

## BEAMTON MONTESSORI INC.

*Foundation is the key.*

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### PARENT HANDBOOK

Welcome to Beamton Montessori!

It is an honour to be a part of your children's growing learning years. From my genuine intent, I would like Beamton Montessori, parents, and guardians to build more than just a strong bond. A family that works and builds this institution together from the ground up. We will see all our effort and love grow in our children as they continue to flourish and reap the benefits of the academic foundation and values instilled to them. With these ideals and the Montessori principle, there is nothing we could not achieve but all for our children's success as they advance in learning.

Noime Ilagan  
School Director

### Our Mission

Enabling the full potential of our students

It is our utmost mission to mold children's totality as individuals guided by the Montessori principles of learning, evolving to being capable of making positive and effective contributions to the community.

## Montessori Method and Philosophy

Beamton Montessori bears the teaching method of Montessori with four main learning areas namely Practical Life Skills, Sensorial Exercises, Mathematics and Language with lesson integration in Zoology, Botany, Geography.

With the activities in Arts, they are provided the opportunity to develop their creative side and finds pride and confidence with what they create.

### The Learning Areas of Montessori

#### Practical Life Skills

This includes **Grace and Courtesy** as saying please, excuse me, closing and opening the door quietly, speaking softly or getting one's attention without causing interruption to others.

**Care of the Person** teaches independence in every child with simple skills like dressing oneself, shoe lacing, washing hands or table preparation for snacks.

**Care of the Classroom Environment** in ways like washing tables, sweeping crumbs or returning the materials where it was taken from.

**Control and Coordination of Body** helps develop their large and fine motor coordination/balance with activities such as walking on the line, rolling of mats, carrying exercises or use of small manipulative materials.

#### Sensorial Exercises

Sharpens the five senses to enable children to understand the many impressions they perceive in their environment. Each of the sensory material isolates one defining quality such as colour, weight, shape, texture, size, sound, smell and temperature.

#### Mathematics

This area equips every child with the fundamentals such as number-quantity correspondence and the concept of four mathematical operations.

#### Language

The subject focuses on vocabulary building, reading and comprehension, skill in printing and oral communication. In addition, the program has especially designed method in reading wherein children ages 3-6, easily adapt the approach. As a

result, they read and develop appreciation that printed words convey meaning, making it a window to exploring knowledge or varied experiences.

### **Other Areas**

**Geography** Children learn the features and systems of the Earth's surface including continents, oceans, provinces and territories of Canada, etc.

**Botany and Zoology** They gain awareness that a plant or an animal has its ecological purpose and how its existence balances life on Earth as a whole. They also learn the different parts of the tree/flower and body parts of animals.

Learning **Solar System** is also an integration to the lesson while **Arts** inspires children to express their artistic side through dance, crafts, songs or role playing.

Beamton believes in the limitless capabilities of a child. Thus, our mission to develop oneself in intellectual, physical, social, emotional and creative aspects is joined with Montessori principles. This is actualized through three components of the program's teaching-learning process such as the child, the teacher and the prepared environment.

The **child** as the learner in its sensitive period has the great ability to "absorb" and respond, while we consider this stage as an opportunity to instill knowledge, skills and sound judgement or behaviour toward certain situation.

The **teacher** as the guide and observer shows presentation of the lesson on how "work" is done. This gives the child a sense of direction of the given task. The young child repeats the activity because it is interesting to him. There is a degree of self satisfaction as he is mastering the skill by repetition. The teacher, only when necessary, helps correct when task is not done properly. It is important that the teacher does not frequently disturb the child during this time of practice. Children learn better by correcting their own mistakes.

The **prepared environment** which is the Montessori materials meets and enriches the developmental needs of students toward attaining their maximum potential. The materials are not the only source of learning but also the students and teachers, themselves. Children's daily interaction with classmates as well as

teachers develop social skills. They learn how to behave accordingly in different situations such as during group lessons and working with a friend like sharing or taking turns in doing the activity. In certain situations, their behaviour may be corrected when necessary. The teacher helps to realize and understand why such behaviour is corrected, how it may affect oneself and others as it is also teaching the virtues of being kind, considerate and respectful.

Students work and develop at their own pace through self-directed activity, hands-on learning and collaborative tasks. As the mastery of the lesson is achieved, this indicates readiness for a new and more challenging task ahead.

