



LA MAISON DU DODO
CHILDCARE CENTER

Parent Handbook

La Maison du Dodo

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Please Note: *La Maison Du Dodo* is a co-educational school, however, to avoid the use of somewhat awkward expressions, such as him/her or his/her when referring to children, we will alternate between the masculine and feminine gender or use the plural.



Section 1: Introduction

La Maison du Dodo Childcare Center Program Statement (Regulation 46)

La Maison du Dodo Childcare Center interprets the French Immersion curriculum with Montessori principles, ensuring that our programming aligns with the Minister of Education’s Policy Statement as outlined in “How Does Learning Happen (HDLH)?” It is important to note that while the Emergent/French Immersion pedagogy often describes children’s activities as ‘work,’ HDLH refers to these activities as ‘play.’ However, the experiences of the child remain fundamentally the same.

This Ministry program statement will be reviewed with childcare staff and volunteers annually or whenever an amendment is made.

La Maison du Dodo Childcare Center believes that all children are competent, capable, curious, and rich in potential.

This Ministry statement outlines our goals for children at La Maison du Dodo Childcare and the approaches we implement to achieve those goals.

We promote the health, safety, nutrition, and well-being of the children in our care by diligently meeting all the requirements of ONTARIO REGULATION 137/15.

We support positive and responsive interactions among the children, parents, childcare providers, and staff by communicating, promoting, and adhering to our ‘Values’ and our ‘Code of Conduct.’ These guidelines are communicated in our staff policies and in the parent handbook. They apply to all members of the La Maison du Dodo Childcare community – staff, board members, interns, students, parents, volunteers, observers, and visitors.

We encourage children to interact and communicate positively and support their ability to self-regulate by maintaining mixed-age communities where children remain with the same adults for three years. This structure provides numerous opportunities for interactions with children older and younger than themselves and with adults. We also have a Code of Respectful Conduct that is consistently applied throughout the school, tailored to the maturity of the children involved.

We foster children’s exploration, play, and inquiry by providing fully equipped Montessori play/learning environments with activities suitable for the full range of ages in each room. These activities help children become independent and assist others in the care of themselves, their environment, and their peers (Grace and Courtesy). They also explore and refine all the senses, discover sequencing and order, increase vocabulary, encourage discussion, explore sounds, and begin developing writing and reading skills. Additionally, there are activities to develop number sense, numeracy, understanding of large quantities, mathematical operations, geometry, and rudimentary algebra concepts. Children also explore the wonders of our world through various activities, such as cutting, coloring, painting, exploring color, shape, and texture, pasting, and more. Children understand where everything is kept and can choose and return items independently and with their friends.



We provide child-initiated and adult-supported experiences. All Emergent/Montessori materials are introduced to a child by an adult or by another child. While the Emergent/Montessori adults continuously observe children to identify the support each child needs, they are sensitive to allowing children their own initiative, as this often results in deep engagement and peace. Educators strive to find the right moment to introduce something new, ensuring children have enough time to master their current activities while gently being challenged.

We create positive learning environments and experiences that support each child's learning and development by using the Emergent/French Immersion curriculum and materials proven effective across socio-economic and cultural groups.

Our daily schedule incorporates indoor and outdoor play, active play, rest, and quiet time, considering the individual needs of the children. Children have the freedom to manage much of their day, choosing to move about the classroom, carry or build things, or sit quietly at a table. They can have snacks or drinks when they are hungry or thirsty, rather than waiting for the entire group. Additionally, we have a large, well-equipped outdoor playground that children access in groups twice daily.

We foster ongoing communication with parents about the program and their children's progress through teacher-parent communication books and the Lilio App, which explain classroom activities and encourage parents to address any concerns. Parents can also leave a voicemail or a note in the parent communication book to access their child's teacher. We hold whole school events where parents of younger children can meet and discuss their child's experience with parents of older children.

We welcome resource consultants to assist with the development and implementation of Individualized Program Plans if required.

We support our staff and others who interact with the children in continuous professional learning by encouraging attendance at conferences and workshops throughout the year. We also hold an annual review in August where staff complete all necessary documentation required by ONTARIO REGULATION 137/15. At the beginning of each year, we set goals for our staff based on evaluation feedback and plan support strategies for achieving those goals. We have a dedicated Professional Development budget accessible to staff based on their needs. We also set aside five Professional Development days each year for attending conferences and for staff meetings to review and plan for improvements. We have resource teacher program directors for Yoga and Music and maintain open communication with parents to discuss ongoing issues or topics of interest.

We document and review the impact of these strategies on the children and their families through observations, conversations, meetings, surveys, and other methods to ensure continuous improvement and effectiveness.



Our Mission Statement

La Maison du Dodo Childcare center is committed to the empowerment of children. At La Maison du Dodo Childcare center, children learn to be confident, independent, and secure.

La Maison du Dodo Childcare center imbibes in children's values that will help to create global citizens of the future. These values are **Love, Nurturing, Peace, Friendship, and Patience.**

La Maison du Dodo Childcare center promotes aspects of development that will lead to a life-long love for learning: Cognitive, Perceptual, Social, Emotional, Language, Gross-motor, Creative, and Expressive.



Programs

Toddler Emergent/French Immersion Program *(11-month program)*

The purpose of our Toddler play-based/Montessori program is to encourage, assist, and supervise the natural development of each child entrusted in our care.

Children will develop and foster the foundation for a strong and independent personality under the gentle guidance of an Early Childhood Educator and through the carefully prepared toddler environment.

Children will complete tasks in the play-based prepared environment such as:

Practical Life Tasks: Include care of self, care for the environment, cleaning, pouring, spooning, polishing, kindness, and respect. These practical life tasks give the child a meaningful degree of independence and self-discipline.

Sensorial Materials: The prepared environment will provide material for refining the auditory, visual, and tactile senses.

Language: Through phonetic material and sensorial activities, the child will learn to develop and master their vocabulary. Story telling will be an important part of the language component as well as for pre-reading skills.

Mathematics: “Hands on” concrete material. The child will have a basic introduction to qualitative and quantitative concepts.

Art: Art activities will help the child express his own creative ideas by using various materials along with sensory exploration of materials and media rather than product producing.

Music: Toddlers love songs that require physical responses. Music classes will provide playing instruments and waving scarves and other props.

Preschool French Immersion/Montessori Program *(11 month program; summer camp available at an additional cost)*

The preschool classroom at La Maison du Dodo is set up to help meet the needs of the preschool child.

The classroom will help foster a social climate of mutual caring and respect with ample opportunities for cooperation, collaboration, and social interaction.

The Immersion/Montessori prepared environment invites the child to be an active sensorial explorer.



The keys to knowledge are offered through scientifically designed materials. Presentation activities are chosen freely and repeated frequently according to the child's developmental needs in the preschool room.

For example, you may have a three-year-old washing while a four-year-old is composing words and phrases with letters (using the movable alphabet), and a five-year-old is performing multiplication using a specially designed set of beads.

Through working in the prepared environment, the child develops the skills needed for lifelong learning, concentration, independent thinking, and problem solving. They also develop a solid foundation of their social, emotional, physical, and cognitive needs.

Preschool Curriculum Overview

Practical Life: manipulative skills, self-development, and care of the environment.

Sensorial: the focus of the sensorial activities is to help the child in this effort to sort out the many and varied impressions given by the senses. They are designed to develop order and to broaden and refine sense perception.

Language: the phonetic material will help the child develop the readiness for writing and reading.

Mathematics: “hands on” with concrete exercises. The child will develop an understanding of relation with symbols to quantities. After this stage, the child will be introduced to advanced exercises such as addition, subtraction, multiplication, and division.

Culture: will help focus on exploring various topics of the environment and world. Children will develop concepts of history, geography, botany, zoology, pure science, technology, and art.

Extra-curricular Programs

Arts: Children are taught by a qualified Art teacher. They become proficient in the basic colour choices and combination of colours. They can begin from as early as the toddler class.

Music: We have an enriched music program wherein all children learn rhythm and beats and how to use various instruments. Vocal training is also part of the program. Children showcase their talent throughout the year at concerts for families.

