

PROGRAM STATEMENT AND PARENTS HANDBOOK

School year 2017-2018

The Lycée Français of Toronto, because of its two preschool classes (Early Pre-K and Pre-K), is subject to the Child Care and Early Years Act, 2014 and complies with the Ontario Ministry of Education's regulations as well as the provincial policies related to the childcare and early childhood education.

This document follows up the program policy implementation. Its purpose is to present the overall childcare program of the school to the parents, foster transparency and communication with them.

This document is primarily intended for:

- parents of Pre K students (children 3 years of age by December 31 of the current year) ;
- parents of future Pre K students.

This document includes:

- services provided and ages served.
- times when the services are provided. Public holidays;
- applicable fees , admission and discharge policy ;
- a copy of the program statement ;
- a list of prohibited practices
- additional information.

Due to environmental consideration, this document is not intended to be delivered in hard copy but in electronic format only. Also available on the Lycée's website:
<http://lft.ca/en/>

Parents will be notified of any changes or amendments to this document, within seven working day

Services provided and age groups

The Lycée Français of Toronto, in addition to being a private school, has two preschool classes (classrooms 202 and 203) where a Day Care service is provided in relation to the CCEYA (Child Care and Early Years Act, 2014) and is offered all day for preschool students.

This service is intended for the following age group:

Pre school (or Pre K) students, 3 years of age by December, 31 of the current year.

All the children attending the Lycée Français of Toronto Day Care must be toilet trained and meet the age criterion stated above.

Times when the services are provided and civic holidays.

Based on an annually updated schedule the preschool, including the daycare, is open for 36 weeks. The school year is divided into five fairly balanced periods, with school breaks in between. The Lycée Français of Toronto holidays are distinct from other schools in Ontario or Quebec.

The day starts at 8.30 am and ends at 3.15 pm from Monday to Friday (5 days a week)

Daily Schedule	Times
Free playtime in class	8:00 am-8:45 am
Class	8:45 am-10:15 am
Recess outside*	10:15 am-10:45 am
Class	10:45 am-11:30 am
Lunch/nap/recess	11:30 am-2:00 pm
Recess outside*	2:00 pm-2:30 pm
Class	2:30 pm-3:15 pm

*Subject to weather conditions

The Lycée Français of Toronto, including its Day Care, is closed during the following civic holidays:

- Labour Day : September 4, 2017
- October 6 to 9, 2017
- December 22, 2017 to January 7, 2018
- February 16 to 19, 2018
- March 4 to 19, 2018
- Good Friday: March 30, 2018

- Easter Monday: April 2, 2018
- April 28 to May 6, 2018
- Victoria Day: May 12, 2018
- June 22 to September 4, 2018 (Summer Holidays)

Applicable fees, admission and discharge policy

To be admitted in preschool (early Pre K or Pre K) children must be **toilet trained**. Disposable or training diapers can not be accepted. To register your child, it is required that you follow the [instructions below](#) (copy of Birth Certificate or Livret de Famille). The final decision will be made by the Headmaster and according to the available space. Parents must complete the nominative registration form, which will be forwarded by email to the parents of enrolled children. For further information about the registration, parents can contact the admission department at 416-924-1789 extension 229, or by email: admissions@lft.ca. For the year 2017-2018, tuition fees are \$15.552 (add \$250 for registration for a new family). Each started month is due. Various methods of payment are available. The current financial regulations include all the financial information needed

Parents who wish to withdraw their child from the Lycée must write to the admission department. The tuition fees will be reimbursed according to the financial regulations, available on the school's website (see also the paragraph below « withdrawal »).

Activities outside the classroom

Activities outside the classroom are held:

- in the activity room
- in the outdoor play area

- during school trips. For indoor and outdoor play time activities, Early Pre K and Pre K students are apart from other students. Each student spends at least **two hours outdoors each day**, weather permitting and unless a physician or parent of the child advises otherwise. Every child needs to go play outside and connect with nature. Despite the activity room, the Lycée gives priority to the development of motor activities in the outdoor play area.

- For this reason, and for students health and well being, physical activity is part of the daycare daily routine. A student may stay inside during outdoor play if medical or parental instructions are given in writing to the Lycée.

Copy of the Program Statement

The Lycée Français of Toronto Day Care provides a positive, stimulating, safe and healthy environment for children where their individual personality and pace of development are respected. This service emphasizes values like independence, confidence and self esteem, respect for the environment and for others. Children are encouraged to dress themselves, to help tidy up toys and are praised for their efforts.

