



GLOBAL WEST MONTESSORI

~ THE EDUCATION YOUR CHILD DESERVES ~

PRESCHOOL & KINDERGARTEN

PARENT HANDBOOK

2016

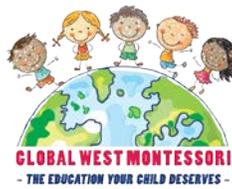


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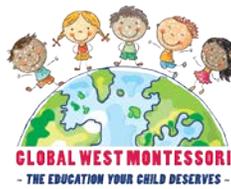
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*Welcome to
Global West Montessori
Preschool & Kindergarten*

Our aim is threefold:

*To provide a prepared environment that
invites hand-on exploration,
offers freedom of choice,
and promotes acceptance of new challenges.*

*Within this environment, to work cooperatively
with the child's natural developmental promptings
to facilitate growth in all areas of life.*

*To promote self-awareness, independence,
self-discipline and self-esteem,
a sense of community and of one's place
in the world.*

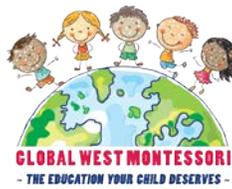
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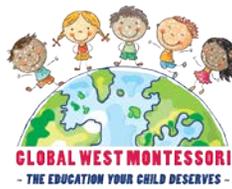
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SECTION ONE

“It is the spirit of the child that can determine the course of human progress and lead it perhaps even to a higher form of civilization.”

Maria Montessori



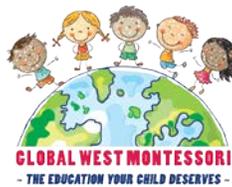
THE GOALS OF THE MONTESSORI CURRICULUM

Dr. Maria Montessori knew that the greatest work of the child is the creation of the adult he or she is to become. Therefore, the goal of her work was to create an environment that promoted independence, a sense of responsibility for oneself and one's environment, and respect for one's friends and classmates. She understood that the child is not an empty vessel waiting to be filled with adult input; rather, the child is in a constant state of active creation, using the unique materials of the environment to perfect the senses, the muscular abilities and one's understanding of the world.

Grounded in this understanding, we see our task as guiding the child through a period of self-discovery and self-determination. Through careful observation of the child's interaction with the materials in the environment, the directress can lead the child to materials that meet the developmental need of that moment. Each child is free to work at his/her own pace, and progress through the materials is never forced. Observations of a child's activities are made on a continuous basis so that new material can be introduced when the child is ready.

In addition to this individual work, we establish early on the social standards that guide behaviours in the classroom. These standards govern behaviour in any social setting. As a result, the child is offered the opportunity to develop an understanding of which behaviours are socially acceptable, and which are not. Courtesy and respect are an important part of the classroom atmosphere.

The prepared environment, the materials and the directresses form a holistic framework within which children develop social skills and acquire knowledge at their own pace. The habits and skills a child acquires at Bilingual Montessori are life-long. The most important of these are the thirst for knowledge, the development of social skills, and the pursuit of one's personal best.

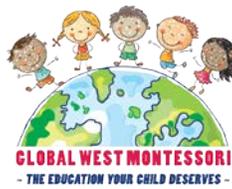


VALUES AND BELIEFS

We believe that children should be respected for who and what they are. We wish to promote self-awareness, independence, self-discipline and self-esteem, a sense of community and of one's place in the world. We will respect each child's individuality, spirituality, ethnic background and culture. We believe that all children deserve an education in a quality setting, including those who need extra attention.

HISTORY

This school was started twenty years ago by Marie St. Claire. It was the sister school to the Marpole Montessori Preschool in Vancouver. It was purchased by Anette Boulet fourteen years ago and continued as Bilingual Montessori, although it no longer was bilingual. Two years ago, Anette sold the school to Shirley and Mischa Maurice. It continued under the Bilingual Montessori name for two years, but changed the name to Global West Montessori Preschool in the summer of 2007. It is now the sister school of Global Montessori Preschool in Chilliwack, owned by Anette Boulet. The school was sold in 2010 to Mainka Sandhu.



SECTION TWO

***“The first aim of the prepared environment is,
as far as it is possible,
to render the growing child
independent of the adult.”***

Standing, 1962

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THE CURRICULUM

Our Curriculum is unique in that it constantly addresses the ever-changing needs and interests of the individual child. A child is carefully observed to determine the level to which her/his skills have developed, and then is led to the appropriate materials. As the child masters new skills through use of the materials, she/he is introduced to more challenging activities.

Our classroom is organized into five curriculum areas: Practical Life, Sensorial, Language, Mathematics, and Culture. Following is a short description of each Curriculum Area:

PRACTICAL LIFE:

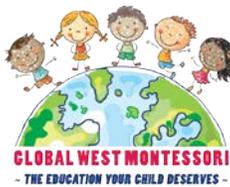
These materials relate directly to daily living skills. They are based on activities a child sees being carried out everyday in the home; pouring liquids, folding laundry, polishing objects, dusting surfaces, etc. The purpose of these activities is manifold; in doing these activities a child is developing fine motor skill, mastering life skills in order to achieve independence, developing logical, sequential thinking and, not importantly of all, concentration. It is for these reasons that Dr. Montessori viewed Practical Life as the Foundation of all learning. The young child first entering our program will spend most of his/her time in this area of the classroom, and this is as it should be.