Yoga: Early morning deep breathing and meditation exercises can help focus a child and inculcate a sense of peace and happiness. Children are introduced to basic yoga postures, deep breathing, mindfulness, and meditation.

French: French is offered three times per week. Beginners start with songs and rhymes, and then progress to learning the names of common items such as colours, fruits and vegetables, animals, clothing, etc. As a child's skills develop, they learn specific pronunciation, verbs, poems, and stories.



Service Principles

In developing our services and delivering our programs, we are guided by the following principles:

Involvement Our programs provide opportunities for individuals and families to contribute and make decisions about services that affect their lives. Listening and involvement are essential to high-quality programs and easy-to-use services.

Building on Abilities Our programs build on individuals' strengths and abilities, which are the basis for everyday coping and personal change.

Humor and Sharing We recognize that a safe, warm, and enjoyable social environment enables sharing, confidence, and personal and family development. In particular, programs for children must be fun, stimulating, and nurturing.

Variety of Expertise and Experience The knowledge, skills, and leadership of volunteers, support staff, and professionals are all necessary for program quality and organizational development and are supported through opportunities for growth.

Wise Use of Resources We believe that public and private resources must be used creatively, efficiently, and effectively to fulfill our mission and service delivery.

Advocacy Our commitment includes advocating for changes in public policy that impact the lives of children and those who care for them.

Philosophy

At La Maison du Dodo, we understand that the early years are critical for a child's learning, which extends well into adulthood. Our goal is to foster life-long learners who are part of a community of learners, ultimately growing into adults capable of making a difference in the world.

We have crafted a unique approach to childcare and education by blending French Immersion, Montessori principles, and the best practices of Early Childhood Education. This harmonious combination offers our children a comprehensive framework essential for growth and flourishing: a sense of belonging, well-being, engagement, and self-expression.

This framework nurtures the development of key skills identified by parents as vital, including reading, math, and creative arts. Equally important, we emphasize the development of social skills and respect for others, encapsulated by what childcare professionals refer to as "Grace and Courtesy." There is a strong correlation between social behavior and academic success, and we strive to cultivate both in our students.

Our philosophy ensures that each child receives a well-rounded education, preparing them for future academic and social challenges.



In the toddler program, children engage in enriching experiences that support their emerging independence and autonomy. Our teachers provide a carefully prepared environment designed to promote a sense of personal empowerment, build self-esteem, and develop empathy. This environment offers a range of sensory and cognitive experiences that stimulate brain development and neural activity. We believe that, in addition to feeling good about oneself, children need to develop "other-esteem" – understanding and empathizing with others – an essential balance to the self-esteem emphasis in our society.

Our classrooms reflect our commitment to helping children develop skills for life-long learning, including concentration, independent thinking, problem-solving, and a love of learning.

Preschool children thrive on challenges and stimulation, are avid explorers of their environment, and have a natural enthusiasm for work. With a three-year age mix, younger children learn by example, and older children solidify their knowledge by teaching others. We encourage creativity, problem-solving strategies, independence, and academic skills.

Each child has unlimited access to a variety of materials, allowing them to experience the excitement of learning by choice. These materials, like children's development, progress from concrete to abstract concepts. Friends fulfill the child's developmental need to feel valued, understood, and accepted by peers. **Our educators help children to make friends, be friends, and resolve conflicts positively, fostering a supportive and collaborative classroom community.**



Section 2: Morning and Afternoon Procedures

School Hours

La Maison du Dodo is open Monday to Friday from 7h30 a.m. to 5h30 p.m. Specific program hours are:

Toddler (*18 months to 3 years*), and **Pre school Full-time Program** (*3 years to 6 years*)

Extended Care 7:30 a.m. – 5:30pm, Full Day 8:30am -4:30 pm [5 full days/week]

Preschool Part-time Program (3 years to 6 years)

Extended Care 7:30 a.m. – 12:00 pm, Full Day 8:30am -12:00 pm [5 full days/week]

Morning Arrival

To allow your child to settle into the program and to maintain the continuity and smooth operation of the planned activities for all, please try to have your child arrive between 8:20 a.m. and 8:30 a.m. There is no drop off before 8:20 a.m. (please refer to Extended Care hours). If you will be arriving late (after 9:00 a.m.), please call or email and let us know of your expected arrival time. If your child is ill or will be away for the day, please notify (call or email) us as well.

Late arrival is disruptive and inconsiderate to the class, and nothing can be more disruptive to a child's education than irregular hours. Consistency and routine are important to every child's development. We depend on your family's full support in this area.

Upon arrival, we ask that you show respect for the children who are already in the room by entering quietly. Please allow just a few minutes to help your child separate from you. Mornings can be a busy time and thus does not always allow for conversations with the teachers. If there is information that we really need to know, please take the time to write it in the communication book.

Separating can be very difficult for parents and children. If you would like us to help with this process at any time, please speak to your child's teacher and the director.

Dismissal

Please let staff know if your child will be picked up later or earlier than usual. When you arrive at the school and your child has greeted you, he becomes your responsibility.

Children will be allowed to leave the school with only their parents, unless otherwise stated. On the application form, the parent will give names as to who can pick up. This must be a person at least 16 years of age or otherwise approved by the parent in writing. Parents or legal guardians are the only people who can request that someone else pick up. Written notice or a phone call must be made to senior staff and/or the child's teachers. The school reserves the right to request identification from anyone receiving the child. This must be in the form of picture identification. We would like to be notified in advance when someone other than the parent will be picking up your child. We will not allow a child to leave the school with a person we do not know unless all precautions have been taken.



Late Pick-Ups

Please do not be late, as children worry.

It is important that you adhere to your agreed-upon hours since we balance our staffing based on that information. You may always pick up your child before the usual time, but we need to be informed if you expect to be late so that we can try to make alternate staffing arrangements. Our late pick-up policy requires that our staff member(s) stay until the parent arrives.

Please remember that staff members have families and commitments of their own. If they unexpectedly have to stay late it means their plans are disrupted, transit connections missed, their own childcare arrangements upset, etc.

Parents who are late in picking up their child will be charged a late fee of \$10.00 for the first 10 minutes and an additional fine of \$2.00 per minute thereafter, depending on their signed contract. This fee is to be paid directly to the staff members who have stayed with your child.

Late Fee: 4:30 p.m. – 4:40 p.m. \$10.00; 4:40 p.m. onwards +\$2.00 per minute
5:30 p.m. – 5:40 p.m. \$10.00; 5:40 p.m. onwards +\$2.00 per minute

If you are late and we have not heard from you, we will call your emergency contact to see if they are able to help us. We are obligated to inform a Children's Aid Society (refer to our Safe Arrival and Dismissal Policy and Procedures) and we have had no contact with you.

School Closures and Holidays

Please see the school's calendar for all school closures and holidays.

Emergency Evacuation and Relocation Plan

Fire drills are held monthly and the evacuation plan is posted in all the rooms of the school. All staff members are familiar with these procedures. The Director or a designee will be last to exit the building.

If the children and staff need to evacuate the building, they will proceed to a place determined by the police/fire department. The school will only be evacuated if the building is not safe for occupancy.

Other Emergencies

We have procedures in place to cover a range of other emergencies such as medical, fire, snow/ice storms, utility disruption, hazardous materials, suspicious articles, disgruntled or impaired parents, etc. These roles and responsibilities are reviewed and modified with staff annually. A copy of our Emergency Response Plan is kept in the office and is available for you to look at any time.



Section 3: Everyday Life at La Maison du Dodo Childcare center

Starting School

Your child's Homeroom teacher will have suggestions for an as-smooth-as-can-be-expected transition that is specific to her classroom and will vary according to your child's age and previous childcare experience. Please take a moment to consult with her/him/they.

Children faced with the prospect of their first separation from home react in different ways. Many children protest during the first few days, and then adjust quickly. Others may have a delayed reaction. Long after she/he/they seems to have made an easy adjustment, she/he/they will regress and begin to express some reservations. Both reactions are normal.

