



PARENT HANDBOOK

Lyonsgate Montessori School
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Lyonsgate Montessori School does not discriminate on the basis of race, colour, religion, gender, sexual orientation, or national or ethnic origin in hiring, promotion, or training of employees, nor in the admissions, rights, privileges, programs, and activities of its students.

A Note to Parents

This handbook is your centralized reference for Lyonsgate Montessori School. It outlines our Montessori programmes for children and aims to align parent and educator expectations.

Information in this handbook is also for parents who are considering enrolling their child(ren) at Lyonsgate Montessori School, allowing you to make an informed choice.

We welcome any suggestions to improve or clarify the content and organization of the handbook. Please send any suggestions in writing to the school via e-mail.

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Lyonsgate Montessori School is accredited by the
[Canadian Council of Montessori Administrators](#)

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General Information

Lyonsgate Mission Statement



At Lyonsgate Montessori School, our mission is to follow authentic Montessori practice in order to educate the whole child: cognitively, emotionally, physically, and socially. We believe that each child develops and learns at their own individual pace and that through observation and guidance children can reach their full potential. We work to encourage children in a positive manner, making education interesting, engaging, and fun in order to set the foundation for a lifetime of learning.

Lyonsgate Vision Statement

Lyonsgate Montessori School sees itself as:

-  Providing the best-in-quality for education, self-esteem, and overall well-being of the children.
-  Ensuring that our policies meet or exceed all regulations and standards.
-  Educating to ensure that all children reach their full potential and to always view children as competent, capable, curious, and rich in potential.

Lyonsgate Goals

-  To create an authentic Montessori learning environment that allows children to demonstrate their ability, enthusiasm, curiosity, and empathy, and to experience belonging, well-being, engagement, and expression in order to guide them to their full potential.
-  To function as the hub through which children experience the benefits of the relationship between themselves, their families, their educators, and their school and community environments.

Montessori Education

Montessori education is scientifically designed to meet children’s developmental needs. Over 100 years ago, Dr. Maria Montessori recognized that childhood education was based on the way adults learn instead of how children learn. Children have a greater capacity for learning than adults. Dr. Montessori observed patterns in childhood development and based the design of her educational principles and practices upon those patterns.

The Absorbent Mind

Children possess the ability to develop naturally (learning to walk, for example) and as influenced by the culture in which they are raised — the mother-tongue they speak, the clothes they choose, the games they play. They absorb everything they come into contact with.

As adults, we can acquire information from reading a book or through active consideration. Children learn through purposeful movement, exploration, and discovery. The adult’s crucial role is to foster and protect this all-important endeavor of individual development.

Planes of Development and Sensitive Periods

Children go through four distinct developmental stages. These were recognized by Montessori as occurring roughly between ages 0-6, 6-12, 12-18, and 18-24. These ages are informed approximations and are further refined in a Montessori school as each child develops at an individual rate.

During each of these planes of development, the child has **sensitive periods**. During these periods, they seek certain stimuli with great intensity. These are transitory periods in which they develop specific cognitive, physical, emotional, and social functions. They occur all over the world, in every culture, at approximately the same age, in all children. If a child’s need for specific stimuli is not met during a sensitive period, the individual loses the opportunity for optimal development.

Throughout the planes of development, the best way for Montessori educators to aid the child’s development is to observe these sensitive periods and create opportunities within the Montessori environment to provide the child with the appropriate stimuli.

The Human Tendencies

Dr. Montessori was able to identify distinct human tendencies — the same tendencies that have accounted for humanity’s survival since our first appearance on earth. These are things we all share but that need to be acutely offered to young children: exploration, orientation, communication, work, manipulation, order, exactness, repetition, abstraction, and self-development. Montessori built an environment for children based on these tendencies and allowed them to explore within it. The Montessori environment enables children to discover their world for themselves.

The Montessori Environment (Classroom)

Children’s building of their physical, mental, emotional, and social lives is an arduous, ceaseless, and delicate labour that nobody else can do for them.

To aid them in this work, Montessori education creates a place where planes of development, sensitive periods, and human tendencies are all being observed, and a place where each child works at their own pace according to their own interests.

Like seeds that will not grow unless given water, soil, sunshine, and air, children will not flourish unless given a safe and enriching environment that meets their developmental needs. The Montessori environment allows children to build *their own, independent, unique selves*; a pumpkin seed won’t grow into a sunflower no matter how much we wish it to.

The Montessori Guide (Teacher)

The Montessori guide prepares an environment that allows children to come into contact with the qualities and facts of the world as presented through Montessori materials. The guide is the link between each child and the prepared environment. The Montessori guide's role alternates between a direct and indirect role, as the guide closely and continuously observes each child and watches for the next developmental manifestation.

When a Montessori class begins, all of the children require help to build relationships with one another and with the environment. They need to make a connection to the Montessori guide and know that the guide cares for them and understands them. Gradually, in response to their new environment and the adult’s careful guidance, the children develop a harmonious, unique community. The guide becomes a participant/observer in a community of children.

The job of the guide in a Montessori environment is to observe each child carefully to see where there is interest and to guide that interest and stimulate it for the benefit of the child’s development and education. Throughout their time at a Montessori school, children become interested in a wide variety of curriculum areas, topics, and experiences, but they work at their own pace. The Montessori guide accommodates the children’s developmental schedules while ensuring that the

children work in all areas and aspects of the Montessori curriculum and environment.

Montessori Learning

Although a Montessori environment may seem to be academically oriented, Montessori's real goals for children are not primarily academic. Montessori education strives to have children develop confidence in themselves, to have an independence in thought and action that permits them to make decisions on their own, and to understand that they are responsible for their own actions and for their own learning. A Montessori child will have increased curiosity about the world around them and a sense of their obligation to help others.

Skills that even the youngest Montessori child can start acquiring include:

- 🦁 Keeping track of one's belongings: each child has a place to store possessions and the responsibility to do so.
- 🦁 Understanding order: each child learns to put things away in the proper place, to take turns, and to follow the intrinsic order of the materials.
- 🦁 Doing things for oneself: zipping, buttoning, and tying are skills that come out of the necessity of taking care of oneself in the classroom setting. The children develop an interest in these skills when they see older children performing them.
- 🦁 Sharing an adult: the children realize that they cannot have the undivided attention of an adult.
- 🦁 Developing self-control: the children learn to observe the limits of the environment and the community because they want to belong.
- 🦁 Acquiring more language skills: children's new feelings and experiences will broaden their range of expression.

Continuity

Full Montessori cycles are prioritized at Lyonsgate for the benefit of individual children and the classroom communities. Children are part of a Montessori environment for a number of years, allowing guides, parents, and children to develop close relationships. Montessori children at Lyonsgate spend two-to-three years in a Montessori Toddler environment (18 months to 3-years-old), three-to-four years in a Montessori Casa dei Bambini environment (2.5-years-old to 6-years-old), and six years in a Montessori Elementary environment (6-years-old to 12-years-old).

During each of these periods, Montessori guides are better able to recognize what developmental stage a child is at because they know the children so well. Children go through periods of intense intellectual growth and interest during which they need a lot of attention and many Montessori presentations. Children go through other developmental periods when all of their attention is focused on social relations; during this stage, children may not profit from academic lessons, but may benefit greatly from learning how to get along and work with friends, peers, and adults.

The multi-age, multi-year cycles in Montessori make it possible for children to take full advantage of peer learning and mentoring, and of their natural inclinations and desires to learn in a supportive environment in which they are known, respected, and safe.

The Social Environment

An authentic Montessori classroom is a very friendly place where children talk to one another freely and have the opportunity to work with others at will. Social learning is an important part of educating the whole child.

Repetition

Children tend to repetition in the formative years. Montessori presentations introduce children to Montessori materials, how to handle them, and what to do with them, but repetition on the part of the child is the key to coordination and integrated development. Montessori children repeat work because the materials are designed to lead the child to deeper understanding. You can help your child by emphasizing the value of practicing and by encouraging repetition.






Patience

A different type of patience is encouraged in Montessori education. Many people think that it takes a lot of patience to deal with young children because they ask a lot of questions and need a lot of help. That kind of patience is easy to come by. The patience that is hard to develop is the kind that allows one to wait and not give help too soon. It takes patience to watch a child make mistakes and to not interfere to show them how to do it, but to let the child truly learn by providing them the time and space to figure it out for themselves. It takes patience to listen to a squabble and to not interfere, but to let children settle it alone. This willingness to wait, although hard to develop, is very important for the growth of a child's confidence and capability.

Montessori Levels and Ages at Lyonsgate

Montessori Level	Ages	Traditional Grade Equivalent
Toddler	18 months – 3-years-old	N/A
Casa dei Bambini (Casa)	2.5 – 6-years-old	Preschool/JK/SK
Elementary	6 – 12-years-old	Grades 1-6

School Calendar and Closures

-  Lyonsgate distributes a calendar each school year that indicates school closures for statutory holidays, winter and spring breaks, professional development/activity (PD/PA) days, parent-teacher conference days, parent education events, planned field trip days, and summer vacation. Make [the calendar under the “Parents” tab at Lyonsgate.ca](https://www.lyonsgate.ca) your go-to source for up-to-date information and details.
-  The Lyonsgate Primary campus (Toddler and Casa) is located within the Beth Jacob Synagogue and is closed on Jewish holidays (Rosh Hashanah and Yom Kippur).
-  Inclement Weather (Snow Days): Lyonsgate utilizes the Hamilton Wentworth District School Board inclement weather process, which posts cancellation notices by 6:00 a.m. If HWDSB closes, so does Lyonsgate. If there is a snow day, we will communicate that to you as early as we can in the mornings via email and the [lyonsgate.ca](https://www.lyonsgate.ca) “Home” page. (For more information from HWDSB, please see “Part IV: Reference and Resources: Ref. E: HWDSB Winter Weather Bus Cancellations and School Closures”).
-  Professional Development/Activity days (PD/PA days): Lyonsgate staff attend Montessori conferences or other training sessions and workshops, or work to upgrade Lyonsgate’s Montessori environments. Please be assured that your child will greatly benefit from PD/PA activities. Lyonsgate is closed and there is no school on PD/PA days.
-  Parent-Teacher Conferences: There are two Parent-Teacher conferences each school year, at the end of the first (fall) and third (spring) terms. There is no school during the conferences. Childcare is available for your child during your conference. Each conference is 20 minutes long.

School Hours

Lyonsgate is open from 8:00 a.m. to 4:30 p.m. each day. Please see the chart below for programme times.

Toddler	Casa North	Casa South	Elementary
Arrival: 8:00-8:30	Arrival: 8:00-8:45	Arrival: 8:00-8:45	Arrival: 8:30-8:45
Work Cycle: 8:30-10:30	Work Cycle: 8:45-11:45	Work Cycle: 8:45-11:45	Work Cycle: 8:45-11:45
Recess: 10:30-11:30	Recess: 11:45-12:30	Lunch: 11:45-12:30	Outdoor Time: 11:45-12:30
Lunch: 11:30-12:15	Lunch: 12:30-1:15	Recess: 12:30-1:15	Lunch: 12:45-1:15
Nap: 12:15-2:00	Work Cycle: 1:15-3:30	Work Cycle: 1:15-3:30	Work Cycle: 1:15-3:30
Recess: 2:30-3:00	Dismissal: 3:30-4:00	Dismissal: 3:30-4:00	Dismissal: 3:30-3:45
Dismissal: 3:00-3:30	After Care: 4:00-4:30	After Care: 4:00-4:30	After Care: 3:30-4:30

NOTE: At the Primary campus (Toddler and Casa) Before School Care is included for the 2022.2023 school year. Before School Care from 8:00-8:30 and arrival from 8:30-8:45 will begin in the 2023.2024 school year at the Primary campus.

The Lyonsgate office is open from 8:30 a.m. to 4:30 p.m. each day.

Child Care and Early Years Act, 2014 (CCEYA)

The Child Care and Early Years Act, 2014, (CCEYA) is a piece of Ontario Ministry of Education legislation that governs licensed child care centres in the province of Ontario (Ontario Regulation 137/15).

Children begin their educations at Lyonsgate as early as 18 months of age. Therefore, Lyonsgate falls under the purview of the CCEYA and holds a child care license.

The CCEYA requires that Lyonsgate develops, implements, and monitors for compliance a specific set of policies and procedures, including required inclusions in this *Parent Handbook*, in order to be granted a license to operate a child care centre. The license is renewed on an annual basis after an inspection of Lyonsgate by Ministry of Education personnel.

Lyonsgate is a compliant, licensed child care centre. Hamilton Public Health, Hamilton Medical Officer of Health, and the Hamilton Fire Department also have requirements and/or guidance relative to specific policies and procedures at Lyonsgate.

Canada-Wide Early Learning and Child Care (CWELCC)

Per regulation, Lyonsgate is required to post the following statement in this parent handbook:

Lyonsgate Montessori School is choosing NOT to participate in the CWELCC System and will not be subject to terms and conditions of the CWELCC System.

Part I: Lyonsgate Montessori School

Welcome to Lyonsgate Montessori School. Here are the things you need to know:

The Toddler Programme

The Toddler programme is designed to meet the particular needs and natural interests of children generally between the ages of 18 months and 3-years-old.

Young children are instinctually motivated to learn from and adapt to their surroundings, soaking up knowledge through sensorial experiences. The Toddler Montessori environment offers a rich curriculum fostering independence in movement, communication, and self-care. Activities of purposeful play form the basis of the daily work cycle that guides children toward cognitive development, receptive and expressive language development, and the strengthening of fine and gross motor skills.

The Toddler programme includes four core curriculum areas:

- 🦁 Practical Life (including self-care skills such as toilet learning)
- 🦁 Movement
- 🦁 Sensorial
- 🦁 Language

Music is a part of both the Sensorial and Language areas. In addition to the gross motor activities available in the classroom, students enjoy daily free play either in the school courtyard or gymnasium. Toddlers learn to engage and cooperate with other children, as well as continuing to enjoy independent activities in parallel play with their peers.

Daily Schedule:

Our daily schedule may change slightly from time to time depending on the needs and capabilities of the children. Below, please find our general schedule:

Arrival:	8:00-8:30
Work Cycle:	8:30-10:30
Recess:	10:30-11:30
Lunch:	11:30-12:15
Nap:	12:15-2:00
Recess:	2:30-3:00
Dismissal:	3:00-3:30

Snacks and Lunch:

- 🦁 Lyonsgate will provide a morning and afternoon snack and a nutritious hot lunch. We request that you ensure your child has a healthy breakfast before arriving at school.
- 🦁 We offer water to the children throughout the day.
- 🦁 The children help to prepare the snacks in the classroom.
- 🦁 We eat as a community, setting our table, serving, eating, and cleaning up together. Each child plays an important role in this activity.
- 🦁 Table etiquette and manners are our focus when eating together.
- 🦁 We stress good nutrition; we want to avoid processed foods, additives, and sugar in particular.
- 🦁 Should your child have any dietary concerns or allergies, please make us aware of them on your Lyonsgate registration form, the home visit, or via the [Special Dietary Needs form](#) as new issues arise or are resolved.

Illness:

Please see the “Disease and Illness” section of this handbook for general rules surrounding children and illness from Hamilton Public Health. Due to the communal nature of the Toddler programme, and toddler children’s still-developing personal hygiene practices, extra precautions are taken to keep everyone healthy in the Toddler environment.

In the interest of each child’s health, please keep your child home if they show any sign of illness, fever, vomiting, or diarrhea. If your child is unable to participate in the community activities they should be resting at home.


Please notify the school when your child contracts a contagious disease such as mumps, chicken pox, measles, etc., so that other parents can be notified. Names are never shared.


Children with a contagious disease should be kept at home for 24 hours after fever and symptoms have subsided. Serious or prolonged illnesses should be reported to us.

Notifications:

Please notify the Lyonsgate office (admin@lyonsgate.ca; 905-525-4283) for the following reasons:

- 🦁 If your child is to leave early or is to leave with someone unknown to their teacher.
- 🦁 If your child will be late to school.
- 🦁 If your child will be out of school for more than 2 days.

 If your child has a contagious disease.

 If the parents are going to be out of town, please let us know and include the length of absence and with whom the child will be staying or whom will be caring for them.

Please notify us should anything change in the child's home life (death in the family, major illness, parent away on a trip, new pet, major milestone, etc.) as this has a great impact on their entire day.







The Casa Programme

The Lyonsgate Casa dei Bambini (“Children’s House”) programme is for potty-trained students between the ages of 2.5–6-years-old. It is a sensory-rich environment of discovery designed to promote a love of learning and deep concentration. It is an individualized, bilingual programme that helps each child develop physically, emotionally, cognitively, and socially, at their own pace. The Montessori curriculum helps each child gain self-confidence, independence, physical development, and the tools necessary for academic progression. The multi-age group provides opportunities for peer learning and mentorship, both in the classroom and on the playground. The Montessori Casa environment consists of four areas: Practical Life, Sensorial, Language, and Mathematics, and contains elements of the Culture curriculum within the four core subjects. Children are given a careful balance between direction, guidance, and freedom in all areas.

Practical Life:

In the Practical Life area of the Montessori Casa environment, children learn how to function successfully in their own environment. The practical life area has activities that surround the child with everyday life activities, such as pouring, cutting, and sweeping. As children at this age continue to adapt to activities of the home and family environment these exercises draw them in to an understanding of how things work. Through care of the environment, care of the person, and grace and courtesy, the practical life area is the foundation for all the other areas of the classroom. These exercises aid the child in developing control and co-ordination of their movements, concentration, independence, self-esteem, and responsibility.

Practical life activities include:


-  Exercises involving proper use of mat, chair, door, tray, grain, water, funnel, sponge, and folding.
-  Care of self, including washing hands, grooming, sewing, and dressing frames (learning to zip, button, and snap), as well as personal hygiene activities such as handwashing and blowing noses.
-  Care of the indoor environment, including dusting, sweeping, polishing, furniture washing, mopping, folding, and flower arranging.
-  Food preparation, including setting a table, preparing fruit and vegetables, and pouring.
-  Care of the outdoor environment, including sweeping, shoveling, pulling weeds, and collecting leaves.
-  Grace and courtesy skills, including greetings, shaking hands, excusing oneself, not interrupting, introductions, and saying please and thank you.


Sensorial:

Montessori developed materials for the Sensorial area that represent abstractions such as length, volume, and colour. The Sensorial materials allow the child to work with abstract ideas using concrete activities. Through these activities, the child also learns corresponding language and has the freedom to manipulate and learn from their own work.

The early years are the critical years for the development of the senses. The main objective of the Sensorial area is to refine and develop the five senses. Classification, contrasting and comparison of colour, shape, smell, feel, temperature, weight, and texture are all explored. All of this broadens the child's ability to proceed to a higher level of activity.

Specific sensorial activities include:

-  Language and games involving Cylinder Blocks, Pink Tower, Broad Stair, Red Rods, Colour Tablets, and Geometric Solids.


-  Exercises involving the Geometric Cabinet (circles, rectangles, irregular figures, triangles, and polygons), Constructive Triangles, Binomial Cube, Trinomial Cube, Knobless Cylinders (graduation and comparison), stereognostic senses (rough and smooth boards and fabrics), and discrimination exercises (Mystery Bag, Smelling Bottles).


Language:


The Language area focuses on the enrichment of spoken language, as well as the development of writing and reading. Children are presented with a broad and varied vocabulary applied to all areas of the curriculum, and are encouraged to develop their conversational skills in both English and French. The French-speaking assistant provides an immersive experience, material-based vocabulary lessons, and uses music and song to encourage second language acquisition.


Children are given the keys to express themselves in writing through classic Montessori materials such as the Sandpaper Letters and Moveable Alphabet before they progress to reading.

Specific language activities include:

-  Enrichment of vocabulary and concepts through questioning games, conversation, naming materials, story-telling, classified cards, and poetry.

-  Sandpaper Letters and Moveable Alphabet.


-  Phonetic Object Game and Reading Cards.


-  Key phonograms used in making words, sentences, and stories.


Mathematics:


The primary purpose of the Montessori mathematics materials at the Casa level is to lay a sound quantity and numeral foundation. Children are intuitively interested in numbers, quantities, and the decimal system. Manipulative materials are utilised in the mathematics curriculum to provide independent, hands-on experience with mathematical principles. These materials assist the children in developing number sense and awareness of quantity in relation to numeric symbols, as well as a deep understanding of the decimal system and place value. Work is also undertaken to solve equations in all four operations, as well the memorization of addition/subtraction and multiplication/division tables. Children are also introduced to work with fractions.


Specific mathematics activities include the following:


-  Numbers one to ten.

-  Decimal system (units, tens, hundreds, thousands).

-  Teens and tens.

-  Short and Long Bead Chains.

-  Memory work on addition, subtraction, division and multiplication.

-  Sensorial introduction to fractions.

Culture:

Elements of the Culture curriculum are found within each of the four core subject areas, introducing young students to customs, visual art, and music from around the world. The Montessori Bells are a foundation material for the children's study of music to develop their ear and an understanding of intervals of sound through the C Major scale. Other culture materials develop the children's interest in physical and social geography, and provide an introduction to the study of botany and zoology. Activities in the culture area often complement activities in other areas, such as the Practical Life and Sensorial areas.

In terms of science, Casa children learn about living and non-living things, plants and their parts, animals and their parts, life cycles, metamorphosis, and the physical sciences. Seasons and temperature are also part of science work.

Specific science activities include:

- 🦁 Living things, including plants, animals, and introductions to their classification, such as vertebrates and invertebrates.
- 🦁 Non-living things, including natural and human-made distinctions.
- 🦁 Botany cards, language, and extensions of the involved materials.
- 🦁 Zoology, including vertebrates, general characteristics of birds, fish, reptiles, amphibians, and invertebrates.

Social studies work consists of geography, history, calendar, time, holidays, maps, and world cultures.

Specific areas of focus include:

- 🦁 Geology.
- 🦁 Geographic knowledge-building materials, including a sandpaper globe, painted globe, map of the world (continents and oceans), maps of the continents, needs of humanity, land and water forms (island/lake, cape/bay, gulf/peninsula, isthmus/strait, systems of lakes/archipelago); many of these materials also reinforce motor-skills development.
- 🦁 Word study definitions that complement language area work.

Children are also introduced to various forms of art, and they work to develop the skills required to create their own artistic expressions; many of these skills complement the fine-motor work they perform in other areas of the classroom in preparation for future writing work.

Specific art activities include:

- 🦁 Developmental skills including cutting, use of brushes, using glue, drawing, colouring, and metal insets (no, sadly, not metal insects).
- 🦁 Exposure to works of art.

Music in the Casa environment includes the development of skills, appreciation for music, and the development of auditory discrimination and fine-motor skills.

Specific music activities include:

- 🦁 Bell exercises to help develop perceptions of high vs. low sounds, matching, and scale.
- 🦁 Singing, and exposure to different types of music.

Typical Daily Casa Routine

Arrival:

- 🦁 Children arrive at Lyonsgate and are greeted by a member of staff.
- 🦁 Children progress independently to their Montessori environment where they are greeted by their Montessori guides, hang up coats, and change into indoor shoes, with assistance from guides only if needed.
- 🦁 Children enter the classroom.

Montessori Work Cycle:

- 🦁 Children are guided to choose materials from the different Montessori activity areas.
- 🦁 Some children will receive presentations to introduce and reinforce concepts that specific Montessori materials work to develop.
- 🦁 Snack is available if a child wishes; the steps involved are also a Montessori activity.

Outdoor recess.

Lunch.

Montessori Work Cycle:

- 🦁 Children are guided to choose materials from the different Montessori activity areas.
- 🦁 Some children will receive presentations to introduce and reinforce concepts that specific Montessori materials work to develop.
- 🦁 Snack is available if a child wishes; the steps involved are also a Montessori activity.

Outdoor play and dismissal.

- 🦁 Parents pick up children at the outside gate.
- 🦁 Please be sure to have your child shake the hand and say goodbye to the Lyonsgate staff member performing dismissal check-out duties each day.

Casa Schedule

Casa North	Casa South
Arrival: 8:00-8:45	Arrival: 8:00-8:45
Work Cycle: 8:45-11:45	Work Cycle: 8:45-11:45
Recess: 11:45-12:30	Lunch: 11:45-12:30
Lunch: 12:30-1:15	Recess: 12:30-1:15
Work Cycle: 1:15-3:30	Work Cycle: 1:15-3:30
Dismissal: 3:30-4:00	Dismissal: 3:30-4:00
After Care: 4:00-4:30	After Care: 4:00-4:30

Illness:

Please see the “Disease and Illness” section of this handbook for general rules surrounding children and illness from Hamilton Public Health. Due to the communal nature of the Casa programme, and Casa children’s still-developing personal hygiene practices, extra precautions are taken to keep everyone healthy in the Casa environments.






In the interest of each child’s health, please keep your child home if they show any sign of illness, fever, vomiting, or diarrhea. If your child is unable to participate in the classroom activities they should be resting at home.

Please notify the school when your child contracts a contagious disease such as mumps, chicken pox, measles, etc., so that other parents can be notified. Names are never shared.

Children with a contagious disease should be kept at home for 24 hours after fever and symptoms have subsided. Serious or prolonged illnesses should be reported to us.

Notifications:

Please notify the Lyonsgate office (admin@lyonsgate.ca; 905-525-4283) for the following reasons:

-  If your child is to leave early or is to leave with someone unknown to their teacher.
-  If your child will be late to school.
-  If your child will be out of school for more than 2 days.
-  If your child has a contagious disease.
-  If the parents are going to be out of town, please let us know and include the length of absence and with whom the child will be staying or whom will be caring for them.

Please notify us should anything change in the child's home life (death in the family, major illness, parent away on a trip, new pet, major milestone, etc.) as this has a great impact on their entire day.

The Elementary Programme

Programme Overview:

The Lyonsgate Elementary programme offers a continuum built upon the Toddler Community and Casa experiences.

Elementary students are in search of answers, always wanting to know why? and how? with the answers invariably leading to more questions. They are natural investigators of the physical and social worlds around them, inspired to conduct research by their thirst for more knowledge.

The Elementary programme provides education for social development, emotional well-being, physical development, and high academic engagement. A multi-age classroom for students aged 6-12 allows for peer learning and mentorship along with personalized programming from the seven areas of the curriculum:

- 🦁 Language (English and French)
- 🦁 Math
- 🦁 Geometry
- 🦁 History
- 🦁 Geography
- 🦁 Biology
- 🦁 Arts (music, visual, dramatic, and physical)

The core subjects are presented using an interdisciplinary approach and hands-on materials that appeal to the child's imagination. English and French-speaking guides offer a low student-to-teacher ratio, with the opportunity to work in both languages. Exploration of the local community and the utilization of its resources are also key components of the Elementary programme. Experiential education opportunities may include activities such as cooking classes, workshops with local artists and authors, and visits to the planetarium and heritage sites.

As learning is a social process, students are encouraged to collaborate in all areas of work as a means of higher engagement, and to develop self-regulation, leadership, and cooperative skills. In the elementary years, children establish their concepts of social justice and moral behavior. This is supported in the Montessori classroom by guiding students to identify issues, resolve conflicts, and find solutions for themselves. The Elementary programme also nurtures a sense of responsibility both in the classroom and broader community: students are accountable for participating in a variety of academic work, caring for their classroom and school environment, mentoring younger students, and respectful participation in neighbourhood outings.

As a Montessori school, Lyonsgate takes advantage of the benefits of multi-age groupings and adheres to the principle of development at an individual pace; as such, we discourage the classification of children into traditional grade levels. When such purposes necessitate, we say children are in their, for example, second year of Elementary, or that they are, for example, year-five Elementary students (ie. their fifth year in the Elementary programme).