SENSORIAL:

The sensorial materials were scientifically designed by Dr. Montessori to aid the child in organizing and understanding the abundance of sensory information he receives every day. Each activity isolates one quality (e.g., size, colour, texture, temperature, etc.) and allows the child the opportunity to discern slight differences in the given quality. As the child masters these skills, she moves on to more complicated activities which eventually will lead to scientific classification.

LANGUAGE:

Dr. Montessori's educational approach received worldwide attention when several of her students began spontaneously writing and reading, without having been "taught" in the traditional sense of the word. The Montessori Language materials are phonetic, and begin with the most



fundamental element of language, individual sounds. **The alphabet is taught as sounds, not letter names.** When the child can easily identify each sound by its symbol (the letter), he can begin to put these sounds together to make simple words. Words join to make sentences and then the child is soon reading simple books. In addition to the cognitive learning process, there is the physical mechanics of writing, which is supported by other Montessori materials.

MATHEMATICS:

Like the Language materials, the math materials begin with the fundamental units of math, the quantity and the symbol that names it. Once the child has mastered the quantity and symbols of the numbers one to ten, she can be introduced to the decimal system. She then uses materials that introduce her to the teens and tens, and soon after is introduced to the four operations (addition, multiplication, subtraction, division).

CULTURAL:

The cultural materials serve to introduce the child to the world around him in a logical and methodical manner. Using the disciplines of Botany, Zoology, Geography and History, the child is given the opportunity to use materials that expand awareness of his environment.

BOTANY AND ZOOLOGY:

The primary materials for the study of plants and animals is our Nomenclature work, or, as the children call it, “parts of...”. This material pictorially isolates parts of plants or animals, including the names of the parts, which expands vocabulary. Botany Nomenclature is expanded by the dissection of plant specimens and walks of discovery. Zoology Nomenclature is expanded by the study of where different animals live, how they adapt to and survive in their environment, and the study of the different classes of animals (birds, fish, mammals, insects, carnivores, herbivores, etc.).

GEOGRAPHY:

Dr. Montessori observed that the child usually takes in the whole of an environmental situation, and later comes to focus on the specifics of that situation. Consequently, geography begins by presenting the whole, in our land and water globe, and our globe of the continents. The world is then divided into hemispheres in our first puzzle map. Subsequently, children explore with puzzle maps of the continents, which introduce the countries. Then they come to understand that each country has an identity, which is symbolized by a flag. Two favorite activities in the classroom are tracing the puzzle map pieces to make maps, and drawing the flags of the countries. This area of



study can expand into the areas of Zoology and Botany, as children further study the landscape, plant and animal life of the continents.

HISTORY:

The study of history is quite rudimentary at this early age; it begins with the understanding of yesterday-today-tomorrow. Children can also begin to understand the passing of time by making timelines of their own day; what they did in the morning, when did they have lunch, etc. One unique presentation of personal history is the “Birthday Walk” which celebrates the accomplishments of the first few years of travel around the sun. When the understanding of timelines is firmly established, the timeline of the History of the World is presented, a visually stunning and fascinating picture of this grand subject.

MUSIC AND ART:

Dr. Montessori felt that the most important contribution the adult could make to the child's artistic development is the freedom to exercise self-expression, and the materials and direction to make self-expression possible. Our painting easel is ever-present, and the instruction children receive is limited to the care and cleaning of the painting equipment. Children are given other materials for artistic expression; felts, gel pens, charcoal, chalk, pastels. Music is part of our everyday environment, and children are exposed to a variety of styles, from Gregorian Chant to Celtic to Latin and African music.

Weather-permitting, we try to spend part of the day outdoors, either on walks, or playing on the playground.



SECTION THREE

“The child is endowed with unknown powers, which can guide us to a radiant future. If what we really want is a new world, then education must take as its aim the development of these hidden possibilities.”

Maria Montessori

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OUR STAFF

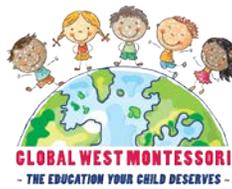
This is the first school experience for most children, and we seek to ensure that their introduction is positive and comfortable. Our directresses are dynamic and loving. Each brings unique qualities and skills to the classroom, and all have in common a deep love for children. All staff are hired on the basis of their character, dedication and experience, as well as their demonstrated professionalism in the preschool setting.

Mrs Mainka Cheema has taken the North American Montessori Training course, as well as Early Childhood Education. She is completing her Infant Toddler Education in Montessori.

All staff are required to have their Basic Early Childhood Education Certificate, First Aid and Criminal Record Checks.

How our school is governed:

Mrs. Mainka is the owner and manager of Global West Montessori and along side her the employees are certified Responsible Adult, Ece Assistants and Early Childhood Educators.



SECTION FOUR

“We must wake up to the great reality that children have a psychic life whose delicate manifestations escape notice and whose patter of activity can be unconsciously disrupted by adults.”