Keep in mind that the worst moment for your child is the instant you leave. Things get better after that but knowing that the moment is approaching upsets the child. Delaying your departure will only prolong your child's distress. Be kind saying good-bye and then leave. Please keep going even if your child is crying. It is important that you convey your trust in the school setting to your child. Short good-byes and a positive, non-worried manner convey to the child an unspoken message that you know he is being left in a safe place you picked out just for him/her/they. Parents set the pace for a child's success at school. A short, cheerful good-bye from you can help your child feel there is nothing to be concerned about.

Please be assured that we will redirect your child's attention to some work or an activity immediately - most children stop crying and become involved in just a few minutes. Feel free to call the school for reassurance that your child has settled in and is adjusting well. If your child's crying is excessive, *we will call you.*

Clothing

Clothing plays a vital part in your child's enjoyment of school. Carefully chosen clothing contributes to the child's comfort, participation, success, and independence in the classroom.

For the child's comfort, it is suggested that extra seasonal clothing (that still fits) always be in the child's cubby. This should include shirt, pants, underwear, and socks. Wet or soiled laundry will be rinsed and placed in a plastic bag in the child's cubby.

Clothing must be labelled.

All items of clothing need to be clearly labelled with your child's name. Placing a distinctive mark, such as flower or star, beside her name will help the younger child recognize her own clothing.

Our uniforms provide comfort to your child as they are made of cotton fabric and are easy to launder.

We often work on the floor, and children should not have to worry about getting their clothes dirty. Art projects and sensorial activities can get messy, and good clothing can get ruined. The child who is unduly concerned about the wear and tear to clothing doesn't feel free to participate fully in all school



activities.

Coats, caps, water-proof mittens, boots, a neck warmer (no scarves, as they are unsafe) and snow pants are needed for outside play in the winter and cold weather. In the warmer months children should also bring a hat, sunscreen and insect repellent. You must provide sunscreen and insect repellent with a signed permission slip each spring.

A little rain does not deter us, so please be sure to have rain gear available in your child's cubby during the rainy season. We do go outside each day to play except if it is too cold or terribly wet. For children to enjoy outside play, they must have proper clothing. Please see that your child has appropriate clothing available at school. We have a very limited amount of clothing available from the lost and found for emergencies.

In our efforts to provide an atmosphere of peacefulness for the children, please refrain from sending your child to school in clothing that reflects fantasy or violent characters such as The Hulk, martial arts, wrestling, superheroes, Power Rangers, Star Wars, etc. We feel that allowing children to wear these clothes leads them to engage in play that is violent and often sexist. In turn, this undermines, the values we teach- kindness, peaceful conflict resolution, empathy. It is really upsetting to our staff to see children pretending to hurt people. We want to teach them that violence is unacceptable. You can help us by limiting the amount of violence and fantasy related themes your child is exposed to at home. Avoid buying toys that suggest the possibility of power and violence, ask adults who might give your child toys to steer away from these items, and let relatives and friends know that you are taking a position against merchandise-oriented child's play. Working together we can foster a healthy and peaceful environment that will enable children to learn how to gain control over their own behavior, to adapt to the demands of life and to appreciate the rights and needs of others. We appreciate your cooperation in this matter.

Jewellery is a source of needless distraction throughout the day. Necklaces are often in the mouth, taken off and traded. Bracelets and rings often scratch our wooden tables and classroom materials. Jewellery can be broken or lost and a cause of children's tears. Please keep jewellery to a minimum. The teacher will help the child put any jewellery that continues to cause disruption in their cubby.

Children need two extra sets of clothes with name tags. If wet/dirty clothes are sent home to be laundered, please send a replacement the next day. If no replacement is sent, we will use a new set of uniforms in case the child has soiled his clothing. Parents will be invoiced for the uniform.

Please Note: It is the parents' duty to ensure that there are always clean clothes in the cubby.

Indoor Shoes

It is important to us that our school remains a clean, safe, and healthy environment. We ask that adults entering the premises please slip off their shoes. We take this action to prevent outside contaminants from being brought into the rooms and spread onto the floor, particularly during the cold weather with the snow and salt. The toddlers spend some of their time “working” on the floor, so it is best that these areas be kept as clean as possible. Toddler, and Casa staff have indoor shoes just for this community.

Children need to have a pair of indoor shoes that will remain in school for indoor use.



Naps and Rest

All the children at the school will be provided with a comfortable crib/cot and ambient conditions for nap time. This is necessary for the children to regain their energy during the busy day. The staff will work with you on sleeping routines should problems arise. Quiet activities are set up for those children who do not wish to rest.

All bedding is provided by the school and is washed by the school. Blankets are provided by parents.

Food and Nutrition

Since good nutrition is essential for healthy growth and development, it is an important and intrinsic part of our program. We have food prepared daily by our in-house chef. The food served to the children is in accordance with their dietary requirements and that of Child Care and Early Years Act, 2014. We make sure that children are not served any foods that are processed or that have excessive sugar and/or salt. Menus are posted on the bulletin boards by the kitchen and classroom areas. Any changes to the menu will be flagged with a post it notes.

Children are encouraged to eat everything that is served at each meal and may have several servings if they wish. The staff will not limit intake to one serving. A child who is hungry will not be able to fully participate and enjoy the day's events. If a weight problem is indicated, we require a note from the child's doctor and a copy of the child's diet.

In the Preschool classroom, snack is available to the children on a self-serve basis. The teachers set out the food and the children are encouraged to serve themselves when they are hungry, according to their own personal needs. This allows the children to engage in uninterrupted work sessions and allows for a more natural schedule with the child's personal needs and timing at its core.

Toddlers have teacher-assisted snacks at scheduled times throughout the day.

Please remember that the morning snack is just a snack and is not intended as a substitute for breakfast served at home.

Peanut allergies are usually severe and can be fatal. If an allergic child is exposed to even the smallest trace of peanut product, it could trigger a violent reaction. ***Although it is our policy to not knowingly use any foods that may contain peanut products, we also ask for your cooperation to help make our environment peanut free. This means not sending any foods from your home for snack, or after school treats, that may contain peanut products.***

All food restrictions, permanent and temporary, are updated regularly and posted in the classrooms and kitchen area. Please advise your child's teacher of any changes as they occur.



Field Trips

If we go on a planned excursion, we will provide you with detailed information regarding the trip and ask you to sign a special permission form. Every outing taken by the toddler/preschooler will be treated as a field trip and parental consent will be required every time.

Birthdays

Birthdays in the classroom are observed with a uniquely celebration. In the Preschool environment, you are invited to celebrate your child's life with us in the classroom. We meet and set up the months of the year around a candle, which represents the sun. Your child holds the continents globe and, starting at his birth month, walks around the sun one time for each year of his life. The teacher usually introduces the child, and then mom or dad talks about the child's day of birth and events of the first year. It is fun to have one picture for each year. The child walks around the sun, parents then talk about the next year, and so on. This is a very nice time celebrating the life of the child without a focus on presents or food treats. We know celebrating includes a family or friends party outside of school. Our focus is not to entertain the children, but to acknowledge this special time by recognizing the unique and special traits and events in your child's life. The celebration of life may vary from classroom to classroom based on the age of the child and the individuality of each classroom. Please check with your child's teacher.

The children get together and bake a nut-free cake for the birthday child.

We know you will appreciate that we have children with life-threatening allergies who must not be exposed to certain food substances. We need your help to administer this policy in a fair and consistent manner, and we are sure you will want to play your part in making this work.

We encourage parents having a party outside the school to invite all the class children. If for any reason you are unable to do so, please ensure that you mail or discreetly place birthday party invitations in cubbies to avoid hurting feelings of those that you have not included. Birthday parties will not be discussed in the classroom. Thank you for your support.

Celebrations and Holidays

Canada is a multicultural country. We believe that knowledge and awareness of other cultures is an integral part of a child's education. Although we cannot celebrate every holiday, we try to introduce our children to such celebrations as Kwanzaa, Ramadan, Passover, Vaisakhi, Diwali, Christmas, Chinese New Year, and Easter.

In respect to all the cultural and religious beliefs of one and all, we focus our activities on the cultural aspects of these holidays like Easter Egg hunting, Christmas celebration etc., learning about some of the popular foods, perhaps some culture-specific dances or songs.