The Elementary programme is made up of connective narratives that provide an inspiring overview as the organizing, integrating "Great Lessons" that span the history of the universe from

the big bang theory to the origin of the solar system, earth, and life-forms, to the emergence of human cultures and the rise of civilization. Aided by impressionistic charts and timelines, the child's study of detail in reference to the Great Lessons leads to awe and respect for the totality of knowledge.

Studies are integrated not only in terms of subject matter but in terms of moral learning as well, resulting in appreciation and respect for life, moral empathy, and a fundamental belief in progress, the contribution of the individual, the universality of the human condition, and the meaning of justice.

(Some content courtesy of the North American Montessori Teachers' Association)

The Elementary environment reflects new stages of development and offers the following:

-  Integration of the arts, sciences, geography, history, and language that evokes the native imagination and abstraction of the elementary-aged child.
-  Presentation of the formal scientific language of zoology, botany, anthropology, geography, and geology, exposing the child to accurate, organized information and respecting the child's intelligence and interests.
-  The use of timelines, pictures, charts, and other visual aids to provide a linguistic and visual overview of the first principles of each discipline.
-  Presentation of knowledge as part of a large-scale narrative that unfolds the origins of Earth, life, human communities, and modern history.
-  A mathematics curriculum presented with concrete materials that simultaneously reveal arithmetic, geometric, and algebraic correlations.
-  Emphasis on open-ended research and in-depth study using primary and secondary sources, as well as other materials.
-  Montessori-trained guides who are *enlightened generalists* able to integrate the teaching of all subjects, not as isolated disciplines, but as part of a whole intellectual tradition.
-  *Community Outings* to make use of community resources beyond the four walls of the classroom.

Elementary-Specific Policies

There are a few policies specific to the Elementary programme:

Parking

Paid street parking is available on Locke St., and there is free street parking on nearby side streets. Parking is also available in the lot behind the Stanley Ave. Baptist Church, except on Thursdays.

Packed Lunch and Community Lunch

From Monday through Thursday, Elementary students require a packed lunch from home. Please see the “Food and Nutrition Policies” section of this handbook for requirements for packed/bagged lunches.

We strongly encourage Elementary children of all ages to participate in the preparing and transport of their own lunch for the development of practical life skills, nutrition knowledge, and personal responsibility.

Packed lunches should include a healthy grain, protein, vegetable and/or fruit. Water is always available to students, but re-useable water bottles are welcome.





Please do not include juice or milk, granola bars, salty snacks (e.g. chips), or sugary treats (e.g. fruit snacks, chocolate-chip cookies). Prohibited items that find their way into student lunch bags will be returned home. Lunches from home should not require heating at school, but keeping leftovers warm in a thermos is a great alternative.

Weekly community lunches, every Friday, are vegetarian and accommodate student allergies and dietary restrictions. This is a great opportunity for selective eaters to move away from familiar foods and become engaged in the preparing and tasting of new foods.

Please remember that both Lyonsgate campuses strive to be nut-free environments. Do not include any items containing peanuts, walnuts, almonds, etc. as Lyonsgate students may have life-threatening allergies to nuts and related products. If students wish to use a no-nut butter, please be sure to label it clearly to avoid confusion.

Elementary Outdoor Time

Our Locke Street Elementary campus is within easy walking distance of several wonderful public parks. Students will be accompanied by staff to one of the following parks each day:

-  Hamilton Amateur Athletic Association Park (HAAA) – most days’ location
-  Hill Street Park
-  Jackson Street Park
-  Beulah Park

We welcome students to bring active or nature exploring materials to enjoy at recess (e.g. soccer ball, skipping rope, bug collecting kit, binoculars, etc.), however, toys are not permitted (e.g. action figures, dolls, cars, stuffed animals).

In the case of extremely inclement weather, students will have free time on campus, where they are welcome to enjoy time with art, music, or board games. If it’s only drizzling, we may still head outside – so be prepared!




Devices and Other Items from Home

Students should leave all entertainment devices at home (e.g. tablets, e-readers, music players). If a student should need to carry a cell phone for safety and communication when travelling independently to and from school, please inform the staff. Cell phones are not to be used during the school day.

Students in **years 4-6 of the** Elementary programme will have regulated access to a laptop or tablet for the purposes of keyboarding, typing presentation copies of work, planning Community Outing activities, photography, or filming and video editing. Students in years 1-3 will have minimal access to electronics in the classroom, although a digital device may be used occasionally for photography, communicating with a community resource, or viewing a short video.

Birthdays

We celebrate each child's birthday individually by letting them explore themselves through their work. Some examples of this would include children making a timeline of their life, a self-portrait, or writing an autobiography. Children and parents may also want to make a donation to the classroom in the child's name; donations can include:

-  A plant
-  Fresh flowers
-  Something from nature

Parent Participation

Parent involvement in student school and social life is essential to successful learning and personal growth. We welcome parents to join us throughout the school year during scheduled visits to the classroom, to speak with your child's Montessori guides at parent-teacher conferences, and to attend music and theatre performances. Parents can also follow class activity through our private photo-sharing application, *SeeSaw*, for which you can register in September.

Parent Education Evenings are offered to develop our community and educational experience. Topics may address Montessori materials and pedagogy, common challenges at home, self-regulation, and many others. **At least one parent or caregiving relative is expected to attend each Parent Education Evening.** We promise a warm atmosphere and opportunities for questions and open discussion.

Community Outings

Elementary students participate in group experiences known as "Community Outings." These activities are selected to connect students to opportunities and resources in their community, engage in experiential education in the arts, food sciences, fitness, and the outdoors, and to offer charitable outreach.

Community Outings are scheduled by need or opportunity, and larger field trip-type outings are scheduled once a month in the fall and spring terms. During the winter months, Elementary students

enjoy weekly physical education outings. **Students are required to wear a red Lyonsgate t-shirt or sweat-shirt during Community Outings for safety.**

If you have a particular skill or talent you would like to offer, or a desperate desire to participate in a specific Community Outing, please contact us.

These group outings also serve to prepare students for the later practice of individual “Going Out” trips related to their personal work and interests.

Montessori “Going Out”

A Montessori education is one that prepares a child for life. As Elementary students develop distinct passions and interests, at times they may find a need to “go out” independently of the whole group to access a community resource or purchase supplies for a specific project. While typically a process for older students (ages 9-12), a younger student who demonstrates the necessary skills may create a “Going Out.”

Students who demonstrate appropriate safety, self-regulation, and independence during Community Outings may present a written proposal to be accompanied on a personal “Going Out” trip, either individually or with a partner.

Their proposal must include the academic purpose of their “Going Out,” the destination, the mode of transportation, anticipated cost, and suggested dates.

Upon teacher approval, students planning a “Going Out” must then arrange for a supervising staff member or Lyonsgate parent to accompany them on their trip. **Supervising adults may not intervene in the “Going Out” experience except in matters of safety.**

Students are permitted to make mistakes and endure the natural consequences of their error (e.g. taking the bus in the wrong direction), with their silent supervisor following along. Parent supervisors must have a current vulnerable sector police check to be an unsupervised volunteer with students.

Self-Dismissal

Elementary students in their third year (approximately 8-years-old) and up may dismiss themselves from school at the end of the day to walk home or to meet you at a pre-determined location. You will have the opportunity to complete a permission form for self-dismissal at the beginning of the school year if you would like your Elementary child to self-dismiss. You may also grant permission for older siblings to self-dismiss with, and accompany and supervise, younger siblings (year 1 and 2 Elementary students).

You may also grant permission for older Elementary students to engage in unsupervised outings in the local neighbourhood. Students walk with a partner, and without adult supervision, to locations within a few blocks of the school such as the local library branch, food stores, or other short distance locations.

Contacting the Elementary Programme

Parents and students are welcome to contact Ms. Marissa Achong or Ms. Michelle Achong with any questions related to the Elementary programme, policies, or individual concerns. Inquiries specific to the French programme can be directed to Mme Michelle Morra. Teaching staff will make every effort to respond within 24 hours of your email. Administrative or any other day-to-day questions pertaining to the Elementary programme can be directed to Danielle Pine.











The Elementary Campus phone number is 905-544-3550. Email is the preferred method of contact as staff may not be available to answer the phone during school hours.

Marissa Achong	marissa@lyonsgate.ca
Michelle Achong	michelle@lyonsgate.ca
Michelle Morra	michellemorra@lyonsgate.ca
Danielle Pine	elementary@lyonsgate.ca

Notification of late arrival or absence is made to elementary@lyonsgate.ca

Thank you.

Typical Daily Elementary Schedule

Arrival: 8:30-8:45	<ul style="list-style-type: none"> Children enter the Elementary campus independently through the student gates and proceed to the relevant cloak room area. Children enter the classroom and are greeted by their Montessori guides.
Work Cycle: 8:45-11:45	<ul style="list-style-type: none"> Children are guided to choose materials or to continue progress with ongoing work. Outdoor areas are also available for children to use each day. Some children will receive Montessori material-based, or more abstract lessons and presentations, as individuals or in small groups, to introduce or reinforce specific concepts. Snack is available if a child wishes and the children participate in its preparation and clean-up.
Outdoor Time: 11:45-12:30	
Lunch: 12:45-1:15	
Work Cycle: 1:15-3:30	<ul style="list-style-type: none"> Children are guided to choose materials or to continue progress with ongoing work. Outdoor areas are also available for children to use each day. Some children will receive Montessori material-based, or more abstract lessons and presentations, as individuals or in small groups, to introduce or reinforce specific concepts. Snack is available if a child wishes and the children participate in its preparation and clean-up.
Dismissal: 3:30-3:45	<ul style="list-style-type: none"> Parents meet children in the Elementary campus's backyard. Please be sure to have your child shake the hand and say goodbye to the Lyonsgate staff member performing dismissal check-out duties each day.
After Care: 3:30-4:30	

Part II: Lyonsgate Montessori School Policies

Daily School Procedures

Arrival:

Young children depend on regular routine for their own comfort and security. The school depends on regular routine for optimum classroom success. It is therefore essential that your child arrives to school on time.


When children arrive to school, they are greeted by a Lyonsgate staff member. Once your child has been greeted, we ask that you leave promptly to allow for a swift transition to school and to facilitate the development of their independence.

Please note that parents are not allowed into the child's classroom even on the first day of school as it can make separation harder. It is one of the more difficult aspects of the Montessori philosophy for parents to get used to, however, it makes it that much more special when you come into the classroom for parent education evenings or for your child to show you their work.

Montessori philosophy encourages independence and students are encouraged in the cloakroom area, as much as possible, to remove their own outerwear, hang things up, get shoes on, etc. This can take time and patience so it is best to arrive early and to let children practice these skills at home.

The Lyonsgate morning Montessori work cycle for Toddler and Casa students begins between 8:30-8:45 a.m.

Please have your child arrive at Lyonsgate between 8:30 and 8:45 each morning. Part of the children's Montessori work cycle at all levels includes morning arrival and greetings, personal responsibility for belongings, and preparation for the day ahead.

-  Parents of Toddler and Casa children accompany students to the main school gate where children say goodbye to caregivers and are greeted by a Lyonsgate staff member. Casa students then proceed to the playground. Toddler students are assisted to their classroom by a Lyonsgate staff member.

The Lyonsgate morning Montessori work cycle for Elementary students begins at 8:45 a.m.

Please drop Elementary students off between 8:30-8:45 a.m.

Late Arrivals:

Late arrivals are disruptive to Montessori environments and to children's routines. A student who is late will miss important elements of the morning Montessori work cycle. Students greet each other as they remove outerwear and make the transition from leaving their parents to beginning their school day; this transition is easier when they can prepare themselves with peers.

Uninterrupted focus and concentration are central and essential elements of the Montessori education you and other parents have chosen for your children at Lyonsgate; late arrivals distract and disturb the focus and concentration of other students. We are all late on occasion, but please do your best to be on time each day.

As noted in the Student Records and Personal Information section, "Lyonsgate is required to keep accurate attendance records. From CCEYA: "The [attendance] records include the actual time of arrival and departure for each child listed in attendance or a record that the child is absent."

Absences:


Regular attendance and punctual arrival at school are two habits that aid children in establishing the routines that make for optimal childhood development and school experience. However, we all get sick or need to be absent from school on occasion. In case of absence, please follow these procedures:

 Call or email the school as soon as possible to inform the school of the child's absence:

- Primary (Casa & Toddler): admin@lyonsgate.ca
- Elementary: elementary@lyonsgate.ca

 Our telephone number is:


- 905-525-4283
- Please leave a message if necessary


 In your call or email, please provide a specific, detailed reason for the child's absence. Lyonsgate is required to track certain illnesses and to report possible outbreaks to Hamilton Public Health. Other afflictions may necessitate the school notifying families in the child's class, or school-wide, that they should be aware and on the lookout for certain symptoms. Your child will not be identified in cases of such notification. Also, where the absence is not illness-related (family trips or visitors, funerals, etc.), it is beneficial for your child's Montessori guide to know what is happening in your child's life.

Dismissal:

Students are dismissed from school and may be picked up as follows:

 Toddler: 3:00-3:30

 Casa: 3:30-4:00

 Elementary: 3:30-3:45

DO NOT leave Lyonsgate with your child without having your child say goodbye to the staff member responsible for dismissal each day.

- 🦁 Toddler students are picked up from the outdoor playground between 3:00-3:30 p.m. There is no after school care for Toddler children.
- 🦁 Casa students are picked up from the outdoor playground between 3:30-4:00 p.m., or are registered for After School Care (additional fee) and are picked up no later than 4:30 p.m.
- 🦁 Elementary students may be picked up from the Elementary campus between 3:30-3:45 p.m. Parents, please do not plan to arrive at Lyonsgate prior to your child's dismissal time to allow them to complete their full Montessori work cycle, including end-of-day clean-up and social time. Elementary students registered for After School Care (additional fee) are picked up no later than 4:30 p.m.

Upon leaving Lyonsgate property with your child, please ensure that your child says a proper goodbye to the Lyonsgate staff member tracking departures. Proper dismissal routines are essential for two reasons:

- 🦁 Montessori students develop grace and courtesy by greeting, and being greeted, upon arrival to school each day, and upon departure.
- 🦁 As noted in the 'Student Records and Personal Information' section, "Lyonsgate is required to keep accurate attendance records. From CCEYA: 'The [attendance] records include the actual time of arrival and departure for each child listed in attendance or a record that the child is absent.'"

In cases of inclement weather:

- 🦁 Toddler and Casa students will be dismissed to the gymnasium for pick up.
- 🦁 Elementary students will be dismissed from either the front porch of the Elementary campus or directly from the cloakroom if weather conditions make that most suitable.

Authorized Pick-up and Dismissal:

If you are not picking up your child, children will only be released to authorized persons as indicated on your child's Lyonsgate registration form (we recommend you ask them to bring identification with them in case Lyonsgate dismissal staff have concerns). If you know in advance that your child will be dismissed to a person not indicated as an authorized alternative pick-up, you must:

- 🦁 Let us know in person at drop-off in the morning, or
- 🦁 Send an email of authorization indicating the full name of the person picking up (including relation to the child is also helpful — grandmother, family friend, etc.).
- 🦁 In an emergency, a telephone call will be sufficient.

- 🦁 If we do not receive in-person notification, an email, or a telephone call, we will not release your child to any person who claims to have come on your behalf to pick up your child, even though we might recognize that person or know that person to be your relative or friend. In such cases, we will attempt to contact you or the persons listed as your authorized pick-ups/emergency contacts.

We take these precautions to ensure the safety of your child.

Early Pick-Up:

Please notify the school at the beginning of the day about any plans to pick your child up from school early. When an early pick-up is necessitated by circumstances that arise over the course of the school day, please let us know via telephone as soon as possible; an email will also suffice, but we may not see it on short notice. We will arrange for your child to be ready to meet you at the stated pick-up time.

Like late arrivals, early dismissals can also be disruptive to your child's work, the work of the class, and, if often and consistent, detrimental to optimal childhood development. Please do your best to minimize early pick-ups.

Late Pick-Up:

If children are not picked up and recorded as being dismissed from Lyonsgate by the end of the regular dismissal time (3:30 for Toddler students; 3:45 for Elementary students; 4:00 for Casa students), or who are picked up late from After School Care (after 4:30), you may incur additional fees.

Please do your best to contact the school if you are going to be late.




After School Care Programme:

Lyonsgate offers an After School Care program **for Casa and Elementary students until 4:30 p.m. each day.**

- 🦁 Students must be registered in the After School Care.
- 🦁 When picking up your child from After School Care please ensure that your child says a proper goodbye to the Lyonsgate After School Care staff member tracking departures each day.
- 🦁 **Cost for the After School Care programme is \$100/month to be paid by post-dated cheques.**

Parking:

Lyonsgate families can use the Primary campus parking lot accessible off Cottage Ave. and Mountain Ave.




-  **The parking lot is one way in, off Cottage Ave.** Please exit the parking lot via one of the laneways leading to Mountain Ave. or Orchard Hill.
-  At the Elementary campus, paid street parking is available on Locke St., and there is free street parking on nearby side streets. Parking is also available in the lot behind the Stanley Ave. Baptist Church, except on Thursdays.
-  Please do not leave your engine running. If you are waiting outside for your children, please turn off the ignition. Exhaust fumes are damaging, both to the children and to the environment.


Clothing at Lyonsgate

Dress Code:


All students at all levels should be dressed in clothing that is appropriate and tasteful for school. Nothing too fancy or playful as the children need to focus on their work and not on what each other is wearing.

Please try to avoid garishly branded or pop culture emblazoned clothing (e.g. Disney, superhero, movie, or corporate brands). Such items of clothing can distract students from their purpose while at school (such as pretending to be a character while in class) or introduce non-purposeful, commercial concerns into the classroom culture.


-  **Shirts and sweaters:** Can be any colour as long as they do not have popular culture images on them (movie or cartoon characters, for example).
-  **Pants, shorts, skirts, and dresses:** Can be any colour as long as they do not have popular culture images on them.
-  **A pair of indoor shoes:** These stay at the school and are suitable for students to put on and off themselves. We ask that indoor shoes do not light up and do not have popular culture images on them.
 - **Casa students** may benefit from leather or pleather shoes so that students can polish them.
 - **Elementary students** require indoor shoes that double as indoor gym shoes with non-marking soles.


 **Weather-Appropriate Outerwear:** Please ensure that you check the weather prior to each school day to ensure that your child is prepared for outdoor play. **Always assume children will be going outside every day.**


- In the winter, please provide fingered, waterproof/resistant gloves/mitts, neck warmers/scarves, hats, snow suits/pants, and footwear that will keep your child warm and dry.
- In the springtime, please send your child to school with a rain jacket, rain boots, and splash pants on rainy days.

 **Spare Clothes:** We ask that you keep a spare set of clothing for your child at the school for the inevitable soakers, mud fun, and other accidents. Please send the spare clothes in a re-usable bag that can travel between home and school.

- If your child runs out of spare clothing, the school will try to have extra on hand so that your child can stay comfortable. Parents are asked to launder and return clothing provided by the school within the school week as it may be needed by another student.

 Montessori encourages independence, so please ensure that students can manage their own clothing (including outdoor clothing) when it comes to things like zippers and buttons. This is especially important for younger students who are developing washroom independence.

 Please do not send students to school in *good* or *fancy* clothes. In the normal course of the school day, students get dirty or wet and it is important that they feel the freedom to focus on what fascinates them and not to worry about getting their clothes dirty.

 Students must wear closed-toe shoes on the playground at all times for safety purposes.

Labelling Clothing:

Please label all of your child's clothing. This is essential for clothing that stays in the student's cubby and for clothing that gets taken off during the day, such as hats, sweaters, coats, and boots. Many students have clothing that are the same style and/or size; labelling your child's clothing will save us and your child much frustration and confusion.

Lyonsgate does not assume responsibility for lost clothing or personal items.

Lost and Found:

There is a lost and found at both campuses. Please let us know if you are missing items. On a

few occasions each school year, we will display lost and found items for retrieval.

Outside Play and Clothing:

Children need sunlight, fresh air, and physical activity, and outside play is an integral (and legislatively mandated) part of our programme. **Please be sure your child is dressed appropriately for the weather each day.**

At Lyongate, children go outside for recess and dismissal unless the weather dictates that they stay indoors. Even if it is a wet, cold, dreary day, we will all be going outside for recess, as long as it is not actually raining.

A few tips and info-bits to remember for the colder, wetter weather:

- 🦁 We make the call to stay inside or to go outside for recess and dismissal at the time. If it's raining in the morning it does not necessarily mean it will be indoor recess, and the outdoor space may be wet and/or muddy. **Please always assume students will be going outside every day.**

- 🦁 Students are asked to not play *in* the mud and water, but, well, you know... If you have a mud magnet child, please make sure they are well stocked on spare socks and other clothes at school, and warm up the laundry machines. (This goes for Elementary-aged students as well).

- 🦁 As the weather becomes colder and snowy, **please avoid fabric or knit gloves and mittens.** They are small and convenient, but they are inevitably soaking wet within 5 minutes of outdoor play and little hands are wet and cold, or glove/mitten-less.









- 🦁 Proper footwear, hats, and mitts that fit, and weather-appropriate outerwear make the cool months better for everyone. In cold weather, layering is best. Please remember to label everything with your child's name on all outdoor clothes. Snow pants, gloves/mittens, and hats are necessary all winter.

- 🦁 In cases of extreme cold or inclement weather, Lyongate follows the guidelines of the City of Hamilton's Medical Officer of Health and the Hamilton Wentworth District School Board (HWDSB):
 - If a cold alert is issued because the temperature is at -15° C or below, or the wind chill is at -20° C or below, children will stay inside for recess.
 - Please see the "School Calendar and Closures" section above, and/or "Part IV: Reference and Resources: Ref. E: HWDSB Winter Weather Bus Cancellations and School Closures" for more information about inclement weather and school closures.

Holidays and Celebrations




Holiday Closures:

Lyonsgate will be closed on the following statutory holidays during the school year:

-  Thanksgiving Day
-  Christmas Day (during the Winter Break)
-  New Year's Day (during the Winter Break)
-  Family Day
-  Good Friday
-  Easter Monday
-  Victoria Day
-  Labour Day (during Summer Vacation)



Other Vacation Closures:

Lyonsgate will also be closed for:

-  Winter Break (two weeks from late-December to early-January)
-  March Break (two weeks in mid- to late-March)
-  Summer Vacation (late-June to early-September)

Cultural Celebrations:

Lyonsgate is non-discriminatory and non-sectarian. We are proud of the diversity of cultures and religions within our school community. Holidays and other times of celebration are special times for the sharing of family heritage and traditions. We want students at Lyonsgate to understand and be proud of their place in the world as defined by their family, their culture, or their religion. The following are guidelines for celebrations:


-  It is appropriate to study religious and cultural events from a historical perspective.
-  In general, school vacations in late December are called "Winter Holidays" or "Winter Break" (rather than Christmas, Hanukkah, or Kwanza), and the 4-day long weekend in April is referred to as "Spring Break, Spring Vacation, or Spring Holiday" (rather than Easter).

Halloween


- We know that Halloween is a very exciting time for children. However, we ask that costumes and candy are not brought to school, and are saved for after-school fun with family and friends.


Valentine's Day


- If your child wants to give out Valentine's cards at school, we ask that you have one, home-made card for each student in the class and that they do not have names on them (only your child's name). Please do not send candy or other treats to school.

 Student-initiated activities and discussions are always welcomed, supported, and encouraged. It is the goal of Lyonsgate to make every student comfortable with and proud of their family, their traditions, their culture, and their religion.

Birthdays:

 Birthday celebrations at Lyonsgate are not intended to be traditional birthday parties; rather, they are celebrated in such a way as to enhance many aspects of the educational aims of the Montessori programme, such as self-esteem and the idea of the passage of time.

 To help the children understand the passage of time, we have a special in-class activity to observe each child's birthday. **Please send in photos of your child at birth and for each year of his/her life.** Please label your child's age for each photo. It is helpful if you send these photos to school a few days before your child's actual birthday.

 Parents are also welcome to send the following to school with their child on the child's birthday:

- A special organic, nut-free snack (please let your child's Montessori guide know beforehand).
- A plant from the child to donate to the school (something the child can remember and water in the days and months after their birthday).
- Fresh flowers for the child to arrange and place somewhere in the classroom.
- A non-fiction book to donate to the school in your child's name (something your child can read or eventually learn to read, and that reflects the individual child's interests).

Toys and Other Items

Mysterious Objects?:

Many Montessori classroom materials consist of small, attractive objects that are intentionally appealing to children. If you find any “mysterious objects” in your child’s possession, please return them to school.

Toys vs. Things to Share:

Toys at school are a distraction from your child’s experience with the Montessori materials and interactions with the other children. They may also become lost or broken, and are often a source of disagreement or disappointment. Therefore, toys are not permitted at Lyonsgate, even during outdoor play time and during Before and After School care. We have an abundance of items for free play during those times.

On the other hand, we welcome children's *special things*: items of interest to be shared with the class (Show and Tell), especially if such items relate to a current focus of the classroom. Special pictures, books or magazines, music, found natural objects, collections, art objects, and artifacts are among the items your child is encouraged to share with their class. If you have any questions regarding toys vs. things to share, please check with your child's Montessori guide before sending anything to school.

Other Information

Scholastic Book Orders:

Scholastic books orders take place throughout the year, offering children’s books at discounted prices. Not only does your child benefit, but Lyonsgate receives points to use toward obtaining books for our school. Order forms and catalogues are distributed regularly. Please note the deadline posted on each order form.

School Photos:

Photographs of each student, both individually and with any siblings at Lyonsgate, and class photos, are taken each year near the beginning of each new school year. Photo proofs and order forms are distributed from which you can order photo packages from the contracted school photo company.

Student Conduct Policies

Freedom and Limits in a Montessori Environment:

“Let us leave the life free to develop within the limits of the good, and let us observe this inner life developing. This is the whole of our mission.”

Maria Montessori in *Dr. Montessori’s Own Handbook*.

“To let the child do as he likes when he has not yet developed any powers of control is to betray the idea of freedom.”


Maria Montessori, *The Absorbent Mind*


Freedom within limits is a central tenet of Montessori education. In general, this refers to the Montessori student being free to move about the classroom environment and to choose work that they wish, provided they have been presented with the material or activity, are using the material or working at the activity properly and respectfully, and are not disturbing or disrupting the work of others. When children in a Montessori school are demonstrating good discipline, this is what they are doing.

Good discipline, in the sense that it is usually understood, is not usually a problem in a Montessori classroom environment.

Discipline Policy:

Please see the relevant “Lyonsgate Program Statement goals” below:

 “Lyonsgate supports positive and responsive interactions among the children, parents, child care providers, and staff.”

 “Lyonsgate encourages the children in our care to interact and communicate in a positive way by supporting their ability to self-regulate.”

At Lyonsgate, children are disciplined in a positive manner and at a level that is appropriate to their actions and their ages in order to promote self-regulation, ensure health and safety, respect the rights of others and themselves, and maintain the school environment and equipment.

For your reference, the "Lyonsgate Prohibited Practices Policy" from the *Program for Children* section is repeated here:

CCEYA sets out a number of prohibited practices that forbid physical punishment and other harmful disciplinary practices to protect the emotional and physical well-being of children. It sets out clear direction regarding prohibited practices to support the overall well-being of children. These practices are never permitted in a child care centre.

The following practices are forbidden by law, and are never practiced at Lyonsgate (whether they are forbidden by law or not!):

1. Corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);
2. Physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others, and only until risk of harm/injury is no longer imminent);
3. Locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;
4. Use of harsh, degrading measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, scare, or frighten the child or undermine their self-respect, dignity, or self-worth;
5. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding; or
6. Inflicting any bodily harm on children including making children eat or drink against their will.