Maria Montessori

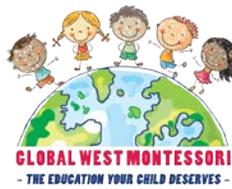
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GRADUAL ENTRY

The first few weeks of class are directed toward establishing an atmosphere that is positive, comfortable and fun. We go over guidelines and limits, introduce children to their new classroom and classmates. To ensure that each child begins the year positively, we have gradual entry.

Simply put, this means that the child will begin with a short day that will, over the first few weeks, increase toward the full day schedule. These short segments will be somewhat staggered, to keep initial class sizes small. This enables staff to spend time bonding with each new child. Fears and anxieties are greatly reduced when this special kind of attention is given.

Beginning with shorter class times benefits all children. All have been away from the school environment for the summer; for others, this is their first time away from their caregiver. Gradual entry gently brings the child through changes and adjustments associated with starting school. This phase-in period is critical in developing a secure, predictable and loving atmosphere, which will lead to an enjoyable, productive year for all.

ATTENDANCE

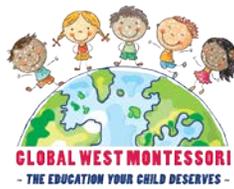
Parents are asked to notify the school when a child will be absent for more than **two days**.

ARRIVAL AND DISMISSAL

It is imperative that arrival and dismissal times be closely adhered to, as the time before class is vital for classroom preparation to ensure a smooth and productive day. As well, promptness in a child's life is very important. Children are greeted and dismissed at the school doors, and parents are asked to wait outside, rain or shine.

ARRIVAL:

Classroom doors will not open earlier than five minutes before the scheduled class time. While waiting, children must be accompanied by an adult, and must remain so until safely inside the building.



DISMISSAL:

It is perhaps even more important to observe punctuality at dismissal time. The child whose parent is perpetually late truly experiences sadness and upset at these circumstances. Additionally, the lunch break and end of day are important and limited clean-up and preparation times for our staff. We understand that lateness is sometimes unavoidable. A phone call reassures your child that you are on your way. If tardiness without notice becomes a consistent problem, the school will institute a penalty fee schedule as follows: \$10.00 for every five minutes beyond the initial pick up time.

If you find that for whatever reason you simply cannot arrive promptly to pick up your child, it is feasible to arrange pick up with the parent of a classmate (see Carpooling below).

CHILD RELEASE POLICY:

Children will be released only to those that are on the child's pick up list. If you have not met the person picking up the child, you must ask them for an identification document, making sure their name is on the pick up list.

It is the caregivers responsibility, to the extent possible, not to release a child to an unauthorized person who is unable to adequately care for a child. If the caregiver believes that a child will be at risk, the caregiver will offer to call a relative a friend to pick the person and or child, or offer to call a cab. If the caregiver feels the child is in need to protection, the care giver must call the Ministry of Children and Family Development at (604) 501-3122.

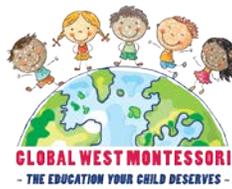
When a parent is late picking up a child:

1. Try to contact the parent.
2. Call all alternative and emergency contacts.
3. Call Ministry of Child and Family Development (604-501-3122).

It is not the social worker's responsibility to make contact with the parents and inform them of the whereabouts of the child.

If a parent or guardian arrives intoxicated:

1. Offer to call a relative or friend to pick up the parent and child.
2. Offer to call a cab.



3. Inform the parent that if he/she chooses to get in the car with or without the child, the educator will notify the police immediately. Drinking and driving is against the law and we are supporting the legal position.
4. Call the Ministry of Child and Family Development if you feel the child is in need of protection.

CUSTODY AND RELATED COURT ORDERS:

If a custody or court order exists, a copy of the order must be placed in the child's file at Global West Montessori Preschool and Kindergarten. The guardian is responsible for providing accurate and up-to-date information concerning the legal guardianship of the child. Without a custody or court order on file, the teacher cannot deny access to the non-enrolling parent. If the non-enrolling parent is not listed on the authorized pick up list, the policy of unauthorized persons will be implemented. The guardian will provide all consents.

CARPOOLING

We will send a student phone list home after the first few weeks to facilitate the formation of carpools.

All parents involved in your carpooling arrangement must be added to your authorization form. For your child's protection, we will not release any child to any adult other than a parent or guardian, without written consent.



SECTION FIVE

“The adult works to perfect his environment, whereas the child works to perfect himself, using the environment as the means.”

Standing, 1962

GENERAL CLASSROOM POLICIES AND PROCEDURES

INDOOR SHOES:

Each child will need to bring a pair of indoor shoes to school, which will remain in the classroom for the year. When choosing these shoes, please keep them ***simple, comfortable and rubber-soled*** so that ***they are easy for your child to put on and take off, and safe to walk in.*** Please know that character shoes (Barbie, Spiderman, etc.) do tend to lead to competitiveness. ***Simple, plain, sturdy and safe is the rule.*** Shoes need to be labeled, as we always have identical pairs in the cupboard.