This service uses various approaches to promote children's learning process. Its main approach is based on learning centres, where children's needs and interests are identified to ensure their holistic development. In early learning centres, children can diversify their experiences such as expressing themselves without fear, taking reasonable risks and making their own choices which increases their confidence and self esteem.

Since Early Pre-K and Pre-K are part of the French schooling continuum, learning experiences are designed by a preschool curriculum.

Each group of children is under the supervision of a teacher and at least one licensed early childhood educator or a supervisor with similar experience.

The Day Care employs an educator whose mission is to supervise and coordinate. He or she must be a member in good standing of the College of Early Childhood Educators of Ontario who is in charge of children and overseeing staff, in accordance with the Section 53 of Ontario Regulation 137/15 – General.

The School Management complies with the Child Care and Early Years Act, 2014 and the Ontario Ministry of Education's regulations. The school management is responsible for the Day care supervision and operation, as well as the administration of finances and staff.

The Program Statement is our shared vision. It allows us to standardize our educational practices and interventions. It focuses on objectives, methods and view of the child.

Objectives are defined according to the subsection 5.2.

- promote health, safety, nutrition and well-being of children;

By meeting the requirements of the Ontario Ministry of Education who validates our Day care license, we can ensure children are in a safe and healthy environment.

- Support and encourage positive and responsive interactions through verbal and non-verbal communication and support their ability to gradually and constructively self-regulate;

Every day begins with a "morning ritual" prepared by the teacher and the educators.

During this time, children are brought together and can interact among themselves and with the teacher. Discussions alternate between unstructured and structured communication. The given framework allows answers related to the day of the week, month of the year, weather, as well as knowing classmates names or what activities are planned for the day. Songs, rhymes and reading are key moments for sharing and interacting. Children can select from an inventory, the songs and stories they want. A range of various activities assisted by educators is offered. The program in the first year of primary education places learners at the centre of the education system and all the activities included (motor, language, scientific and discovery activities) meet the requirements of the Ministry of National Education. This inspiring learning and flexible environment allows children to develop physically, mentally as well as academically in a progressive and adapted way. Trained and caring staff is promoting positive reinforcement through interactions with children by using a soft tone and caring neutrality. A socio-constructivist approach is the method applied to address the program's requirements. **(par.46(3)(c))**

- Plan for and create learning environments to support children's exploration, play and inquiry, through the use of a resource rich classroom with a play area (dolls, tea party set and construction toys, etc.);

Pretend play, as defined by the founding father of cognitive psychology, is the way children express their own vision of the world that surrounds them. Within a rich and healthy learning environment the learner will develop harmoniously. These surroundings enhance communication in a variety of forms. Dress up a doll, play tea party and build various shapes are activities stimulating children's development. **(par.46 (3)(f))**

- Foster engagement and ongoing communication with parents about the program and their child's work and activities.

In order to maintain an ongoing and caring connection with parents, every morning before the daily routine parents can meet with the teacher to discuss specific information about their children. This discussion time is also available at the end of the day. For children to feel a harmonious relationship between home and school, parents need to have confidence and trust in the staff. Regarding the program, its content and activities, parents are frequently informed through the blog and the "cahier de vie" (diary kept up to date by the teacher). Twice a year, parents are invited to the "Curriculum night" and to the parents/teachers interviews. Regularly, parents are also invited to see students' work, choir's performance, shows, plays or other specific projects. For any question or concern, parents can contact the staff through the email address provided at the beginning of the year. **(par.43(3)(h))**

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

Children's self regulation and positive interaction is encouraged and supported through activities and guidance from staff. Educators and teachers talk to the children in a fair and equal manner which creates an atmosphere conducive to

interaction. If a child needs comfort, the teacher or a staff member will spend time to help him/her to understand and find an appropriate way to express his/her emotions and frustration. A dedicated time is spent each day for every child. **(par.46(3)(c))**

- Foster exploration, play and inquiry through a variety of adapted educational games.

All the activities offered are picked carefully. Their objectives are known by the staff, enhancing children's stimulation and development. **(par.46 (3)(f))**.

- provide child initiated and adult-supported experiences ;
- plan for and create positive learning environments and experiences in which each child's learning and development will be supported ;
- incorporate indoor and outdoor play, as well as active play, rest and quiet time into the day, and give consideration to individual needs of the child;
- involve local community partners and allow partners to support children, families and staff/providers;

The Lycée Français de Toronto is dedicated to involve local partners. An arts and culture circuit has been organized on the theme of the Opera of Toronto, as part of the program. Local artisans are invited to share their profession and their passion (bread workshop, theatre workshop) some parents also take part in this exhibition (astrophysics, painting,...) **(par.46(3)(i))**

- Support staff that interacts with the children. In relation to continuous professional learning, training days are provided throughout the school year.