Positive Approaches to Behaviour Management:


The development of inner discipline and self-regulation in children is always the goal at Lyonsgate. These goals are fostered in many ways. The Montessori classroom environment is organized in an orderly and logical manner. Children choose work and materials that they are capable of doing and using properly, and are free to continue such work for as long as they wish without interference from others.

This approach alleviates many problems of discipline that might arise in more restrictive settings. In addition, the mixed-age grouping of the Montessori classroom gives younger children an opportunity to emulate the more mature behaviour of their older classmates.

Children are encouraged to handle their disagreements by talking to each other first and by attempting to resolve conflicts independently before seeking help from an adult. Skills needed for conflict resolution and problem-solving are learned as an important part of the Montessori lessons on Grace and Courtesy presented and practiced in the classrooms.

Parents are contacted in the case of a repeated misbehaviour or a single serious incident, and parents may be asked to attend a meeting with the Lyonsgate principal and/or the child's Montessori guides.

As noted in "Accident and Incident Reporting" under the "Safety Policies" section:

 An **Incident Report** will be completed in cases where a child has engaged in harmful or disrespectful behaviour towards another student or staff member, or has otherwise acted in a manner that the staff member feels should be communicated to the child's Montessori guides and parents (examples include willfully damaging school property or climbing over fences).

 **Privacy**

When filling out Incident and Accident Reports, staff must respect the privacy of each child and the child's family. If more than one child is involved in an incident or accident, a separate report will be filled out for each child and other children's names will not be included in the reports.

 **Procedure**

Accident and Incident Reports are signed by the involved staff member and at least one of the child's parents. One copy of the report will be given to the parent and one copy will be placed in the child's student records file.

In certain, and rare, circumstances, a child may be permanently dismissed from Lyonsgate due to an inability to function in a Montessori environment. Occasionally, a child needs more help than we are equipped to give. Parents will be informed if the child's Montessori guides, and/or the principal are of the opinion that issues exist which may prove detrimental to the child's development in a Montessori environment, or the development of other children in the Montessori environment. Issues may range from specific, diagnosed learning differences to behavioural or other developmental issues, many of which are often related.

As noted in the "Withdrawal or Dismissal from Lyonsgate" section, the following are grounds for dismissal from Lyonsgate:

- Extreme aggression, physical violence, or other behaviour that threatens the physical safety of other children or school staff members.
- Atypical reactions to everyday activities/situations that present danger to and/or concern for the child and/or other children in the classroom.
- Atypical behaviour in everyday activities/situations that warrant one-on-one attention for an extended period.

Outdoor, Outing, and Playground Rules:

The same expectations and approaches for behaviour, discipline, and self-regulation that apply in the Montessori classroom environments are in place when children are outside of their classrooms, whether that be on the school's playground, at a public park/playground, or on an outing such as a field trip or community outing.

When outside of the school, the space the children are occupying and the place that they are visiting is considered to be a Montessori environment and material, in context. Students who demonstrate that they are not ready to use that space-and-place material properly and respectfully

may not be permitted to *use it*. It is a rare but potential situation wherein a child may not be permitted to attend a field trip or other school outing.

As regarding regular outdoor play on the Lyonsgate playground or at a public park, please see the excerpt from the “Lyonsgate Playground Safety Policy” in the *Active Play and Outdoor Play* section. In general, and as stated in the policy:

- d. Staff shall allow the children to play as the children desire and see fit, with the following limitations:
 - i. Children may not engage in any *rough* play. This includes fighting and wrestling in the contexts of either conflict or play.
 - ii. Children may use any provided toys or naturally occurring playground materials for play so long as they demonstrate an ability to use such toys and/or materials in a safe and respectful manner.






[Note: as a Montessori school, the playground and the playground toys and materials are considered *Montessori materials* and, as such, staff should explain to children why they can or cannot use certain toys or materials in the relevant context. For example, “You are showing me that you are not ready to use this stick safely, so you may not use it right now.”]

Children are expected to treat each other, and staff members, with kindness and respect at all times on the playground. Staff must ensure that all children on the playground feel safe and happy. If a child is upsetting another child or causing another child to be unsafe, that child may be removed from the playground and placed under close staff supervision by accompanying a staff member on the playground; during this time of supervision, staff will explain to the child why they are being supervised and will discuss with the child what is appropriate and inappropriate playground behaviour. A staff member may release the child back to free play if they feel the child is ready to engage in safe, appropriate play.

Part III: Program for Children

The CCEYA brought into effect the requirement for child care centres in Ontario to develop a “Program Statement” that includes 11 goals and how they will be achieved. The goals are derived from *How Does Learning Happen? Ontario’s Pedagogy for the Early Years* (HDLH) — the common provincial framework to guide programming and pedagogy in licensed child care settings.

In addition to the “Program Statement,” a number of other requirements fall under the *Program for Children* heading and are included here:

-  Active Play and Outdoor Play
-  Rest and Sleep
-  Prohibited Practices
-  Individualized Support Plans and Inclusive Programming
-  Parents’ Issues and Concerns

Although not a requirement under *Program for Children*, we are also including “Staff Qualifications” in this section. Both CCEYA and the Canadian Council of Montessori Administrators (CCMA) have requirements for staff qualifications that apply to Lyonsgate.

The Lyonsgate Elementary campus does not fall under the regulatory purview of the CCEYA, however, a number of the required policies and program statement goals apply as best practice and for consistency.

Lyonsgate Program Statement

How Does Learning Happen (HDLH):

Subsection 55 (3) of the *Child Care and Early Years Act, 2014* (CCEYA) authorizes the Minister of Education to issue policy statements regarding programming and pedagogy for the purpose of guiding licensees of child care and early years programs and services in developing their programs and services.

Under this authority, the Minister has named *How Does Learning Happen? Ontario's Pedagogy for the Early Years* (HDLH) as the common provincial framework to guide programming and pedagogy in licensed child care settings.

HDLH is a professional learning resource that provides a common framework to help licensees focus on knowledge from research, theory, and practice on what's most important for children. It encompasses a broad range of program philosophies and approaches and may look quite different when put into practice in a variety of settings.





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

Legislated Goals and Implementation Approaches:

1. Promote the health, safety, nutrition, and well-being of the children

Goal: To uphold the highest of standards in regard to the health, safety, nutrition, and well-being of the children in attendance.

Approach: Lyonsgate has established policies and procedures that provide clear guidance towards meeting regulations and standards established by municipal, provincial, and federal government bodies and agencies.

-  **Sanitary Practices:** Lyonsgate adheres to the directives of Hamilton Public Health regarding licensed child care facilities. This policy covers requirements for cleaning, illness, and other items such as hand washing, animals, and food safety.
-  **Fire Safety:** Lyonsgate has developed a fire safety plan in accordance with provincial legislation and as approved by the Hamilton Fire Department.
-  **Emergency Management:** Lyonsgate has in place emergency management plans that meet the requirements of provincial legislation and that are consistent with those used and known by the Hamilton Wentworth District School Board and Hamilton Emergency Services.
-  **Vaccine and Immunization:** Lyonsgate adheres to the Hamilton Public Health schedule and process for vaccine and immunization reporting, suspension, and exemption.

- 🦁 **Vulnerable Sector Check:** Lyongate adheres to provincial legislation requiring all staff that interact with children in licensed child care to submit a vulnerable sector check as performed by the Hamilton Police Service.
- 🦁 **Medication Administration:** Lyongate adheres to provincial legislation regarding the administration of medication to children during their time at school.
- 🦁 **Serious Occurrences:** Lyongate adheres to provincial legislation regarding the reporting, posting, and review of defined serious occurrences.
- 🦁 **Prohibited Practices:** Lyongate adheres to provincial legislation that sets out which actions are strictly prohibited at all times.
- 🦁 **Sleep Policy and Procedure:** Lyongate adheres to provincial legislation regarding the provision for and monitoring of children whom require sleep during the school day.
- 🦁 **Supervision of Volunteers and Students:** Lyongate adheres to provincial legislation requiring supervision of volunteers and educational placement students.
- 🦁 **Playground Safety:** Lyongate adheres to provincial legislation regarding the size, safety, and inspection of playground spaces, including review by certified inspectors.
- 🦁 **Nutrition Policy:** Lyongate adheres to provincial legislation regarding nutrition provision and requirement, as recommended by Canada's Dietary Guidelines.

In addition, Lyongate staff ensures the health, safety, nutrition, and well-being of the children via:

- 🦁 Regular communication between staff regarding the conditions of the indoor and outdoor spaces. Staff are responsible for providing a safe, organized, clean, and productive environment for the children at all times.
- 🦁 Staff check and note issues of student health each day and illnesses are recorded and tracked.
- 🦁 All staff have and maintain up to date infant/child first aid and cpr certification.
- 🦁 Staff undergo annual anaphylaxis training.
- 🦁 Staff model and practice effective hand washing at relevant times such as before and after food preparation, before and after diapering and/or helping with toileting and changing of soiled clothes.
- 🦁 Staff wear gloves while diapering and helping children with bodily functions/toileting to prevent the spread of infectious material.
- 🦁 Provision of a morning and afternoon snack and hot nutritional lunch for Toddler and Casa children. All menus are planned according to Canada's Dietary Guidelines and include vegetarian and non-vegetarian meals (along with accommodation for other dietary needs of children).
- 🦁 Water is accessible to children throughout the day at a designated area in each classroom and children are welcome to bring personal water bottles which they may have access to throughout the day.
- 🦁 Relevant staff hold a valid Food Handlers certificate and follow relevant guidelines regarding food handling, storage, and serving.
- 🦁 Allergy and Restriction lists are posted in the kitchen and each classroom.
- 🦁 Staff sit with children during meal times to ensure safe consumption, positive social interactions, table etiquette, and enjoyable meal times.

Well-being of Children:

Lyonsgate recognizes that children need a strong sense of self and should always be striving towards independence. The well-being of the children is determined by both their physical well-being and their emotional well-being, and both these needs should be met to ensure ideal cognitive and social development. At Lyonsgate, these needs are met through organized daily Montessori schedules providing a high level of stimulating and age-appropriate individualized education plans and positive interactions modelled by staff.

- 🦁 Daily schedules include a balance of quiet and active experiences, indoor and outdoor time, individual, small group, and class activities, child- and adult-initiated activities supported by teachers, and a curriculum, prepared environment, and materials that meet the strictures of the Montessori philosophy.
- 🦁 Schedules provide rest time, if applicable.
- 🦁 Lyonsgate follows the Montessori philosophy in all classrooms and activities.
- 🦁 All head teachers are trained at recognized Montessori education centres.
- 🦁 The Montessori curriculum provides an individualized education plan through a sensorial, well-rounded, productive education including practical life, language, mathematics, and culturally appropriate skills.
- 🦁 Staff *follow the child* to best meet their needs and interests, and provide extra materials to continue their educational journey.
- 🦁 Staff provide a positive, proactive approach for interacting and guiding the children which aligns with the Montessori philosophy.

2. Support positive and responsive interactions among the children, parents, child care providers and staff.

Goal: To develop and maintain strong, positive relationships between staff, parents, and children in order to create an optimal learning environment and experience.

Approach: Develop and maintain relationships based on working together for the benefit of each child by fostering a high level of trust between, and mutual respect for, staff members and parents/caregivers. In doing so, Lyonsgate staff and children's families can honour the learning process of, and have equal confidence in, each individual child.

- 🦁 Lyonsgate parents are welcomed and encouraged to attend various opportunities to learn about their child's work in the Montessori environment their child attends. Primarily, these opportunities consist of scheduled visits to the classroom during which the child shows parents their past and current work, and give parents and Montessori guides an opportunity to discuss the child's work. Building a solid relationship with the parent will allow the child to have a better educational experience because both parent and teacher are on the same team, the team of the child. The child has the opportunity to take pride in their classroom, a space which should feel like a second home. This interaction between parent and child within the classroom can influence the home and family life of the child and his/her family.
- 🦁 Ongoing communication with the parent will occur at parent-teacher conferences, which are held 2 times per school year.

- 🦁 Lyonsgate offers parent education events that explain the Montessori philosophy in greater detail and provide the parent further understanding about their child's learning.
 - 🦁 Parents are provided classroom and administrators email and other school contact information and are assured that no question is too small or trivial.
-

3. Encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

Goal: To adhere to the practice of authentic Montessori education so as to allow each child to experience the benefits of developing and learning in prepared environments that encourage positive communication and self-regulation.

Approach: Montessori education has a number of *touchstone* guiding principles and practices that Lyonsgate staff adhere to and that allow children to develop positive communication skills and self-regulation abilities.

- 🦁 *Grace and Courtesy* is a ubiquitous practice in every Montessori environment and is presented and repeated in a variety of ways to all children every day. Children learn that positive communication is both graceful and courteous, and children learn to self-regulate in order to maintain their grace and courtesy.
- 🦁 *Freedom Within Limits* is a Montessori guiding principle that sets clear limits for each individual child within which they have the freedom to explore and be responsible for their learning and development. Children develop self-regulation skills while negotiating the shifting landscape of their freedom, and they experience and practice positive communication as limits are presented as goals to work towards expanding rather than as prohibitive strictures.
- 🦁 *One of each Material* is an intentional practice in Montessori classrooms wherein there is not one of each material for every child but rather one material for each environment. This practice requires children to self-regulate and practice patience, and to communicate in a positive manner to express desires to use the material next or to express that they are still using it.
- 🦁 *Protect the Work Cycle* is the job of the Montessori guide in each environment and involves creating and maintaining a classroom culture of calm, peaceful, quiet, engaged, and focused work. Children learn to self-regulate in order to maintain the classroom culture and to communicate in a positive manner by respecting the work and focus of others and by not interrupting the work or conversations of the teachers or other children.






In Addition:

- 🦁 Lyonsgate Montessori staff model appropriate communication and language with others to help the child absorb behaviours appropriate to a positive environment.
- 🦁 Lyonsgate Montessori staff model self-regulation through considered and intentional actions and emotional displays at all times.
- 🦁 Lyonsgate Montessori staff will adhere at all times to proper, authentic Montessori methods and practices. Montessori has been shown by contemporary evidence-based research to be a significant contributing factor to the development of executive functioning skills, including self-regulation.

4. Foster the children's exploration, play and inquiry

Goal: To *Follow the Child* in order to let children explore their surroundings and activities in a positive, respectful manner that will increase the child's love of learning, the respect they have for their work, their ability to concentrate, their determination, their problem-solving skills, and the feeling of importance and significance that they ascribe to their explorations and inquiries.






Approach: The practice of authentic Montessori education inherently fosters children's exploration, play, and inquiry.

-  Montessori guides allow for exploration with an activity as long as the exploration demonstrates respect for the material, respect for others, and is safe.
 -  Montessori assistants at Lyonsgate are trained to understand exploration and to respect the children's ability to do so.
 -  Montessori guides and assistants encourage questions and help to answer them the best that they can, and are encouraged to say to a child "I don't know, lets see if we can find out."
 -  Montessori guides work with parents to help answer any questions the child has at home that may or may not pertain to school and/or their Montessori education.
 -  Older children are invited to take an inquiry-based approach to their learning.
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5. Provide child-initiated and adult supported experiences.

Goal: Develop and maintain Montessori prepared environments that offer activities and experiences that can be child-initiated and adult supervised in order to support individual needs, tendencies, and development in areas of both individual strengths and weakness.

Approach: The practice of authentic Montessori education provides children opportunities to choose their own work from a set of possibilities presented by the Montessori guide in the context of supporting the child's development.

-  Montessori practice requires a specific procedure that leads the child from high degrees of adult support to greater degrees of independence both in the work the child chooses and the manner in which they engage, work with, and complete the task.
 -  Children at an authentic Montessori school are invited to choose their own work from a presented set of activities that meet their developmental stage and progress.
 -  Montessori guides keep records that allow them to see the child's progress within the classroom and give direction to what to present to the child next.
 -  Montessori assistants understand and refer to the guide's record book and keep their own records on what new activities (ex. French) they can introduce to the child to help further the child's learning and maintain their enthusiasm for activities in which they are struggling.
 -  Montessori guides and assistants constantly observe the children's behavior with the materials and activities, as well as with each other, in order to refine the degree and type of supports offered to each individual child.
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6. Plan for and create positive learning environments and experiences in which each child's learning and development will be supported.

Goal: Maintain authentic Montessori prepared environments and practice in order to provide positive learning environments and experiences that meet the development needs of each child as a unique individual.

Approach: Planning for and creating positive learning environments and experiences in which each child's learning and development is supported is integral to any authentic Montessori programme.

- 🦁 Montessori classrooms are positive learning environments because they focus on progress and development (rather than the right or wrong repetition of delivered content).
- 🦁 Montessori materials have built in error control, removing the need for negation relative to student learning.
- 🦁 Montessori education treats each child as a unique individual with their own learning styles and their own developmental pace, and each child progresses through the Montessori curriculum in their own way and at their own pace with the support of Montessori guides.
- 🦁 Lyonsgate staff are instructed to help children learn to celebrate the discovery of things they don't know or things they want to get better at — that it's good to make mistakes so that we can work together to learn.
- 🦁 Lyonsgate staff constantly refine their practice and planning through support and education via staff meetings, individual meetings with classroom staff and the vice-principal/principal, and professional development events.
- 🦁 Lyonsgate staff are trained to understand how important it is to be joyful in the classroom, with the children, and also with their colleagues, in order to maintain the environment as a safe, positive space.

7. Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care.

Goal: Create, maintain, and adhere to a daily schedule that prioritizes the sanctity of the Montessori work cycle while providing for children's needs for outdoor and active play as well as time to rest and experience calm and quiet periods.

Approach: The Montessori school day is divided into two, long work cycle periods that allow children to engage with a variety of materials and activities, or to focus for long periods of time on a single piece of work, as their developmental needs demand. The schedule allows Lyonsgate to incorporate active outdoor periods (weather permitting) before, between, and after the work cycles, and periods for quiet or rest during the work cycles.

- 🦁 Children have periods scheduled for unstructured, active outdoor play before, between, and after the morning and afternoon work cycles.
- 🦁 During both the morning and afternoon work cycles children are welcome to choose activities that allow them to sit quietly or to join adult-led quiet group activities.

- 🦁 Activities such as stretching, yoga, and physical games are incorporated into the curriculum.
 - 🦁 Children may choose activities that vary in degrees of being active or restful, as suits their individual needs.
 - 🦁 The lunch period is a family-style lunch that allows children to eat and rest in a calm, quiet environment.
 - 🦁 During the afternoon work cycle, younger children that require a mid-day nap are welcome to do so in a designated space that is supervised according to Lyonsgate’s “Sleep Policy and Procedure.”
 - 🦁 Staff at Lyonsgate will adhere to the schedule for the day and understand that individual needs must always be taken into account when executing the schedule.
 - 🦁 The daily schedule may be revised in order to better meet the needs of children.
 - 🦁 Lyonsgate Montessori School recognizes the unique abilities, interests, and requirements of each individual child. As such, we give great consideration to each child’s individual needs in relation to their indoor and outdoor activities, as well as their rest and quiet time. This is carefully planned for and monitored by interaction with, and observation of, each child.
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8. Foster the engagement of and ongoing communication with parents about the programme and their children.

Goal: To use effective communication tools to facilitate positive partnership relationships with students’ families in order to ensure children’s success in the programme.


Approach: Provide a multi-faceted communications approach that provides numerous reciprocal communications avenues between parents and the school.

- 🦁 Provide an up to date, legislatively compliant Parent Handbook that serves as an introduction to the school and its operations and as a reference source for answers to questions parents may have.
- 🦁 Phone calls to new parents after their child’s first day and first complete month of school.
- 🦁 Verbal or written reports distributed prior to winter break and at the end of school year meetings.
- 🦁 Verbal communication at pick-up, or through phone and email communication as necessary.
- 🦁 Parent-teacher conferences twice during each school year: at the end of term 1 and term 3.
- 🦁 Face-to-face meetings as required due to circumstance.
- 🦁 Ability for parents to observe in the Casa and Elementary classrooms.
- 🦁 Host “Show and Share” events for parents to enter the classrooms to observe and interact with their children as they show and demonstrate their work.
- 🦁 Weekly update posted to school website containing school information, important dates, and individual classroom notes and photos.
- 🦁 Host Parent Education evenings each school year to explain in more detail specific aspects of the Montessori method.
- 🦁 Field trips to encourage engagement between families in the context of, and in conjunction with, the school.


9. Involve local community partners and allow those partners to support the children, their families and staff.

Goal: To enhance the effectiveness of Lyonsgate’s programme by working with a variety of community partners to enhance operations and support systems.

Approach: To seek out and remain open to working with community partners that can enhance the children’s and their families’ Montessori experience at Lyonsgate and improve the support and extra-curricular opportunities available to benefit them.

 We welcome the knowledge and guidance of various support programs in the community to ensure the highest quality care possible, such as:

- Public Health
- Hamilton Fire Department
- Ministry of Children and Youth Program Director
- Canadian Council of Montessori Administrators
- Foundation for Montessori Education
- College of Early Childhood Educators
- Other community support systems as required (ex. occupational therapists, psychoeducational assessment professionals, speech therapists).

 We seek out and take advantage of opportunities in the community to expand the children’s educational experience, such as:


- Visits and interaction with local businesses for field trips.
- Resource borrowing through visits to local library.
- Tours of local museums and art galleries.
- Invitation to parent community to visit classrooms and share information about their work in the community or share a special talent or interest with the children.
- Work with local charitable organizations to assist in their ventures (ex. food drives, clothing drives, toy drives).

10. Support staff, home child care providers or others who interact with the children at the child care centre or home child care premises in relation to continuous professional learning.


Goal: To develop and maintain a culture of life-long learning among Lyonsgate staff, equivalent to that curated for the children, that supports staff in pursuing constant development of their theoretical and practical approaches to educating children in a Montessori school. As educators, we are responsible for igniting the love of learning in the child therefore we too must continue along this journey.

Approach: We will always be open minded to new research, innovations, or other ideas that represent advances in the delivery of Montessori education and the effective support of children


as unique, independent learners; furthermore, we will remain open to instances wherein we do not know answers and will always promptly seek out information to better serve the children.

 Lyonsgate schedules professional development days throughout the year wherein staff are required to focus on bettering themselves and their Montessori environments. Professional development days may include:

- Montessori and child care philosophy/theory discussions and how to achieve their practical applications.
- Attending Montessori specific conferences or workshops.
- Observing at other AMI (Association Montessori Internationale) schools.
- Discussions about classroom best practices beyond specific teaching issues, such as modeling emotional regulation, negotiating interpersonal relationships, or demonstrating how to work with others.
- Updates to policies and procedures and how to implement them.
- Developing and enhancing the Montessori environments through the development and production of new materials.
- Updating Montessori teaching albums.

 Lyonsgate staff are also expected to stay up to date with developments in childhood education beyond Montessori theory so as to best serve the children and be able to discuss and share current research evidence and practices with parents, and acknowledge the similarities and differences between Montessori and other educational approaches. Non-Montessori-specific sources for staff development training include, but are not limited to:


- The Ministry of Education publication, *How Does Learning Happen*, provides a range of resources to support professional learning for individuals, for teams, and with others in the community.
- The College of Early Childhood Educators framework for Continuous Professional Learning (CPL) is another resource available to licensees and RECEs. The CPL programme is designed to help RECEs reflect on, plan for and document their professional learning in a meaningful way. CPL is mandatory for registered early childhood educators, as prescribed in Ontario Regulation 359/15: Continuous Professional Learning.

 Ongoing learning also applies to knowing the children in attendance at Lyonsgate. As such, Lyonsgate teaching staff maintain ongoing, open communication with children's parents/guardians to receive up to date information on the children, such as their eating habits, sleeping patterns, significant life events, etc. in order to best serve the child in the classroom.

11. Document and review the impact of the strategies set out in clauses 46 (a-j) on the children and their families.

Goal: Develop and maintain a safe, healthy, happy, and productive environment in which children can embark upon their journey of education.

Approach: Constantly evaluate our policies and procedures, and the goals and approaches laid out in this Program Statement to make sure that we are always improving in offering the best environment for the wellbeing of the children.


 Lyonsgate will review our Program Statement annually, at which time we:

- Document the impacts of our goals and approaches on the children and their families.
- Make revisions in the form of additions, deletions, or refinements to the goals and approaches laid out in the Program Statement.

Active Play and Outdoor Play

Per CCEYA regulation, Lyonsgate’s Primary campus has a rotating playground schedule to accommodate safe outdoor play for our different age groups. The Lyonsgate playground is fenced and gated. If weather conditions require Primary students to remain indoors during active play periods, they use the gymnasium located within the building.

All students at Lyonsgate have ample opportunity for outdoor play. CCEYA requires that children in licensed child care for six hours or more spend time outdoors for at least two hours each day (weather permitting, unless a physician or parent of the child advises otherwise in writing):

 Outdoor Recess – 2 hours/day: Children have a total of two hours of outdoor play time each day.

Please see the following excerpt from the “Lyonsgate Playground Safety Policy” regarding outdoor play:

- d. Staff shall allow the children to play as the children desire and see fit, with the following limitations:
 - i. Children may not engage in any *rough* play. This includes fighting and wrestling in the contexts of either conflict or play.
 - ii. Children may use any provided toys or naturally occurring playground materials for play so long as they demonstrate an ability to use such toys and/or materials in a safe and respectful manner.

[Note: as a Montessori school, the playground and the playground toys and materials are considered *an extension of the Montessori classroom* and, as such, staff should explain to children why they can or cannot use certain toys or materials in the relevant context. For example, “You are showing me that you are not ready to use this stick safely, so you may not use it right now.”]
 - iii. Children are expected to treat each other, and staff members, with kindness and respect at all times on the playground. Staff must ensure that all children on the playground feel safe and happy. If a child is upsetting another child or causing another child to be unsafe, that child may be removed from the playground and placed under close staff supervision by accompanying a staff member on the playground; during this time of supervision, staff will explain to the child why they are being supervised and will discuss with the child what is appropriate and inappropriate playground behaviour. A staff member may release the child back to free play if they feel the child is ready engage in safe, appropriate play.

Rest and Sleep

The CCEYA requires that children that receive child care for six hours or more in a day have a rest period not exceeding two hours in length and are permitted to sleep, rest, or engage in quiet

activities based on the child's needs.

Lyonsgate provides a daily rest/sleep period for children in the Toddler Community programme from 12:15-2:00. Children in the Casa programme are able to sleep if they require, either as instructed by the child's parents or on a case-by-case, day-to-day basis as their Montessori guides see fit.

The following is excerpted from the "Lyonsgate Sleep Policy and Procedure":

Visual Checks

1. Every child who is sleeping must be visually checked by a staff member no fewer than two times during each period of sleep.
2. Lyonsgate staff shall ensure that each room contains enough light to perform the visual check.
3. Montessori guides in the Toddler programme shall document that visual checks were performed for each sleeping child, each day. Documentation will be in the form of a daily checklist. Any "indicators of distress or unusual behaviours" observed during the direct visual checks will be noted in the relevant section on the documentation sheet. The "Sleeping Child Checklist" shall also contain any parental instructions about children's sleeping patterns.
4. In instances where, at either the Toddler or Casa levels, any "indicators of distress or unusual behaviours" were observed, such information shall be conveyed to the child's parents in a manner suitable to the observation (ie. immediately, at pick-up, or via email as each circumstance warrants).
 - a. Signs of distress may include, but are not limited to:
 - i. change in skin colour
 - ii. change in breathing/inconsistent breathing
 - iii. signs of overheating
 - iv. vomiting
 - v. choking
 - vi. seizures

Equipment

1. In the Toddler programme, each child requiring a nap is issued a cot (off the floor). The cot is labelled with the child's name. Each cot has a sheet and each child provides a blanket. Sheets are laundered once a week and blankets are sent home to be washed every two weeks.
2. In the Casa rooms, cots are available for each individual child as required. Casa children who regularly sleep during the afternoon will have a permanently assigned cot. Blankets are provided by each child that sleeps regularly. Sheets are laundered weekly.