## School Policy and Procedures

### Child Guidance

- It is an ideal classroom atmosphere when learning is fun. Part of this is when children have good social relationship that everyone respects each other such as respect of one's space, privacy and choice. The teacher can create this kind of atmosphere by setting attainable rules which are clearly explained to be followed by the class.
- Child guidance is to be delivered in a quiet and slow manner. Children are motivated to show good manners through polite words and actions.
- Any child guidance taken should be reasonable in the circumstances and certain forms of punishment are not permitted that school staff must not, with respect with the child in the program, inflict or cause to be inflicted any form of physical punishment, verbal or physical degradation or emotional deprivation; deny or threaten to deny any basic necessity, or use or permit the use of any form of physical restraint, confinement or isolation.
- Use of 1-2-3 Magic method (by Thomas Phelan-1- 2-3 Magic: Effective Discipline for Children 2-12). This gives the child time and choices to change their actions.
- If the child continues and does not cooperate with the above method, he/she is requested to move to another space, **allowing him/her to think and reflect** to change behaviour while the teacher assists the child to have a clear understanding of how one may correct the behavior.
- Orientation to the children of teacher's role as the leader in the classroom, who sets the rules, deserves respect, directs the lessons and the second parent to listen to.

## Off-site Activity and Emergency Evacuation

A letter will be sent to the parents to obtain consent for the off-site activity of the children. The parents must sign the consent letter whether they allow the school or not of their child's participation in the activity, e.g. fire drill/ field trip to nearby community playground. The letter of consent includes:

1. The name of the activity
2. Date and time
3. Purpose of the activity
4. Exact location to go when they leave the program premise
5. Names of school staff and parent volunteers who will be with the children
6. For fire drill, how often the activity will be done in the year

During off site activities or emergency situation, portable records is always with the school staff to contact parents when necessary.

## Accident or Illness

- When the child does fall ill during class, the teacher will contact the parents to pick up the child immediately. If parents were not reached, the school staff will call the person listed on the "Emergency Contacts" to pick up the child, which in like manner, when parents did not arrive in 15 minutes after class dismissal time.
- Beamton Montessori Inc. will not be responsible for any payments of ambulance services needed by your child while in our care.
- The teacher may provide or allow for the provision of health care to a child only if there is a written consent obtained from the parent/guardian or the health care provided is in the nature of first aid.
- In case of accident or serious illness involving a child, the teacher in charge will notify the parents immediately by calling them and ensure that the child receives medical attention as necessary.
- In situations like accident, with the use of "incident report form", the details of the accident are recorded. This will show analysis on how it happened and may set trends and issues, a starting point wherein school staff will develop awareness and implement precautionary measures to avoid such accident from happening again.

## Incident Reporting

Incident means a serious illness of or injury to a child that occurs while the child is attending the program and any other incident that occurs while the child is attending a program that may seriously affect the health and safety of the child.

The following incidents are reported immediately to the regional child care office using the “Incident Report” form :

- an emergency evacuation
- unexpected program closure
- an intruder on the program premises
- an illness or injury to a child that requires the program to request emergency health care and/or requires the child to remain in hospital overnight
- an error in administration of medication by a program staff or volunteer resulting in the child becoming seriously injured or ill and requiring first aid, or the program requesting emergency health care and/or requires the child to remain in hospital overnight
- death of a child
- an unexpected absence of a child from the program e.g. lost child
- a child removed from the program by a non-custodial parent or guardian
- an allegation of physical, sexual, emotional abuse and/or neglect of a child by a program staff member or volunteer
- the commission by a child of an offence under an Act of Canada or Alberta
- a child left on the premises outside of the program’s operating hours.

## Potential Health Risk

The lead teacher and staff member must be aware of the potential health risk among everyone in the program premises to ensure health and safety.

Signs or symptoms to be observed when the child may be excluded from the program:

1. Vomiting
2. Fever
3. Diarrhea
4. New or unexplained rash/cough

These require greater care and attention that can be provided without compromising the care of the other children in the program or having or displaying any other illness or symptoms the staff member knows or believes may indicate that the child poses a health risk to persons on the program premises. In this situation, the licence holder/lead teacher contacts the parents for the immediate removal of the child. The child can return to the program premises if the parent provides a notice from the physician, indicating the child does not pose a health risk to persons in the program premises. Acceptable evidence may include a child is symptom free for at least 24 hours or a parent has a physician’s note.

