonable attempt to accommodate the parents' request within 48 hours.
- If the issue discussed is something in which the Directress is unable to assist with, the parent(s) should be redirected to the office.
- The conversation with the parents must be documented and later presented to the Administrator, by the beginning of the next business day.
- Once the Directress has met with the parent(s), a meeting with the Administrator must be arranged to discuss the conversation which took place with the parent(s) so that the Administrator is informed, by the beginning of the next business day.
- Any complaints or issues brought to the attention of the Directress or another staff member should be documented. Any solutions discussed, or observations made regarding the issue should be documented and placed within the child's individual file, within 48 hours.
- The Administrator must be made aware of any and all communication regarding these issues. He/she must also read all documentation and sign off on such, prior to it being placed in the child's file.

Memos

Another effective way for us to stay in touch is by reading our parent memos. They are distributed when there are events or activities taking place at the School that the parents/guardians need to be made aware of. These memos are distributed through paper copy as well as electronic copies and are aimed at sharing information regarding:

- The Montessori Program
- Upcoming events (i.e. field trips, meetings, luncheons, in-school presentations, P.D. Days, public holidays, etc.)
- Fundraising events
- Curriculum

CODE OF CONDUCT

At the Montessori School of Sudbury, we strive to provide an environment that stimulates learning, is accepting of diversity and encourages students to develop respect for self and others. It recognizes that learning is facilitated when all members of the School community enjoy a safe, friendly and stable learning/teaching environment and treat one another with courtesy, dignity and respect.

These standards of behaviour apply not only to students, but also to all individuals within the School community – parents or guardians, volunteers, teachers and staff, whether they are on school property, on school buses or at School authorized events or activities.

Each member of the School Community has a role and responsibilities:

Board of Directors and Administrator

This body takes a leadership role in the daily operation of our School. They provide leadership by:

- Demonstrating care and commitment to academic excellence and a safe and nurturing learning environment.
- Holding everyone under their authority accountable for their behaviour and actions.
- Communicating regularly and meaningfully with all members of the school community.

Directresses, Educators, Educator Assistants and Volunteers

This body maintains order in the School and is expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, they uphold these high standards when they:

- Help students work to their full potential and develop their self-worth.
- Engage in meaningful communication with parents.
- Demonstrate respect for all students, staff and parents.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves and for all others. Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time and ready to learn.
- Shows respect for himself/herself, for others and for those in authority.
- Follows the established policies and takes responsibilities for his/ her own actions.

Parents and/or Legal Guardians

Parents or legal guardians play an important role in the education of their children and have a responsibility to support the efforts of the School staff in maintaining a safe, nurturing and respectful learning environment for all students. Parents fulfill this responsibility when they:

- Show an active interest in their child's school work and progress.
- Help their child be neat, appropriately dressed and prepared for school.
- Ensure that their child attends school regularly and on time.
- Become familiar with School policies.

PROMOTING POSITIVE STUDENT BEHAVIOUR / DISPUTE RESOLUTION

The Montessori School of Sudbury is a school promoting responsibility, respect and academic excellence in a safe and nurturing learning environment.

All students, parents and teaching staff have the right to be safe and feel safe in their school community. With this right comes the responsibility for students and teaching staff to be accountable for actions that put the safety of others or oneself at risk.

The Montessori School of Sudbury believes that every student has the right to an education without disruption, along with the equally important responsibility not to deny this right to any other student.

The Montessori School of Sudbury's policies focus on encouraging positive student behaviour. It is expected that a firm, fair and consistent application of these policies shall prevail in our School.

When any part of the Promoting Positive Student Behaviour Policy is implemented, proper documentation of all and any information relating to an incident and the staff contravention is necessary in a daily written record.

Montessori Philosophy demands respect:

1. **Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, financial status, religion, gender, age or disability.**
2. **Respect the rights of others.**
3. **Show proper care and regard for our school property and the property of others.**
4. **Take appropriate measures to help those in need.**

5. **Respect persons who are in a position of authority.**
6. **Respect the need of others to work in an environment of learning and teaching.**
7. **Demonstrate honesty and integrity in achieving excellence.**
8. **Respect differences in people, their ideas and opinions.**
9. **Treat one another with dignity and respect at all times, and especially when there is disagreement.**

With this understood all members of the School community are to respect and comply with School policy.

Definition and Recourse of Inappropriate Behaviour:

Definition of Inappropriate Behaviour: Behaviour or general classroom disruption that interferes with the orderly educational process in the classroom, gym, hallway or playground. Failure to finish work, refusal to do work, silliness, interrupting others at work, fussing, using foul language, writing on school property, etc.

Recourse: Gentle direction by staff towards work that will engage the interest of the student. Contact parent by phone or in person in the case of repeated misbehaviour. Staff will record misbehaviour as it occurs and document in the student file.

Consequences: Consequences may include any of the following as required: verbal redirection, assignment of a temporary seat, time out in classroom, student to repair minor damage to the school property. The student will not be left unattended at any time.

Definition and Recourse of Serious Behaviour:

Definition of Serious Behaviour: Behaviour that results in property damage, wilful defiance, hurting others in the classroom, gym, hallway or playground. Out of control hitting, kicking, biting, tantrums, yelling, throwing objects or bullying. Persistent truancy, use of profane or improper language, uttering threats, persistent opposition to authority, academic dishonesty, or any conduct injurious to the tone of the school or to the physical well-being of others in the school. **There will be zero tolerance for the above-noted behaviour.**

Recourse: Immediate intervention by staff and immediate removal from classroom. The student will be sent to the Administrator's office. Parents or Guardians will be phoned immediately. The student will be suspended.

Suspension: The purpose of suspension is to: caution students and deter them from continuing with or repeating unacceptable behaviour; prevent other students from being exposed to or involved in damaging activities; discipline students who have transgressed the rules of the school; and to advise parents and guardians of serious discipline problems with their children. The primary purpose underlying the implementation of a suspension is to result in a change in behaviour for the student.

The minimum duration of a suspension is one school day and the maximum is three days. In order to determine the duration of a suspension, the Administrator shall consider the pupil's history and any other relevant matters.

Depending on the frequency and severity of a student's misbehaviour, expulsion will be considered.

PARENT-CHILD SEPARATION

It is difficult to know how a child will react in a new situation, such as going to school for the first time or even returning to school for another year. Talking about the new school at home often helps prepare a child. It seems that some children need frequent and repetitive discussions of upcoming routine changes, while others feel more comfortable with short and less frequent discussions.

Over the years, we have observed various reactions to parent-child separation. Sometimes children run off happily from their parents, which may make the parent feel that their child must not like being with them. That's not true! Most often, a child only cries until the parent is out of sight, then calms down under the careful, loving attention of a teacher before settling into an activity.

We believe it is often helpful to share some of our thoughts on separation before school actually starts. It is important to let your child know it is ok to go and do their work and have fun at school. If you're not sure whether or not your child will react well to being left at school, please let your child's teacher know how to contact you. It is **never appropriate** to sneak off and leave your child. It undermines the trust of leaving and returning. After a parent says goodbye, it's best to make the break, even if sometimes it means "peeling" a child off you.

If you have any questions or additional thoughts on ways to deal with separation with your child, please let your child's teacher know. It often works best to think about separation in advance and to decide on how you will best handle things.

Please remember, just as it is important to you, your child's comfort is of the utmost importance to us. Whatever you can share with us to ensure your child's comfort is greatly appreciated.