Location

1. The Toddler programme classroom is a sleeping room during the daily nap period. Cots are placed throughout the room, at least 18 inches apart, lights are turned off and blinds are drawn ensuring enough light remains to perform the visual sleep checks.
2. In the Casa programme, children sleep in the cloak room area, if required.

Parental Consultation

1. The “Lyonsgate Sleep Policy and Procedure” is published in the “Lyonsgate Parent Handbook.”
2. Parents of Toddler and Casa children have the opportunity to communicate children’s sleeping patterns prior to the start of each new school year, during parent-teacher conferences, and at any other time via direct communication with their child’s Montessori guide or via the “Sleep Information Form” available on the school website.
3. Lyonsgate staff responsible for the supervision of sleeping children shall communicate to parents “any significant changes in a child’s sleeping patterns or behaviours during sleep” and will make adjustments to the child’s sleep supervision accordingly.
4. Parents are required to communicate any changes to children’s sleeping patterns to Lyonsgate via email, hard copy written instructions, or via the “Sleep Information Form” available on the school website.

Procedure

In the Toddler programme, the children’s daily sleeping procedure is as follows:

1. At the commencement of the nap period, children’s individual cots are placed around the room at least 18 inches apart.
2. Children get onto their cots and lay down while the adults turn off lights, close blinds, and cover children with blankets. The Toddler staff sit with children who need attention and comfort as required.
3. The Toddler staff supervise nap time, including visual checks, to be performed no fewer than twice during each sleeping period, and helping children toilet as needed during nap time.
4. At the conclusion of the nap period, Toddler guides open blinds, help children gently wake up and go to the toilet, and complete the visual check tracking sheet.

In the Casa programme, children who sleep regularly at school per parental instruction, and children that require sleep as determined by their Montessori guides, on a day-to-day basis, are escorted to the designated sleep space where:

1. Children’s individual cots are placed at least 18 inches apart.
2. The supervising Casa assistants sit with children who need attention and comfort as required.
3. The Casa assistants supervise nap time and help children toilet as needed.
4. At the conclusion of the nap period, Casa assistants help children gently wake up and go to the toilet, and return to classroom activity.

Prohibited Practices

CCEYA sets out a number of prohibited practices that forbid physical punishment and other harmful disciplinary practices to protect the emotional and physical well-being of children. It sets out clear direction regarding prohibited practices to support the overall well-being of children. These practices are never permitted in a child care centre.

The following practices are forbidden by law, and are never practiced at Lyongate (whether they are forbidden by law or not!):

1. Corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);
2. Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
3. Locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
4. Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
5. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding; or
6. Inflicting any bodily harm on children including making children eat or drink against their will.

No employee or volunteer of the licensee, or student who is on an educational placement with the licensee, and no person who provides home child care or in-home services at a premises overseen by a home child care agency shall engage in any of the prohibited practices set out [above] with respect to a child receiving child care.

Individualized Support Plans and Inclusive Programming (for children with learning differences and/or special needs)

Montessori was originally developed by Maria Montessori in her work with disadvantaged and special needs children. As such, Montessori can be a beneficial and advantageous educational setting and programme for children with learning differences and special needs, and Lyonsgate continues to embrace this tradition.

Montessori guides are trained to individualize and adjust instruction for children in a variety of ways. This training allows guides to successfully accommodate to children with a variety of learning differences and special needs.

Lyonsgate will develop, as necessary, in conjunction with parents and other specialist service providers, an "Individualized Support Plan (ISP)" and/or an "Individual Education Plan (IEP)" for children with learning differences or special needs. Lyonsgate may also recommend to parents the coordination of contracted services for specialists and/or testing to help children with specialized needs; any fees for external services or specialists are the responsibility of the child's family.

Lyonsgate works in compliance with CCEYA requirements for "Individualized Support Plans and Inclusive Programming," ensuring that, for each child with special needs, there is an up-to-date Individualized Support Plan that describes:

1. How Lyonsgate will support the child to function and participate in a meaningful and purposeful manner while in our care.
2. Any supports or aids, or adaptations or other modifications to the physical, social, and learning environment that are necessary to achieve the above, where applicable.
3. Instructions relating to the child's use of the supports or aids or, if necessary, the child's use of or interaction with the adapted or modified environment, where applicable.

And,

4. That is signed by the individuals who have participated in the development of the Individualized Support Plan, and that those individuals are listed in the document and includes a parent of the child.

Furthermore, Lyonsgate Montessori programming shall reflect the individualized support plans of each child with a special need and is inclusive of all children in the programme.

Please note:

Any testing, therapy, tutoring, or contracted professional services above and beyond standard and inclusive Lyonsgate programme provision may be an additional expense to parents. In certain situations, parents may also be expected to arrange for the advice and assistance of professionals trained in various therapies, techniques, and service provisions, as required, to ensure the child's success in Lyonsgate Montessori School's programming and environment, including but not limited to psychologists, speech therapists, and physical or occupational therapists. If a child's special needs require too many adjustments to our Montessori programme, or significantly detract from meeting the needs of other children, we may recommend a more suitable learning environment.

Staff Qualifications

Educational staff at Lyonsgate must meet the qualification requirements set out by both CCEYA and the Canadian Council of Montessori Administrators (CCMA).

CCEYA requires that educational staff at Montessori schools have recognized Montessori training from either the Association Montessori Internationale (AMI) or a Montessori teacher training institution accredited by the Montessori Accreditation Council for Teacher Education (MACTE).

In order to achieve accreditation as an authentic Montessori school from the CCMA, it is required that the school, "Has one teacher in each classroom who holds an age-appropriate diploma from an AMI or MACTE accredited teacher training institute or any other teacher training programme that may be recognized by CCMA."

Lyonsgate is a CCMA accredited, authentic Montessori school and adheres to the authentic Montessori practices dictated by the AMI.

At Lyonsgate Montessori School, all Montessori guides have MACTE or AMI certified training.

Parent Issues and Concerns

The "Parent Issues and Concerns Policy and Procedure" is intended to provide Lyonsgate and parents with a clear and transparent procedure to follow when a parent has an issue or concern they wish to have addressed. The policy is required to address three areas:

1. The steps that parents are to follow when they have an issue or concern to bring forward;
2. The steps that Lyonsgate and its employees are to follow when an issue or concern has been brought forward; and
3. When an initial response to an issue or concern will be provided.


Parents:


To maintain transparency and accountability, please communicate issues and concerns in writing, preferably by email.

Each Lyonsgate Montessori environment has an email account that can be used for communication with each environment's guides:


 **Toddler:** toddler@lyonsgate.ca

 **Casa North:** casanorth@lyonsgate.ca

 **Casa South:** casasouth@lyonsgate.ca

 **Elementary:** elementary@lyonsgate.ca

Other Lyonsgate email addresses you may require to communicate issues or concerns are:

 **Lyonsgate Principal:** principal@lyonsgate.ca

 **Lyonsgate Vice-Principal:** viceprincipal@lyonsgate.ca

 **General Administration:** admin@lyonsgate.ca

Procedure:

If you have an issue or concern related to your child's education and/or time at Lyonsgate, please communicate your issue or concern to Lyonsgate as follows:

1. If the issue or concern is related to **an educational matter:** Please contact your child's Montessori guides.
2. If the issue or concern is related to **administrative or other Lyonsgate operational matters:** Please contact the administrative staff at admin@lyonsgate.
3. If the issue or concern is related to **tuition or other financial matters:** Please contact administration at accounts@lyonsgate.ca
4. If the issue or concern is related to **your child's Montessori guide(s), or another Lyonsgate staff member:** Please contact the Lyonsgate Vice-Principal, Sarah Kennedy, at viceprincipal@lyonsgate.ca
5. If the issue or concern is related to the **Lyonsgate Principal or Vice-Principal:**
 - a. Please contact the Principal, Rachel Lyons, at principal@lyonsgate.ca, for concerns regarding the Vice-Principal
 - b. Please contact the Vice-Principal, Sarah Kennedy, at viceprincipal@lyonsgate.ca, for concerns regarding the Principal
6. If the issue or concern is related to **an allegation of child abuse:** Please contact the Children's Aid Society of Hamilton (CAS):
 - a. **Email:** info@hamiltoncas.com
 - b. **Phone:** 905-522-1121
 - c. **After Hours Emergency Contact Phone:** 905-522-8053
 - d. **From the CAS:**
 - i. *If you are unsure as to whether or not you should report a concern, you may contact the Society for a confidential consultation. This process allows you to speak with a qualified Child Protection Worker and anonymously provide non-identifying information about the child and/or family and a brief scenario about your concern. Through this process, the Child Protection Worker can recommend whether or not you should report your concern.*
 - ii. For more information, please visit the CAS website: **hamiltoncas.com**

Lyonsgate Montessori School:

Upon receipt of your communicated issue or concern, Lyonsgate will follow the procedure outlined below:

1. Acknowledge receipt of the communicated issue or concern within 24 hours. [**Please Note:** most issues or concerns will be acknowledged having been received within a shorter timeframe; however, issues or concerns communicated during weekends or periods when the school is closed (ex. March Break) may require a longer acknowledgement of receipt period].
2. Discuss the issue or concern with relevant Lyonsgate staff members, including but not limited to the Lyonsgate Principal, other Montessori guides, or administrative staff, in order to gather information and to determine the best course upon which to proceed.
3. Communicate to the parents, via email, no later than 48 business hours after the issue or concern was received, what course of action will be followed. Courses of action may include, but are not limited to:
 - a. A change in Lyonsgate policy.
 - b. A meeting between the child's Montessori guides and the parents; the meeting may include the child, if relevant and beneficial, or other Lyonsgate staff such as the Lyonsgate Principal or Vice-Principal.
 - c. The development of an individualized plan (may be an individualized support plan for children with special needs, an individualized medical needs plan for children with medical requirements, or an individualized education plan for children with learning differences).
 - d. The implementation of a "Contravention Plan of Action" to correct staff-related concerns within a stated time frame relative to the seriousness of the contravention.
 - e. In rare and extreme cases, the course of action may include the recommended withdrawal of a student from Lyonsgate, or the termination of a position of employment at Lyonsgate (per "Lyonsgate Monitoring Compliance and Contraventions").
 - f. [**Please Note:** most issues or concerns will be replied to with a course of action determined within the 48-hour timeframe; however, issues or concerns communicated during weekends or periods when the school is closed (ex. March Break) may require a longer response period].

Part IV: Policies and Procedures

ADMINISTRATIVE MATTERS

Fee Schedules:

For the 2024.2025 school year, the Lyonsgate fee schedules are as follows:

Toddler Tuition Fee Schedule 2024-2025 New Lyongate Students









Payment Option 1: Payment in Full	
\$17,000	

Payment Option 2: Quarterly Payment Schedule	
Total Tuition: \$18,000	
Quarterly Payment 1: \$4,500	Quarterly Payment 3: \$4,500
Quarterly Payment 2: \$4,500	Quarterly Payment 4: \$4,500

Payment Option 3: Monthly Payment Schedule	
Total Tuition: \$19,000	
Deposit Payment (due upon registration): \$8,000	Monthly payments due 1st of each month (Monthly payment amount is based upon date of registration.)

New Student Registration Fee
One time only payment, per NEW student, <u>due upon registration</u> at Lyongate Montessori School. \$2,000

Tuition Notes and Payment Information

-  **PAYMENT METHODS:** All payments can be made via post-dated cheques to “Lyongate Montessori School Inc.” or by e-transfer to accounts@lyongate.ca
-  **PRO-RATED TUITION:** For students starting school after September the tuition and payment amounts will be pro-rated relative to start date.
-  **PAYMENT DATES:**
 - We will work with you to devise a custom payment schedule that works for your family.
 - Please see the “Returning Students and Siblings” fee schedule for subsequent school year payment due date examples. The first payment for the 2025.2026 school year is due in January 2025.
 - It may be to your benefit to make all payments within the same calendar year for tax purposes.
-  **SIBLING DISCOUNT:** Tuition fees are reduced by 10% for siblings of registered students. The programme that is less in fees will be discounted by 10%.
-  Registration is complete only upon receipt of a completed, signed registration form, and payment of the registration fee.
-  Additional non-mandatory fees may apply for extracurricular activities such as field trip fees, etc.
-  A 1% charge per month (12% nominally per annum) is payable on late payments. A \$50 service charge will incur for NSF cheques.
-  **There is no refund or reduction in fees in cases of withdrawal, dismissal, absence, cancellation, or persistent absenteeism.**

Casa Tuition Fee Schedule 2024-2025 New Lyonsgate Students

Payment Option 1: Payment in Full	
\$15,500	

Payment Option 2: Quarterly Payment Schedule	
Total Tuition: \$16,500	
Quarterly Payment 1: \$4,125	Quarterly Payment 3: \$4,125
Quarterly Payment 2: \$4,125	Quarterly Payment 4: \$4,125

Payment Option 3: Monthly Payment Schedule	
Total Tuition: \$17,500	
Deposit (due upon registration): \$6,500	Monthly payments due 1st of each month (Monthly payment amount is based upon date of registration.)

New Student Registration Fee	
One time only payment, per NEW student, <u>due upon registration</u> at Lyonsgate Montessori School.	
\$2,000	

Tuition Notes and Payment Information

- PAYMENT METHODS:** All payments can be made via post-dated cheques to “Lyonsgate Montessori School Inc.” or by e-transfer to accounts@lyonsgate.ca
- PRO-RATED TUITION:** For students starting school after September the tuition and payment amounts will be pro-rated relative to start date.
- PAYMENT DATES:**
 - We will work with you to devise a custom payment schedule that works for your family.
 - Please see the “Returning Students and Siblings” fee schedule for subsequent school year payment due date examples. The first payment for the 2025.2026 school year is due in January 2025.
 - It may be to your benefit to make all payments within the same calendar year for tax purposes.
- SIBLING DISCOUNT:** Tuition fees are reduced by 10% for siblings of registered students. The programme that is less in fees will be discounted by 10%.
- Registration is complete only upon receipt of a completed, signed registration form, and payment of the registration fee.
- Additional non-mandatory fees may apply for extracurricular activities such as field trip fees, etc.
- A 1% charge per month (12% nominally per annum) is payable on late payments. A \$50 service charge will incur for NSF cheques.
- There is no refund or reduction in fees in cases of withdrawal, dismissal, absence, cancellation, or persistent absenteeism.**

Elementary Tuition Fee Schedule 2024-2025 New Lyonsgate Students

Payment Option 1: Payment in Full	
\$15,000	

Payment Option 2: Quarterly Payment Schedule	
Total Tuition: \$16,000	
Quarterly Payment 1: \$4,000	Quarterly Payment 3: \$4,000
Quarterly Payment 2: \$4,000	Quarterly Payment 4: \$4,000

Payment Option 3: Monthly Payment Schedule	
Total Tuition: \$17,000	
Deposit Payment (due upon registration): \$6,000	Monthly payments due 1st of each month (Monthly payment amount is based upon date of registration.)

Elementary Outing & Nutrition Fee	
Due with first payment: \$1,250	

New Student Registration Fee	
One time only payment, per NEW student, <u>due upon registration</u> at Lyonsgate Montessori School. \$2,000	

Tuition Notes and Payment Information

- PAYMENT METHODS:** All payments can be made via post-dated cheques to “Lyonsgate Montessori School Inc.” or by e-transfer to accounts@lyonsgate.ca
- PRO-RATED TUITION:** For students starting school after September the tuition and payment amounts will be pro-rated relative to start date.
- PAYMENT DATES:**
 - We will work with you to devise a custom payment schedule that works for your family.
 - Please see the “Returning Students and Siblings” fee schedule for subsequent school year payment due date examples. The first payment for the 2025.2026 school year is due in January 2025.
 - It may be to your benefit to make all payments within the same calendar year for tax purposes.
- SIBLING DISCOUNT:** Tuition fees are reduced by 10% for siblings of registered students. The programme that is less in fees will be discounted by 10%.
- Registration is complete only upon receipt of a completed, signed registration form, and payment of the registration fee.
- Additional non-mandatory fees may apply for extracurricular activities such as field trip fees, etc.
- A 1% charge per month (12% nominally per annum) is payable on late payments. A \$50 service charge will incur for NSF cheques.
- There is no refund or reduction in fees in cases of withdrawal, dismissal, absence, cancellation, or persistent absenteeism.**


Admission Policy

Lyonsgate Montessori School does not discriminate on the basis of race, colour, national or ethnic origin, gender, or sexuality in hiring, promotion, or training of employees, nor in the admissions, rights, privileges, programs, and activities of its students.


CCEYA places certain restrictions on the numbers of children that may be enrolled in certain programmes, at certain ages.

Admission Requirements:

The following requirements must be met prior to admission:

 **Prospective Toddler** programme students must typically be at least 18 months old by September 1 of the school year, but younger than 30 months old (2 years, 6 months).

Also, prior to your child's first day, the Toddler Montessori guide will visit you and your child at your home. The purpose of this visit is to have your child meet the guide in the environment where your child feels safe and secure. This serves as a preparation for your child to build a healthy and secure attachment to their new community and aids in the separation that will be taking place. Our goal is to help your child have as smooth a transition as possible. This visit is also an opportunity for parents to ask any questions you may have and to begin developing a relationship with the Toddler guide and Lyonsgate.

 **Prospective Casa** programme students must be at least 2 years, 6 months old by September 1 of the school year but younger than 6-years-old. Casa children must also be toilet-trained. [Note: children who begin a Montessori Casa program at the youngest allowable age may be required to complete four (4) years in Casa before they are eligible for either Lyonsgate's Elementary program or entrance into grade 1 of the public school system.]

 **Prospective Elementary** programme students will be, or will turn, 6-years-old during the school year, but are younger than 12-years-old.

All forms and contracts relating to admission and enrolment must be completed and signed, where applicable, in full to confirm and finalize registration at Lyonsgate.

A non-refundable registration fee must be remitted to reserve the enrolled student's place.

Admission Process:

Application and Admission:

Applying to and being offered admission to Lyonsgate Montessori School proceeds as follows:

1. Parents complete a Lyonsgate "Application Form" available on our website:
<https://lyonsgate.ca/apply/>
2. Once an application has been submitted, reviewed, and approved due to its meeting of qualifications based on an internal rubric, and if space is available, we will contact the

parents to come to Lyonsgate for a tour and/or classroom observation, and a question and answer meeting with a member of the administration team.

3. If review of an application based on our internal rubric deems Lyonsgate to be an unsuitable option for the child's education, the family will be contacted to let you know that your application has been declined, with the reason for the declination.
4. If all parties agree to proceed, parents will be asked to complete a Lyonsgate registration form.

Admission Timing:

Lyonsgate completes registration of current students for the following school year, and any siblings that may be starting school, in January of each year.

Offers of admission to approved applicants begin in February of each year and continue until all spaces are filled. Once all available spaces have been filled for the upcoming school year, families remaining on our wait list will be contacted to inform them of that status and to offer the option to carry over their wait list position to the following school year, or for spaces that may become available from time to time.

New Student Registration:

Registrations of new students to a programme at Lyonsgate Montessori School proceed as follows:

1. Submission of Lyonsgate application form and completion of a tour and/or observation.
2. Submission of a completed Lyonsgate registration form, including in-person signature(s) on a hard copy within 14 days of the date of submission of the registration form.
3. Submission of a non-refundable registration fee within 14 days of the date of submission of the registration form.

Returning Student Registration:

Registrations for returning Lyonsgate students proceed as follows:

1. Submission of a completed annual Lyonsgate registration form, including in-person signature(s) on a hard copy within 14 days of the date of submission of the registration form.
2. Submission of either payment in full or the first quarterly payment by the due date of the first quarterly payment.

Registration Prioritization:

Multi-year education cycles are an essential part of Montessori education. Lyonsgate offers authentic A.M.I. Montessori education. Accordingly, student registration at Lyonsgate Montessori School is first offered to families intending to pursue complete Montessori education cycles.

For example, if a child is not completing a full Casa education cycle (3 years), that child, and any siblings, will be prioritized for registration after children completing full cycles.

Registrations at Lyonsgate Montessori School are offered to families according to the following priority order:

1. Current Lyonsgate students continuing through full Montessori education cycles.
2. Newly registering siblings of current Lyonsgate students who are continuing through full Montessori education cycles.
3. New applicants to Lyonsgate Montessori School intending to pursue full Montessori education cycles.
4. Current Lyonsgate students, and siblings, not continuing through full Montessori education cycles.

Admissions of Children with Learning Differences and Developmental Issues:

Maria Montessori began developing her model of education in an Italian hospital in order to serve the needs of children that were not being addressed by traditional education models. Montessori soon became an exceptional form of education for all children while retaining beneficial advantages for children with learning differences and other developmental issues.

At Lyonsgate Montessori School, we wholeheartedly embrace the full range of benefits Montessori offers to all children. Unfortunately, in order to best serve all our students, including children with learning differences and other developmental issues, we cannot admit every child that we could help, as much as we want to. Admissions of children with learning differences or other developmental issues is carefully considered relative to available staff resources, current student populations, supports and accommodations we can provide as a Montessori school, and access to outside agency support.

If we are not able to offer the support, staffing, or environment to best serve and suit your child, we promise to be up front and honest with you, and to provide any assistance we can in helping you find a suitable school for your child.

Wait List Policy and Procedure

The Lyonsgate “Wait List Policy and Procedure” is in accordance with requirements set out in CCEYA.

Lyonsgate Montessori School will establish “Wait Lists” in cases where maximum capacity has been reached at specific programme levels and when potential client families express interest in being placed on a Wait List by way of submission of a Lyonsgate Application form.

There is no fee to be placed on a Lyonsgate wait list.

For the purpose of Lyonsgate Wait Lists, “maximum capacity” is as follows for each level:

Toddler: 15 students

Casa North: 26 students (under “Kindergarten” license tier; 24 under “Preschool” tier)

Casa South: 24 students

Elementary: 35 students

Furthermore, certain CCEYA legislated regulations and Lyonsgate policies shall affect various aspects of the number and make-up of each classroom environment, thereby affecting families’ positions on the Wait Lists:

1. As a Montessori school, Lyonsgate levels (Toddler, Casa, and Elementary) are made up of children from 2-year, 3-year, and 6-year age groupings, respectively. In certain circumstances, and to the best of our ability, we may seek to balance the number of children in each classroom environment, at each age-level. Therefore, Wait List priority and position may be given to children of a specific age, in certain cases.
2. The “Child Care and Early Years Act, 2014” contains regulated limits on Casa classroom environment make-up. Under a certain licensing tier, only a certain percentage of the Casa classroom student population can be made up of children who are 2-years 8-months old as of Sept. 1 during each school year. Wait List positions may be affected by this regulation, in certain cases.

Wait List Positioning:

Lyonsgate application forms are submitted electronically. Each application form receives a digital date and time stamp upon submission; those date and time stamps are used to determine the initial Wait List position, on a first-come/first-served basis, and shall remain each family’s Wait List position relative to others on the Wait Lists, subject to the potential circumstances outlined above.

Each family shall move up the Wait List as children above them are placed in Lyonsgate Montessori classroom environments, or when other families choose to be removed from a Wait List.

Access to Wait List Position:

Families that have chosen to be placed on a Wait List may contact Lyonsgate via email (at registration@lyonsgate.ca) to inquire about their current position on the Wait List. In order to maintain the privacy and confidentiality of all families on a Wait List, access to full Wait Lists will not be permitted.

Timeframe of Wait List Enrolment Notifications:

Lyonsgate completes registration of current students for the following school year, and any siblings that may be starting school, in January of each year.

Offers of admission to approved applicants begin in February of each year and continue until all spaces are filled. Once all available spaces have been filled for the upcoming school year, families remaining on our wait list will be contacted to inform them of that status and to offer the option to carry over their wait list position to the following school year, or for spaces that may become available from time to time.

Review and Declination of Applications:

Once an application has been submitted, reviewed, and approved due to its meeting of qualifications based on an internal rubric, and if space is available, we will contact the parents to come to Lyonsgate for a tour and/or classroom observation, and question and answer meeting with a member of the administration team.

If review of an application based on our internal rubric deems Lyonsgate to be an unsuitable option for the child's education, the family will be contacted to let you know that your application has been declined, with the reason for the declination.

Withdrawal or Dismissal From Lyonsgate

There is no refund or reduction in fees in cases of withdrawal, dismissal, absence, cancellation, or persistent absenteeism.

The "Lyonsgate Dismissal Policy and Procedure" informs Lyonsgate staff and parents on what warrants dismissal from the school and the steps to take in cases of dismissal.

Grounds for Dismissal:

- Extreme aggression, physical violence, or other behaviour that threatens the physical safety of other children or school staff members.
- Atypical reactions to everyday activities/situations that present danger to and/or concern for the child and/or other children in the classroom.
- Atypical behaviour to everyday activities/situations that warrant one-on-one attention for an extended period.

Procedure:

1. Upon observing a situation directly related to the above stated grounds for dismissal, staff are to communicate to both the parents and the Lyonsgate administrative team what has been observed or what their concerns are. An "Incident Report" is the primary method of communication in these instances.
2. The administrative team and staff will meet to determine if a plan should be put in place with the parents or if a direct dismissal is warranted.
3. If a direct dismissal is warranted, Lyonsgate will issue a Dismissal Form to the parents/caregivers that explains the reason(s) for dismissal.
4. If a direct dismissal is not warranted, then the staff/administration team will put together a

plan to work towards preventing the observed behaviour from continuing.

5. If a plan is put in place, a meeting will be called with the parents/caregivers to share the plan and ensure that all parties have a clear understanding of the plan.
6. Once a plan is put in place, if the initial behaviour(s) continues to be an issue, or other behaviour(s) for means of dismissal is observed, a direct dismissal may be issued. If a direct dismissal is issued, Lyonsgate will complete step 3. If a direct dismissal is not issued, staff are to complete steps 4-6 until such time as the issue(s) are resolved or staff/administration feel that a direct dismissal is to be issued.

Communication and Parental Involvement



Parental involvement is essential for every child's success. Maria Montessori believed that the best way for a child to succeed is to have the parents and the Montessori guide working together for the optimal development of the child. Parents are required to keep open lines of communication with their children's guides at all times.

Parents are asked to communicate with their child's Montessori guide about daily concerns and events, or significant changes at home, as necessary. For example, a note to say the child had a bad night's sleep and may be cranky, a message for the guide to call at the earliest convenience, a new interest the child has developed, the birth of a sibling, a death in the family, divorce or separation, the absence of a parent, your child's inability to sleep for several consecutive nights, the death of a pet, new medication or change in medication dosage, or any other matters that might affect your child's sense of well-being and that can help us continue to know and serve your child better.

We ask that such communication take place away from children so that **no one has discussions about the child's development or issues in front of them** as it might embarrass the child and does not allow proper time for thoughts and conversation. Please contact your child's guide via email; you may also call or email Lyonsgate administration if a matter requires prompt attention (Montessori guides in the classroom will not check email during the morning or afternoon work cycles, or when supervising outdoor activities).

Parents are also encouraged to take advantage of the opportunities Lyonsgate provides to be a part of your child's education. You will attend Parent-Teacher conferences, Parent Education events where you can learn more about Montessori theory and practice, school community events, and may have the opportunity to volunteer on field trips and other outings.

Lyonsgate will keep you informed in a timely manner about activities and school plans. To this end, communication with Lyonsgate families includes the following (please also see the Lyonsgate Program Statement above, specifically the goal "Lyonsgate fosters the engagement of, and ongoing communication with, parents about the programme and their children in a number of ways"):

-  Provide an up to date, legislatively compliant Parent Handbook that serves as an introduction to the school and its operations and as a reference source for answers to questions parents may have.
-  Phone calls to new parents after their child's first day and first complete month of school.