The staff member benefit from regular training provided by either the Regional Training Program for French Schools in North America, validated by the Ministry of National Education, or by local educational advisers. Children's emotional development and differentiation activities within a bilingual environment are at the core of these training. **(par.46(3)(j))**.

Approaches

The approaches allowing us to meet these objectives are the following:

- establishing caring relationships

The Staff fosters warm and responsive adult child relationships.

- learning through exploration, play and inquiry

Children's exploration is at the core of the program. For children to build learning and strong foundations, they need to explore, test, try and learn, as defined by the Ministry of National Education's programs. Investigation approach is promoted through the activities offered.

- teacher's educational proficiency

All our teachers graduated /accredited from the French Ministry of National Education. On top of their certification, their years of experience make them highly qualified staff members. Educators are all approved by the Ontario Ministry of Education.

- educators co-learners
- learning through the environment

An environment safe and stimulating has been created for children to thrive in.

- Pedagogical documentation.

In each class, teachers have access to the document “How Does Learning Happen?”- from the Ontario’s Pedagogy for the Early Years 2014

- reflective practices and collaborative investigations

As required by the Ministry of National Education, twice a year, parents will receive a formal document outlining the progress made by their child. All the program’s competencies, dated and evaluated are included in this school report. **(par.46(3)(k))**.

Every year in house training opportunities are available, details and schedules are on the Lycée’s website calendar. These in house training days are organized throughout the year and are the occasion for all the staff to learn and exchange about the program statement for children benefit **(10/22 par.46 (4))**. During these training days, staff members are reminded of the procedures setting out the requirements to follow for the implementation of specific features like the PPRE (French Custom Program for Educational Success), the PPS (French Custom Schooling Project), the Bulletin Officiel (B.O.). **(par.49(a))**. The Lycée has an annual budget allocated to Training and Staff development. **(par.58(1))**

In order to prepare the following school year, the program statements are thoroughly reviewed during the training days provided by the Ministry of National Education (Councils: Conseils de Maîtres and Conseils de Cycles). The entire staff, volunteers and students attend those meetings. All the information provided is recorded in the minutes of the council. According to the French National Education and the agreements signed with the staff, the list of participants acts as signatures. **(par.50(1))** and **(par.50(2) 1)** and **(par.50(2) 2)** and **(par.50(4))**

These approaches are based on research, theory and practice inspired by the common reference framework in terms of programming and pedagogy for regulated childcare “How Does Learning Happen?”

Educational programming is also part of the 2014 French programs. “How Does Learning Happen?” is one of our go-to resource for professional learning. Indeed this document, even if we adapt its approaches to our educational context, helps us to provide better services for our students.

View of the child

Children are developing individuals and have rights. The Lycée Français of Toronto believes children are competent, capable of complex thinking, curious and rich in potential. They need to be active and to rest too.

A child misbehaving is perceived as a child who needs help. The Staff works in collaboration with the parents to support the child, through positive reinforcement and development of skills among others

The Lycée Français of Toronto provides for the preschool students at least two hours of outdoor play, two hours of rest or quiet time according to their needs. Children's rest is important as active play is a significant part of their daily routine.

The Lycée ensures that all staff members, existing and new, but also volunteers, know, approve and understand the program statement prior to interacting with children and this every time the document is amended.

Also, the Lycée Français of Toronto will ensure that the approaches set out in the program statement are implemented in the operation of the program for preschool students attending the Day care centre, as well as the following approach based on learning centres. In learning centres various activities are used to determine every child's needs and interests and monitor her/his overall development.

Children learn from various experiences where they are free to express themselves, to take manageable risks and make choices, which promote their self-confidence.

Our philosophy

The school philosophy can be summarized as: “**Child first**”: the child will be heard, respected, loved and understood.

In terms of specific goals, the child will learn to:

- become more independent and responsible
- follow group life's rules while enjoying a certain freedom within those rules.
- express her/his wishes, frustrations and joys
- feel comfortable with her/his peers and adults, including staff members'
- express her/his emotions with staff's guidance
- eat healthy with proper diet including nutritious snacks
- observe rest or relaxation times

Children will develop physically and intellectually, improving their visual, auditory, tactile and taste perception, along with art, music, audiovisual Medias, construction games and others. Every effort will be made for children to be happy!