Sharing

Children often want to bring items to school to share with their class. We would like to share some thoughts on this aspect of our unique program. We encourage children to bring books as well as geography-related items to share with others during group times. Souvenirs from family trips, dolls from other countries, photographs, stamps, and currency from other areas can all be enjoyed within the framework of daily lessons and are welcome. Please leave toys at home.

There are two steps to sharing:

1. Verbal sharing while sitting in the security of the group.
2. Verbal sharing with a visual aid in front of the group.

Verbal Sharing

Primarily, sharing is verbal. A child in the group will offer information about someplace they went to or something they did.

The two-fold purpose of sharing at the 3–6-year-old level is:

1. Sharing serves as an early preparation to give a formal presentation in front of a group.
2. Sharing enriches the children's knowledge of the world and life around them.

The younger child in the group may be able to sit in the gathering and share verbally. This child maintains eye contact with the teacher, and the group listens. The speaker is the focus of attention only in the auditory sense. It would be overwhelming at this stage for the child to stand in front of the group and be the center of everyone's visual attention. Since the child is in a self-conscious state, they are both physically and psychologically uncomfortable and will likely forget what they intended to say.

Visual Aids

The second step in sharing is also verbal but is accompanied by a visual aid. This step requires a learning experience between the parent (or another adult) and the child. For the group to benefit and the sharing child to succeed, the teacher needs some written information about the object. Information can include who, what, where, when, and why.

This sharing should contribute to the enrichment of the children's vocabulary. They love and internalize words such as: sedimentary, deciduous, bi-valve, amphibious, organic, triangular, olfactory, European, etc. Please include any of these you know or can find out.

You can write a note of up to five points that have been investigated and discussed with your child. This written information will enable the teacher to help the child share successfully. Notes are not necessary for sharing books. Please label all objects with your child's name.

Examples of appropriate sharing are:

- Nature objects (shells, rocks, pinecones, etc.)
- Cultural items from other regions



- Things the child has made independently
- Books about real life (Books about talking animals, cartoon characters, fantasy, and fairy tales are not recommended.) are more appropriate to the child's conceptual abilities after age six.

Characteristically, these shared items should be large enough to be visibly seen by a large group. Occasionally, if there are many items brought in one day, some may be held over. Our goal is not to limit the frequency of sharing for a child in this sensitive period. Rather, we wish to elevate the calibre of both the experience and the knowledge gained. We hope you enjoy this new level of exploration and discovery with your child.

Toys

Toys need to remain at home. Toys can easily be lost or broken and detract from the specially prepared environment at school.

Young children have not yet developed the social skill of sharing personal belongings. The classroom materials are community property, and every child knows the procedure for taking a turn with them.

The materials are carefully selected and prepared to suit many purposes. When your child is in the classroom, he is surrounded by a marvellous array of materials, experiences, sights and sounds, objects to manipulate in a variety of ways, exercises that will challenge, soothe, inspire, and inform.

We discourage children from bringing toys from home since it is very difficult to keep track of small treasures in the classroom. However, if your child has an object (stuffed animal, security blanket, etc.) that he is attached to, and gives him comfort, we are happy to allow it to be available (and loved) when needed.

We cannot be responsible for items brought from home.

We do not permit guns or any other weapon play at school and we ask that parents not allow children to bring this type of toy into our building.

Missing Items

Occasionally a child may bring items home from school. Please return these at once in a quiet and non-accusative manner. Removing class material is often a way for the child to bring school home with him/her/they and is never considered stealing at this age.

You might say, “This belongs at school; you may return it tomorrow,” or “The children need this to do their work; we need to take it back.” Any small item that you may find in your child's pockets, regardless of how insignificant it seems, should be returned to school.



Respect for the Prepared Environment

At La Maison du Dodo Childcare Center, we emphasize the importance of respecting the prepared classroom environment as a fundamental part of your child's education. Both our staff and children take pride in maintaining the quality and care of our classroom materials.

Children are encouraged to take responsibility as active members of their community by ensuring the environment is restored after each activity and at the end of each day. Our teachers dedicate significant time at day's end to prepare the classroom meticulously, ensuring that each child, from the very first moment of the next day, can fully engage without distractions such as reorganizing items or furniture.

When picking up your child, please remind them not to "play" with the materials on display. The classroom has been meticulously set up for the following day and should remain undisturbed. Additionally, if you are entering the classroom with an infant or toddler, please be mindful that many items are small and delicate.



Section 4: Student Health

Immunizations

All children must be immunized against disease at appropriate ages as recommended by the Canadian Pediatric Society. Children must have a medical exam and immunizations in place prior to the first day of attendance at La Maison du Dodo childcare center. If your child is not immunized for religious or other reasons, please provide an affidavit for the same.

When Your Child is Ill

Parents are asked to call the school if their child will be absent from class. *Children who are ill should not be brought to school as the program may be too demanding for the sick child.*

Your child should not attend school if, in the last 24 hours, he has had a fever above 37.8 C, diarrhea, or has vomited. He should not attend school if he has coloured nasal mucus. If the child becomes ill while at school, he or she will be temporarily cared for while the parent is notified. The parent will be requested to pick up their child as soon as possible. Giving your child medication to suppress symptoms and bringing him to school is not allowed. Please note that the child has to be symptom free (without medication) for at least 24 hours before returning to school.

If Your Child Gets Sick at School

If the Director, or designee considers a child too ill to be exposed to other children, or if a child develops an illness at school, the child will be comforted and isolated in the office. Staff will then call the parents and discuss arrangements for the child to be picked up. Every effort will be made to ensure that your child is cuddled, soothed, and, if needed, and with your consent, given medication.

Please note that it is your child's behaviour, together with their symptoms, that indicates if a call is to be placed for you to pick them up. This is a case-by-case decision. Children with a low-grade fever who are happy and eating well may remain at school while children who have no fever but are lethargic and have no appetite may be sent home.

If your child becomes ill at school, the teacher will record and document their observations and actions. The parent will sign this form during pick up.

Emergency Care

All our full-time faculty and staff are trained in first aid and CPR.

In the event of any medical situation that requires immediate medical attention, we will want your child to see a doctor right away. Please remember to keep your emergency information form up to date in the office. We must be able to reach you at any time during the school day.



Infectious Diseases

In accordance with the Toronto Region Health Department, all cases of infectious diseases will be reported and recorded.

Parents will be notified immediately of any outbreaks of illness through Fact Sheets on the illness, and verbal and written communication.

Medication

Upon admission to La Maison du Dodo, a medical history form signed by the doctor is required. The staff at the school cannot administer over-the-counter medication unless the doctor has signed our form regarding non-prescription medication (e.g. Children's Advil or Tylenol to bring down a fever.) If your child has a temperature, verbal confirmation (by the Doctor or parent) over the phone or by fax is needed before it can be given. Permission to give over-the-counter medication must be updated every year.

If your child is on medication prescribed by a doctor, you are required to inform the Director or designee. The Director or designee will delegate the medication to one teacher in your child's room. The teacher is the only person who will administer the medication. You will be required to fill out a 'permission to give medication' form, indicating the dosage and time it is to be given. The parent must sign this form. A drug or medication that is to be administered to a child must be in the original container as supplied by a pharmacist.

Medical Resource

The medical resource guide that we use for information to help us meet the health needs of children in our care is: *Wee Care manual- A Guide to Promote the Physical Health, Safety and Emotional Well-Being of Children in Child Care Centers and Family Day Care Homes.*

This book is located in the Director's office for use by the staff and parents.



Section 5: Parents and the School

Communication between Home and School

Communication is encouraged between school, parent and child. The success and future of the school depends largely on the ability of effective communication to become the core and central part of the school.

We ask that you inform us of any illnesses, impending trips, separations or deaths in the family. These events often affect behaviour at school, and it is helpful to the staff to be aware of these changes in your child's life. All information of this sort will be held in strict confidence.

You can request that your child's teacher call you at a specific time to discuss any school related topics. Please understand that messages left for our staff will be returned as soon as possible as we are working in our classroom communities and cannot leave unless it is an emergency. Phone calls that are unrelated to school must be saved for after school hours.