- 🦁 Verbal or written reports distributed prior to winter break and at the end of school year meetings.
- 🦁 Verbal communication at pick-up, or through phone and email communication as necessary.
- 🦁 Parent-teacher conferences twice during each school year: at the end of term 1 and term 3.
- 🦁 Face-to-face meetings as required due to circumstance.
- 🦁 Ability for parents to observe in the Casa and Elementary classrooms.
- 🦁 Host “Show and Share” events for parents to enter the classrooms to observe and interact with their children as they show and demonstrate their work.
- 🦁 Weekly update posted to school website containing school information, important dates, and individual classroom notes and photos.
- 🦁 Host Parent Education evenings each school year to explain in more detail specific aspects of the Montessori method.
- 🦁 Field trips to encourage engagement between families in the context of, and in conjunction with, the school.

Parents are encouraged to express questions, comments, and concerns as they arise (see “Parent Issues and Concerns” section above).

If your child relates to you an incident that was unobserved by a member of our staff, please report it to us in the same manner. Also, any unusual event or change in behaviour at school will be reported to you.

Children’s School Records and Personal Information

Information Collected:

CCEYA provides clear and definitive instructions regarding the required collection and retention of, and access to, children’s school records and other personal information. By law, Lyongate is required to collect the following information for each child:

1. An application for enrolment signed by a parent of the child.
2. The name, date of birth, and home address of the child.
3. The names, home addresses, and telephone numbers of the parents of the child.
4. The address and telephone number at which a parent of the child or other person can be reached in case of an emergency during the hours when the child receives child care.
5. The names of persons to whom the child may be released.
6. The date of admission of the child.
7. The date of discharge of the child.
8. The child’s previous history of communicable diseases, conditions requiring medical attention and, in the case of a child who is not in attendance at a school or private school within the meaning of the Education Act, immunization or any statement or required form completed by a parent or legally qualified medical practitioner as to why the child should not be immunized.
9. Any symptoms indicative of ill health.

10. A copy of any individualized plan.
11. Written instructions signed by a parent of the child for any medical treatment or drug or medication that is to be administered during the hours the child receives child care.
12. Written instructions signed by a parent of the child concerning any special requirements in respect of diet, rest, or physical activity.
13. A copy of any written recommendation referred to in subsection 33.1 (1) from a child's physician regarding the placement of a child for sleep. [**Note:** this refers to specific instructions regarding a child's sleep while at Lyonsgate. Please see "Rest and Sleep" above.]

In addition, Lyonsgate is required to keep accurate attendance records. From CCEYA:

"The [attendance] records include the actual time of arrival and departure for each child listed in attendance or a record that the child is absent."

Information Retained:

CCEYA requires that the information/records collected for each student, *"shall be kept on the premises of the child care centre at which the child receives child care ...[and] the records required to be maintained under this section with respect to a child are kept for at least three years from the date the child is discharged at the child care centre."*

Access to Student Records:

Parents and legal guardians have the right to view the student record file of their own children. Parents and legal guardians may schedule an appointment with Lyonsgate to view their child's files in the school office and may obtain a copy of the information if desired. Parents may request that their child's records be amended to correct inaccuracies or to provide clarification. If you wish to examine your child's records, please let the office know.

CCEYA also legislates what other parties may be granted access to student records and personal information, and how school policies should protect the privacy of children's information:

1. Information collected should be the minimum needed to serve the purpose of the service provided.
2. The right of every child and family to privacy should be recognized and protected to the greatest extent possible.
3. Parents are to have access to their child's records and should be informed of who may have access to the child's records on an internal basis (e.g., staff, volunteers, bookkeeper). [**Note:** at Lyonsgate, children's school records and personal information are permitted to be accessed by each child's Montessori guides and by administrative staff.]
4. The appropriate informed written consent of a parent should be a requirement prior to the release of personally identifiable information to third parties. This includes the release of any information through social media (e.g., posting pictures to Facebook).

5. The written consent of a parent must be obtained before a child's personally identifiable information is released to an outside researcher and/or a child participates in any research project conducted at the child care centre.

Access to a child's records without parental consent may only be given to officials of the following:

1. Coroner's Office
2. Courts in response to a warrant or court order
3. Ombudsman
4. Authorities vested in provincial or federal statutes
5. The Minister of Education and officials to whom he/she has delegated the authority (e.g., programme advisors).

Student records will be released to another educational institution when a student transfers to that institution and Lyongate receives an official request from that institution.



Excursion and Photo Waivers

Excursions and Other Activities off the Premises:





Field trips and other activities off the premises are an integral part of our Montessori programme. Children at all levels will have opportunities to venture to locations outside of Lyonsgate where they can enhance their learning and development, and experience group activities in public settings. Also, part of the purpose of these trips is to build a sense of community and we may invite parents on field trips or other activities off the premises. Field trips and other activities off the premises may be of a planned, scheduled nature, or they may be the result of taking advantage of spontaneous opportunities that arise throughout the course of the school year. Planned, scheduled field trips and other activities off the premises will be announced through direct communication with children's families (see "Communication and Parental Involvement" section above). At times, parents may be asked to volunteer for various supervisory or other duties on field trips or other activities off the premises, or parents may be required to accompany their children during whole-school community field trips or other activities off the premises. In cases where parent accompaniment is required, we ask that you be responsible for your child's behaviour during the field trip or other activity off the premises.


In general, students in the Montessori Elementary programme will participate in more field trips or other activities off the premises than children in the Montessori Toddler and Casa levels.


Children in the Toddler and Casa programmes will generally participate in:

-  Scheduled community field trips that may involve required parental accompaniment and supervision.
-  Occasional spontaneous walks or other activities off the premises, accompanied and supervised by their Montessori guides and classroom and other school staff, that take advantage of the nearby urban and natural environments.

Children in the Elementary programme will generally participate in:

-  Scheduled field trips that may or may not involve required parental accompaniment and supervision.
-  Occasional spontaneous walks or other activities off the premises, accompanied and supervised by their Montessori guides and classroom and other school staff, that take advantage of the nearby urban and natural environments.
-  Regular community outing activities off the premises.
-  Students who demonstrate appropriate safety, self-regulation, and independence during Community Outings may present a written proposal to be accompanied on a personal "Going Out" trip, either individually or with a partner. Upon teacher approval, students planning a "Going Out" must then arrange for a supervising staff member or Lyonsgate parent to accompany them on their trip.

-  With your permission, unsupervised small group student-only activities off the premises such as walks to a local grocery store or other business to acquire school-related goods and/or services. (Such activities off the premises are encouraged to allow children to develop skills and confidence relative to their ability to act independently).

-  Older Elementary children are also permitted, with your permission, to dismiss themselves from school at the end of the day to walk home or to meet you at a designated location. (Such activities off the premises are encouraged to allow children to develop skills and confidence relative to their ability to act independently. Parents of Elementary level children are also encouraged to drop children off away from the school to allow them further independent developmental experiences by walking to school with siblings or friends).

General “Excursions and Community Outings Waiver”:

When you complete your child's Lyonsgate registration form, you are required to provide, or not provide, permission for “Excursions and Community Outings.” If you choose to not agree, your child may not be able to attend certain Lyonsgate field trips or other activities off the premises, and you may be required to keep your child home from school, or to pick them up from school, at such times. The “Excursions and Community Outings” permission provides Lyonsgate with your acknowledgement of, and agreement to, your child's participation in spontaneous community outings or other activities off the premises.


In addition to the “Excursions and Community Outings” permission on the child’s Lyonsgate registration form, parents will also be required to complete and sign specific waiver forms for specific field trips or other activities off the premises. Such waiver forms may be specific to Lyonsgate, or they may be requirements of locations, businesses, or institutions directly involved in a specific field trip or other activity off the premises.

Parent Volunteer Requirements:

Parents may serve as volunteers for certain field trips or other activities. To serve as a volunteer with children at the Primary campus (Casa and Toddler), parents must obtain and submit to Lyonsgate a “Vulnerable Sector Check.” This can be obtained from the central police station (see <https://hamiltonpolice.on.ca/how-to/obtain-criminal-records-check> for more information), or you can apply online at <http://www.policesolutions.ca/checks/services/hamilton/>

Outings and Individualized Plans:

In circumstances where children have in place an individualized anaphylactic or medical plan, Lyonsgate will ensure that any required steps are taken to accommodate the child’s needs while on the field trip or other activity off the premises. Such steps may include (but are not limited to):

-  Confirming that children who carry their own asthma or allergy medication have the required medication in their possession prior to leaving Lyonsgate.

- 🦁 If children do not self-administer asthma or allergy medication, Lyonsgate staff will ensure that emergency asthma and allergy medication is in the staff's possession when leaving Lyonsgate.
- 🦁 Ensuring that any additional procedures to be followed for a child with a medical condition are included and/or accommodated for on the field trip or other activity off the premises.

Permission to Take and Publish Images

When you complete your child's Lyonsgate registration form, you will be asked to give, or not give, permission to Lyonsgate to publish photographs or videos of your child. Photographs and video of children are considered to be a part of children's school records and personal information (please see the relevant section above) under CCEYA legislation and as such the "appropriate informed written consent of a parent should be a requirement prior to the release of personally identifiable information to third parties. This includes the release of any information through social media (e.g., posting pictures to Facebook)" (CCEYA 137/15 section 73). Lyonsgate takes photos and videos of students for two purposes:

1. To communicate to parents the activities of the children in the Lyonsgate Montessori environments. As you know, parents are asked to not enter the Montessori environments other than during scheduled observation times. This is mandated at all authentic Montessori schools in order to preserve the integrity of the Montessori environments by allowing the children to view their school environment as *their* space and place, in which they can take ownership and control in order to best further their development; minimizing the number of adults in a Montessori environment is essential. As such, and because Montessori is an alternative, non-traditional form of education, what goes on in the classrooms can remain a bit of a mystery to parents. To allay this, we regularly publish photographs and video of the children engaged with Montessori materials and in various Montessori or other school-related activities to allow parents to see their and other children at work at the various Montessori levels.
2. To promote the school and Montessori education. Prospective families who are considering enrolling their children in Montessori education at Lyonsgate will view, at great length, the published photographs and videos of Lyonsgate children in order to gain a better understanding of Lyonsgate and Montessori as a whole.

Photographs and videos of Lyonsgate students may be published in print or online newspapers, print or online school reviews, parent communications, marketing brochures, the Lyonsgate website, Lyonsgate social media channels, or other publicly accessible, viewable, and sharable locations. If you do not agree to have photographs or videos of your child published, no such information will be published, released, or shared. **Names or other identifying elements are never published.**

CCEYA Required Policies

CCEYA requires that a number of policies be included in the “Lyonsgate Parent Handbook.” A number of these required policies are published elsewhere in this handbook, where relevant. Please see:

1. **“Part I: Program for Children”** for Lyonsgate policies and procedures related to:
 - 🦁 Active Play and Outdoor Play;
 - 🦁 Rest and Sleep;
 - 🦁 Prohibited Practices;
 - 🦁 Individualized Support Plans and Inclusive Programming elements of Program for Children, and;
 - 🦁 Parent Issues and Concerns.
2. **“Administrative Matters”** section above for information on the “Lyonsgate Wait List Policy.”
3. **“Safety Policies”** section below for information on the “Lyonsgate Serious Occurrences Policy” and the school’s required *“Posting Notifications of Serious Occurrences.”*

In this section, you will find information on Lyonsgate’s policies and procedures related to:

- 🦁 “Supervision of Volunteers and Students”
- 🦁 “Emergency Management Policies and Procedures”

Supervision of Volunteers and Students

The following is the Lyonsgate “Supervision of Volunteers and Students Policy.” [Please note: “students” here does not refer to children attending the school; it concerns educational placement students].

Definitions

1. **“Student”**: Child Care and Early Years Act, 2014, ONTARIO REGULATION 137/15, GENERAL, Section 60, subsection 1(b) offers the following definition of “student”: “every volunteer or **student who is on an educational placement with the licensee**, before the person begins interacting with children at the child care centre. For the purposes of Lyonsgate policies, procedures, and individualized plans, “student,” in the relevant context, shall mean an “educational placement student.”
2. **“Volunteer”**: Ontario Ministry of Education *ChildCare Centre Licensing Manual*, July, 2018, subsection 8.2 – “Definitions and Duty to Obtain” defines a volunteer as follows: “Volunteers – Any individual who is engaged in the child care programme and interacts with children in care, but is not paid by the licensee, is considered a volunteer” (p. 125).

Requirement for Vulnerable Sector Check

1. All volunteers and students, as defined above, are required to provide Lyongate with a valid “Vulnerable Sector Check” issued by the relevant police service.
2. All volunteer and student files shall contain documentation that indicates a vulnerable sector check was conducted by a police force.
3. The documentation indicates the vulnerable sector check was conducted no more than 5 years ago from the date it was obtained/reviewed by the licensee for individuals who began their volunteer position/student placement prior to August 31, 2015.
4. For volunteers or students who began interacting with children on or after August 31, 2015, where the vulnerable sector check was conducted more than 6 months before the date obtained by the licensee, there is an offence declaration on file, addressing the period since the vulnerable sector check was performed.
5. No person is required to provide or obtain a vulnerable sector check or offence declaration in respect of a person who is under 18 years old.

Supervision and Ratios

1. Volunteers and students are not permitted to be alone with a child and;
2. Cannot be counted in staff-child ratios in licensed child care centres at any time.

At Lyongate, volunteers and educational placement students shall be supervised at all times by either the Lyongate principal, administrative staff, or the Montessori guide(s) in a specific classroom.

Inclusion in Parent Handbook

1. A copy of the “Supervision of Volunteers and Students” policy, including any updates and revisions as may occur from time to time, shall be included in the “Lyonsgate Parent Handbook.”

Roles and Responsibilities of the Licensee and Supervising Employer

1. **Lyonsgate Principal or Vice-Principal:**
 - a. Ensure that the operator’s insurance covers volunteers and students.
 - b. Provide an orientation to all volunteers and students who will be providing care or guidance to children at the centre as well as ongoing mentoring, support, and monitoring. The orientation shall consist of the following:
 - i. A tour of and orientation to the centre, both indoors as well as the playground area.

Note: the following items (ii, iii, iv, and v) are the role and responsibility of the Lyongate principal, or of Lyongate administrative staff as qualified and assigned by the principal.

- ii. A review of the centre’s Policies, Procedures, and Individualized Plans according to the requirements of the “Lyonsgate Implementation and Review of Policies, Procedures, and Individualized Plans”:
 - 1. Specifically, the “Annual Review” section, part 3: *“Lyonsgate policies, procedures, and individualized plans shall be reviewed by all volunteers and educational placement students before they begin to volunteer or begin their educational placement, and annually thereafter, if applicable. Each volunteer and student shall indicate that they have completed the review by signing the “Lyonsgate Annual Policy, Procedure, and Individualized Plan Review” forms located in the “Lyonsgate Policies, Procedures, and Individualized Plan” binder.”*
 - 2. If the volunteer or educational placement student position is ongoing, the volunteer or student will be monitored according to the “Lyonsgate Process for Monitoring Compliance and Contraventions.”
- iii. A discussion regarding the needs of individual children and Individualized Plans (e.g. special needs, allergies, etc.).
- iv. A review of the centre’s “Staff Manual” and “Parent Handbook.”
- v. An orientation to the location and use of the “Ontario Child Care Centre Licensing Manual.”

2. Lyonsgate Administrative Staff:

- a. Shall be responsible for initial intake and supervision of volunteers and educational placement students.
- b. Shall be responsible for ensuring all volunteers and educational placement students provide a valid “Vulnerable Sector Check.”
- c. Will determine placement location within Lyonsgate, and complete a “Volunteer or Student Placement Supervision and Mentorship Schedule” for the volunteer or student placement that includes clearly designated roles for Lyonsgate staff members that will be providing supervision and mentorship.
 - i. The “Volunteer or Student Placement Supervision and Mentorship Schedule” shall be communicated to Lyonsgate staff using direct Lyonsgate email, the Lyonsgate online staff calendar with notifications, at Lyonsgate staff meetings (as applicable), a hard copy supervisory schedule, and via verbal notification and discussion.
 - ii. A hard copy “Volunteer or Student Placement Supervision and Mentorship Schedule” shall be given to each volunteer or educational placement student.
- d. Perform any of the roles in part 1 above (“**Lyonsgate Principal or Vice-Principal**”) as assigned by the Lyonsgate principal.

3. Lyonsgate Educational Staff:

- a. Shall perform supervisory and mentorship roles to volunteers and educational placement students as outlined in the provided “Volunteer or Student Placement Supervision and Mentorship Schedule.”
- b. Shall provide orientation specific to the classroom, role, and placement for which the Lyonsgate educational staff member will be providing supervision and mentorship.

Roles and Responsibilities of Volunteers and Students

1. Each volunteer or educational placement student shall provide Lyonsgate with a valid “Vulnerable Sector Check.”
2. Each volunteer or educational placement student shall complete a review of the centre’s Policies, Procedures, and Individualized Plans according to the requirements of the “Lyonsgate Implementation and Review of Policies, Procedures, and Individualized Plans”:
 - a. Specifically, the “Annual Review” section, part 3: *“Lyonsgate policies, procedures, and individualized plans shall be reviewed by all volunteers and educational placement students before they begin to volunteer or begin their educational placement, and annually thereafter, if applicable. Each volunteer and student shall indicate that they have completed the review by signing the “Lyonsgate Annual Policy, Procedure, and Individualized Plan Review” forms located in the “Lyonsgate Policies, Procedures, and Individualized Plan” binder.”*
3. Each volunteer or educational placement student shall abide by the supervisory and mentorship schedule provided in the “Volunteer or Student Placement Supervision and Mentorship Schedule.”
4. At no time shall any volunteer or educational placement student attend any part of Lyonsgate (the child care centre) without direct supervision.

Emergency Management Policies and Procedures

CCEYA requires that Lyonsgate includes in this handbook, “a statement that the child care centre has emergency management policies and procedures ... and a statement regarding how parents will be notified if an emergency occurs.”

The Child Care and Early Years Act, 2014, ONTARIO REGULATION 137/15, GENERAL, Section 68.1 provides the following definition: “‘emergency’ at a child care centre means an urgent or pressing situation in which immediate action is required to ensure the safety of children and adults in the child care centre.”

In order to provide Lyonsgate parents complete information, the full “Lyonsgate Emergency Management Policy and Procedures” document is included below:

Lyonsgate Emergency Management Policy:

In circumstances that meet the definition of an “emergency” in the regulatory excerpt above, Lyonsgate shall abide by the following emergency management policy and procedures.

Emergency Evacuations:

If an emergency calls for the evacuation of the Lyongate building, staff and students will evacuate to either an on-site or designated off-site location:

1. **On-Site Evacuation Location:** rear section of parking lot.
2. **Off-site Evacuation Location:** 248 Locke St. (Elementary campus)
3. **Note:** the off-site evacuation location for the Elementary campus is 375 Aberdeen Ave., the Primary campus.

In the case of an emergency evacuation, the following procedure will be followed:

1. The classroom assistants will lead students in a group to the nearest exit, taking with them the classroom binder, any children's medication, and the First Aid kit. The classroom assistant will lead the students to the designated meeting location and take attendance.
2. The primary classroom teacher will confirm that all students have exited the classroom before proceeding to the designated meeting location.
3. The Lyongate Principal (or senior administrative staff on site) will perform a visual check of classrooms and common areas to ensure all staff and students have been evacuated before proceeding to the designated meeting location.

Staff Roles and Responsibilities:

See the sections below for situation-specific roles and responsibilities. In general, during an emergency:

1. Administrative staff are responsible for ensuring that classroom and support staff are secure and able to provide appropriate safety, supervision, and care of the students, contacting the appropriate emergency services, and communicating the emergency to parents.
2. Classroom staff are responsible for ensuring the safety of their students, while abiding by the procedures outlined in this document.

Terminology:

Lyongate will use the terminology established by the Hamilton Wentworth District School Board. Consistent terminology is used to ensure clarity and understanding throughout the community and among relevant parties (parents, students, emergency services personnel). HWDSB emergency situation terminology describes three (3) scenarios:

1. "Shelter in Place": (May be recommended by Police, Fire Dept., Emergency Response Services (EMS))

- is used for an environmental or weather-related situation where it is necessary to keep all occupants within the school to protect them (e.g. may include chemical spills, blackouts, explosions, or extreme weather conditions that may affect student/staff safety, such as downed wires during ice storms);

- people enter and remain in a building with the doors and windows closed;
- vents and fans, including heating and air conditioning units, should be turned off to prevent outside air from entering the building, if it is determined that the air intake could pose a health or safety risk for occupants;
- Normal operations *may* continue within the building.

2. "Hold and Secure": (School most likely to be notified by Hamilton Police Services)

- is used when the school is secured due to an ongoing situation outside and not related to the school that requires all persons to remain in the building (e.g. bank robbery near a school);
- the school continues to function normally, with the exterior doors locked, until the situation is resolved;
- a staff member is posted near each entrance to ensure no one leaves the building;
- all movement in and out of the school is restricted;
- exterior facing windows should be covered or blinds drawn, lights dimmed, where possible.

3. "Lockdown": (usually initiated by director or school personnel)

****A lockdown is defined by police as the restriction of movement during the time of a potentially serious violent threat or violent incident that would endanger the lives of students and staff.****

- used when there is a violent incident or threat of serious violence within the school, or in relation to the school;
- the threat is inside the school, or is on school property, and poses an immediate threat to the students and staff;
- follow current lockdown procedures;
- all movement within the school and into and out of the school is restricted;
- exterior doors remain open to permit police immediate entry.

Procedures:

1. "Shelter in Place":

- a. Administrators, or school personnel, receiving information requiring "Shelter in Place" should initiate it immediately using the intercom system's "All Page" function and/or by verbal communication to each classroom;
- b. If students and/or staff are outdoors, communication will be made verbally or via cellular telephone for everyone to re-enter the building;

- c. Close doors and windows;
- d. Fans, including heating and air conditioning units, should be turned off to prevent outside air from entering the building if it is determined that the air intake could pose a health or safety risk for occupants;
- e. Normal operations *may* continue within the building;
- f. An announcement and/or verbal communication to each classroom is made to end “Shelter in Place.”

2. **“Hold and Secure”:**

- a. Administrators, or school personnel, receiving information requiring “Hold and Secure” should initiate it immediately using the intercom system’s “All Page” function and/or by verbal communication to each classroom;
- b. If students and staff are outdoors, communication will be made verbally or via cellular telephone for everyone to re-enter the building;
- c. Lock exterior doors – administrative staff;
- d. Dim lights and draw blinds, where possible – classroom teaching staff;
- e. All movement into and out of the school is restricted;
- f. Assign a staff member near each entrance to ensure no one leaves the building. Full-time administration and support staff will monitor hallways and entrances;
- g. The school continues to function normally;
- h. An announcement and/or verbal communication to each classroom is made to end “Hold and Secure.”

3. **“Lockdown”:**

- a. Administrators, or school personnel, initiating “Lockdown” should initiate it immediately using the intercom system’s “All Page” function. If it is not possible to access the intercom system, loud and vigorous word-of-mouth notification should be passed down the hall.
- b. School personnel with the most immediate access to a phone line, upon initiation of “Lockdown,” is to **call 911**.

If in the Classroom:

- a. All students remain in classroom ;

- b. Students in hallways or other non-classroom areas will report to the nearest classroom immediately;
- c. Teachers close classroom doors, shut lights off, direct students to an area away from doors, down on the floor, and to remain quiet.

If in Open Areas Inside the School (eg. hallway):

- a. Students go to the closest classroom or safe location (eg. office);
- b. If students and accompanying staff are unable to go to a classroom or safe location, leave the building and go to the designated place of shelter location – 248 Locke St. (Elementary campus);
- c. If unable to enter a classroom, safe location, or to exit the building, find shelter with furniture or other objects.

If Outside of School Building:

- a. Communication via cellular telephone will be made to staff accompanying students that lockdown is initiated;
- b. All staff and students proceed to the **designated place of shelter:**
248 Locke St. (Elementary campus)/375 Aberdeen Ave. (Primary campus)
- c. Upon arrival at off-site location, attendance is to be taken by the accompanying staff and staff and students are to remain there until further notification from police or Lyonsgate principal (or senior administrative staff on site).

Fire Alarm During Lockdown:

- a. Once a lockdown has been initiated, and in the event a fire alarm is activated, staff and students shall **remain in the classrooms** until given direction by police or fire department;
- b. Police and EMS will respond to lockdowns immediately and will respond to other visible dangers, such as fire.

Procedures to End a Lockdown:

- a. Police will make the decision to end a lockdown.
- b. If possible, the Lyonsgate principal (or senior administrative staff on site) should make the announcement to end a lockdown after direction from police.

- c. Staff and students remain in the classroom until the police and/or Lyonsgate principal (or senior administrative staff on site) arrive at the classroom;
- d. Notification of end of lockdown is made to emergency off-site location via telephone to the location and/or to the cell phone of attending staff member.
- e. Notification to parents that a lockdown has ended will be done via the school's communication channels (email, website).

Controlled Evacuation

- a. In the event of a prolonged situation, or a situation where the threat has been contained (e.g. barricaded individual), police may initiate a controlled evacuation of the school.
- b. Controlled evacuation will normally be done on a room by room basis, with evacuees being escorted by police to the evacuation location determined by the police.

Communications:

"Shelter in Place":

1. Administrators or school personnel receiving information requiring "Shelter in Place" should initiate it immediately using the intercom system's "All Page" function and/or by verbal communication to each classroom;
2. If students and/or staff are outdoors, communication will be made verbally or via cellular telephone for everyone to re-enter the building;
3. **Lyonsgate principal or other administrative staff** will notify parents via email, website, and telephone (as applicable).
 - o **Note:** such communications must be concise and report only known facts of the situation, and must include notification of procedures and communications to follow.
4. **In case of power outage:**
 - a. Lyonsgate principal or other administrative staff will immediately check with Alectra Utilities via website (<https://alectrautilities.com/>) and/or phone (905-522-9200 or 1-866-458-1236) to determine estimated duration of outage.
 - b. If outage is expected to be prolonged, the Lyonsgate principal will make the decision as to whether or not the **school will be closed** and parents will be contacted via email, website, or telephone (as applicable), and informed that the school must close and children must be picked up.
 - i. If the school's regular telephone and/or internet service is not available due to power outage, Lyonsgate staff (administrative and teaching staff) will be

asked to use personal cell phones to communicate to parents via email and/or direct telephone contact.

"Hold and Secure":

1. Administrators or school personnel receiving information requiring "Hold and Secure" should initiate it immediately using the intercom system's "All Page" function and/or by verbal communication to each classroom;
2. If students and/or staff are outdoors, communication will be made verbally or via cellular telephone for everyone to re-enter the building;
3. **Lyonsgate principal or other administrative staff** will notify parents via email, website, and telephone (as applicable) only when it is safe to do so.
 - **Note:** such communications must be concise and report only known facts of the situation, and must include notification of procedures and communications to follow.

"Lockdown":

1. Administrators or school personnel initiating "Lockdown" should initiate it immediately using the intercom system's "All Page" function. If it is not possible to access the intercom system, loud and vigorous word-of-mouth notification should be passed down the hall.
2. School personnel with most immediate access to a phone line, upon initiation of "lockdown," is to **call 911**.
3. All staff: **keep your cell phones with you**. Once "lockdown" procedures are complete and students are secure, set your phone to **silent/vibrate mode**. Ask students to turn off their phones or other devices, if applicable.
4. You will be notified via your cell phone or by police/Lyonsgate principal (or senior administrative staff on site) entry into the classroom of the end of the "lockdown" situation. **DO NOT OPEN DOORS OR EXIT CLASSROOMS** until police or Lyonsgate principal (or senior administrative staff on site) enters your classroom.
4. Upon resolution of the "lockdown" situation, **Lyonsgate principal or other administrative staff** will notify parents via email, website, and telephone (as applicable).
 - **Note:** such communications must be concise and report only known facts of the situation, and must include notification of procedures and communications to follow.