Working with parents

The Lycée Français of Toronto is administered by a board consisting of parents and staff members. Every board members, educators, teachers, parents or guardians contribute together to the Lycée's evolution.

French language

The Lycée Français of Toronto provides a regulated childcare service approved by the Ministry of education. This service is intended for francophone as well as non-

francophone who favor French, primary language of the staff and clientele. In this School Management, its mission is to give children a sense of belonging to the francophone culture.

Our role

The role of the Lycée Français of Toronto is to create a safe and stimulating environment where children can thrive in a group, by taking account of their natural rhythm and individual personality. Our core values are: confidence and self esteem, respect for others and for the environment. Children are encouraged daily to dress themselves, to help tidy up toys, and are praised for their efforts. In doing so, The Lycée Français of Toronto wishes to create a harmonization between school and family environment.

Our staff

Each group of children is under the supervision of a teacher with at least one registered early childhood educator, or experienced staff member.

The Day care is managed by an educator whose mission is to supervise and coordinate, under the responsibility of the School Management

As required by the collective agreement and the Ministry Of National Education in accordance with the Ontario Ministry of Education, the staff members are appraised through a process acknowledged by all the parties involved. This includes the implementation of required or needed practices. (**par.51(1) a**) and (**par.51(1) b**).

Prohibited practices in the Lycée Français of Toronto (par.45(c)).

The Lycée Français of Toronto **commits to not apply the approaches that breach the program statement.**

The Lycée Français of Toronto, as a positive environment, pursues an approach based on positive interactions with children and adults, particularly to correct an inappropriate behaviour. In compliance with the Ontario Regulation 137/15, section 48, the following practices are prohibited, in both the Day care and in the school:

- corporal punishment of the child;
- use of harsh or degrading measures that would humiliate or undermine his /her dignity;
- depriving the child of basic needs;
- locking the exits for the purpose of confining children;
- using a room or building locked or susceptible to being locked for the purpose of confining children;

- Leaving a child without adult supervision;

Additional information

On demand Day Care service

During the school holidays only, a day care service is offered, from 8 am to 6pm (in the classrooms 202 or/and 203), according to the authorized capacity and the number of enrolled children. Fees for this service are displayed on the school website.

Reservation

Parents who wish to book a spot for their child are required to pay \$1000 per child; this amount will have to be paid upon enrolment and is non-refundable in case of withdrawal.

Admission and Withdrawal

Knowledge of the French language is not required for a Preschool registration.

Inappropriate behaviour

A child with aggressive behaviour toward an adult or another child can be suspended from school for a period of time or indefinitely, according to the decision of the School Management and after the parents are informed.

Illness

A sick child (fever, chicken pox, etc.) and who is unable to participate in the school program will be removed from the school until he/she will be able to continue normally the school activities and will not be contagious.

Head lice and nits

If a child has head lice and nits, it is highly likely other family members could be infested. Inform the school and every group your child is part of to allow other parents to check their children's head. It is important that all infested persons are treated at the same time. If a child is repeatedly infested, to prevent the spread, the School Management can remove him/her from school until he/she is treated.

Child's Well Being

In the situation where the school program does not meet a child's needs, after informing the parents the School Management may remove the child from the school.

Methods of Payment

Required fees must be paid in advance. Four methods of payment are available:

- 1- Pre authorized Debit (PAD) monthly or quarterly (an authorization form must be completed and returned to the Lycée along with the commitment form.) A void cheque should be given to LFT.*
- 2- Payments with 1, 4 or 12 postdated cheques according to the following schedule: Annual Payment: by April 24th
Quarterly Plan: April 15, July 15, September 15 and November 15
Monthly Plan: 15 of every month (starting on April 15, 2017 until March 15, 2018).*
- 3- Interac Payment, by Debit Card at the Lycée.*
- 4- Wire transfer or direct deposit.*

Increase of Fees

Required fees may be increased when the budget is reviewed by the School Board. Parents will be informed of any change.

Late payment, declined cheque

A \$500 fee will be charged to all the accounts that remain in arrears as of March 15, 2018. A \$50 fee will be charged for every declined cheques or bank transfer.

Parents whose children left the Lycée and whose accounts remain in arrears will receive a notice asking for payment within the following weeks.

The School Management is available to all the parents that would like to discuss their financial problems in all confidentiality to reach a mutual satisfactory agreement.

Withdrawal

Parents who wish to remove their child from the Lycée, during the school year, must inform the admission department.