Safe Arrival and Dismissal Policy and Procedures

Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care. This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Policy

General

- La Maison du Dodo childcare center will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre.
- La Maison du Dodo Childcare Centre will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the childcare centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - inform the teacher/admin and they must commence contacting the child's parent/guardian no later than 10.00 a.m.
 - The teacher/admin should try to contact the parents three times (phone, message, voicemail)
 - In case parent or emergency contact not reachable, the following step will be taken (1)



To contact the supervisor, (2) Inform police to follow up. (3) Document all the steps in the child record book absence from care (e.g., centre supervisor, licensee, police, etc.)

2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the childcare may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child has not been picked up as expected (before centre closes)

Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up 5.30 the staff shall contact the parent/guardian by phone call and advise that the child is still in care and has not been picked up.

- Where the staff is unable to reach the parent/guardian, staff must call again and leave a message. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact emergency contact, wait until program closes and refer to procedures below "where a child has not been picked up and the centre is closed"

Where a child has not been picked up and the centre is closed

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 5.30 pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual; the staff shall contact the authorised individual responsible for pick-up if unable to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact any other authorised individual listed on the child's file
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed



on the child's file (e.g., the emergency contacts) by 6.00 the staff shall proceed with contacting the local Children's Aid Society (CAS) 416-924-4646 / 1-866-527-0833 Staff shall follow the CAS's direction with respect to next steps.

Parent Issues and Concerns Policy and Procedures

General

Parents/guardians are encouraged to take an active role in our childcare centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, childcare providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by management and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing (communication book, email). Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within two business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

Concerns about the Suspected Abuse or Neglect of a child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect. If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children's Aid Society](#) (CAS) directly.

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

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childsaaid/reportingabuse/index.aspx>



Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room-Related E.g.: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to <ul style="list-style-type: none"> - the classroom staff directly or - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian within 2-3 business days. Document the issues/concerns in detail. Documentation should include: <ul style="list-style-type: none"> - the date and time the issue/concern was received. - the name of the person who received the issue/concern.
General, Centre- or Operations-Related E.g: childcare fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - the name of the person reporting the issue/concern. - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the individual directly or - the supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 3-4 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
Student- / Volunteer-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student or - the supervisor and/or licensee. <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to Director of the Centre .

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Contacts:

Admin : admin@laisonduododo.ca

Supervisor/Director : Mrs Chandlani Khadaroo

Tel 416 656 5555

email madamek@laisonduododo.ca

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

Confidentiality

The staff has signed a Pledge of Confidentiality, a serious undertaking that obliges all employees to maintain strict, confidentiality of any information pertaining to children, parents, staff and all other matters relating to the affairs and activities of La Maison du Dodo childcare center. Please do not ask the staff to compromise their employment by asking questions about children other than your own or for personal information concerning current or former staff members. If you have concerns or questions regarding La Maison du Dodo childcare center policies, staff etc., please address them to the Director.

This Pledge extends to outside the school.

Please note that, to maintain a professional and safe environment for everyone, the staff of La Maison du Dodo childcare center is not permitted to develop personal relationships with parents outside of school activities. This means that parents cannot approach the staff for babysitting or any similar activities outside of school without prior approval from the Directors/centre Supervisor.

Childcare Conference Format

Conferences are a unique opportunity for meaningful conversation between you and your child's teacher. For this dialog to benefit your child we ask that you take part in our two-fold conference format:

Observation and Conference.

Observing Montessori/Emergent Classes at Work

Prior to scheduling a winter conference, parents need to observe their child at work. Parents will be notified of times on posted conference sign-up sheets.

You will want to see the class at its normal routine and not responding to the novelty of your presence; therefore, when you visit, please sit in the designated visitor's chair in the classroom. Although, you may or may not observe a normal day of activity for your child a great deal can be learned by patient and quiet observation of your child and his or her classmates at work.

Please note that it may be difficult for your child to manage their emotional attachment to you and sustain their independence in the classroom simultaneously.

Throughout the year you are always welcome to schedule additional observations. Please contact your child's teacher to let them know when you would like to visit. Unless arrangements have been made in advance, they may not have time to speak with you.

Observation Guidelines

- Please plan to stay one-half to three-quarters of an hour.
- Please remain in the visitor's chair.
- Please refrain from initiating interaction with the children.
- As the children approach you and introduce themselves, please tell them your name. Use a quiet voice. Refrain from lengthy conversations.
- At the close of your visit, please stand up and exit the room quietly.
- Please observe activities of the entire classroom.
- Enjoy your visit and make an appointment to discuss your observation with your child's teacher.

When you discuss your visit with your child, please do on a positive note. You might make comments on activities you observed such as:

- "I noticed you chose to work all by yourself."
- "I saw you tie Jenny's apron for her."
- "You put your work away when you finished."
- "You worked a long time on..."
- "You said 'Excuse Me' to Jimmy when you needed to pass him."
- "You sponged your table when you finished your snack."

What to Look for During Your Observation

- Observe the children's response to the total classroom: people, materials, etc.
- Notice how they initiate activities (independence).
- Note which activities are initiated by the child and which ones by the teacher.
- Note the ability to concentrate and to be absorbed, how it varies from child to child, and how

certain activities serve to focus their attention on an isolated stimulus.

- Notice how some children, even when distracted, return easily to their work.
- Watch the number of small groups and/or individual activities.
- Watch the interaction between the children. Is there teamwork, courtesy, etc.?
- Notice how the teacher presents lessons and how some children may react differently to the same presentation.
- Please note your questions and discoveries. You will be offered an opportunity to discuss them. Enjoy your observation.

Note: During the first sensitive weeks of the school year, students (especially the younger children) are familiarizing themselves with a new routine and new environment. For this reason, we ask parents to avoid class observation during this period.

Parent-Teacher Conference Guidelines

At La Maison du Dodo Childcare Center, parent-teacher conferences are a valued opportunity to discuss your child's progress and growth. Here are some important details:

Conferences are scheduled only after a thorough observation, ensuring that our discussions are well-informed and productive. Each conference is allocated 30 minutes to provide you with comprehensive verbal progress reports on your child's social, emotional, and academic development within the school environment.

Should any concerns arise between scheduled conferences, please leave a message for your child's teacher, and they will promptly get in touch with you.

It's essential to maintain a conducive environment for these discussions. Please refrain from discussing the conference directly with your child, as it allows teachers the freedom to openly share observations and insights without any misinterpretation. Our approach focuses on meeting your child's developmental readiness, emphasizing that concepts like time and discipline are still abstract at this stage. Discipline matters are handled within the classroom context.

Instead, if you wish to share something with your child, consider mentioning:

- "I enjoyed visiting with your teacher today."
- "Your teacher values working with you."

For additional ways to positively engage with your child, consider reading a favorite book together or taking a leisurely walk. Demonstrating love and appreciation in response to their being, rather than their actions or achievements, is particularly meaningful for young children.

Please remember that either parents or staff members may initiate conferences at any time to ensure ongoing communication and support.

Visiting Your Toddler at La Maison du Dodo Childcare Center

We welcome parents to visit their children at any time during our operating hours.

For toddlers, frequent separations from parents throughout the day can sometimes make the transition to school challenging. If you notice that your visits are causing more distress than comfort for your child, we encourage you to discuss alternative ways to observe your child's day with their teachers.

Communication with Your Toddler's Teacher

Please allocate 2-3 minutes each morning for brief communication with your child's teacher, either in person or through our parent-teacher communication app/book. This allows you to share important information about your child's feeding, sleep patterns, and temperament from the night or weekend. Similarly, at pick-up time, you can learn about your child's day. This daily exchange is crucial for ensuring the best care for our youngest children. You may also request that your child's teacher calls you at a specified time for updates.

If you feel the need for a more formal meeting with your child's teacher, please schedule an appointment at your convenience.

Portfolios

Portfolios are an important step in helping teachers and parents appreciate the uniqueness of each child.

Each child's portfolio information is kept in an album and ongoing observations based on development are recorded. In each portfolio you are likely to see:

- A developmental checklist
- Samples of artwork
- Photographs of special moments
- Anecdotal notes of special moments
- Examples/explanations of direct and indirect aims of specific materials

Your child's portfolio will be available to you at the time when your child leaves the school.