Other Emergency Situations

Medical Emergency (staff or student):

1. **Call 911.**
2. Take appropriate Standard First Aid training steps as the situation demands.

3. All students to remain in classrooms or other areas (gym, “room of requirement,” etc.) with doors closed.
 - a. If the situation demands, unaffected students will be supervised in an alternate location by available classroom and support staff.
4. Administrative staff:
 - a. Contact staff or student family via telephone.
 - b. Greet and direct EMS personnel.
 - c. Ensure clear access to site of medical emergency.

Power/Water Outage:

Lack of electricity or water can become a health and safety concern. Power outages can affect lighting, heating, and communications; no water can remove access to clean drinking water, flushing toilets, and no way for students to wash their hands.

1. Lyonsgate principal or other administrative staff will immediately check with Alectra Utilities via website (<https://alectrautilities.com/>) and/or phone (905-522-9200 or 1-866-458-1236) to determine estimated duration of outage.
2. If outage is expected to be prolonged, the Lyonsgate principal (or senior administrative staff on site) will make the decision as to whether or not the school will be closed and parents will be contacted via email, website, or telephone, and informed that the school must close and children must be picked up.

If the school’s regular telephone and/or internet service is not available due to power outage, Lyonsgate staff (administrative and teaching staff) will be asked to use personal cell phones to communicate to parents via email and/or direct telephone contact.

Gas Leak:

Natural gas smells like rotten eggs or sulphur so you know right away if there's a leak. It's not toxic but it's highly flammable.

1. Evacuate the building by sounding the fire alarm.
2. **Call 911 from outside the building** (use cell phone).
3. Inform emergency services personnel of the suspected gas leak and the evacuation. Follow any further direction from emergency services personnel, including possible evacuation to a **designated place of shelter** (248 Locke St. – Elementary campus/375 Aberdeen Ave. – Primary campus).
4. Contact Union Gas at 1-877-969-0999 **from outside the building** (use cell phone).
5. If leak/outage, and the danger posed, is expected to be prolonged, the Lyonsgate principal will make the decision as to whether or not the **school will be closed** and parents will be contacted via email, website, and telephone (as applicable), and informed that the school must close and children must be picked up.

6. Other instructions from Union Gas:
 - a. DON'T turn electrical switches or appliances on or off
 - b. DON'T smoke or use lighters or matches

DON'T start motors or motor vehicles on the property

Additional Support During Emergency Situations:

1. **Lyonsgate staff**, in consultation with the child's parents and relevant medical professionals, shall determine if additional supports for any Lyonsgate students, including support requiring special medical needs, may be required during an emergency situation.
2. **Lyonsgate administrative staff** shall coordinate, communicate to the relevant teaching and support staff, and put in place any determined additional supports.
3. During an emergency situation, **Lyonsgate administrative and support staff** shall provide any required additional support, as needed, to Lyonsgate students and the affected children's immediate supervisory staff member (teachers).
4. The **Lyonsgate principal** shall, in consultation with the relevant staff member, determine if additional supports for any Lyonsgate staff, including support requiring special medical needs, may be required during an emergency situation.
5. The **Lyonsgate principal** shall coordinate, communicate to the relevant staff, and put in place any determined additional supports.
6. During an emergency situation, **Lyonsgate administrative staff** shall provide any required additional support, as needed, to affected Lyonsgate staff members.

Recovery from an Emergency

Depending upon the nature of the emergency, Lyonsgate will address the needs of the school community, including students, staff, and parents/families, in any of the following ways:

1. Staff, students, and parents/families will be debriefed after the emergency via direct email communication (or other means as the situation may demand); such communication will include:
 - a. A summary of the nature of the emergency.
 - b. The school's response and actions taken.
 - c. Any ongoing concerns that need to be addressed.
 - d. Any changes to the "Lyonsgate Emergency Management Policy and Procedures" that may need to be made as a consequence of the emergency.
 - e. Setting out how normal operations of the school will resume, if necessary.
2. A debriefing of the occurrence with all members of staff, in which staff will be directed on:

- a. How to proceed with resuming regular operations.
 - b. How to discuss the issue with their classroom students.
 - c. Resources for support for those who may have experienced distress during the emergency.
3. Lyonsgate will provide resources and/or action plans that address how to support children and staff who may have experienced distress during the emergency, if necessary.

Health and Safety Policies

Health and safety policies at Lyonsgate may fall under the requirements and/or guidance of a number of different authorities. The Ontario Ministry of Education through the Child Care and Early Years Act, Hamilton Public Health, the Hamilton Medical Officer of Health, and the Hamilton Fire Department all have requirements and/or guidance relative to health and safety policies.

Immunizations:

CCEYA stipulates that prior to admission each "*child is immunized as recommended by the local medical officer of health, ...subject to duly recorded religious or conscience or medical objection.*"

In accordance with Section 72 of Ontario Reg. 137/15 (CCEYA), immunization records and/or records of parental objection must be kept as part of children's files.

Parents are also required to notify Hamilton Public Health each time your child receives a vaccine (see below).

Please visit Hamilton Public Health's "Vaccines and Immunizations" web page for more information: <https://www.hamilton.ca/people-programs/public-health/vaccines-immunizations/vaccines-children>

Objections to immunizations/vaccinations:

From CCEYA:

As of September 1, 2017, "parents of children who object to immunization on the basis of religious/conscience or medical reasons must complete a standardized form approved by the Minister. Licensees [the school] must retain these forms in children's records and have these forms available for review by ministry staff and local medical officers of health at all times. Ministry approved forms for religious/conscience objections must be completed by a "commissioner for taking affidavits" (i.e. notarized)."

- Medical reasons forms must be completed by a doctor or nurse practitioner.
- Ministry approved forms for religious/conscience objection or medical exemption can

be accessed online through the Hamilton Public Health (<https://www.hamilton.ca/public-health/health-topics/vaccines-and-law>) or are available by request from Lyonsgate.

By law, children must have some vaccines before going to daycare or school in Canada (see “Vaccine exemptions” below for details about not vaccinating children). Children must be immunized for the following diseases:

Diphtheria	Mumps	Rubella
Measles	Pertussis	Tetanus
Meningococcal	Polio	Varicella

Vaccine exemptions:

As of September 1st, 2017, **non-medical vaccine exemptions for school age children (under the Immunization of School Pupils Act) will require the completion of an in-person immunization education session.** The education sessions are based upon standardized content from the Ontario Ministry of Health and Long-term Care.

If you have strong beliefs against getting vaccines, you must complete the following:

- If your child is “school-age” [**at Lyonsgate, this means a child in their second or third year of Casa or in Elementary**]:
 - Step 1: Complete the in-person Immunization Education Session at Public Health. Please book an appointment by calling the Vaccine Program Infoline at 905-540-5250.
 - Step 2: Complete the Statement of Conscience or Religious Belief form for children in school to let Public Health know your child will not get the vaccines.
 - Step 3: The form must be commissioned or notarized by a commissioner or notary public. You may choose to go to City Hall to commission the form.
 - Step 4: Submit documentation to Public Health.
 - Upon completion, parents/guardians will receive a certificate of completion. Combined with the notarized Statement of Conscience or Religious Belief the child will be exempt from receiving the particular vaccines required under the Immunization of School Pupils Act.
- If your child is “daycare age” [**at Lyonsgate, this means a child in Toddler or their first year of Casa**]:
 - Step 1: Complete the Statement of Conscience or Religious Belief form for children in daycare to let public health know your child will not get the vaccines.

- Step 2: The form must be commissioned or notarized by a commissioner or notary public. You may choose to go to City Hall to commission the form.
- Step 3: Drop off a copy of the forms at Lyongate.

Medical exemptions:

If your child cannot get a vaccine for medical reasons ask your doctor to fill out one of the following forms to let public health know your child will not get the vaccines.

- If your child is “daycare age” [**at Lyongate, this means a child in Toddler or their first year of Casa**]: Statement of Medical Exemption for Child Form

Drop off a copy of the forms at Lyongate.

- If your child is “school-age” [**at Lyongate, this means a child in their second or third year of Casa or in Elementary**]: Statement of Medical Exemption Form

Mail or drop off your forms to:
 Public Health Services
 Vaccine Program
 Robert Thompson Building
 110 King Street West, 2nd Floor
 Hamilton, Ontario L8P 4S6

If you choose not to vaccinate your child, you may increase their risk of getting disease. Your child must be kept home from school or daycare if there is a disease outbreak that could put them at risk.

Reporting immunizations/vaccinations:

All needed immunization records must be on file within two weeks of a child attending school. Lyongate is required to submit an immunization/vaccination report to Hamilton Public Health at the beginning of each school year.

If Hamilton Public Health does not have up to date immunization records they will issue a notice suspending the child from attending school until immunizations are up to date, or until a valid exemption is submitted.

Specific, relevant requirements from Hamilton Public Health are below (visit: <https://www.hamilton.ca/public-health/health-topics/reporting-vaccines>):

Why report vaccines to Public Health?

Parents are responsible for notifying Public Health each time their daycare or school-aged child receives a vaccine. In the event of an outbreak, Public Health needs to have the vaccine information for all daycare and school-aged children in order to protect the community from vaccine preventable diseases.

How to report vaccines:

Avoid risk of school suspension - report your child's vaccines in one of the following ways:

- *Online*
- *By phone: 905-540-5250*
- *By fax: 905-546-4841*
- *By mail:*
 - Vaccine Program*
 - P.O. Box 897*
 - Hamilton, ON L8N 3P6*

Disease and Illness:

CCEYA requires that children are observed at the beginning of each day "*in order to detect symptoms of ill health as they enter the child care centre and before the children interact with other children.*" At Lyongate, this occurs when your child is greeted by a Lyongate staff member each day.

If a child falls ill during the school day, CCEYA requires the following:

- *The child is separated from other children and the symptoms of the illness noted in the child's records.*
- *Where a child is separated from other children because of a suspected illness, the licensee shall ensure that:*
 - *a parent of the child takes the child home; or*
 - *where it is not possible for a parent of the child to take the child home or where it appears that the child requires immediate medical attention, the child is examined by a legally qualified medical practitioner or a nurse registered with the College of Nurses of Ontario.*
- *A summary of any incident affecting the health, safety or well-being of children and staff (e.g., accident reports, ill children, etc.), is recorded in the Lyongate Daily Log.*

Hamilton Public Health Requirements:

Hamilton Public Health provides guidelines on when children must remain absent from school, and for how long, depending on their illness. The information below can also be found under the "Parents" tab at lyongate.ca.

Symptoms and illnesses that exclude children from child care centres

Information from Hamilton Public Health:

Do not allow a child with any of the following symptoms to stay at the child care centre:

- *Fever and other symptoms such as nausea or vomiting*
- *Fever and a body rash*
- *Diarrhea – two or more liquid bowel movements (poop) or a change from the child’s normal bowel movement (e.g., runny, watery or bloody poop) with no other explanation such as laxative use.*
- *Vomiting two or more times in the last 24 hours with no other explanation such as medication*
- *Yellow or white eye discharge that is not treated*
- *Severe cough*
- *Yellowish skin or eyes or jaundice*
- *Irritability, continuous crying more than usual*

The table below outlines diseases or illnesses and how long the disease requires a child to stay away from a child care centre.

Disease	How long children should stay away from the child care centre
Chickenpox	Until the fever goes away and spots have crusted over with scabs
Diarrhea with no known cause	24 hours after the last diarrhea
Diarrhea caused by E. coli or Shigella	Until two consecutive negative stool specimens, or poop samples, are taken, 24 hours apart
Diarrhea from Giardia	Until diarrhea stops
Diarrhea from Norovirus	Until 48 hours after the last diarrhea
Diarrhea from Salmonella or Campylobacter	Until 24 hours after the last diarrhea
Flu	Until fever goes away and the child is feeling better
Head lice	Until 24 hours after the first treatment was applied
Hepatitis A	Until one week after the start of jaundice
Impetigo	Until 24 hours after starting antibiotics

Disease	How long children should stay away from the child care centre
Measles	Until four days after the rash started
Meningitis – bacterial or viral	Until the child is better; decision to be made by a doctor
Mumps	Until nine days after swelling started
Pertussis, also known as whooping cough	Until five days after starting antibiotics or until three weeks if not treated with antibiotics
Pinkeye with yellow or white discharge	Until one full day of antibiotic treatment
Pinworms	Until 24 hours after starting treatment
Pneumonia	Until feeling better and no fever and if treated, 48 hours after antibiotic therapy has started
Ringworm	Until treatment starts; keep child from swimming or wading pools and water play until treatment is complete
Scabies	24 hours after starting treatment
Scarlet fever	24 hours after starting treatment
Strep throat	Until 24 hours after antibiotics are started
Tuberculosis	Call Public Health Services at 905- 546-2063
Vomiting	Until the vomiting stops or it is determined that the vomiting is caused by a non-infectious condition

For children well enough to be at the child care centre

If a child has an illness but is well enough to be in child care and does not have symptoms or a disease that require exclusion ensure that:

- *The child washes their hands more frequently*
- *Staff wash hands more frequently*

- *The child does not participate in water play*
- *Staff clean and disinfect play areas and toys more often*

Symptoms or illnesses that do not exclude children from child care centres

The following symptoms or illnesses do not require that a child be excluded from child care centres:

- *Cold sores, unless they are severe*
- *Cytomegalovirus infections or CMV*
- *Ear infections also known as otitis media, unless they are severe*
- *Fever only unless a baby six months or less has it*
- *Fifth disease, also called Parvovirus B19, Erythema Infectiosum and slapped face syndrome*
- *Hand, foot and mouth disease*
- *Asymptomatic giardia*
- *Hepatitis B*
- *HIV*
- *Irritated eye without discharge*
- *Roseola*
- *Thrush and Candida diaper rash*
- *Shingles*

Lyonsgate also has a policy in place that requests children remain absent until free of symptoms, for 24 hours, of scarlet fever, elevated temperatures (fevers), vomiting, and severe rashes. Also, we require that in cases of hand, foot, and mouth disease children do not return to school until all rash blisters are dry and scabbed over.

If your child is absent from school due to disease or illness, please let us know what is afflicting your child when you notify us of the absence. We are required report certain illnesses or outbreaks to Hamilton Public Health, and/or we may need to notify families in your child's class, or school wide, of symptoms to look out for, so it is important that we keep track of disease and illness.

Thank you for your cooperation. We know that having to take days off and missing work, or having to leave work to pick up a sick child, can be frustrating and difficult. Please be considerate of the other families and children at Lyonsgate and help us to prevent the spread of disease and illness.

Administration of Drugs and Medication:

The administration of medication to children at Lyongate is regulated by CCEYA. The “Lyongate Medication Administration Policy and Procedure” is as follows:

Recommendation

Whenever possible, parents are encouraged to administer medication to their children at home, if this can be done without affecting the treatment schedule.

Drugs and Medications Covered by this Policy and Procedure

The requirements for the administration of drugs and medication apply to more than prescription medications. All products containing Drug Identification Numbers require a schedule of administration and applicable record keeping. The requirements apply to a wide variety of items, including vitamins, medicated ointments, prescription medication, and over-the-counter medication.

A Drug Identification Number (DIN) is an eight-digit number assigned by Health Canada to a drug product prior to being marketed in Canada. It uniquely identifies all drug products sold in a dosage form in Canada and is located on the label of prescription and over-the-counter drug products that have been evaluated and authorized for sale in Canada.

Medication Administration at Lyongate

Parents

1. Parents must provide written authorization in order for medication to be administered to a child at Lyongate.
 - a. Parents must complete and sign a “Lyongate Medication Administration Form” to indicate their authorization for medication to be administered to their child while the child is in attendance at Lyongate. The form is available on the “Parent Form Portal” page under the “Parents” tab at Lyongate.ca.
 - b. The information on the “Lyongate Medication Administration Form” must include a schedule that sets out the when the drug or medication is to be given, which includes either specific times of the day or specific symptoms that must be observed, as well as the dosage to be given.
2. Drugs or medications for administration to children in attendance at Lyongate must be provided to Lyongate in their original containers, or as supplied by a pharmacist.

And

3. The container or package containing the drugs or medications must be clearly labelled with the child's name, the name of the drug or medication, the dosage of the drug or medication, the date of purchase and expiration, if applicable, and instructions for storage and administration.

Lyonsgate Staff

1. **Responsible Staff Member:** The storage and administration of drugs and medication is supervised by one staff member to reduce the potential for errors. The Lyonsgate staff member holding or serving in the position of Office Administrator shall be the responsible Lyonsgate staff member.
2. **Drug and Medication Storage:** The responsible Lyonsgate staff member shall ensure that:
 - a. All drugs or medications are stored according to the storage instructions on the label to maintain their effectiveness.
 - b. All drugs or medications are inaccessible to children at all times (with the exception of asthmas or emergency allergy medication that a child may self-administer).
 - c. Drugs and medications requiring refrigeration are kept in a locked container in the refrigerator.
 - d. The container or package containing the drugs or medications is clearly labelled with the child's name, the name of the drug or medication, the dosage of the drug or medication, the date of purchase and expiration, if applicable, and instructions for storage and administration.
 - e. The responsible Lyonsgate staff member must check that the parent's written instructions match any instructions printed on the original container and that the medication is not expired.
3. **Medication Administration:** The responsible Lyonsgate staff member is responsible for all drug and medication administration and must follow the procedure set out below:
 - a. All drugs or medications are administered according to the instructions on the label and the written parental authorization on the child's "Lyonsgate Medication Administration Form."
 - b. The responsible Lyonsgate staff member confirms and describes how drugs or medications were administered to the child, and this aligns with the label instructions and written parental authorization, by completing the pertaining section of the "Lyonsgate Medication Administration Form."
 - c. The responsible Lyonsgate staff member must also ensure a record the details of the medication administration is entered on the relevant Daily Log (on the rear of weekly attendance sheets); the record must include each dose administered and the time. If a dose is omitted or late, reasons must be listed.
 - d. Medication should be dispensed in a well-lit area and, where possible, it is preferable to remove the child from any activity area to administer medication in a quiet environment with the least possible interruption.
 - e. Leftover medication or surplus of medication will be returned, in the original container, to a parent of the child or safely discarded with parental permission.
 - f. Any accidental administration of medication (e.g., medication administered to the wrong child or error in dosage given) must be recorded and reported to the Lyonsgate principal, who will then notify a parent of the child. If adverse symptoms are evident upon accidental administration of medication, staff should call local Emergency Medical Services (911).

Self-Administration of Medication

1. Certain medications, like puffers and epinephrine, must be administered quickly in an emergency to be fully effective. Allowing children to carry their own emergency allergy and asthma medications allows that these medications can be administered quickly when needed.
2. Lyonsgate permits, with written authorization from the child's parents, children to carry their own asthma medication (puffers) or emergency allergy medication (Epi-Pens) and to self-administer those medications according to the parents' written instructions. No other medication may be carried by a child.
3. If a child self-administers a medication (e.g., puffers or epinephrine), the responsible Lyonsgate staff member is required to keep a record of the self-administration, and the time, on a medication form, and it must be noted in the daily written record.

“As-Needed” Medications and Frequent Daily Usage Items

1. If medication is to be administered on an “as needed” basis, the written instructions must clearly indicate the situations under which the medication should be given. This could include the physical symptoms that must be present, the behaviour the child must be exhibiting, or the child's temperature. Simply indicating “as needed” or “as required” is not sufficient.
2. Due to the frequency and their longer term daily usage, sunscreen, diaper creams, lip balms, and hand sanitizers can have a blanket authorization from a parent on the registration form and can be administered without a medication form as long as they are non-prescription and/or they are not for acute (symptomatic) treatment, whether they have a drug administration number (DIN) or not. Written authorization in the form of an email or hard copy authorization must be provided by the child's parent or guardian if such items will be provided for the child.

Anaphylactic Policy:

The “Lyonsgate Anaphylactic Policy” is in accordance with the requirements set out in CCEYA and is as follows:

Strategy to Reduce the Risk of Exposure to Anaphylactic Causative Agents

1. **Lyonsgate Montessori School strives to be a nut-free facility.**
 - a. All types of nuts are prohibited from Lyonsgate, including in children’s lunches and snacks, staff lunches and snacks, classroom cooking projects, arts and crafts areas and projects, sensory programming areas, and in any and all other food items brought into and/or prepared on Lyonsgate property.
 - b. All types of nuts found on Lyonsgate property (in children’s bagged lunches or any other food items on Lyonsgate property) will be disposed of immediately in a safe and secure manner (outside compost bins or flushed, as appropriate).
2. Other items may be added to (or removed from) the list of prohibited anaphylactic causative agents as necessary.

Communication Plan

1. Anaphylaxis is a severe systemic allergic reaction that can be fatal, resulting in circulatory collapse or shock. The allergy may be related to food, insect stings, medicine, latex, exercises, or other causes.
2. Parents of children attending Lyonsgate will inform Lyonsgate of their child(ren)’s anaphylactic condition when completing their child(ren)’s annual registration form. If an anaphylactic condition is present, more detailed information will be gathered from the child(ren)’s parents, and potentially the child(ren)’s physician or other relevant medical professionals, in order to complete a required “Individualized Anaphylactic Plan.”
3. Parents of all children who attend Lyonsgate, and Lyonsgate staff, placement students, and volunteers, are informed that there are children attending the school who are at risk for potentially life-threatening allergies, and the foods and causative agents to be avoided, as follows:
 - a. Parents of all children who attend Lyonsgate are informed in the relevant section (“Anaphylactic Policy (incl. list of current, prohibited anaphylactic causative agents)”) of the *Lyonsgate Parent Handbook*. In addition, periodic reminders and/or updates will be communicated directly to parents of all children who attend Lyonsgate throughout each school year.
 - b. Lyonsgate staff, placement students, and volunteers are informed at the annual staff review of Lyonsgate’s policies, procedures, and individualized plans that takes place during late-August/early-September each school year, or at such time as employment

or placement at Lyonsgate commences, or at such time as revisions or updates to, or new, individualized anaphylactic plans are made.

- i. At the time of the annual review, Lyonsgate staff will also review the strategies intended to reduce the risk of exposure to life threatening allergies.
4. Parents of all children who attend Lyonsgate and Lyonsgate staff, placement students, and volunteers also have access to information about children with anaphylactic allergy conditions via posted individualized anaphylactic plans for each affected child. At Lyonsgate, each individualized anaphylactic plan is posted as follows:
 - a. In all food service prep areas.
 - b. In each classroom where relevant children are placed.
5. The Lyonsgate staff member responsible for administration and coordination of the catered “Hot Lunch” programme is responsible for ensuring that the caterer is aware of the foods/causative agents not to be used in food prepared for Lyonsgate, and that appropriate food substitutes are to be provided.

Individualized Plans and Emergency Procedures

1. For each child enrolled at Lyonsgate Montessori School who has an anaphylactic allergy condition an “Individualized Anaphylactic Plan” must be completed according to the following procedure and containing the following required information:

Procedure

- a. Lyonsgate administrative staff will notify the child’s parents of the requirement to develop an “Individualized Anaphylactic Plan” for the child and will provide the parents with a copy of the plan sheet to facilitate gathering of the required information.
- b. The child’s parents will provide input and information to the development of the child’s individualized plan including consultation with any regulated health professional who is involved in the child’s health care and who, in the parent’s opinion, should be included in the consultation.
- c. Lyonsgate administrative staff will complete and review the child’s “Individualized Anaphylactic Plan” to ensure all required information is present and correct. The child’s parents will sign the individualized plan.
- d. The child’s completed “Individualized Anaphylactic Plan” will be posted as required by this policy document, and Lyonsgate staff, placement students, and volunteers shall be informed of the child’s allergy and plan, either during the annual staff review of Lyonsgate’s policies, procedures, and individualized plans that takes place during late-August/early-September each school year, or at such time as employment or placement at Lyonsgate commences, or at such time as revisions or updates to, or new, individualized anaphylactic plans are made.

- e. The child’s allergen information will be added to the published list of prohibited anaphylactic causative agents as necessary.
- f. The child’s parents will advise Lyonsgate as soon as possible if their child develops an allergy and requires medication, if there are any changes to the child’s individualized plan (e.g., new symptoms of a reaction) or if their child has outgrown an allergy and no longer requires medication.

Individualized Anaphylactic Plan Required Information

Each “Individualized Anaphylactic Plan” must contain the following information:

- a. a description of the child’s allergy;
- b. monitoring and avoidance strategies;
- c. signs and symptoms of an anaphylactic reaction;
- d. action to be taken by Lyonsgate staff in the event the child has an anaphylactic reaction;
- e. whether parent/guardian consent for the child to self-administer allergy medication has been granted;
- f. whether parent/guardian consent for Lyonsgate staff to administer the allergy medication has been granted; and
- g. emergency contact information (parent/alternate emergency contact/emergency services).

Safety Policies

Safe Arrival and Dismissal Policy and Procedure

Lyonsgate has in place a CCEYA required Safe Arrival and Dismissal policy respecting the safe arrival and dismissal of children that,

- (a) provides that a child may only be released from the child care centre or home child care premises,
 - (i) to individuals specified by a child's parent, or
 - (ii) in accordance with written permission from a child's parent to release the child from the program at a specified time without supervision; and
- (b) sets out the steps that must be taken if,
 - (i) a child does not arrive as expected at the child care centre or home child care premises, or
 - (ii) a child is not picked up as expected from the child care centre or home child care premises.

Lyonsgate Montessori School will ensure that any child registered and in attendance at the Primary campus (375 Aberdeen Ave.) is only released to the child's parents/guardians, or to an individual that the parent/guardian has provided written authorization for as an "Emergency Contact/Authorized Pick Up" as someone the school may release the child to, as identified on the child's most recent registration form and listed on each classroom's "Contact List."

If unfamiliar with the parent/guardian or the "Emergency Contact/Authorized Pick Up" person presenting to pick up a child, Lyonsgate staff is required to check photo identification to confirm the person's identity.

Parents may also authorize a person to pick up their child from Lyonsgate Montessori School by way of email identifying the person whom will be picking up their child, or by way of the "Change of Information" form on the "Parent Form Portal" page of the school website.

Arrival and Dismissal

Arrivals:

- Upon arrival at Lyonsgate Montessori School, the Lyonsgate staff member at the gate will greet the child with a handshake and a verbal greeting.
- At this time, the staff member at the arrival gate will receive any information relevant to the child for that day from the child's parent/guardian or other person dropping the child off; such information may include an alternative pick up person, pick up time, or other information that may affect the child's day such as remaining illness symptoms that do not exclude the child from attendance, activities or events at home, or other relevant information.
- After being greeted, children in the:
 - Toddler program will be escorted into the school by program staff member.
 - Casa program will proceed down the laneway to the playground gate; they will hang their backpack or other school bag on a hook in the laneway and enter the playground when the staff member at the playground gate greets them, opens the gate, and signs them in on the attendance system.

When a child does not arrive in care as expected, staff must follow the safe arrival procedures set out below:

- When a child does not arrive at the child care centre and a parent/guardian has not communicated a reason as to why the child may be late or absent, Lyonsgate administrative staff will contact the parents/guardians via telephone to ascertain the reason for the child's absence or late arrival.
- Said communication as described above shall commence at 9:30 each school day to allow for general late arrivals.
- If telephone contact is unsuccessful, Lyonsgate administrative staff will email the parents/guardians and request a response via phone or email.
- If Lyonsgate administrative staff do not receive a response from the child's parents/guardians on the day of the unexplained absence, the child's parents/guardians will be asked to provide a reason upon the child's return to Lyonsgate Montessori School.
- When the reason for absence has been ascertained, Lyonsgate administrative staff will record the relevant absence on the attendance system, inform classroom staff, and, if applicable, record the child's illness on the Hamilton Public Health "Staff and Student Line Listing" form for the relevant school year. Classroom staff will record any relevant details about the child's absence on the "Daily Written Record."