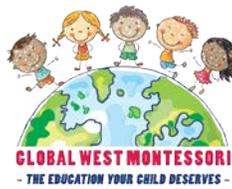
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TOYS, GUM AND CANDY:

As children get more comfortable in the classroom, they express a desire to share objects from home with their classmates. Our “show and tell” policy is that we support the sharing of science, nature, or souvenirs of trips or events. **Please explain to your child that toys are for use at home, and that there are special and exciting activities at school.** If your child insists on leaving home with a toy, encourage him/her to leave it in the car, where it will stay and wait for him/her until the end of the school day. If he/she continues to persist, we will support you in your efforts by turning away toys at the door and encouraging the child to leave the toy with you. Please do not send your child to school with gum or candy.

SNACK SCHEDULE:

Parent will provide snack/lunch for their own child.

Ideas for healthy snacks include: Cheese, yogurt (no yogurt tubes), cream cheese, crackers, mini bagels, pita bread, fresh vegetables and fruit. Please remember that we have a protein, carbohydrate, fruit and vegetable at each snack.

BIRTHDAY WALK:

Montessorians have a beautiful and unique way of celebrating birthdays, called the “Birthday Walk”. A lighted candle is placed in the center of our circle, representing the sun, and the birthday child walks around this light carrying a globe. This represents the fact that age actually tells how many times we have traveled around the sun. With each trip around the sun, we share with the children the accomplishments of their first year of life, their second, and so on. Afterward, we all celebrate with whatever treats are brought from home.

If you are planning a home party for your child, please do not ask staff to hand out invitations at school.

FIRE AND EARTHQUAKE DRILLS:

Licensing requires that we have monthly fire drills, and regular earthquake drills. In addition, we ask parents to talk about these serious situation that may occur and practice them at home as well. During a real situation notices will be hung up around the school so that parents can locate us.



SCHOOL CALENDAR AND PROFESSIONAL DAYS:

The school will be closed on all Statutory Holidays: Thanksgiving Monday, Remembrance Day, Good Friday, Easter Monday, and Victoria Day. Winter is the same as the public schools. For our centers that are located inside of the school but the locations located in a separate building will remain open.

Spring Break will be 2 weeks. (only for the Tsawwassen location)

There will be up to 3 professional days scheduled throughout the school year. These days are used by staff to attend workshops and conferences, to observe other Montessori schools, and for material-making. There will be no school on these days for the children. You will be notified at least two weeks in advance for any upcoming professional day.

BAD WEATHER CLOSURES:

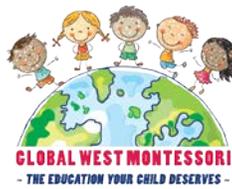
Global West Montessori will close during hazardous conditions. You can get this information by listening to the following radio stations: CBC, CKNW.

The school will also be closed in event of a power outage, as it is not safe to operate the classroom without proper lighting.

School closures due to the above will not be made up or reimbursed.

SHARING CULTURE, KNOWLEDGE:

We are a multicultural school, and enjoy learning about customs and celebrations from all cultures. If you have information or would enjoy creating a festival in our classroom, contact our staff, who will be most happy to accommodate such an event. As well, if you have a hobby, or an aspect of your employment you feel would be interesting to children (i.e.; veterinarian, horticulturist, musician, etc.), we always welcome special guests.



FIELD TRIPS AND OUTINGS

From time to time, we will embark on a major outing, which will require lots of adult supervision and transportation assistance. Field Trips are a major undertaking and tons of fun. Usually, these are whole school activities, which will combine morning and afternoon classes. This means a change of schedule for the day. Parents will be informed at least two weeks in advance of any Field Trip or special events that cause the class schedule to change. **Teachers will not be able to drive students to and from outings.**

GLOBAL WEST MONTESSORI COMMUNITY EVENTS

It has been said that it takes a village to raise a child, and we at Global West Montessori realize that building community around the raising and educating of young children is important to everyone. Throughout the year we have parent or family-oriented events that bring the entire community together for fun, fellowship and learning.

WINTER BREAK PARTY:

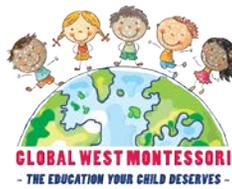
This celebration closes out our Fall term. This will be a full family event, and a wonderful way to socialize before we part company for the Winter Break. We may go ice skating, or do a Christmas Field Trip, or a Winter Performance.

PARENT EDUCATION EVENINGS:

These events are held several times throughout the year, to facilitate better understanding of children's developmental needs and the Montessori approach to child education. Parents in the past have found these evenings inspirational and invaluable. We do expect all parents to attend these educational evenings.

OTHER EVENTS:

From time to time, the children plan, prepare and present special events for their families. These will be well-publicized, and are a time for the children to share their hard work with their families.



PARENT/STAFF COMMUNICATION

Open, honest communication between parents and staff builds a foundation of mutual trust, faith and support that enables us all to work together toward what is in the best interest of the child. We hold these Principles of Positive Communication as paramount:

1. In building and maintaining parent/staff relationships, our mutual goal is to be open and honest, direct, sensitive and understanding in a professional manner. The parent/staff relationship balances the needs of home and school while maintaining the child's welfare as our paramount priority.
2. Parent/staff communication is built on a mutual respect, cooperation and acknowledgement of one another's perspectives through the commitment to share expectations.
3. We acknowledge that the development of mutual trust is an essential part of the working relationship between staff and parents.