Community Meetings

Collaboration between our school and your home is very important to us. We can provide educational expertise, objectivity, years of experience and other elements that are useful and unique to your child's education. But you, by virtue of being a parent, add knowledge about your child that can only be acquired through the intimacy, love, and care that exists in your family environment. Through community meetings and workshops, we feel that together we can best serve your children.

These meetings (either in-person or virtual) are scheduled throughout the year. Invitations will be posted or emailed to parents as to the times, dates, and topics of meetings.

Section 6: Employees

Staff Credentials and Qualifications

A prepared teacher at La Maison du Dodo childcare center is defined as a certified Directress, Educator, Teacher or Guide. Our lead teachers are required to hold either their Early Childhood Education (ECE) or Montessori credentials. The Early Childhood Diploma is a 2-year program with 3 level of internship which includes three levels of practical, hands-on experience to ensure comprehensive training in early childhood education. The Montessori certification is an intensive one-year training with six months of supervised internship to gain practical experience in Montessori teaching methods.

This rigorous training ensures that our lead teachers are exceptionally qualified to provide the highest quality education and care for your children.

In addition to these educational components, all teachers hired have a passion for working with and educating children.

All staff must submit updated immunization records, a valid Police Reference Check, and have completed First-aid/CPR training to be eligible for employment at La Maison Du Dodo Childcare Center .

Staffing

Skilled and nurturing staff is fundamental to creating a stimulating, safe and warm environment. At La Maison du Dodo childcare center, experienced and trained staff is responsible for each community and work with the Director as a team for the overall management of the school. When staff is hired, they are contracted to work in a specific area. During their employment, educators may be moved to another class or area of the school. We feel it is very important for our educators to expand their experiences and resources. Job rotation allows staff to share best practices, and keeps people and their perspectives fresh, while allowing management to assess employee potential from different viewpoints.

Students/Contract Staff

Early Childhood Educational Programs at Community Colleges, Montessori Teacher Trainers and High School Co-Op programs may utilize La Maison du Dodo childcare center for field practice placements. This is a necessary and valuable part of their training. The benefits are not only for the students but for La Maison du Dodo childcare center as well. Through these programs we can take advantage of the many talents and resources students have, in addition to their enthusiasm and helping hands.

Part-time helps are referred to as ratio-staff. Their primary responsibilities are to help maintain and enhance our ratios and to lend a hand during peak periods of the day. They receive in-service training, support, and guidance from the teachers with whom they work.

We welcome parent feedback with respect to the ratio staff, students and volunteer's performances.

Child Care Supervision Policy for Students and Volunteers

La Maison du Dodo childcare center is committed to supporting the safety and well-being of children, staff, volunteers, students and all persons in our school. To ensure the safety of all persons, all staff, volunteers and students must be familiar with and adhere to all policies governing the school. Only employees will have direct unsupervised access to children in the school. No child can be supervised by a person less than 18 years of age. **Volunteers and students may not be counted in the staffing ratios.**

Direct unsupervised access (i.e., when the adult is alone with a child) is not permitted for persons who are not employees of the school.

Placement students or volunteers may not be counted in the staffing ratios in our school.

Ontario Regulation 137/15 of the CCEYA states that:

- Every licensee shall ensure that every volunteer or student at a childcare centre it operates or at a premises where it oversees the provision of home childcare is supervised by an employee or home childcare provider at all times and is not permitted to be alone with any child who receives child care at the child care centre or home child care premises.
- Every licensee shall ensure that there are written policies and procedures regarding volunteers and students that set out, at a minimum,
 - (a) the requirement described in subsection (1);
 - (b) the roles and responsibilities of the licensee and supervising employees; and
 - (c) the roles and responsibilities of volunteers and students

The individual plan for a child with anaphylaxis and the emergency procedures are reviewed by volunteers and students who will be providing care or guidance at the school before they begin providing that care or guidance and at least annually thereafter.

Criminal reference checks are required for all volunteers having direct contact with children in the school and for all persons usually on the premises.

The ministry criminal reference check policy does not apply to students placed in the school by an educational institution. However, criminal reference checks are routinely required by community colleges and universities prior to students beginning a placement in the school.

Roles and responsibilities of the owner and school manager are to ensure that:

- The Supervision Policy for volunteers and students is implemented
- Students and volunteers participate in an orientation before they begin and become familiar with policies, procedures and philosophy of the school.
- A copy of the parent and staff handbooks and relevant sections of the CCEYA are provided to students and volunteers
- The behaviour management policy and procedures are reviewed with students and/or volunteers at least annually after the orientation.
- A criminal reference check is completed for all volunteers or students.
- Volunteers, students and staff are aware that volunteers or students are not to be left alone with children.

- The school supervision policy for volunteers and students is added to the parent handbook at the next publication and a letter is prepared for parents in the meantime.
- The policy on supervision of volunteers and students is reviewed with staff, providers, volunteers and students at least annually and signed and dated.
- A supervising staff member is an experienced Registered Early Childhood Educator (RECE) or equivalent or a Montessori teacher.

Roles and responsibilities of supervising staff/providers are to:

- Ensure that a student or volunteer is never left alone with children
- Observe and mentor the student or volunteer within the setting.
- Demonstrate appropriate techniques in supervision and behaviour management
- Guide the student or volunteer in the routines and daily schedule.
- Fulfill the expectations of an educational institution in supervising a student

Roles and responsibilities of students and volunteers are to:

- Read the parent handbooks and become familiar with the philosophy of the school
- Read the relevant areas of the CCEYA manual
- Follow all policies, procedures and routines of the school
- Not be alone with any child in the school
- Act as a role model for the children
- Read, understand and sign the behaviour management policy
- Fulfill the expectations of the centre and educational institution, if any

Section 7: Preschool

Movement to the Next Age Group

The Director shall control the movement of a child from one age group to the next in accordance with general age guidelines for each group. This will be done in consultation with both staff and parents concerning the readiness of the child. The child will participate in a transition week, much like your child's first week in care. Some children do not require a full week of transition. An important part of your child's transition is your visit to the next room, *before* your child moves so you can meet with the teachers. We will work with your schedule to make this possible. It must be recognized that the ability to move a child to the next age group is limited by the availability of space in the group.

Toilet Learning

Children need to be successful at using the toilet before they can be admitted to the Preschool environment. Toilet learning is achieved when the child has control over urination and bowel movements. Our own years of experience, as well as input from many experts, have shown that this should be easily accomplished by 26-28 months. If your child is not wearing underwear and is not well accident-free he will stay in the Toddler room until the skill is mastered. Staff works closely with parents during this time. Please bring in plenty of training pants and several complete changes of clothing when you feel your child is ready. Be prepared for lots of laundry the first few weeks!

Multi-Age Grouping

Multi-age grouping accommodates the child's biological clock rather than relying on age as the primary indicator for readiness with instruction. Peer cooperation and peer tutoring increases achievement and self-esteem in both the older and younger child. There is the added advantage that students and teachers enjoy the experience of being together for more than one year. In a multi-age classroom there are also established models so that teachers are spending less time teaching the classroom routines. Ultimately, multi-age grouping offers increased flexibility and learning to the child's individual needs.

Brain Research and Our Bilingual, Play-Based Childhood Program

Current brain research strongly supports the Emergent philosophy in early childhood education. Intelligence is shaped by the connections between neurons, and experiences are crucial in forming these connections.

At La Maison du Dodo, our classrooms are carefully designed environments equipped with specific materials and activities that promote brain development. These experiences help build and strengthen neural connections through repeated use. A one-time experience may not be enough to maintain these connections, which is why repetition is so important – one of the core principles of Montessori education.

Our prepared environments feature didactic and sequenced materials that support children's education across five key areas: Practical Life, Sensorial, Language, Math, and Culture. The materials are designed to progress from simple to complex and from concrete to abstract, mirroring the natural development

of children. By providing a bilingual, play-based setting enriched with Montessori principles, we ensure that children have the repeated, meaningful experiences necessary to develop strong neural connections and a solid foundation for lifelong learning.

