

MARIA MONTESSORI

PRESCHOOL & ELEMENTARY

BLUEPRINT

Core Values & Belief

Maria Montessori Preschool & Elementary

Blueprint of Core Values & Beliefs

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Blueprint of Core Values & Beliefs

OUR VISION

Each child is a confident capable leader who is authentic, innovative and caring

OUR MISSION

MMS sparks a child's natural curiosity and love of learning that will expand beyond the classroom and into the future

OUR PURPOSE

MMS believes in providing a respectful, peaceful and positive environment for everyone MMS believes in creating opportunities for students:

- ◆ To express themselves authentically and creatively
- ◆ To discover their personal strengths, skills and talents
- ◆ To recognize experiences they find meaningful
- ◆ MMS is a beacon for others
- ◆ MMS encourages individuals to be authentic, confident and compassionate; to thrive in their unique potential.
- ◆ MMS inspires individuals to strive towards the highest moral development, to do things because they believe it is the 'right' thing to do
- ◆ MMS embraces all aspects of learning to inspire a life-long love of learning
- ◆ MMS encourages individuals to develop perseverance, recognizing that learning from mistakes is an integral part of the process

OUR CORE VALUES

1. We believe it is all about the students
2. We believe in a community dedicated to delivering on its purpose
3. We believe in our MMS community (students, staff, alumni, families and friends) being involved in contributing to the broader community and having a global perspective
4. We believe in providing a respectful, peaceful and positive environment for everyone (which is fun)
5. We believe in creating opportunities for students to express themselves authentically, creatively and to be leaders, innovators and entrepreneurs, if they choose.

1. EDUCATIONAL PROGRAM

1.1. The Fundamental Nature of MMS

1.1.1 The Montessori philosophy is the framework of our educational programming which ensures SK curriculum will be met.

1.1.2 MMS is committed to providing a Montessori education to students from age 2 through to Kindergarten.

1.1.3 MMS is committed to the highest moral development of individuals through the development of a strongly held set of universal values, which include self-respect, respect for others, honesty, integrity, responsibility, empathy, compassion, kindness, peacefulness, a sense of concern for others, warmth, and a love of community.

1.1.4 MMS prepares students for further education and for life.

1.1.5 MMS strives to be a close-knit community of students, educators, parents, and friends of the school.

1.1.6 MMS encourages children to be at home in the world of nature.

1.1.7 MMS is committed to becoming a multicultural school.

1.1.8 MMS supports inclusivity and is committed to diversity in accordance with the Saskatchewan Human Rights Code. MMS will not discriminate based on The Saskatchewan Human Rights Code, SS 1979, c S-24. "prohibited ground: religion, creed, marital status, sex, sexual orientation, disability, age, color, ancestry, nationality, place of origin, race or perceived race, receipt of public assistance, and gender identity".

1.2. The Montessori philosophy is the framework of our educational programming which ensures SK curriculum will be met.

1.2.1 We understand that Maria Montessori's methods and materials are a system based on fundamental principles of child development, and we commit to apply the words, wisdom, and practical advice of Maria Montessori as the lens through which we select, design, and evaluate our program.

1.2.1.1 Accredited Montessori sources will be used as a framework for our Montessori philosophy.

1.2.1.2 MMS classrooms will have the following basic characteristics at all levels:

1.2.1.2.1. A classroom atmosphere which encourages social interaction for cooperative learning, peer teaching, and emotional development.

1.2.1.2.2. A schedule which allows large blocks of time to problem-solve, to see connections in knowledge and to create new ideas.

1.2.1.2.3. A diverse set of Montessori materials, activities, and experiences which are designed to foster physical, intellectual, creative, social, and personal independence.

1.2.1.2.4. A partnership established with the family. The family is considered an integral part of the individual's total development.

1.2.1.2.5. Teachers educated in the Montessori philosophy and the methodology or working towards this, for the age level they are teaching, who have the ability and dedication to put the key concepts into practice. Continuing education will be provided and encouraged for all staff.

1.2.1.2.6. A multi-aged, multi-graded heterogeneous grouping of students.

1.2.1.2.7 The child has freedom to set his/her own goals and to choose his/her own work. MMS recognizes that to 'follow the child, but follow as his leader' is a delicate balance for both teachers and parents to achieve.

1.2.2 Sensorial materials. The purpose and aim of Sensorial work is for the child to acquire clear, conscious, information about his/her environment, to make classifications in his/her environment and to begin to understand his/her environment.