Dismissals:

- Upon arrival to pick up a child from Lyonsgate Montessori School's Primary campus, the Lyonsgate staff member at the dismissal gate will identify the parent/guardian or "Emergency Contact/Authorized Pick Up" by way of either familiarity or photo identification and call for the child to be dismissed from the playground.
- The Lyonsgate staff member at the playground gate will sign the child out on the attendance system, shake the child's hand while saying goodbye, and release the child from the playground to the laneway to the dismissal gate.
- The Lyonsgate staff member at the dismissal gate will say goodbye to the child and ensure they are collected by their parent/guardian or "Emergency Contact/Authorized Pick Up" person in attendance.

When a child is not picked up as expected, staff must follow the safe dismissal procedures set out below:

When a child has not been picked up as expected **before the school closes**:

- If a child not registered for after school care is not picked up by 15 minutes after the end of their dismissal period, Lyonsgate staff will contact the parents/guardians by phone at the phone numbers listed on the child's classroom contact list to ascertain when the child will be picked up.
 - For children in the Toddler program, 15 minutes after the end of their dismissal period is 3:45
 - For children in the Casa program, 15 minutes after the end of their dismissal period is 4:15
- If the child's parents/guardians do not answer the phone, Lyonsgate staff will leave a message, if possible, informing the parents/guardians that the child is still in attendance at school and has not been picked up, and requesting that the parents/guardians call the school to state when the child will be picked up.

When a child has not been picked up and **the school is closed:**

- If a child has not been picked up by the time the school closes at 4:30 p.m. (and after giving an allowance of 5-10 minutes for tardiness), and Lyonsgate staff has not received information from the child's parents/guardians as to when the child will be picked up, Lyonsgate staff will remain on the premises to supervise the child and will contact the parents by telephone again to ascertain when the child will be picked up.
- If the child's parents/guardians do not answer the phone, Lyonsgate staff will leave a message, if possible, stating that the school is closed and the child has not been picked up and that the school will begin contacting the individuals listed as "Emergency Contact/Authorized Pick Up" on the child's registration form, or additional authorized "Emergency Contact/Authorized Pick Up" persons as listed on the child's classroom contact list, in order to request that they pick up the child.
- Lyonsgate staff will contact the individuals listed as "Emergency Contact/Authorized Pick Up" persons on the child's registration form, or additional authorized "Emergency Contact/Authorized Pick Up" persons as listed on the child's classroom contact list, in order to request that they pick up the child.

If Lyonsgate staff is unable to reach the child's parents/guardians or any other "Emergency Contact/Authorized Pick Up" persons on the child's registration form, or additional authorized "Emergency Contact/Authorized Pick Up" persons as listed on the child's classroom contact list, and the school has been closed for 30 minutes (5:00 p.m.), Lyonsgate staff shall proceed with contacting the local Children's Aid Society (CAS) at 905-522-8053. Staff shall follow the CAS's direction with respect to next steps.

Serious Occurrences Policy:

Lyonsgate has in place a CCEYA required Serious Occurrences Policy that defines specific categories of serious occurrences and mandates serious occurrence reporting procedures. From the "Lyonsgate Serious Occurrences Policy":

Definitions

"serious occurrence" means,

- (a) the death of a child who received child care at a home child care premises or child care centre,
- (b) abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a home child care premises or child care centre,
- (c) a life-threatening injury to or a life-threatening illness of a child who receives child care at a home child care premises or child care centre,
- (d) an incident where a child who is receiving child care at a home child care premises or child care centre goes missing or is temporarily unsupervised, or
- (e) an unplanned disruption of the normal operations of a home child care premises or child care centre that poses a risk to the health, safety or well-being of children receiving child care at the

home child care premises or child care centre.

How to Report a Serious Occurrence

All serious occurrences must be reported to the ministry through CCLS (Child Care Licensing System) within 24 hours of the licensee or supervisor becoming aware of the occurrence.

If licensees, designates, or supervisors cannot access CCLS, they must still notify their programme advisor via telephone or email within 24 hours of becoming aware of the occurrence and complete a serious occurrence report in CCLS as soon as the system becomes available.

In addition to the CCLS report, the relevant Lyonsgate staff shall also do the following:

1. Complete a “Lyonsgate Serious Occurrence Summary Report Form.”
 - a. Licensees are required to complete and post a summary of each serious occurrence in a place that is visible and accessible to parents within 24 hours of becoming aware of the occurrence for a minimum of 10 business days, including any allegation of abuse or neglect.
 - b. The summary must not include any identifying information and shall be updated as new information is obtained.
2. Complete a “Lyonsgate Serious Occurrence Annual Analysis Report.”
 - a. Licensees are required to conduct an annual analysis of all serious occurrences that occurred in the previous year. The annual analysis is to be used as a method of identifying issues, trends, and actions taken. The analysis and record of actions taken in response to the analysis must be kept on file at the child care centre. In addition to ongoing reviews and follow-up to serious occurrences, licensing ministry staff will review the serious occurrence annual analysis during licence renewal inspections.

The “Lyonsgate Serious Occurrence Annual Analysis Report” shall be completed by the Lyonsgate Principal, or a person designated by the Principal, at the completion of each school year, in June.

In addition to the reporting requirements above, Lyonsgate staff also have a *duty to report* to the Children’s Aid Society (excerpt from the “Lyonsgate Serious Occurrences Policy”):

2. Allegation of Abuse and/or Neglect:
 - a. Some serious occurrences, most notably an allegation of abuse or neglect, will give rise to a **duty of report** that a child may be in need of protection. If a licensee or staff member has reasonable grounds to suspect that a child is, or may be, in need of protection, they must report this to the local children’s aid society in accordance with section 125 of the *Child and Family Services Act*. (see Reference D at the end of this handbook).
 - b. The person who has the reasonable grounds to suspect that a child is, or may be, in need of protection **must make the report directly to a children’s aid society**. The person must not rely on anyone else to report on his or her behalf.

- c. A report to a children's aid society must be made for all situations where a child is, or may be, in need of protection, no matter where the alleged abuse or neglect took place.
- d. However, licensees are only required to notify the programme advisor of a serious occurrence if the alleged abuse or neglect occurred while the child was receiving care at the child care centre.

The *Child Care Centre Licensing Manual*, July 2018, also contains information relevant to Registered Early Childhood Educators, the College of Early Childhood Educators' Code of Ethics and Standards of Practice, the Early Childhood Educators Act, 2007, the Professional Misconduct Regulation, and **employers'** reporting obligations to the College of Early Childhood Educators. See page 67-68 of the *Child Care Centre Licensing Manual*, July 2018, for details.

Fire Safety Policy:

Lyonsgate has in place a "Lyonsgate Fire Safety Procedures, Drills, and Evacuation Policy" that meets the requirements and annual approval of CCEYA and the Hamilton Fire Department. For parents of children at Lyonsgate, the relevant sections of the "Lyonsgate Fire Safety Procedures, Drills, and Evacuation Policy" are as follows:

Fire Drills

Fire drills shall be held monthly. (re. Ontario Regulation 213/07: Fire Code, section 2.8.3.2 (2)(e):

- (2) A fire drill shall be held ... at least monthly in
 - (e) a day care centre for children, including a day nursery, as defined in the **Day Nurseries Act** [NOTE: the "Day Nurseries Act" is now the "Child Care and Early Years Act" (CCEYA)]

General Responsibilities:

1. All Staff:
 - a. ANY person detecting smoke or fire should immediately sound the fire alarm by actuating the nearest fire alarm pull station and evacuate the building by using the nearest safe exit.
 - b. On hearing the fire alarm signal, all activities are to be stopped and all personnel (teachers, pupils, and school support staff) must evacuate the building using the nearest safe exit or alternate exit.
 - c. All staff must be familiar with the location and use of portable fire extinguishing equipment located throughout the school so that small incipient fires, if safe to do so, may be confined or extinguished after sounding the alarm and evacuating the students. If smoke or fire threatens the safety of the operator, close doors of the area to contain spread of fire, smoke, and leave the building.
 - d. Fire hazards shall be corrected and eliminated when discovered and should be reported to the Lyonsgate principal.

- e. Acknowledge and adhere to the specific transfer of duties from one classroom supervisor on break, to the staff member who will assume their responsibilities for fire safety.
- f. Activate the fire alarm system audible signal during each monthly fire drill.
- g. Confirm responding Hamilton Fire Department emergency personnel have been advised of any missing occupants in the event of a fire emergency.
- h. Ensure that 9-1-1 has been called, in the event of a fire emergency.
- i. Evacuate children accordingly, whenever the fire alarm system audible signal is heard.
- j. Exclude actual real time emergency evacuations from the site's required monthly fire drills.
- k. Know the nearest Exit and alternate Exit from their building occupancy locations.
- l. Maintain accurate fire drill records that include the date, time of day, time to complete the evacuation, brief detailed fire drill comments and are accessible for review on-site.
- m. Provide any new information of changes in the use and other characteristics of the building (if applicable), to the BJS.
- n. Participate in all required fire drills.
- o. Participate in training and receive instruction in their responsibilities for fire safety.
- p. Practice their assigned fire safety duties.
- q. Remain on-site, in the premise and accessible when they are designated to assume the fire safety responsibilities for staff colleagues on break, so reductions in staffing ratios do not occur.
- r. Review the approved BJS Safety Plan and this Addendum Fire Drill & Emergency Evacuation Procedure as often as necessary, but at intervals not greater than 12 months.
- s. Understand and be able to fulfill their responsibilities per the approved BJS Fire Safety Plan and this Addendum Fire Drill & Emergency Evacuation Procedure.

Evacuation and Emergency Shelter Location

Fire Drills:

1. In the event of a standard, regular, monthly fire drill, students and staff of Lyonsgate are to exit the building according to the individual classroom evacuation route and procedure, as posted in each room, and are to **assemble outside the building at the rear of the parking lot.**

Fires and Other Emergencies:

1. In the event of an actual fire or other emergency:
 - a. Lyonsgate students and staff are to exit the building according to the individual classroom evacuation route and procedure, as posted in each room, and are to **assemble outside the building at the rear of the parking lot, OR**
 - b. If the fire or other emergency renders the parking lot area inaccessible, Lyonsgate students and staff are to exit the building according to the individual classroom

- evacuation route and procedure, as posted in each room, and are to **assemble outside the building on the lawn at the front of the building**, OR
- c. If the fire or other emergency renders the both the parking lot area and the front lawn inaccessible, Lyongate students and staff are to exit the building according to the individual classroom evacuation route and procedure, as posted in each room, and are to **assemble outside the building on the sidewalk of Cottage Ave.**

Designated Places of Shelter:

A designated place of shelter provides a point of assembly where children and staff can be accounted for and temporary care can be given if the fire or other emergency renders Lyongate and its property unsafe and/or if the school must remain vacant for an extended period of time.

Lyongate’s Primary campus designated place of shelter is:

Site Name	Lyongate Montessori School- Elementary Campus
Contact	Marissa Achong
Phone #	905-544-3550
Address	248 Locke Street South, Hamilton, ON L8P 2M4


Lyongate’s Elementary campus designated place of shelter is:


Site Name	Lyongate Montessori School- Primary Campus
Contact	Sarah Kennedy
Phone #	905-525-4283
Address	375 Aberdeen Ave., Hamilton, ON L8P 2R7

Accident and Incident Reporting:

In the case of a serious accident or medical emergency, the parent or person responsible for the child will be notified. The physician listed on your child’s "Lyongate Registration Form" may be contacted to ask for their recommendation. For serious injuries, we will call 911. If a child needs to go to the hospital and the parents cannot be reached, the child will be transported to McMaster Children’s Hospital. A staff member will accompany the child to the hospital and take the child's student file with them (including Health Card number) in case emergency care is needed. If, on any particular day, you know that you can be reached at a different number than the one listed in your child's file, please let the school office know. It is imperative that you keep all contact information up to date.

Lyongate uses both “Accident Reports” and “Incident Reports” to communicate and track various occurrences that children may be subject to during their time at school. Both reports are to be completed at the discretion of staff members.

-  An **Incident Report** is to be completed in cases where a child has engaged in harmful or disrespectful behaviour towards another student or staff member, or has otherwise acted in a manner that the staff member feels should be communicated to the child’s Montessori guides and parents (examples include willfully damaging school property or climbing over fences).

 An **Accident Report** is to be completed in cases where a child has been involved in a playground accident resulting in injury. In general, if first aid or supervision of the child is required as a result of the accident, an Accident Report should be filled out. (Minor scrapes that require a soap and water wash and a band-aid do not require that an Accident Report be filled out).

(A general guideline for both Accident and Incident Reports is: if you think to yourself, “Should I fill out a report for this?” the answer is “Yes.”)

Privacy

When filling out Incident and Accident Reports, staff must respect the privacy of each child and the child’s family. If more than one child is involved in an incident or accident, a separate report must be filled out for each child and other children’s names must not be included in the reports.

Procedure

Accident and Incident Reports are to be signed by the involved staff member and at least one of the child’s parents or caregivers. A copy of the report will be given to the parents and a hard copy will be placed in the child’s student records file.




First-Aid:

As required by CCEYA legislation, Lyonsgate has on premises a number of first-aid kits and a first-aid manual. First-aid kits are stocked and maintained in accordance with Regulation 1101 under the *Workplace Safety and Insurance Act, 1997*.

In addition, and also per CCEYA legislation, all staff members of Lyonsgate are required to maintain certification in Standard First Aid that includes infant/child CPR, issued by a training agency recognized by the Workplace Safety and Insurance Board.

Animals at Lyonsgate:

Having animals in the Montessori environments is an integral part of Montessori education. The presence of animals serves a number of purposes:

-  Animals in the environment are a part of the Practical Life activities of caring for the environment (along with daily cleaning and organizing, and caring for plants). Caring for animals in the environment is a sound method of helping children to develop responsibility, as well as senses of empathy, compassion, and consideration.
-  Animals also provide opportunities for learning at each of the different levels of Montessori, from awareness of and exposure to nature’s life and growth cycles to introductions to biological sciences and scientific classification.
-  Animals are also pets in the Montessori environment and can provide for moments of comfort and relaxation for children.

 All authentic Montessori environments will have animals present.

Having animals in the classroom spaces also comes with legislated responsibility. **Under CCEYA legislation, all dogs and cats in a child care centre must be inoculated against rabies.**

Lyonsgate is also subject to and abides by Hamilton Public Health directives and recommendations regarding animals in the school setting. These directives and recommendations are outlined in the “Lyonsgate Sanitary Practices Policy and Procedures” and cover animal health and inoculation, suitable and unsuitable pets for child care centres, rules for handling or interacting with pets and animals, and procedures to follow in cases of animal bites.

Food and Nutrition Policies

Food service and nutrition requirements are addressed by a number of different guides and pieces of legislation at all three levels of governance:

1. Federally through *Canada's Dietary Guidelines* (this is the updated Canada Food Guide).
2. Provincially through CCEYA legislation.
3. Municipally through Hamilton Public Health

The impact of diet on concentration levels and health is well documented and the best time to instill in children a healthy attitude to food and nutrition is when they are young. We know how stubborn children can be around food, but quite often children are more open-minded amongst peers.

Lunches:

Lyonsgate is required to ensure that every child registered and participating in a full day Casa or Toddler programme at Lyonsgate is provided a meal at lunch time.

[Note: the Ontario Ministry of Education provides a number of recommendations for food service and nutrition programs in child care centres, and for "Promoting Good Eating Habits," in its "Child Care Centre Licensing Manual." See "Appendix A: CCEYA Nutrition Policy Recommendations."]

Catered (Hot) Lunch:

Lyonsgate provides a catered "Hot Lunch" to children in the Toddler and Casa programs. The "Hot Lunch" programme operates according to the following policies and procedures:

1. Lyonsgate will retain a catering service to provide the "Hot Lunch" programme meals; the retained catering service will:
 - a. Meet the requirements of its public health unit relative to food preparation, storage, and delivery;
 - b. Offer a varied menu that meets the requirements set out in the Health Canada documents "Canada's Dietary Guidelines," "Eating Well with Canada's Food Guide - First Nations, Inuit and Metis," or "Nutrition for Healthy Term Infants" as indicated and approved by a nutritionist.
 - c. Accommodate any special dietary and feeding instructions, including food allergies, restrictions, and sensitivities, that have been provided by children's parents and that are on file at Lyonsgate and have been communicated to the retained catering service.
2. Lyonsgate will receive, store, prepare, and serve "Hot Lunch" programme meals in accordance with the directives of the Hamilton Public Health Service.
 - a. Lyonsgate food storage, preparation, and service areas are inspected annually by the Hamilton Public Health Service.

- b. All Lyonsgate food storage, preparation, and service areas are to be maintained according to the directives of the Hamilton Public Health Service in accordance with the “Lyonsgate Sanitary Practices Policy.”
 - c. The Lyonsgate staff member holding supervisory responsibility for receiving, preparing, and distributing the “Hot Lunch” programme meals will hold a valid “Food Handlers Certificate” from the Hamilton Public Health Service.
3. **Lyonsgate strives to be a nut free facility.** Nuts or nut-derivative products are not permitted and the retained catering service shall be instructed to ensure that lunches do not contain any nuts or nut products.
 4. Lyonsgate will always have drinking water available for children.

Food from Home (bagged lunches and snacks)

***At Lyonsgate, bagged lunch requirements apply to Elementary students only.**

The Child Care and Early Years Act has specific requirements regarding "bagged lunches" (ie. lunches and other food sent from home, including alternative snacks):

1. All food containers must be labelled with the child's name.
2. Due to the number of children that bring a bagged lunch, refrigeration is not possible. Please ensure that children's lunches or alternative snacks do not contain items that may spoil if not refrigerated, or that insulated food containers and sufficient cooling packs are used.
3. Microwaves are NOT available at Lyonsgate for items to be re-heated.
4. Bagged lunches and alternative snacks should meet the recommendations set out in the Health Canada documents "Canada's Dietary Guidelines," "Eating Well with Canada's Food Guide -- First Nations, Inuit and Metis," or "Nutrition for Healthy Term Infants." ("Canada's Dietary Guidelines" is available in the *Lyonsgate Parent Handbook*; "Eating Well with Canada's Food Guide -- First Nations, Inuit and Metis" is available upon request; "Nutrition for Healthy Term Infants" is available at <https://www.canada.ca/en/health-canada/services/canada-food-guide/resources/infant-feeding.html>).
5. Certain foods that are high in sugar or salt content (e.g., candy, dried fruit, cookies, chips, pretzels, etc.) are not consistent with Canada's Dietary Guidelines as they offer little nutritional value and promote tooth decay. The importance of nutritional food is heightened when bagged lunches are being provided, as the school does not control what food is offered. Programme staff should monitor the content of bagged lunches and discuss with parents when there are concerns regarding the nutritional adequacy of bagged lunches.
6. **Lyonsgate strives to be a nut free facility.** Nuts or nut-derivative products are not permitted. Please take care when packing children's lunches or alternative snacks that they do not contain any nuts or nut products.

7. Lyonsgate will always have drinking water available for children.
8. If a bagged lunch is forgotten or needs to be supplemented due to the presence of allergen containing foods or foods of low nutritional value, Lyonsgate will first attempt to contact the child's parents. If parents cannot be contacted, or cannot deliver a lunch, Lyonsgate will provide or supplement the child's lunch with items from the available daily snack food.

Snacks:

Lyonsgate is required to ensure that every child registered and participating in a full day programme at Lyonsgate is offered, in addition to any meals provided, two snacks.

1. Per CCEYA recommendations, each snack should include at least two food groups.
2. Lyonsgate will have snack available to children during both the morning and afternoon work cycles.
3. Snacks shall include readily available drinking water.
4. Snacks provided to children in each Lyonsgate Montessori environment shall take into account any special dietary and feeding instructions, including food allergies, restrictions, and sensitivities, that have been provided by children's parents and that are on file at Lyonsgate.
5. **Lyonsgate strives to be a nut free facility.** Nuts or nut-derivative products are not included as a part of any snack, at any time.

Please do not put extra snack items in children's backpacks or send children to school with any extra snack items. Snacks from home can be a significant distraction to children and present the possibility of children with allergies or other food restrictions coming into contact with unsafe food items.

Exception:

- a. Children requiring alternative food items for specific health reasons (ex. specific food item required in conjunction with a specific medication). If your child requires alternate food arrangements, you must complete a "Special Dietary Arrangements" form available on the "Parent Form Portal" under the "Parents" tab at lyonsgate.ca.

Menus

Lunch Menus:

Lyonsgate will post the menu for the catered "Hot Lunch" programme on the school website (lyonsgate.ca).

Each posted menu will also indicate food substitutions, as required, to meet special dietary and feeding instructions, including food allergies, restrictions, and sensitivities, that have been provided by children's parents and that are on file at Lyongate.

Snack Menu:

Daily morning and afternoon snacks at Lyongate will consist of items meeting at least two food group requirements, as per recommendations above. Snack will consist of a rotating variety of items such as cheese and crackers (or other grains), and raw fruits and vegetables.

Menu Retention:

Menus for "Hot Lunch" programs meals, will be retained by Lyongate for at least 30 days.

Food Allergy and Restriction Posting

Lyongate will maintain and post a list of children with known food allergies, as well as their respective allergies, and of children with specific food restrictions [for example: food intolerances, family dietary choices (e.g., vegetarian) or religious observance (e.g., requirement for kosher or halal food)].

The "Food Allergy and Restrictions" list is posted (or readily available) in the following areas:

1. At the Lyongate Primary (Aberdeen) campus:
 - a. The Lyongate "Room of Requirement" and kitchen where "Hot Lunch" programme meals are stored and prepared, and from where daily snack items are stored and retrieved.
 - b. Each Montessori environment.
 - c. The Lyongate "Staff Room."
 - d. In the Lyongate office, and,
 - e. Will be readily available in any other area in which children may be present to minimize risk of reaction and to ensure that children receive the correct meals and snacks, as applicable.

2. At the Lyongate Elementary (Locke) campus:
 - a. The kitchen.
 - b. The Elementary administrative area.
 - c. Will be readily available in any other area in which children may be present to minimize risk of reaction and to ensure that children receive the correct meals and snacks, as applicable.

Parents are required to provide Lyongate with written updates about their child's allergies and restrictions, as applicable.

Special Dietary and Feeding Arrangements:

Parents may need to make special dietary and feeding arrangements with Lyonsgate regarding food/drink in order to meet the diagnosed nutritional and health needs of their child.

Special dietary and feeding arrangements must be made in writing and may require information from relevant medical professionals. Parents must complete a “Special Dietary Arrangements” form available on the “Parent Form Portal” under the “Parents” tab at lyonsgate.ca.

For each child identified as having special feeding or dietary arrangements, written instructions from a parent of the child are kept in the child's records.

Special dietary and feeding arrangements must be made in writing to Lyonsgate, and Lyonsgate will follow those written instructions, in the following cases:

1. A child has a diagnosed food allergy or restriction.
2. A child at Lyonsgate is not able to receive or participate in the “Hot Lunch” program due to diagnosed nutritional or health requirements.
3. A child requires, and the parents will provide, additional or supplemental snack items for specific diagnosed health reasons.

Part V: Reference and Resources

Ref. A: Canada's Dietary Guidelines and Other Nutrition Information

In 2019 the *Canada Food Guide* was updated with *Canada's Dietary Guidelines* ([click here to access Canada's Dietary Guidelines](#)). Also included here is additional information from Health Canada specific to children and healthy eating that we have combined for your reference.

Eat well. Live well.

Eat a variety of healthy foods each day

Have plenty
of vegetables
and fruits



Eat protein
foods



Make water
your drink
of choice

Choose
whole grain
foods

Healthy eating is more than the foods you eat



Be mindful of your eating habits



Cook more often



Enjoy your food



Eat meals with others



Use food labels



Limit foods high in sodium,
sugars or saturated fat










Be aware of food marketing

Discover your food guide at
Canada.ca/FoodGuide




Additional Information from Health Canada:

By 12 months, your child needs a variety of foods from the food groups.

-  Establish a schedule of regular meals and snacks for your child.
-  Breastfeed as long as you and your child want to continue.
-  Continue to give your breastfed child a vitamin D supplement of 10 µg (400 IU). This provides a daily source of vitamin D.
-  If you are no longer breastfeeding, offer 500 milliliters (mL) of homogenized milk (3.25% M.F.) each day. Your child may like to drink a lot of milk. You should limit them to 750 mL each day to not affect their intake of other foods.
-  Higher-fat, nutritious foods are an important source of energy for your child. Examples include breast milk, homogenized cow milk (3.25% M.F.), cheese, avocado, nut butters, and some fish such as salmon or trout.
-  Limit fruit juice and do not offer sweetened beverages. If your child seems thirsty, offer water.
-  Eat together as a family as often as you can. Be a role model; try new and nutritious foods yourself.

Safe feeding tips:

Always supervise your child when eating. Make sure your child is sitting upright and is not distracted. Do not let your child eat while walking or running, or while sitting in a moving vehicle.

-  Introduce common food allergens one at a time. A food allergen can cause an allergic reaction in some children (like itchy skin, upset stomach or wheezing). Wait two days before introducing a new food. That way, if your baby develops a reaction, you'll have a better idea of what food might have caused it. (See below for more on food allergens and allergic reactions).
-  Do not offer solid foods that are hard, small and round, or smooth and sticky. These foods can cause choking.
-  Do not offer herbal teas, sports drinks or other drinks with caffeine or artificial sweeteners.

During early childhood, two to five years:








Children need enough calories for growth. Nutritious foods that contain fat, such as milk or peanut butter, can provide a concentrated source of calories for young children.

Serve nutritious small meals and snacks to young children to meet their daily recommended Food Guide Servings. Because they have small stomachs that tend to fill up quickly, children need to eat small amounts of food throughout the day. Most prefer meals and snacks on a regular schedule and in familiar surroundings. The amount of food eaten at each meal and snack will vary day-to-day depending on the child's appetite, activity level and whether they are experiencing a growth spurt. Their appetite may also fluctuate when they are excited or overly tired. Also, it is quite normal to see children lose interest in any activity in a short time, including at mealtimes. When hungry, young children will focus on eating. When satisfied, their attention turns elsewhere.

Over time, the variations in the amount a child eats tend to average out to provide the calories and nutrients needed. This is especially true if the child is encouraged to eat healthy foods when hungry and to stop when full. Eating foods from each of the four food groups and including a small amount of unsaturated fats is the best way to make sure that children get the nutrients they need. A multivitamin is rarely needed for healthy children who are growing well and following Canada's Food Guide.

Put it Into Practice:

Families and caregivers play a big role in creating a positive eating environment. The early childhood years are a time to discover new foods and to develop a love and appreciation for healthy eating. Build on the fact that young children are eager to learn. Even simple activities such as helping to cut open a pumpkin or making muffins are ways children learn about food. Preparing food gives children a feeling of accomplishment and encourages them to try these foods. For example, potatoes that a preschooler has helped mash or radishes they picked from the garden are more appealing than those that just appear on the table.

-  Prepare meals that include foods from each of the four groups. For children, one Food Guide Serving from a food group such as Meat and Alternatives can be divided up into smaller amounts of food served throughout the day.
-  Make sure to offer children a total of two cups of milk or fortified soy beverage every day. This will help meet their requirement for vitamin D.
-  Offer a variety of nutritious foods, including some choices that contain fat such as milk and peanut butter.
-  Make time for healthy eating so that children don't feel rushed. Set regular times for meals and snacks. This helps to establish a healthy routine.
-  Sit down and eat with children. Provide a pleasant setting. Leave the television off during meal times.
-  Let children help with simple food-related tasks. Ask them to set the table or help to wash the vegetables.
-  Keep in mind that while parents and caregivers are responsible for what children eat, children are responsible for how much they eat. Offer suitable portions with options for seconds.