We know that the art of good teaching is not just preparing the environment. It is not just presenting the materials in order. Rather, it is to know exactly what material to present, when to capture the child's interest and when he is ready to take the leap into the next piece of material. ECE and Montessori teachers are trained to "Follow the child" and are acutely aware of each child's interests and accomplishments.

With a three-year age mix, younger children learn by example and older children gain valuable experience solidifying their knowledge by teaching others. The classroom fosters a social climate of mutual caring and respect for each other.

What Is an Emergent/French Bilingual Program All About?

Our Emergent/French Bilingual program at La Maison du Dodo is designed to provide a rich, dynamic learning environment that fosters both linguistic and cognitive development. Here's what sets our program apart:

EMERGENT CURRICULUM PHILOSOPHY

The Emergent curriculum is centered on the belief that learning should be driven by the child's interests and curiosity. This approach ensures that education is relevant and engaging for each child. Key aspects include:

- **Child-Led Learning:** Activities and lessons are inspired by the children's own questions and explorations.
- **Responsive Teaching:** Teachers observe and respond to children's needs and interests, creating a flexible and adaptive learning environment.
- **Real-World Connections:** Learning is connected to real-world experiences, making it meaningful and memorable.

FRENCH BILINGUAL IMMERSION

Our bilingual program immerses children in the French language, promoting fluency and cultural awareness from an early age. Key components include:

- **Language Exposure:** Children are exposed to French through daily interactions, activities, and structured lessons.
- **Cultural Enrichment:** The program includes cultural activities that celebrate French traditions, songs, stories, and customs.
- **Cognitive Benefits:** Early bilingualism enhances cognitive development, problem-solving skills, and creativity.

MONTESSORI PRINCIPLES

We integrate Montessori principles to support holistic development:

- **Prepared Environment:** Our classrooms are thoughtfully designed with materials and activities that encourage exploration and discovery.
- **Hands-On Learning:** Children learn through hands-on experiences, which help solidify understanding and retention.
- **Sequenced Materials:** Educational materials are carefully sequenced to progress from simple to complex, concrete to abstract.

KEY LEARNING AREAS

Our curriculum covers five essential areas of development:

1. **Practical Life:** Skills that promote independence and daily living abilities.
2. **Sensorial:** Activities that refine the senses and aid in understanding the world.
3. **Language:** Development of reading, writing, and communication skills in both English and French.
4. **Math:** Foundational concepts and problem-solving skills.
5. **Culture:** Understanding of the world, including geography, science, art, and music.

BENEFITS OF OUR PROGRAM

- **Holistic Development:** We nurture intellectual, social, emotional, and physical growth.
- **Individualized Learning:** Each child receives personalized attention to support their unique learning journey.
- **Global Readiness:** Bilingualism and cultural awareness prepare children for a globalized world.

At La Maison du Dodo, our Emergent/French Bilingual program is more than just education; it's an immersive experience that lays the foundation for lifelong learning and curiosity. We are committed to creating a nurturing and stimulating environment where every child can thrive.

The Three-Period Lesson: An Emergent, Play-Based Curriculum with Montessori Principles

The Three-Period Lesson is a fundamental Montessori teaching technique used to introduce and reinforce specific information, such as the name of an object, the shape and sound of a letter, or the recognition of a word. This method is particularly effective during the sensitive period when children have an immense capacity for learning new words and associating them with objects. The amount of time spent on each period depends on the child's individual readiness and learning pace, with the second stage typically receiving the most focus for practice and reinforcement.

1ST PERIOD: INTRODUCTION

In the first period, new information is introduced, and the name of an object or picture is clearly stated.

- **Example:** The teacher places an object in front of the child and says, "This is a parallelogram."
- This process is repeated for two other objects: "This is a rhombus. This is a trapezoid."
- Sometimes the child will repeat the word to reinforce their understanding.

2ND PERIOD: RECOGNITION AND PRACTICE

The second period involves ensuring the child can recognize and associate the name with the correct object. This stage focuses on practice and reinforcement.

- **Method:** Place all three objects in front of the child and ask, "Show me the parallelogram. Show me the rhombus. Show me the trapezoid."
- The objects are mixed up and moved around to maintain the child's attention and engagement.
- The teacher uses simple, direct commands to prevent distraction: "Give me the... Show me the... Touch the... Put the... over here."

3RD PERIOD: RECALL AND PRODUCTION

In the third period, the child demonstrates their ability to recall and produce the names of the objects independently.

- **Method:** The teacher points to an object and asks, "What is this shape?" or "Do you know the name of this shape?"
- This is repeated for the other objects to ensure the child can recall all the names.

By following this structured approach, children can effectively learn and retain new information through a process of introduction, recognition, and recall. The Three-Period Lesson leverages the child's natural curiosity and capacity for language, providing a clear and engaging way to connect names with objects.

Benefits of the Three-Period Lesson

- **Customized Learning:** The time spent on each period is tailored to the child's readiness, ensuring a personalized learning experience.
- **Active Engagement:** Children actively participate in their learning, reinforcing their understanding through repetition and interaction.
- **Strong Foundations:** This method helps build a solid foundation for language development and cognitive skills.

At La Maison du Dodo, we integrate the Three-Period Lesson into our emergent, play-based curriculum with Montessori principles, creating a rich and supportive environment for your child's growth and development.

Section 8: Discipline and Guidance

Discipline and Guidance Policy

As anyone who encounters children knows, they become involved in conflicts. There are many kinds of conflicts, ranging from possession disputes to power struggles to aggressive play. Our staff work very hard to provide our children with a safe and peaceful setting and to teach them peacemaking and problem-solving skills. We know that it is not impossible to have conflict-free classrooms and we also know that we can help children to begin to understand, accept, and control their feelings.

Our educators/teachers define and maintain consistent, reasonable rules and limitations for a child's behaviour. We teach, and encourage orderly conduct, empathy for others and age-appropriate behaviour. Staff knows that they themselves are seen as adults, of influence and are aware that they must model peaceful, respectful interactions through their own attitude and behaviour.

Staff behaviour management is monitored and reviewed twice a year.

Some of the most common strategies for guidance and discipline are:

Environment- We arrange the physical environment to elicit pro-social interactions.

Natural Consequences- Letting the child experience the natural fallout of his actions

Logical Consequences- Letting a child experience consequence that we have devised and that are related to the situation.

Rules that make sense - *This* involves concepts such as, "hands are for helping not for hurting;" and taking care of the environment, "if you spill it you need to clean it up"

Positive Behaviour- We encourage the children when they are making good choices.

Reminders- We remind children of the rules and expected behaviours and sometimes warn about the consequences.

Redirection - We interest a child in another activity, usually by casually substituting another activity for the current one. This can potentially eliminate difficulties.

Renewal Time - We may need to remove the child from the situation and place the child in another area of the environment to give her an opportunity to refocus and consider alternate behaviours.

Children are not allowed to hurt themselves, to hurt others or to damage property.

Parent Involvement Discipline Policy

When a parent is present in the child's school environment, it is the responsibility of the parent to take any necessary disciplinary action or redirection for his or her own child. Staff members are not responsible for disciplining children when the parent is present. Staff members may alert the parent to any situation that needs attention for their child.

Some areas of the school are not intended for children to be in. The office, kitchen, and hallways are occasionally used for meetings, or resource materials. Children are welcome in these areas, but a parent must stay with them.

Rules of the School

When necessary, please remind your child of the school's rules:

- People are treated with respect
- No teasing, bullying, hitting or pushing
- Children must stay in the same room as the adult who is supervising them
- Children may not run inside the building
- Children may not leave the building without an adult

Behaviour Management – Prohibited Practices

La Maison du Dodo childcare centre **prohibits** the carrying out of any of the following practices:

1. Corporal punishment of the child.
2. Physical restraint of the child, such as confining the child to a highchair, 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 childcare centre or home childcare 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.

Section 9: Financial Policies

Enrolment

The enrolment forms must be completed and returned to the childcare center prior to the admission of each child: enrolment contract, signed emergency medical form, contact information form, personal information form, a copy of record of immunization, current and post-dated tuition cheques.

Tuition Fees

The annual tuition fee is payable in advance by post-dated cheques to La Maison du Dodo childcare center. Enrolment is accepted only after the school's receipt of a completed application form.