1.2.2.1 In the Visual Sense Exercises, the child learns how to visually discriminate differences between similar objects and differing objects.

1.2.2.2 In the Tactile Sense Exercises, the child learns through his sense of touch, particularly the tips of the fingers.

1.2.2.3 In the Baric Sense Exercises, the child learns to feel the difference of pressure or weight of different objects. This sense is heightened through the use of a blindfold or of closing your eyes.

1.2.2.4 In the Thermic Sense Exercises, the child works to refine his sense of temperature.

1.2.2.5 In the Auditory Sense Exercises, the child discriminates between different sounds.

1.2.2.6 In the Olfactory and Gustatory Sense Exercises, the child is given a key to his smelling and tasting sense.

1.2.2.7 In the Stereognostic Sense Exercises, the child learns to feel objects and make recognitions based on what he feels.

1.2.2.8 All of the Sensorial materials are designed keeping the same ideas in mind. All of the materials:

1.2.2.8.1 isolate the one quality that is to be worked with by the child. This allows the child to focus on that one quality.

1.2.2.8.2 have, what is called, a control of error. This calls to the child to make the corrections himself.

1.2.2.8.3 are esthetically pleasing.

1.2.2.8.4 must be complete.

1.2.2.8.5 are limited. The first use of the term limited refers to the fact that there is only one of each material in the environment. This calls for other students to build on their patience. The second use of the word limited is in reference to the idea that not all of

one quality or piece of information is given to the child. This child is not given every color in the world, but only a select few. This gives the child the keys to the information so it peaks his curiosity and leads him to learn more out of his own interest.

1.2.2.8.6 are a Passage to Abstraction. Through the child's work with Sensorial material, the child is helped to make abstractions, he/she is helped in making distinctions in his/her environment, and the child is given the knowledge not through word of mouth, but through his/her own experiences.

1.2.3 The nature of the child and the learning process.

1.2.3.1 MMS believes self-esteem, human dignity, and emotional well-being, as well as the ability to communicate and cooperate effectively with others, must be valued at least as highly as academic and material success.

1.2.4 Developmental Approach to Education. Our educational approach is centered around the stages of human development.

1.2.4.1 Developmental stages. Our faculty is involved in a continuous study of human development. This study includes keeping abreast of current theories on development, regular student observation, and a constant evaluation of our program to ensure that it is appropriate for the developmental stages of our students.

1.2.4.2 Flexibility. Our educational program is designed for flexibility in its methodology and use of resources.

1.2.4.3 Academic expectations in an individualized approach. We establish and follow an individualized educational curricular framework of basic academic achievement leading each child toward graduation or progress to the next level or phase of their education.

1.2.5 Learning is approached by seeking to understand and respect each student's uniqueness, and by guiding them individually at their own pace through the range of learning skills so that they fully realize their potential.

1.2.6 Diverse Learning Styles. We acknowledge that children learn in different ways and at different paces.

1.2.6.1 Our goal is to view each child as a unique human being and to be as flexible as possible in addressing his or her learning style and needs as an individual learner.

1.2.6.2 We seek to provide an environment open to students with diverse learning styles, while our primary focus will always be the well-being and best interests of those students who will thrive in our Montessori environment. In every case, we assess whether MMS is able to meet a student's needs, while maintaining the integrity of the classroom.

1.2.7 The ultimate goal is to produce men and women who have not only learned how to learn, but also have an innate love of learning, a wide range of interests, and an openness to new ideas and possibilities.

1.2.8 We nurture self-esteem and affirm that it is a crucial ingredient for the full expression of

a person's potential. This is the very fabric of our community and our educational methods.

1.2.9 We nurture intellectual, emotional, spiritual, and physical growth in developing a whole, healthful being.

1.2.9.1 Intellectual. The intellect is an important tool in shaping our world. Through developing our thinking abilities, we refine our emotional responses, clarify our picture of the universe, and develop the discipline to maintain vibrant health and well-being.

1.2.9.2 Emotional. Our emotions are complex and powerful and it is very important that we learn to feel them fully and without fear, to identify them correctly (in ourselves and others), to respect them, and to accept them. It is equally important, however, that we learn to harness their power and not let them control our lives unchecked.

1.2.9.3 Spiritual. We recognize that it is each individual's task to develop their own understanding of the nature of the universe and the individual's place in it. We encourage children to celebrate life, focus on the positive, and develop the spiritual side of their lives according to their individual beliefs.

1.2.9.4 Physical. We seek to help our students discover, understand and adopt the lifestyle habits most appropriate and beneficial for our bodies and minds. Among these are fresh air, pure water, exercise, sunlight, and proper diet.