At Global West Montessori, we strongly believe in an open-door atmosphere for communication between families and staff. If a parent has any concerns, we hope you will feel free to discuss them with the staff. We, as professionals, do not feel it is appropriate to discuss any concerns pertaining to any child's behavior or development while in the presence of the child. Privacy is of the utmost importance. Sensitive issues should be discussed privately among staff and parents only.

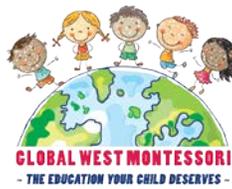
Appointments may be arranged for a personal meeting with staff; alternately, a phone call may be sufficient.

As workers with young children, we find it advantageous to communicate with parents on several levels:

HOME PHONE CALLS:

Early in the school year, parents are called at home to inform them on how their child is doing.

NEWSLETTERS AND PARENT INFORMATION BOARD:



Monthly newsletters keep parents informed of themes, activities and events, and will feature informative articles on Montessori Education. We have a Parent Board in the hallway next to the door, and there will be a sandwich board outside with important information. Be sure to check out these boards regularly.

SPECIAL INFORMATION FROM HOME:

Often, changes that seem routine to us are quite unsettling to the small child. It is helpful to the staff to hear of any significant changes which may take place within the home environment. Situations which may affect your child's sense of security, level of attachment and general well-being include:

- Temporary absence of parent or caregiver
- Death of family member or pet
- Illness of sibling or parent
- Separation or divorce
- Change of caregiver
- Change in routine, i.e.: new job
- New family member
- Hospitalization
- Accident
- Houseguest
- Change of address

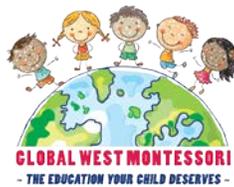
FINANCIAL INFORMATION

TUITION FEES:

Tuition fees are paid monthly by posted cheques for the school term. The school will not make allowances for absences or vacations: the enrollment of a child is for the ten-month period.

TUITION DEPOSITS:

All parents are required to pay a deposit of one month's tuition upon enrollment. This deposit is a portion of the year's total tuition and signifies the parent's commitment to have their child complete the upcoming school year, September through June. A proportional amount of the



remaining tuition is refundable upon one month's notice of withdrawal, up to March 1 for the preschool program. The daycare withdrawal policy is two month's notice. There are no refunds for any portion of the tuition after March 1. In the event that notice of withdrawal is not given, the tuition is forfeited.

REGISTRATION FEE:

All parents will pay a non-refundable registration of **\$100.00** per child upon first registration, and **\$50.00** per child for re-registration.

ADDITIONAL FEES:

There will be a \$20.00 fee for NSF cheques, added to the replacement amount. If the replacement cheques is also returned, the charge will be doubled and the replacement must be made by certified cheques or cash.

FINANCIAL AID:

The Ministry of Social Services and Housing provides financial aid to families in special circumstances. Contact your local MSSH office for further information.

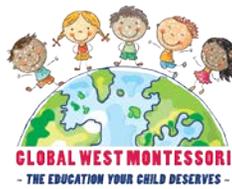
At the discretion of the school, the payment of tuition or other monies owed to the School may be requested in the form of a certified cheques or cash. If a parent requires the preparation of any type of reference letters, there will be a \$20.00 fee.

ADMISSION PROCEDURE

Parents who are interested in enrolling their child are recommended to make an appointment for a class observation. This observation is for parents only. Registration forms can be requested at that time. Upon returning the registration form, parents may schedule an after-hours school visit with their child. This informal visit enables the directresses to meet the child and show him around his new school.

Please note that the school can only admit children who are the minimum age of 2 years 6 months, and who will be 3 years old by December 31 of the year they enter.

Children attending the daycare we can have two children only that are 2 years and 6 months and the rest of the children ages 3-6 yrs. Siblings of children already enrolled in Global West Montessori and Montessori transfer students are given preference.



PREFERRED SNACK RECOMMENDATIONS

Fruit

Vegetables

Crackers

Small Pita Bread

Small Bagels

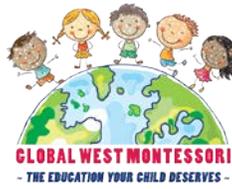
Cream Cheese

Cheese
(prefer block cheese)

Yogurt
(with least amount of sugar)

Please, no yogurt tubes – too messy

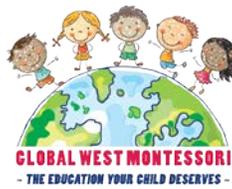
Remember, we have a fruit, vegetable, carbohydrate, and protein each day.



SECTION SIX

“The important thing is that he should know how to perform these actions of courtesy when his little heart prompts him to do so...”

Standing, 1962



HEALTH POLICIES

We ask you not to send your child to school if he is showing any signs of illness. Following is a list of symptoms to guide you in deciding whether your child should be kept home:

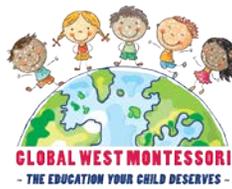
- Fever above 98.6 F (37C)
- Bad cough
- Rash
- Sore throat
- Skin/scalp infections
- Diarrhea
- Redness, swelling or discharge around eye

A child cannot be admitted to school for at least 24 hours after the last episode of vomiting or diarrhea.