All these observations of illness or symptoms of potential health risk is recorded that includes the following:

1. Name of the child
2. Date the child was observed to be ill
3. Name of staff member who identified the child was ill
4. Time the parent was initially contacted
5. Name of staff person who contacted the parent
6. Time the child was removed from the program
7. The date the child returned to the program.

If the parent fails to arrange for immediate removal of the child, the teacher in charge contacts other persons authorized to pick up the child who are listed on the emergency contacts of the child's personal records.

## **Supervised Care of Sick Children**

The teachers ensure that the sick child is kept as far away as is practicable from the other children, and directly supervised by a primary staff member while she meets the above listed requirements.

## **Administration of Medicine**

Medication can be administered to the child by the school staff only when there is obtained written consent from the child's parent.

The medication should be in its original labeled container and the medication is administered according to the labeled directions.

Where medication is administered to the child, the teacher must make sure that the following information is recorded:

1. Name of the medication
2. Time of administration
3. The amount administered
4. The initials of the person who administered the medication.

The medication must be stored in a locked container that is inaccessible to children, and medication that may be needed in an emergency is stored in a place that is inaccessible to children.

## Smoking

The primary staff ensures that no person smokes on the program premises. No staff member shall smoke at any time or place where childcare is being provided.

## Nutrition

- Snacks are provided by the parents where children have in the program premise.
- Snack time is in “taking turns manner” at appropriate times in accordance with the needs of each child.
- NO NUTS OR CHOCOLATES at snack time to prevent exposure or accidental sharing of food that may lead to allergy problems.
- No cupcakes for treats at school. Fruits or veggies are healthier options. Kindly cut in bite-size to avoid choking.

## Children’s Records

Please inform the school of any changes with records of your child as it is important to keep an up-to-date records of the students. This will serve its purpose for both parents and school as the need arises. The records must contain the following:

1. Child’s name, date of birth and home address
2. Completed enrollment form
3. Parent’s name, home address and telephone number
4. Name, address and telephone number of persons who can be contacted in case of emergency
5. If medication is administered,
  - a. The written consent of the parent to the licence holder/ lead teacher to administer medication to his/her child.
  - b. Information required and recorded in the administration of medication to the child.
6. Particulars of any health care provided to the child including written consent of the child’s parent.

7. Any other relevant health information about the child provide by the child's parent, including the child's immunizations and allergies, if any.

## Administrative Records

The school keeps an up-to-date administrative records which are readily available for the Child Care Licensing Director and child's parent at reasonable times. These are retained by the school administration for minimum of 2 years.

1. Children's attendance with details of arrival and departure times
2. Primary staff member and staff member's child certification and current first aid, where applicable
3. Each staff member and each volunteer other than parent volunteer should provide a current criminal record check including vulnerable sector search to the school administrator.

## Portable Records

Beamton Montessori, to its utmost intent to keep children safe and secured maintains portable record of emergency information, should emergency situation occur.

The portable records contain:

- Child's name, date of birth and home address
- Parent's name, home address and telephone number
- Name and address and telephone number of a person who can be contacted in case of emergency
- Any other relevant information about the child provided by the child's parent including child's immunization and allergies, if any
- Telephone numbers of the local emergency response service and poison control centre.

## Emergency Procedures

The lead teacher will make known to staff and to children where developmentally appropriate of the emergency evacuation procedures of the school, explaining details why they have to leave the program premises which includes the following:

1. Its purpose which is for the safety of everyone
2. What is expected of the students which is following the instructions of the teachers
3. The place or safe area where they will go to (Grass area of the north side of the school building).

When these are explained well and to the level of their understanding, kids will fully cooperate and obey instructions, thus emergency procedures will be done orderly and safely while the teacher in charge carries the portable records to keep track of the total number of the children who are present at the program. A drill of emergency evacuation, i.e. fire drill in the program premise, can be helpful for the children and even the school staff, thus everyone will get used to the manner of doing it and not feel panicked, especially when drilled regularly at reasonable times.