Payment in full or by post-dated cheques is made at that time La Maison du Dodo childcare center will also accept 3 months or more at-a-time payment either through interact or on credit card (Visa/MasterCard) on 'card-holder present' basis and if the card used belongs to anyone other than either parent, we reserve the right to accept and/or to request proof of identification.

Please note that registration in any of our programs is a commitment for the entire school year and all tuition paid and due is *non-refundable*.

Cancellation/Withdrawal from Program

Our policy regarding withdrawal/cancellation of the child's enrolment is in place to protect the school from financial loss.

Enrolment in a program at La Maison du Dodo childcare center is a commitment for the entire school year or the balance of the school year. The school year runs from September to July. The enrolment contract constitutes a financial commitment for the full amount of the annual tuition fees. Should a parent choose to withdraw or cancel their child's enrolment for any reason whatsoever, payment of the annual tuition fees for the entire school year remains the parent's responsibility and obligation.

The school reserves the right to dismiss a student at the sole discretion of the directors. In the event a student is dismissed, the school will refund the tuition paid which relates to the remainder of the school year.

In the event the school receives a cheque for payment of fees marked Not Sufficient Funds (NSF), parents will be required to replace the amount within five days in addition to a \$75.00 service charge. Subsequent NSF cheques must be replaced within five days by cash, interact, or certified cheque. The \$75.00 service charge will apply for each NSF cheque.

Income tax receipts will be available in February. There is an administrative charge of \$20 for duplicate receipts.

Waitlist Policy & Admissions Process

Observation and School Tour

Prospective families are required to have a school tour and are encouraged to observe in a classroom before enrolling their child. Appointment for tours or observations can be made through the main office.

Application

Available spots are first offered to siblings of children already enrolled La Maison du Dodo childcare center.

New Parents are encouraged to speak with the Director or designate of the School and tour the classroom before submitting an application. Parents are contacted when a spot becomes available on a first-come-first serve basis. All application forms must be complete. If a parent declines enrolment for any reason, the next parent in line will be contacted for the available spot.

Waiting List for Existing Parents

There is **no waiting list** for parents of children enrolled at La Maison du Dodo childcare center . All siblings are offered first option at the toddler and casa admission ages.

Waiting List for New Parents

If there are no openings available in the program selected, your application will be placed on a waiting list. **There is no fee to put your child's name on the waiting list.** You will be contacted as soon as space becomes available and will then have one week in which to enrol your child by signing a contract and paying the security deposit.

Provisional Acceptance

All children enrolled are accepted into the program with the understanding that if the teacher feels the program cannot meet the child's needs, the staff and parents will explore alternatives together.

Enrolment Agreement

A child is officially enrolled in the program when the school has received the **signed enrolment contract and registration fee deposit**. Enrolment in all programs is binding. Parents are responsible for tuition each month regardless of the amount of time the child attends the school.

Parents will be required to pay for all days of care regardless of whether your child is in attendance or not. This includes:

- Statutory Holidays (School is closed)

New Year's Day	Provincial Holiday (Civic)	Good Friday	Easter Monday
Thanksgiving Day	Victoria Day	Christmas Day	Boxing Day
Canada Day	Family Day	Labour Day	Winter & March Break
- Teacher/parent conferences
- Family holidays and child illness

Section 10: Other Helpful Information

Children's Feelings about Starting School (or, "I don't want to go to school because...")

Separation Anxiety

Although some children happily start their new school year without a qualm, there are others for whom it is a difficult experience. This is especially likely to happen if there is a younger sibling at home and the child realizes that the baby will get undivided attention during school times.

If your young child is fearful about being left at school, there are several things you can do. Before arriving, be calm and reassuring about your reappearance at the end of the day. Describe how you will come back. At the classroom door, give a hug and kiss and say, "Have a good day and I'll see you after a while." Then quickly leave without looking back.

Even if your child is shrieking as you leave (and some children do), continue out the door. We will step into the situation and help your child get over these fears. By leaving this way you are saying to your child, "I know this place is a safe place for you, I have confidence in your ability to handle the new challenges, and I will reappear on schedule". Be assured that even the most chilling screams are over in a few minutes, and this crying at the door lasts only a few days. This way of leaving your child, rather than being hard-hearted and uncaring, seems to bolster confidence most quickly. Protracted leave-taking and emotional good-byes only prolong this period of adjustment.

Parents' Feelings about Their Child Starting School

Sense of Loss

Parents sometimes feel a sense of loss when their child starts school. Teachers agree that it is hard to see the stage of babyhood pass. They feel the same sense of loss when a child leaves the class after spending many years there, but no one can hold a child back from this new adventure. Focusing on the positive aspects of this new stage may help. Remember also that teachers are merely helpers along the way.

What Did You Do in School Today?

Have you experienced frustration when asking this question? Did you get the common answer, "Nothing" or "I don't remember." Or possibly they tell you every day that they did the same thing, such as play-dough or spooning beans. Don't be alarmed. We can assure you that your child is very busy at school doing a variety of learning activities designed to support his development.

Young children often have difficulty talking about what they do at school. They have done so many things that they often cannot sort out the specifics. Sometimes they don't remember the name of the materials that they used, such as the trinomial cube, the metal insets, or the addition strip board.

In addition to the difficulty children may have talking about their school experiences, you may have noted that not many papers come home. They can be doing complex math, word building, writing in a sand tray or on chalk boards, geography, and science lessons, all with manipulative materials; they will have no paperwork to show their progress. So how can you find out what your child is doing at school?

- Ask your child questions that are more specific. "Did you do a counting lesson today? Did you build the tower or work with colors?" Questions like these usually elicit more satisfying responses from your children, about their day at school.
- Set up time to observe your child in class.
- Read a story book.
- Stop in after school and talk to your child's teacher or set up an appointment for a formal conference.
- Come to school meetings and roundtables.
- Play school with your child at home. Sometimes children will show you through their play what they are learning.
- Be patient. In time it will be obvious that your child is growing and learning every day.

Please ensure that the completed enrolment forms including submission of updated immunization record, contracts and payments are made before the start of the first day of school for your child.

Section 11: Canada Wide Early Learning and Child Care

Reasons for Opting Out of the Ontario Child Care Agreement

Decrease in Educational Quality

Our French Bilingual/Emergent curriculum with Montessori principles relies heavily on resources such as French and music classes to allow children to explore their interests and develop essential skills for future success. These enriching offerings cannot be compared to standard plastic toys and sand tables. Participating in the Ontario childcare agreement would require our school to allocate the same amount of money per student as other child care centres, compromising our ability to provide the high-quality, specialized education we proudly offer and are known for.

Impact on Curriculum Specificity

Our unique curriculum focuses on nurturing each child's unique interests and needs to maximize their educational experience and early development. Participation in the Ontario childcare agreement would grant government employees, who may not understand our unique pedagogy or the benefits of a bilingual emergent curriculum, the authority to review and make decisions about our teaching style, curriculum, and teachers. This would undermine our ability to offer a curriculum tailored to each child's needs.

Reduction in Teacher Wages

Our teachers are experts in Montessori principles and early childhood education, and they are compensated accordingly. The Ontario childcare agreement would cap wages for our educators, hindering our ability to retain staff who are uniquely qualified to promote language development and learning within our specialized curriculum.

Financial Unviability

The Ontario childcare agreement imposes stringent financial conditions on childcare providers. While rent is considered an allowable expense, mortgage payments are not, which would prevent us from paying mortgages for our childcare facilities. Additionally, childcare providers are limited to an inflation rate of just 2.6% in 2022, despite real inflation reaching more than 7%. Consequently, participating in this agreement is not a financially viable option for us, given our commitment to a French bilingual/emergent curriculum with Montessori principles. Given these significant concerns, La Maison du Dodo has decided to opt out of the Ontario Child Care Agreement.

We remain committed to providing the highest quality French bilingual/Montessori education to our students and appreciate your understanding and support.

Parent Handbook Signature Page

We certify that we have received and read the Parent Handbook, so we understand the policies and procedures of La Maison du Dodo childcare center and are responsible to abide by the same.

Child's Name Date

Print Parent's Name Signature of Parent

Print Parent's Name Signature of Parent