Written proof for immunization is required for the first day of school. If the child is not immunized, a letter confirming this must be given to the staff. If an outbreak occurs, the child must stay away from the facility until it is safe to return.

An emergency form has been included with this handbook. Please fill out and **return to the staff on the first day of school.** Please keep this information up to date, incase of an emergency.

We request the parents to inform the facility within 24 hours of the diagnosis of a serious illness or communicable disease, or the exposure of your child to a serious illness or communicable disease in any other member of the family.



Under no circumstances will the school staff be responsible for administering any medications to a child (except in cases of asthma or life-threatening allergies).

If the child becomes ill, injured, or becomes involved in a reportable incident while at school we will immediately contact the parent or emergency contact.

Staff must notify the medical health office within 24 hours of the child is, or may have been, involved in a reportable incident while under out care or supervision or if the child has a communicable disease according to the Health Act Communicable Disease Regulation, B.C. Reg. 4/83

NOTIFICATION OF ILLNESS OR INJURY

(1) A licensee must immediately notify a parent or emergency contact if, while under the care or supervision of the licensee, the child

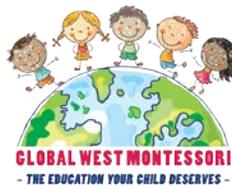
(a) becomes ill or is injured, or

(b) is involved in, or may have been involved in, a reportable incident described in Schedule H.

(2) A licensee must notify the medical health officer within 24 hours after

(a) a child is involved in, or may have been involved in, a reportable incident described in Schedule H while under the care or supervision of the licensee, or

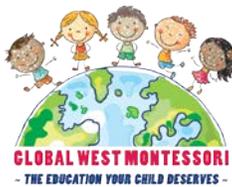
(b) it comes to the attention of the licensee that a child enrolled in the community care facility has a reportable communicable disease as listed in Schedule A or B of the Health Act Communicable Disease Regulation, B.C. Reg. 4/83.



ACCIDENTS AND EMERGENCIES

In the event of an accident or sudden onset of illness, we will not hesitate to seek proper care for a child. The child's health and emergency instructions on file at the school are consulted immediately and the parents are called. If necessary, the child will be transported by ambulance to a Hospital. All important health and emergency data, including parental consent, will accompany the child so that treatment can be given immediately in the absence of a parent.

The school is required to have a complete health history and emergency contact information on file for each child enrolled. It is imperative that parents keep the emergency information up to date.



GUIDANCE AND DISCIPLINE POLICY

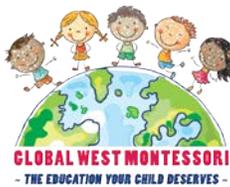
The purpose of guidance and discipline in our setting is to provide a safe and healthy learning environment in which each child can feel secure.

Guiding Children: Each child will be encouraged and supported to develop positive relationships with peers and educators. Educators will strive to model appropriate behaviors, showing respect for children, parents, co-workers and the environment. To this end, parents can expect educators to:

- Demonstrate affection and caring to the child through appropriate forms of physical interaction;
- Maximize opportunities for appropriate and positive behavior for the child through the program and activities;
- Provide clear, simple and consistent limits regarding appropriate behaviors (such limits will be offered in a positive manner. Harsh or belittling language will not be used at any time).
- Give verbal direction and redirection as the main means of guidance and discipline;
- Recognize and label the child's feelings in situations which may be difficult for him/her.
- Physically restrain the child only if she/he presents a physical danger either to him/herself or peers; such restraint will protect the child until the child feels she/he is once again in control of him/herself.
- Supervise the child at all times and never remove the child to an unsupervised area as punishment.
- Teach children the importance of problem solving and negotiation.

In the Montessori setting, there usually is not much need for discipline. However, the following are the ways in which the staff will deal with discipline, if necessary:

- Change the surroundings to remove the likelihood of misbehavior.
- Focus on the logical and natural consequences that will, or may follow a specific behavior.
- Express concerns for the child's feelings.



- Be firm and respectful when redirecting a child away from inappropriate actions and substitute more appropriate activities and behaviors.
- Let children know it is OK to be angry, but it is not OK to hurt people.
- Focus on changing the behavior rather than changing the child.
- Assure children often that they are liked, loved and valued.

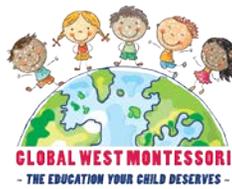
Unacceptable forms of discipline are listed in the Child Care Licensing Regulation booklet under Section 31. If you wish a copy of this, please let the staff know.