Financial regulation extract:

Notice of withdrawal must be sent in writing to the Admissions Office at admissions@lft.ca

- registration and assessment fee are non-refundable
- the 250\$ admission fees are non-refundable
- advance on tuition of \$1000 is non refundable

- the investment fund to the LFT is not refundable after September 1st, 2017
- tuition paid is refundable, consistent with the following schedule:
 - If a student withdraws prior to December 31, 2017: 50% of the annual tuition will be refunded
 - If a student withdraws between January 1st and March 31, 2018:
25% of the annual tuition will be refunded
- No refunds for withdrawals after March 31, 2018

Non-refundable fees

Sick days and civic holidays are non-refundable. They are due even if the child did not attend school during those days.

Attendance

If the child is to be absent parents must inform the school as soon as possible by email to the teacher (firstname.lastname@lft.ca) and the Primary school Director (Sylvie.Delpech@lft.ca) before 8.45am, on each day of absence. By phone you can reach the reception at : 416 924 1789*225.

In case of sickness, parents must indicate the nature of it (cold, ear infection, chicken pox)

A child must be able to take part to the Lycée program. If he/she can't participate in the activities planned, outdoor or indoor, he/she will be removed from the school for the time being until complete recovery.

Only parents whose names were printed on the registration form are allowed to pick up the child. Staff member may ask to see an Identification document.

If a friend or a family member is supposed to pick up the child, parents must inform the supervisor in advance and ask the person picking up the child to bring an Identification with photo.

Every day, an attendance sheet for each class is completed allowing us to know where every child is. This sheet includes hours when class ends and begins as well as recess.

If your child takes the school bus, the educator will sign the attendance book at the arrival and departure of your child. It is important to inform the school management about any change in bus schedule.

Arrival and departure

Parents are responsible for their child's transportation. The day care opens at 8am and closes at 6pm.

If parents are late to pick up their child, they will be charged at the rate of \$12 *per 15 minutes*. If the service's schedule is not respected, the school management can ask for a removal of the child.

Each child has a "cahier de vie" (diary kept up to date by the teacher), the Lycée is inviting parents to read it and initial the comments.

Holidays

If a child is going on vacations during school year, parents must inform the School Management in writing.

Nutrition

A catering service is available according to the requirements of the Early Childhood Ministry for all the Lycée, Pre-K and Early Pre-K (healthy and balanced diet, including food from each of the four food groups.). The menus are displayed on the school website.

The Lycée ensures children get the necessary nourishment, including the morning snack. Lunch is served at 11:30 am.

The catering service's menu is planned according to the Canadian Food Guide standards and is displayed daily on the message board and on the school website.

Medical care

Every child must be immunized and parents must return the completed immunization forms to the School Management. This rule does not apply if a child's parent oppose in writing, invoking religious or medical reasons, the latter should be duly signed by a licensed medical doctor.

Parents must make sure to remove their child from school if he /she is affected by a contagious illness.

Children with the following symptoms should not come to the Lycée:

- vomiting
- diarrhea
- conjunctivitis
- fever over 38,5 Celsius(101,3 Fahrenheit)
- infected wound non-treated.

- pediculosis

If the teacher or the educator believes a child is too sick to take part in the program while at the school, they will inform the parents who will have to come pick up their child. In case of accident or injury, first aid will be provided. In the case medical services are required; the child will be taken to the hospital with an ambulance. Parents will be informed without delay. If the Lycée cannot reach the parents, the emergency contact printed on the registration form will be the person informed. In case of emergency, like a fire, staff members will evacuate the school and bring the children to our emergency location, in front of the LFT (Fairbank Middle School 2335 Dufferin Street). Children will remain there until authorization to return in school, or until the parents, once informed, come pick them up. If a child needs to take a medication during Day Care hours, parents or guardians must complete and sign an Administration of medication form. The medication to administrate must be in its container and have the child's name, the date, the dosage, the doctor's name and the name of the prescription printed on it. The medication will be stored in a locked closet, except EpiPen and asthma inhalers. The written authorizations will be dated and saved in the child's file. The medication is administrated by the supervisor or the educator in charge of the child and recorded in a register, for parents to consult if needed.

Hygiene

Children's bed sheets and blankets must be provided by parents for each child attending the day care and will be returned weekly to get cleaned.

Clothes used for dress up activities will be washed once a month by the staff members.

Sunscreen

Parents or guardians must provide sunscreen. For the Pre-K and Early Pre-K, educators or the children themselves will apply the cream two to three times a day.