- 🦁 Be patient. If an unfamiliar food is rejected the first time, it can be offered again later. The more often children are exposed to new foods, the more likely they are to accept them.
- 🦁 Be a positive role model for children. They will be more likely to enjoy a variety of foods and to try new foods if you do.
- 🦁 Organize fun and easy physical activities such as bicycling, walking, dancing, games of ball or tag in the summer and sledding or building a snowman in the winter. Young children rely on parents and caregivers to provide opportunities for physical activity.

Food Allergens and Allergic Reactions:

Food allergies among Canadians have received a great deal of media attention lately. Most allergic reactions to food are caused by nine categories of foods. Even trace amounts of those foods can cause a severe or life-threatening reaction in some people.

In Canada, there are nine priority food allergens (substances which causes allergies):

- 🦁 peanuts
- 🦁 tree nuts (almonds, Brazil nuts, cashews, hazelnuts [filberts], macadamia nuts, pecans, pine nuts [pignolias], pistachio nuts, and walnuts)
- 🦁 sesame seeds
- 🦁 milk
- 🦁 eggs
- 🦁 fish (including shellfish and crustaceans)
- 🦁 soy
- 🦁 wheat
- 🦁 sulphites
- 🦁 mustard

Reactions to these allergens among allergic individuals range from mild to severe. Trace amounts of these foods can potentially be found in a wide range of food products including snack foods, health foods, baked goods, seasonings, and many other foods.

Health Risks of Food Allergens:

Allergic reactions happen when the body's immune system reacts to a particular protein or irritant. The reaction may be caused by food, insect stings, and medications.

When someone comes in contact with an allergen, symptoms may develop quickly and have the potential to progress rapidly from a mild reaction to a severe one. The most dangerous of these symptoms include breathing difficulties, a drop in blood pressure, or shock, which may result in loss of consciousness and even death. Severe allergic reactions can occur quickly and without warning. A person experiencing an allergic reaction may have any of the following symptoms:

- 🦁 Trouble breathing, speaking, or swallowing
- 🦁 A drop in blood pressure, rapid heartbeat, and/or loss of consciousness

- 🦁 Flushed face, hives or a rash, or red and itchy skin
- 🦁 Swelling of the eyes, face, lips, throat, and tongue
- 🦁 Anxiousness, distress, faintness, paleness, sense of doom, and/or weakness
- 🦁 Cramps, diarrhea, and/or vomiting

There is currently no cure for any food allergy. The only way to prevent a reaction is to totally avoid the specific food. Should a severe reaction occur, the appropriate emergency treatment is an injection of epinephrine (adrenaline). People with known food allergies should carry an auto-injector of epinephrine, which allows them to give themselves an injection of adrenaline.

Adrenaline should be administered as soon as the symptoms of a severe allergic reaction appear. This should be followed up with further treatment and observation in a hospital emergency room.


Severe allergic reactions are not predictable. You may have a mild reaction one time and a severe one the next time, or vice versa.

How Preschoolers Approach Eating:












Early childhood is an exciting time of change. Bodies are growing. Skills are being mastered. Attitudes are forming. Although every child is different, the following traits are common among preschool children and influence how they approach eating:

- 🦁 **A Natural Curiosity:** Youngsters explore their world by touching, seeing, hearing, smelling and tasting. Most two and three-year-olds take great pleasure in experimenting with new foods. A banana is likely to be carefully inspected and squashed between the fingers of curious two-year-olds before reaching their lips. Three-year-olds love to discover surprises such as a special fruit or an animal-shaped sandwich served as a snack. "Why" becomes a frequently used word, especially by four and five-year olds. Because of their innate inquisitiveness, they may, for example, need to know why the bread is brown before trying it. It is through the curiosity which preschoolers bring to food that they learn to enjoy an expanding range of foods.
- 🦁 **Striving for Independence:** Two- and three-year olds are striving for greater independence. Deciding whether to eat or not is something they can easily control. For example, they may insist on a familiar food one day and reject it the next. These whims are normal. Meanwhile, four- and five-year olds like helping adults by selecting food at the supermarket, then preparing and serving it.
- 🦁 **A Need for Security:** Because they need the security of what is familiar to them, two- and three-year olds look for structure in their lives. Most prefer meals and snacks on a regular schedule and in familiar surroundings. Many toddlers insist on having their milk in a certain cup, their food cut in preferred shapes or the same food for lunch over several days. New foods may be refused with the common refrain "I don't like it, I've never tried it." As preschoolers get older, they tend to be more willing to try unfamiliar foods that are prepared and served in different ways.
- 🦁 **Limited Attention Span but Growing Sense of Purpose:** The ability to focus on one thing increases considerably between the ages of two and five years. This applies at mealtimes too. When hungry, young children will focus on eating. When satisfied, their attention

turns elsewhere. Playing with their spoon is more interesting than eating the food before them. Although parents may become concerned when the child dawdles over uneaten food, it is quite normal to see children lose interest in any activity in a short time.

 **Imitate People Around Them:** Preschoolers can learn to like a wide assortment of foods by eating with friends and family members who enjoy these foods. Children easily pick up subtle messages about how others view foods. For example, a four year-old boy may be reluctant to eat turnip -- a food his father is not fond of, whereas he eagerly eats cabbage -- his father's favourite.

For preschoolers, healthy eating is:

-  being curious about new foods and ways of eating them;
-  examining the chicken sandwich before they eat it;
-  accepting toast only if it is cut in triangles;
-  trying only a bite of squash today - maybe more tomorrow;
-  drinking milk only if they can pour it into their own glass;
-  loving carrots on Tuesday, refusing them on Wednesday;
-  insisting the apple be whole - not in slices;
-  wanting a peanut butter sandwich for lunch every day for a week;
-  gobbling up the cookies they helped to prepare when they are fresh from the oven;
-  preferring simple foods they can recognize;
-  drinking soup out of a coffee mug just like mom's.

Strive for Variety:

Use foods and cuisines enjoyed by different ethnic and cultural groups. Children eat according to the eating traditions of their family. These traditions are a valued aspect of their culture. Many of the foods appearing in the rainbow design of the Food Guide – for example, tofu, sweet potato, bok choy, rice and pasta – are those enjoyed by various ethnic and cultural groups living in Canada. Different cuisines also use common foods such as chicken and fish in ways that show their ethnic and cultural uniqueness.

Learning to appreciate food as prepared and enjoyed by other ethnic and cultural groups can add to the interest children already have in food and eating. For example, by exploring a staple food such as bread in its many forms – pita, bannock, focaccia, bagels, chapattis – children can begin to appreciate the cultural diversity that food choices reflect.

A Vegetarian Family:

A family may not eat meat or fish, however may eat milk products and eggs. As lacto-ovo vegetarians, the parents use the Food Guide to choose foods from all the food groups. Instead of

meat they prepare a variety of dishes using tofu, other legumes such as dried peas, beans and










lentils, nuts and nut butters, and eggs to meet the recommended number of servings from the Meat and Alternatives food group. Children can get enough protein, iron and zinc by consuming milk products, legumes and grain products every day and eggs a few times a week. At least two cups of milk is consumed every day by drinking it, having it on cereal, as well as in soups and puddings made with milk. This ensures an adequate intake of vitamin D, calcium and vitamin B12, a vitamin that is found only in foods of animal origin.

Do Children Need Vitamin-Mineral Supplements?

Eating a variety of foods is the best way to ensure an adequate intake of nutrients. If a child is eating according to the Food Guide, is growing well and is healthy, vitamin-mineral supplements are rarely necessary. They may be indicated for special situations such as vitamin D supplements for children who do not consume enough vitamin D-fortified milk. Some children may not be eating a variety of foods as recommended in the Food Guide because of cultural preferences, health concerns such as food intolerances or personal food dislikes. Ways to improve the child's eating pattern, including suggestions for alternative foods and different ways of preparing foods which the child may accept, can be discussed with parents and caregivers. If supplements are indicated, a dietician or doctor can provide guidance on the type, amount and duration. Like all medications, supplements should be kept out of children.

How to Introduce New Foods:

Parents and Caregivers can help preschoolers accept a wider selection of foods by:

-  being role models. Children are more eager to eat foods that they see family and friends enjoying;
-  presenting food in appealing ways by combining different colours, textures and shapes of food;
-  offering small amount of new food alongside a familiar one, without pressure to eat the new food;
-  serving a new food when children are with their peers;
-  encouraging them to become familiar with different foods by helping to grow, buy, prepare or serve them;
-  being patient. If an unfamiliar food is not accepted the first time, it can be offered again later. The more often children are exposed to
-  new foods, the more likely they will taste them and learn to accept them;
-  not using foods as rewards. For example, withholding a sweet dessert until all the vegetables are eaten may establish a preference for the dessert and a dislike for the vegetables;
-  respecting individual food preferences. Every child has different likes and dislikes.

Ref. B: Lyonsgate Observation Guidelines

We are very excited that you will be visiting us for an observation. We would like you to read the following guidelines before your observation. We strive to have as little interruption in the classroom as possible so that you will benefit from your observation. This is an opportunity for us to share with you what Montessori education looks like through seeing children, teachers, learning materials, as well as the less tangible atmosphere that is "home" for children for so much of their school day. We know from experience that what you will actually see will be biased by your presence in the class.

Toddler and Casa Observation Guidelines

Thank you for taking the time to observe in our environment. An observation is an opportunity for you to get a glimpse of how a Montessori environment functions. There are a few things to consider when you are observing in the classroom:

- 🦁 The observation chair is an adult sized chair, intended for observers only. It is placed in a specific spot in the classroom. The children are aware of this. This is the space where observers can see the classroom from an open perspective, while allowing the environment to operate as usual with as little disruption as possible.
- 🦁 The guide will not be available to answer any questions during the observation; please ensure you make note of any questions and feel free to ask after the observation is complete.
- 🦁 The children may approach you. The best way to ensure that you are seeing an accurate depiction of the space is to politely say “Hello,” and tell them that you are here to see them do their work. Please refrain from engaging in conversation with them.
- 🦁 When your observation is complete, please quietly exit the classroom; do not feel the need to say goodbye to the children or the guides. We thank you for joining us, and hope that you thoroughly enjoy your time in the environment.

When you are observing, you may want to take some of the following questions into consideration:

1. Are the children choosing work independently?
2. Is the guide the focal point of the classroom?
3. How do the older children engage with the younger children (and vice versa)?
4. Are the children focused on their work?
5. How do the children solve conflict?
6. How do children transition from one activity to the next?
7. Is the environment productive? Respectful? Engaging?

“Wait while observing. That is the motto for the educator. Let us wait, and be always ready to share in both the joys and the difficulties which the child experiences. Let us have endless patience with his slow progress, and show enthusiasm and gladness at his success.” — Maria Montessori

Elementary Observation Guidelines

Thank you for taking the time to observe in our environment. An observation is an opportunity for you to get a glimpse of how a Montessori environment functions. There are a few things to consider when you are observing in the classroom:

- ✿ Please enter the school through the cloakroom by using the side gate and doorbell. If you have a coat, bag or beverage with you, please leave these in the cloakroom.
- ✿ The observation chair is placed in a specific spot in the classroom. This is the place where observers can view work occurring in different areas while allowing the environment to operate as usual with as little disruption as possible.
- ✿ The guide will not be available to answer any questions during the observation; please ensure you make note of any questions to raise at your Parent-Teacher Conference.
- ✿ The children may approach you. The best way to ensure that you are seeing an accurate depiction of the space is to politely say “Hello,” and tell them that you are here to see them do their work. Please refrain from engaging in conversation with them.
- ✿ When your observation is complete, please quietly exit the classroom without interrupting the students to say goodbye. We thank you for joining us, and hope that you thoroughly enjoy your time in the environment.

When you are observing, you may want to take some of the following questions into consideration:

1. Are the children engaging in independent or collaborative work?
2. How do the older children engage with the younger children (and vice versa)?
3. What examples of Practical Life tasks do you see occurring in the Elementary environment?
4. Which other subjects do you see students investigating?
5. How do the children resolve conflict?
6. How do children transition from one activity to the next?

Ref. C: Montessori References and Resources

A Montessori Glossary:

Absorbent Mind: A mind able to absorb knowledge quickly and effortlessly. Montessori said the child from birth to six-years-old has an “absorbent mind.”

Analysis of Movement: A technique used by Montessori teachers. The adult, when showing a complex action to a child, breaks it down into its parts and shows one step at a time, executing each movement slowly and exactly. The action thus becomes a sequence of simple movements and the child has a greater chance of success when “given the liberty to make use of them.”

Children’s House: The English name for Montessori’s *Casa dei Bambini* (Italian). A place for children from 3-6-years-old grow and develop. (Often simply referred to as Casa).

Classification: Sorting. Allocating or distributing according to common characteristics. The young child engages in classification activities because the process is essential for the construction of the intellect. The Montessori classroom offers many opportunities for classification.

Concentration: The act of concentrating. The young child focuses his or her attention on aspects of the environment essential for development. From a Montessori perspective, concentration is “a consistent activity concentrated on a single work –an exercise on some external object, where the movements of the hands are guided by the mind.” Deep engagement.

Concrete to Abstract: A progression both logical and developmentally appropriate. The child is first introduced to a concrete material that embodies an abstract idea, such as size or colour. Given hands-on experience, the child’s mind grasps the idea inherent in the material and forms an abstract object of knowledge.

Control of Error: A way of providing instant feedback. Every Montessori material provides children with some way of assessing their own progress, putting the control in the hands of the learner and protecting the child’s self-esteem and self-motivation.

Coordination of Movement: One of the major accomplishments of early childhood. Through the child’s own activity, she refines muscular coordination and consequently acquires increasingly higher levels of independent functioning. Because of this developmental need, children are drawn to activities which involve movement and especially to pastimes which demand a certain level of exactitude and precision.

Cycle of Activity: Little children, when engaged in an activity that interests them, will repeat it many times and for no apparent reason, stopping suddenly only when the inner need which compelled the child to activity has been satisfied. To allow for the possibility of long,

concentrated work cycles, Montessori advocates a 3-hour uninterrupted work period.

Development of the Will: The ability to will, or choose to do something with conscious intent, develops gradually during the first phase of life and is strengthened through practice. The Montessori environment offers many opportunities for the child to choose. Willpower, or self-control, results from the many little choices of daily life in a Montessori school.

Deviations: Behavior commonly seen in children that is the result of some obstacle to normal development. Such behavior may be commonly understood as negative, (a timid child, a destructive child, etc.) or positive (a passive, quiet child). Both positive and negative deviations disappear once the child begins to concentrate on a piece of work freely chosen.

Discipline from Within: Self-discipline. The discipline in a well-run Montessori classroom is not a result of the teacher's control or of rewards or punishments. Its source comes from within each individual child, who can control his or her own actions and make positive choices regarding personal behavior. Self-discipline is directly related to development of the will.

False Fatigue: A phenomenon observed in Children's Houses around the world – often at approximately 10:00 a.m. The children seem to lose interest in work, their behaviour becomes disorderly, and the noise level rises. It may appear as if the children are tired. However, if the Montessori guide understands this is simply false fatigue, the children will return to work on their own and their work will be at an even higher level than before.

Grace and Courtesy: An aspect of Practical Life. Little lessons that demonstrate positive social behaviour help children adapt to life in a group and arm them with knowledge of socially acceptable behaviour -- practical information useful both in and out of school.

Human Tendencies: A central tenet of Montessori philosophy is that human beings exhibit a predisposition towards exploration, orientation, order, abstraction, work, self-perfection, communication, and a spiritual (social) life.

Isolation of a Difficulty: Before giving a presentation, the Montessori guide analyzes the activity to be shown to the child. Procedures or movements that might prove troublesome are isolated and taught to the child separately. For example, folding cloths are shown before table washing, an activity requiring folding. A task should neither be so hard that it is overwhelming, nor so easy that it is boring.

Indirect Preparation: The way nature has of preparing human intelligence. In every action, there is a conscious interest. Through this interest, the mind is being prepared for something in the future. For example, a child will enjoy the putting together of various triangular shapes, totally unaware that because of this work the mind will later be more accepting of geometry.

Jobs of Practical Life: One of the four areas of the Montessori prepared environment. The jobs of practical life resemble the simple work of life in the home: sweeping, dusting, washing

dishes, etc. These purposeful activities help children adapt to their new community, learn self-control, and begin to see themselves as a contributing part of the social unit. Their intellect grows as they work with their hands; their personality becomes integrated as body and mind function as a unit.

Learning Explosions: Human development is often not slow and steady; acquisitions seem to arrive suddenly, almost overnight, and with explosive impact. Such learning explosions are the sudden outward manifestation of a long process of internal growth. For example, the explosion of spoken language around two years of age is the result of many months of inner preparation and mental development.

Mathematical Mind: All babies are born with mathematical minds. That is, they have a propensity to learn things which enhance their ability to be exact and orderly, to observe, compare and classify. Humans naturally tend to calculate, imagine, abstract and create. But this vital part of intelligence must be given help and direction for it to develop and function. If mathematics is not part of the young child's experience, his subconscious mind will not be accepting of it at a later date.

Maximum Effort: Children seem to enjoy difficult work, work which tests their abilities and provides a sense of their growing power. They exult in giving their maximum effort. A tiny child will struggle to carry a tray with juice glasses or push a heavy wheelbarrow whereas school age children, if allowed to make up their own problems will prefer to sink their teeth into a challenging equation $(1+2+3+4...+10) \div 2$ rather than drill on $3+5=_$ and $6+2=_$.

Mixed Ages: One of the hallmarks of the Montessori method is that children of mixed ages work together in the same class. Age-groupings are based on developmental planes. Children from 3 to 6 years of age are together in the Children's House. Six to 9-year-olds share the lower elementary, and the upper elementary is made up of 9 to 12-year-olds. Because the work is individual, children progress at their own pace; there is cooperation rather than competition between the ages.

Normalization: If children are repeatedly able to experience periods of spontaneous concentration on a piece of work freely chosen, they will begin to display the characteristics of normal development: a love of work, attachment to reality, and a love of silence and working alone. Normalized children are happier children: enthusiastic, generous, and helpful to others. They make constructive work choices, and their work reflects their level of development.

Prepared environment: The Montessori classroom is an environment prepared by the adult for children. It contains all the essentials for optimal development but nothing superfluous. These include order and reality, beauty and simplicity. Everything is child-sized to enhance the children's independent functioning. A trained adult and a large enough group of children of mixed ages make up a vital part of the prepared environment.

Presentation: The teacher does not teach in the traditional sense, but rather shows the child how to use the various objects and then leaves him free to explore and experiment. This is called a

presentation. To be effective, it must be done slowly and exactly, step by step, and with a minimum of words.

Repetition: The young child's work is very different from the adult's. When an adult works, he sets out to accomplish some goal and stops working when the objective is achieved. A child, however, does not work to accomplish an external goal, but rather an internal one. Consequently, they will repeat an activity until the inner goal is accomplished. The unconscious urge to repeat helps the child to coordinate a movement or acquire some ability.

Sensitive Periods: Young children experience transient periods of sensibility and are intrinsically motivated or urged to activity by specific sensitivities. A child in a sensitive period is believed to exhibit spontaneous concentration when engaged in an activity that matches a particular sensitivity. For example, children in a sensitive period for order will be drawn to activities that involve ordering. They will be observed choosing such activities, becoming deeply concentrated, sometimes repeating the activity over and over, without reward or encouragement. Young children are naturally drawn to aspects in the environment that meet their developmental needs.

Sensorial Materials: The sensorial materials were created to help children in the process of creating and organizing their intelligence. Each scientifically designed material isolates a quality found in the world such as color, size, shape, etc., and this isolation focuses the attention on this one aspect. The child, through repeated manipulation of these objects, comes to form clear ideas or abstractions. What could not be explained by words, the child learns by experience working with the sensorial materials.

Simple to Complex: Moving from the simple to the complex is a principal used in the sequence of presentations in a Montessori classroom. Children are first introduced to a concept or idea in its simplest form. As they progress and become capable of making more complex connections, they are eventually able to handle information that is less isolated.

Three Hour Work Cycle: Through years of observation around the world, Montessori understood that children, when left in freedom, displayed a distinct work cycle that was so predictable, it could even be graphed. This cycle, with two peaks and one valley, lasted approximately three hours. In Montessori schools, children have three hours of open, uninterrupted time to choose independent work, become deeply engaged, and repeat to their own satisfaction.

Three Period Lesson: The first period is Naming: "This is thick. This is thin." The second period is Recognition: "Give me the thick. Give me the thin." The third period consists of The Pronunciation of the Word: "What is this?" In three simple steps, the entire learning process is brought into play. The three period lesson is used for giving language.

Work: From an evolutionary perspective, the long period of childhood exists so children can

learn and experiment in a relatively pressure-free environment. Most social scientists refer to this pressure-free experimentation as “play,” although Montessori prefers to call this activity the “work” of childhood. Children are serious when engaged in the kind of play that meets developmental needs. Given freedom and time, they choose purposeful activities over frivolous ones.

Writing to Reading: In a Montessori environment, children usually begin writing before they can read. They are keen to create words with a box of loose letters (the moveable alphabet) or write their words with chalk or pencil. About six months later, they begin to understand what reading means, and they do so only through associating it with writing.

Montessori Resource Links and Videos:

 [Parent Resources from Association Montessori International](#)

There are also some great videos that will help you better understand Montessori education:

 [The Montessori Classroom: “The Three Year Cycle”](#)

 [Pediatric Neuropsychologist Steven Hughes PHD Discusses Montessori Education.](#)

 [Trevor Eissler: A Parent to Parent Argument for Montessori Education](#)

Ref. D: Child and Family Services Act, 2017, S.O. 2017, c. 14, Sched. 1, DUTY TO REPORT

As professionals directly involved with the care of children, staff at Lyonsgate Montessori School are required, in certain situations, to report suspicions and information to Children's Aid societies. The legislation requiring this is published here for your information.

Child and Family Services Act, 2017, S.O. 2017, c. 14, Sched. 1 Duty to Report

Duty to report child in need of protection

125. (1) Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a society:

1. The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,
 - i. failure to adequately care for, provide for, supervise or protect the child, or
 - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
 - i. failure to adequately care for, provide for, supervise or protect the child, or
 - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
3. The child has been sexually abused or sexually exploited by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual abuse or sexual exploitation and fails to protect the child.
4. There is a risk that the child is likely to be sexually abused or sexually exploited as described in paragraph 3.
5. The child requires treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide the treatment or access to the treatment, or, where the child is incapable of consenting to the treatment under the Health Care Consent Act, 1996, refuses or is unavailable or unable to consent to, the treatment on the child's behalf.
6. The child has suffered emotional harm, demonstrated by serious,
 - i. anxiety,
 - ii. depression,
 - iii. withdrawal,
 - iv. self-destructive or aggressive behaviour, or
 - v. delayed development,

and there are reasonable grounds to believe that the emotional harm suffered by the child

results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.

7. The child has suffered emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the harm.
8. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
9. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to, treatment to prevent the harm.
10. The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide the treatment or access to the treatment, or where the child is incapable of consenting to the treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.
11. The child's parent has died or is unavailable to exercise custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.
12. The child is less than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment.
12. The child is younger than 12 and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to treatment.
13. The child is younger than 12 and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.

Ongoing duty to report

(2) A person who has additional reasonable grounds to suspect one of the matters set out in subsection (1) shall make a further report under subsection (1) even if the person has made previous

reports with respect to the same child.

Person must report directly

(3) A person who has a duty to report a matter under subsection (1) or (2) shall make the report directly to the society and shall not rely on any other person to report on the person's behalf.

Duty to report does not apply to older children

(4) Subsections (1) and (2) do not apply in respect of a child who is 16 or 17, but a person may make a report under subsection (1) or (2) in respect of a child who is 16 or 17 if either a circumstance or condition described in paragraphs 1 to 11 of subsection (1) or a prescribed circumstance or condition exists.

Offence

(5) A person referred to in subsection (6) is guilty of an offence if,

(a) the person contravenes subsection (1) or (2) by not reporting a suspicion; and

(b) the information on which it was based was obtained in the course of the person's professional or official duties.

Professionals and officials

(6) Subsection (5) applies to every person who performs professional or official duties with respect to children including,

(a) a health care professional, including a physician, nurse, dentist, pharmacist and psychologist;

(b) a teacher, person appointed to a position designated by a board of education as requiring an early childhood educator, school principal, social worker, family counsellor, youth and recreation worker, and operator or employee of a child care centre or home child care agency or provider of licensed child care within the meaning of the *Child Care and Early Years Act, 2014*;

(c) a religious official;

(d) a mediator and an arbitrator;

(e) a peace officer and a coroner;

(f) a lawyer; and

(g) a service provider and an employee of a service provider.

Volunteer excluded

(7) In clause (6) (b),

“youth and recreation worker” does not include a volunteer.

Director, officer or employee of corporation

(8) A director, officer or employee of a corporation who authorizes, permits or concurs in the commission of an offence under subsection (5) by an employee of the corporation is guilty of an offence.

Penalty

(9) A person convicted of an offence under subsection (5) or (8) is liable to a fine of not more than \$5,000.

Section overrides privilege; protection from liability

(10) This section applies although the information reported may be confidential or privileged, and no action for making the report shall be instituted against a person who acts in accordance with this section unless the person acts maliciously or without reasonable grounds for the suspicion.

Solicitor-client privilege

(11) Nothing in this section abrogates any privilege that may exist between a lawyer and the lawyer's client.

Conflict

(12) This section prevails despite anything in the *Personal Health Information Protection Act, 2004*.

Ref. E: HWDSB Winter Weather Bus Cancellations and School Closures

As noted above, Lyonsgate takes advantage of the Hamilton Wentworth District School Board inclement weather process, which tries to post cancellation notices by 6:00 a.m. If HWDSB closes, so does Lyonsgate. If there is a snow day, we will communicate that to you as early as we can in the mornings via email and the lyonsgate.ca “Home” page, and you can always check the HWDSB channels listed below. For your information and reference, the process HWDSB uses to determine whether or not to close schools is as follows:

During severe winter weather, the difficult decision to remain open or to close is always made with the safety and security of our students and staff in mind. Here are some guidelines to remember:

Weather Cancellations: When bad weather is expected, Hamilton-Wentworth Student Transportation Services (HWSTS) carriers check weather reports, road conditions and road clearing, starting as early as 4 a.m. Based on this information, the Director of Education makes the decision in conjunction with Hamilton-Wentworth Catholic District School Board. HWDSB will announce the cancellation of school and board operations by 6 a.m. based on the best information at the time.

We share this announcement on the HWDSB website, HWDSB’s Twitter account and on the HWSTS website. We also contact local media outlets including CHCH TV, CHML and the Hamilton Spectator.

HWDSB makes a decision by 6 a.m.

School and Administrative Building Closures: School boards have varied policies on cancellations. The HWDSB Rule is: Severe weather + Bus cancellation = Schools and Administrative Buildings are closed. When HWDSB cancels busing due to inclement weather, we have deemed the roads unsafe and this triggers the closure of schools and administrative buildings.

Remember, Lyonsgate students and families travel to school from all areas of Hamilton, and sometimes beyond. We follow HWDSB’s lead because they have the resources and procedure to assess conditions across the entire greater Hamilton area. It may not look too bad at your house, but conditions may be much worse elsewhere. Thank you.

THANK YOU
FOR CHOOSING LYONSGATE MONTESSORI SCHOOL