Harmful actions not permitted

52 (1) A licensee must ensure that a child, while under the care or supervision of the licensee, is not subjected to any of the following:

- (a) shoving, hitting or shaking by an employee or another child, or confinement or physical restraint by another child;
- (b) confinement or physical restraint by an employee, except as authorized in a child care's plan if the care plan includes instructions respecting behavioural guidance;
- (c) harsh, belittling or degrading treatment by an employee or another child, whether verbal, emotional or physical, that could humiliate the child or undermine the child's self respect;
- (d) spanking or any other form of corporal punishment;
- (e) separation, without supervision by a responsible adult, from other children;
- (f) as a form of punishment, deprivation of meals, snacks, rest or necessary use of a toilet.

(2) A licensee must ensure that a child is not, while under the care or supervision of the licensee, subjected to emotional abuse,



physical abuse, sexual abuse or neglect as those terms are defined in Schedule H.

CHILD ABUSE/NEGLECT REPORTING POLICY GUIDELINES

For a definition of child abuse, please read the attached portion of the B.C. Handbook for Action on Child Abuse and Neglect.

To report abuse **OUTSIDE** the facility, call Ministry of Children and Family Development at 604-501-3122.

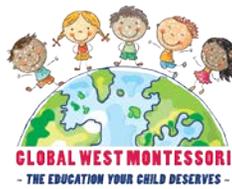
The 24 hour toll free children's Help Line for reporting suspected abuse at 301-1234 anywhere in B.C. (area code not included)

If the child is in immediate danger, call 911 and ask for police assistant.

To report abuse **INSIDE** the facility, call Fraser Health Community Care at 604-507-5478.

When talking to children about possible abuse and/or neglect, the following may be helpful:

- Choose your approach carefully as the child may be fearful or reluctant to talk about what happened;
- Be relaxed and casual because if you appear anxious or exhibit strong feelings the child may withdraw;
- Make sure you have enough time and a private setting where there is little chance for interruptions;
- In a neutral and objective manner express your concerns to the child and seek or ask their explanation for the indicators that you have observed;
- Be a good listener and express your confidence in the child as this shows your genuine concern for their safety and well-being.



If the child discloses abuse to you:

1. Stay calm
2. Go slowly
3. Reassure them that they have not done anything wrong
4. Be supportive
5. Gather essential facts
6. Tell the child what will happen next
7. Report
8. Make notes

REPORTING ABUSE

1. DOCUMENTATION:

Reportable Incident Forms are kept in file of same name in file cabinet. All documentation should be signed and dated. Information should be written in an objective manner.

2. INFORMING THE APPROPRIATE AGENCIES:

The report must be made as soon as possible and preferably by the staff person who observed the incident(s). Pertinent information will be required, so it is advisable to have the child's registration form available. The report can initially be made by telephone to Community Care (if inside the facility), or to the Ministry of Child and Family Development (if outside the facility). Phone numbers are on page one of this document. Follow-up documentation (incident form, log notes) can be sent later. Staff can document with whom they have spoken and any directions they are given at the time of the call. If you feel the child is in immediate danger, call Police at 911.

3. INFORM PARENTS:

If the alleged abuse occurred in our facility, parents would need to be notified immediately while maintaining appropriate confidentiality. If the alleged abuse occurred outside of the facility, you would not notify the parents unless directed by the Ministry.

4. PLAN OF ACTION:

If the alleged abuse occurred while child is in care at this facility the alleged offender would be suspended pending the outcome of the investigation.



5. REPORTING ALLEGED ABUSE IN REGARDS TO THE CENTER:

If the alleged abuse occurred while in our care, the alleged offender needs to be informed of the implementation of the health and safety plan and how it will affect him or her pending the outcome of the investigation. During the investigation the accused will be suspended until the investigation is completed. Specific details of the alleged abuse are not to be disclosed. During this investigation the Fraser Health Licensing Officer will be notified of the situation at 604-507-5478. If the alleged abuse occurred outside our facility, you are not to inform the alleged offender, as this would impair the investigation.

LEGAL DUTY TO REPORT

Everyone who has a reason to believe that a child needs protection due to the specific circumstances outlined in the *Child, Family and Community Service Act* is legally responsible under that act to report the matter to the Ministry of Child and Family Development or Community Care.

- It doesn't matter if you believe someone else is reporting the situation, you still have to report.
- It doesn't matter if you're aware that a child protection social worker is already involved with the child, you still have to report the matter. All new incidents must be reported as well.
- The legal duty to report overrides any duty of confidentiality, except a solicitor-client relationship.
- If you have reason to believe that a child has been or is likely to be abused or neglected, then the responsibility for making a report to a child protection worker legally rests with you.

For a definition of child abuse, please read the attached portion of the B.C. Handbook for Action on Child Abuse and Neglect.



BATHROOM POLICY Tsawwassen location only

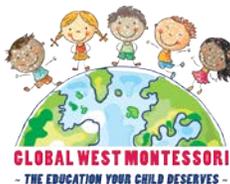
Starting November 7, 2005, it will be our policy to accompany the children to the bathroom. If one child has to go, we will ask the class who else has to go, and accompany those children to the bathroom. We will no longer allow children to attend the bathroom alone. There will always be one teacher in the classroom, unless all children wish to attend the bathroom.

MISSING CHILD POLICY

If a child is missing within the building, one teacher will go looking for the child while the other teacher will call the school office so they can help look.

If a child is missing outside the building, one teacher will go looking for the child, while the other teacher takes the rest of the children inside and calls the school office for help.