Nap

Early Pre-K and Pre-K have a rest period of one hour minimum and that do not exceed two hours. Children are encouraged to lie down on small beds and stay calm. If a child can't sleep, the educator will allow him/her to play calmly or to read books in his/her bed.

Win-win conflict resolution

The win-win conflict resolution teaches children to solve conflicts by themselves:

1. The educator asks the children about the conflicts and summarizes the situation.
2. The educator describes the problem objectively.

3. The educator asks children to find solutions that best suits them.
4. We apply the solution.

Removal

The removal is a way of saying a final “no” to an unacceptable behaviour. A child displaying an inappropriate behaviour will be removed temporarily from the group, for a period of reflection. It will allow him/her to calm down and step back. The educator will explain calmly why and will help the child to solve his/her problem in a positive way.

For a child with a recurring behaviour problem, staff members will discuss about it and will inform the parents. An action plan may be considered with the parents to solve the behaviour problem.

A child displaying an aggressive or violent behaviour toward another child (verbal or physical) will be removed from the school for a period of time or permanently, according to the School Management’s decision, after having informed the parents and discuss the case with the School board.

In the situation where the care provided does not meet a child’s needs and when a more specialized service may be needed, the School Management may remove the child permanently from the school for the child’s benefit.

Suspension

A child can be suspended from the day care if he/she threatens his/her own safety and the others.

Program

A diversified program is planned to foster the overall development of each child.

Workshop Activities

The Early Pre-K and Pre-K educational team offers a variety of activities according to the workshops distribution in the different play areas. The child can pick an activity according to his/her interests.

Spontaneous Activities

They are unplanned activities. For example, we can make a card for a friend who’s going to leave the day care for some reason.

Directed Play

Directed play is offered by the early pre k and pre k educational team. These activities stimulate the child's imagination and own creativity. Those teams show new experiences to their group and follow closely the overall and individual evolution of the children. Arts, language, educational games, group time, group games are among those activities.

Free play

These activities are when children chose a game or the medium to play with. During these activities, the educational team ensures respect between the child and his peers. These periods are important for the child to develop his/her creativity, curiosity and autonomy. These activities promote child's gross and fine motor skills, expression, language, rhythm and socio-emotional development.

Outdoor play

These are all the games in the outdoor area [List of personal items to bring for the](#)

Child:

- 2 sets of full clothing to be kept in the Day Care (jacket, pants, underwear and socks). The clothes must be comfortable, adapted to the day care activities, and folded inside a Ziploc bag. In case a child doesn't have his change of clothing, the staff members may contact the parents so they can bring their child some clothes or pick their child up for hygiene and health reasons.
- a bed sheet, a blanket, a comforter and a pillow
- a pair of shoes for inside
- clothes for different seasons, for example in winter plan for boots, ski suit, hat, neck warmer (no scarf) and two pairs of mittens
- Every item must have the child's name written on it and placed in a bag with the child's name. The Lycée is not responsible for lost or stolen items.

Child's toys

Toys must stay at home. There will be special days during the year where children will be invited by the staff members to bring toys from home. However, transitional objects are allowed, for example, a toy or a plush the child has with him all the time. Francophone Books and tapes are allowed, they can be shared during group time.

The Lycée's toys

The day care toys are the Lycée's property. If a toy ends up in the child's pocket at home, parents must bring it back on the following working day. The Lycée appreciates parents' collaboration, notably for the harmonious development of the children in its care.

This program statement is available for the parents of children enrolled at the Lycée

.(**par.45(b)**) Upon admission, parents will receive information about the skills that will be developed in the program for their child's age group. A confidentiality agreement is included in the registration application form signed by the parents, along with image rights. (**par.65(e)**)

Parent issues and concerns policy and procedures

The current policy aims at providing a transparent procedure that can be easily followed by the licensee and staff to address parents' issues and concerns. We encourage parents to play an active role in the daycare centre activities and to discuss the experience with their child. We support positive and caring interactions between children, parents, and staff. All parents' issues and concerns are given serious consideration by Mme Sylvie Delpech, Director of the Primary School who will take appropriate measures for a quick resolution to the satisfaction of all parties. Issues and concerns may be raised orally or in writing and will be kept confidential. Parents will receive an answer within 2 working days. In the event that parents are not satisfied, they may contact M. Jean-Pierre FAOU, Principal, orally or in writing. A copy of policies and procedures of the licensee required under section 45.1, relative to parents' issues and concerns, is available at our premises upon request.