## Supervision Policy and Practices

To ensure that the teachers observe children's play and behaviour both indoor and outdoor, here are the important points and methods the school director use, to meet this expectation:

- Staff orientation of the nature of indoor/outdoor activity and things to take into considerations such as safety and child's developmental needs.
- For the program's indoor physical environment, the school director ensures that the layout of the program premise is conducive to learning and effective in supervision of children. Strict instructions are observed with the teachers that furnishings and Montessori materials are safe and maintained in good repair and developmentally appropriate for children and of sufficient quantity and variety. The books that support literacy development are available to children while the whole space of the program premise should be clean all the time.
- With the outdoor physical environment, the school staff makes an inspection of the area first, before the children is brought to the outdoor space. The school staff makes sure that community playground is clean; safe that there are no sharp objects or tree branches that kids might trip over on; the place is not too crowded to bring the children on that day; the play equipment is not broken or functional; the number of parent volunteers is ideally enough to assist the teachers with the kids.
- Children are oriented with the rules and teachers' expectation with the given activity, i.e. "Stay on the line when we walk to the playground." "Follow teacher when we cross the road." "You will take turns on the slide."
- Supervision of children in close proximity. The school staff and/or parent volunteers move around to monitor children's task/play and make sure everyone maintains personal space to avoid bumping or hitting.
- For outdoor activity, the area should be safe for the kids in terms of distance from the road, or there should be enough number of teachers and parent volunteers present in the area to keep children secured at all times.
- Headcount of the children before leaving the program premise, on the arrival and departure of kids at the outdoor area.
- There are shoes worn for the indoor and outdoor activity.

- Children may go to a nearby community playground accompanied by teachers and parent volunteers when weather permits since most of the activities are done in the program premise.
- Social graces and respect are observed among the children during outdoor or indoor activity when they take turns i.e. in the swing or slide, share same learning materials, help each other in doing group work or use polite words or gestures.
- Shared play or tasks encourage children to develop friendship, teamwork, cooperation and good social skills that keep them inspired and motivated to go to school every day.
- During “drop-off and pickup” time in the program premises, for the morning session, the child is dropped off 5 minutes before 8:30a.m. (8:25a.m.) and the pickup time is 5 minutes before 11:30a.m. (11:25a.m.) and for the afternoon class, the child is dropped off 5 minutes before 12:30p.m. (12:25p.m.) and the pickup time is 5 minutes before 3:30p.m. (3:25p.m.).
- The teachers wait at the entrance door to receive the children. There is an attendance record by the door for parent or guardian to sign in, with time of arrival and signature, confirming that child is brought to the program premise wherein the staff takes the child under her care – “transfer of responsibility”. In like manner when the parent or guardian picks up the child to “resume responsibility”, the parent or the guardian signs out the child, with pickup time and signature as well.
- As stated in the signed TERMS OF AGREEMENT, parents are given a grace period of 5 minutes after 11:30am or 3:30pm for their late arrival when picking up the child. For the following minutes after the grace period, there will be a late fee charge of \$1/minute to be added on the next month invoice. Its main purpose is to avoid habitual late pickups and to keep order with the duty of teachers in preparing the classroom for the next class session, as well as to be considerate of teachers’ lunch break or off from work.
- The teachers are aware that in the registration form, signed by parent or guardian, also includes the other persons authorized to pick up the child, listed as emergency contact. However, if a different person will pick up the child, the parent should notify the teachers in advance, informing his/her name and relationship to the child. A physical description is also helpful in identifying the person while he/she will be asked to show ID to confirm identity. Without parent’s notification or permission to the teachers, the child in any circumstances will not be released.
- For any concerns such as the parent will be late to pick up the child, child’s absence due to sickness, excuse from class or booking a meeting with the teacher, please contact us. School phone: **403-918-0121** After hours: **403-918-0121**

- Beamton Montessori does not cover transportation for the pupils. The parents or guardians take responsibility of providing transportation of their children from their home to school and after class dismissal, from school to home.

\*Please refer to the copy of your Registration and Terms of Agreement Forms for more information and policies of Beamton Montessori

\*On the child's registration day, the parents have the option to secure a copy of PARENT HANDBOOK or may refer to school website (bottom part of Academics Page):  
[www.beamtonmontessori.com](http://www.beamtonmontessori.com)