If the child is not found within ten minutes, 911 will be called and the parents will be contacted.



EMERGENCY/HEALTH FORM

CHILD'S START DATE
____/____/____
m d yr

DATE OF BIRTH
____/____/____
m d yr

SEX M_F__

CHILD'S NAME: _____
SURNAME GIVEN NAMES

NAME CHILD RESPONDS TO: _____

ADDRESS: _____

POSTAL CODE: _____ PHONE: _____

PERSON(S) WITH WHOM CHILD LIVES (ADULTS & CHILDREN):

CHILD'S FIRST LANGUAGE: _____ SECOND: _____

PARENT(S)/GUARDIAN(S):

NAME: _____ HOME PHONE: _____

WORK PHONE: _____ LOCAL: _____ DAYS/HOURS OF WORK: _____

NAME: _____ HOME PHONE: _____

WORK PHONE: _____ LOCAL: _____ DAYS/HOURS OF WORK: _____

PERSON(S) AUTHORIZED TO BE CONTACTED IN CASE OF EMERGENCY (INCLUDE MOTHER/FATHER/GUARDIAN):

NAME: _____ RELATIONSHIP TO CHILD: _____

HOME PHONE: _____ WORK PHONE: _____

NAME: _____ RELATIONSHIP TO CHILD: _____

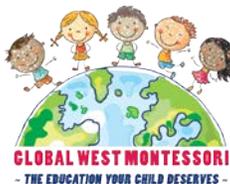
HOME PHONE: _____ WORK PHONE: _____

NAME: _____ RELATIONSHIP TO CHILD: _____

HOME PHONE: _____ RELATIONSHIP TO CHILD: _____

IF APPROPRIATE, ENGLISH SPEAKING CONTACT:

NAME: _____ PHONE: _____



IF THERE IS A CUSTODY AGREEMENT, PLEASE GIVE DETAILS AND ATTACH A COPY: _____

HAS YOUR CHILD PREVIOUSLY ATTENDED DAYCARE OR PRE-SCHOOL?

YES___ NO___ IF YES, WHERE? _____

HEALTH INFORMATION:

FAMILY DOCTOR: _____ PHONE: _____

FAMILY DENTIST: _____ PHONE: _____

CARECARD PERSONAL HEALTH NUMBER: _____ DATE EFFECTIVE: _____
Y / M / D

IF APPROPRIATE, COMMENT ON THE FOLLOWING HEALTH ISSUES:

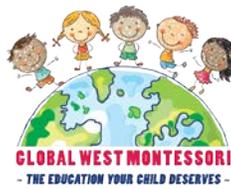
SPECIAL MEDICATIONS: _____ VISION OR HEARING: _____ ALLERGIES: _____
SPEECH OR LANGUAGE: _____ OTHER: _____

DIET RESTRICTIONS DUE TO RELIGION OR OTHER BELIEFS. IF YES, PLEASE COMMENT: _____

PARENT'S/GUARDIANS' COMMENTS (IF ANY):

SIGNATURE OF PERSON PROVIDING INFORMATION: _____

E-mail address _____



IMMUNIZATION RECORD/PERMISSION FORM

IMMUNIZATION RECORD: FILL IN DATES WHEN GIVEN

MMR _____

POLIO _____

DPT _____

MENINGITIS _____

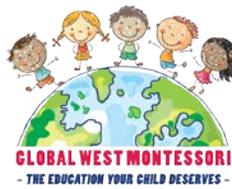
PERMISSION FORMS:

I GIVE PERMISSION FOR MY CHILD _____
TO PARTICIPATE ON CLASS WALKS IN AND AROUND THE SCHOOL NEIGHBOURHOOD.
SIGNATURE: _____

I GIVE PERMISSION FOR MY CHILD _____
TO BE PHOTOGRAPHED BY DIRECTRESSES FOR THE PURPOSE OF CLASS
DOCUMENTATION. SIGNATURE: _____

THESE PHOTOS WILL BE SHARED WITH THE FAMILIES OF THE SCHOOL AND ONLY
THOSE WHO ARE FAMILIES OF THE SCHOOL FOR THE SOLE PURPOSE OF
DOCUMENTING THE SCHOOL YEAR.

SIGNATURE OF PERSON RECEIVING IN



PICK-UP PERMISSION FORM

The names on this list are not necessarily the same people as on the Emergency List. If your child is involved in a carpool or there are certain others that might be responsible for picking up your child during the school year, please include them on the list below.

1. _____
NAME _____ PHONE _____
2. _____
NAME _____ PHONE _____
3. _____
NAME _____ PHONE _____
4. _____
NAME _____ PHONE _____
5. _____
NAME _____ PHONE _____
6. _____
NAME _____ PHONE _____
7. _____
NAME _____ PHONE _____
8. _____
NAME _____ PHONE _____

I give permission for any of the above people to pick-up _____
from Global West Montessori. I understand that anyone not listed above will be unable to pick up
my child without **written** notice **before** time of pick-up.

SIGNATURE OF PERSON PROVIDING INFORMATION: _____

SIGNATURE OF PERSON RECEIVING INFORMATION: _____

DATE: _____