1.2.10 Interpersonal Communication Skills. We encourage our children to become self-confident, articulate, and assertive in their interpersonal communication skills. To that effect, we model and encourage effective communication among students and adults. We would like all community members to be versed in skills of active listening, negotiation, conflict resolution and debate, empathy for another person's position, and the ability to stand up for oneself and say no without guilt if someone is encroaching on their rights.

1.2.11 Students are taught not to be afraid of failure. We support them in stepping outside of their comfort zone and to not fear taking risks. We encourage them to learn from their experiences—both successes and failures—and to accept the outcome as non-threatening feedback on their progress and personal growth.

1.2.12 We nurture curiosity, creativity, and imagination

1.2.12.1 We consciously work to encourage creativity in writing, problem solving, and research.

1.2.12.2 We value artistic growth and expression.

1.2.12.3 As is appropriate for each age group, we encourage students to become aware of the major social, political, economic, environmental, and ethical issues of our day.

1.2.13 Active learning. We promote active rather than passive learning.

1.2.13.1 We promote spontaneous, self-initiated learning by encouraging students to explore their personal interests.

1.2.13.2 We use hands-on, "experiential" learning whenever possible rather than lecture and

drill. This includes such things as concrete manipulative learning materials, experimental discovery, seminar discussions, independent library research, field investigation, or computer simulations.

1.2.13.3 We encourage the continuing sense of student accomplishment and recognition through identifying, pursuing and reaching pre-established learning goals.

1.2.14 The Passage to Abstraction. We help students to move from the concrete stage of learning through seeing, touching, and manipulating learning materials to stages of increasingly abstract understanding and ability to apply concepts and skills.

1.2.14.1 To facilitate this process, where possible, we consistently work from a very concrete level of experience to the abstract.

1.2.14.2 To guide students in learning, we will begin by giving them the "big picture" (ie cosmic curriculum), and work from this toward an increasing level of detail.

1.2.14.3 The concept Passage to Abstraction has created a spiraling curriculum in which skills and concepts are presented and reintroduced at increasing levels of complexity and abstraction over the years.

1.2.15 The Cosmic Curriculum traditionally consists of Five Great Lessons that are used to paint a broad picture before moving to more specific study. The Great Lessons are an important and unique part of the elementary Montessori curriculum and are repeated each year. The purpose of the Great Lessons is:

1.2.15.1 To give the child the big picture of the universe and world they live in.

1.2.15.2 To plant seeds of interest for a variety of topics, to awaken the child's imagination and instill a sense of wonder.

1.2.15.3 To discover the diversity of life on earth that also shares basic similarities and needs (interconnectedness).

1.2.15.4 To introduce cycles of life such as the water cycle, plant and animal life cycles, seasons, years, etc.

1.2.15.5 To build in the child a respect for all living things.

1.2.15.6 To give the child an ever-expanding awareness of history and the human journey.

1.2.15.7 The Five Great Lessons consist of:

1.2.15.7.1 First Great Lesson - Coming of the Universe and the Earth

1.2.15.7.2 Second Great Lesson - Coming of Life

1.2.15.7.3 Third Great Lesson - Coming of Human Beings

1.2.15.7.4 Fourth Great Lesson - Communication in Signs (Language)

1.2.15.7.5 Fifth Great Lesson - The Story of Numbers (Maths)

1.2.16 Pedagogy of Place. Students experience a curriculum derived from the dynamics of their neighborhoods, their city, and their local museums, organizations, agencies, businesses, and government.

1.2.16.1 Learning focuses on helping students find their position within broad social, geographic, economic, and historical contexts.

1.2.16.2 Local learning, within the community and natural environment, serves as the foundation for understanding and participating appropriately in regional and global issues.

1.2.16.3 Place-based projects are integrated back into classroom lessons.

1.2.16.4 Students play an active role in defining and shaping projects. Projects have consequences; working alongside community members, students help make plans that shape the future of their social, physical, and economic environments.

1.2.17 External structure. Our goal is to help children develop an inner sense of order and self-motivation.

1.2.17.1. We want to “follow the child”; however, we acknowledge that within our society there are cultural expectations where children are expected to conform to certain benchmarks. If a child’s best efforts are not developing those skills within a certain amount of time, we will try to provide additional structure as necessary to help the child progress within those guidelines.

1.2.18 Freedom within order. We strive for a balance between freedom, order, and responsibility.

1.3. MMS prepares students for further education.

1.3.1. We want our students to be well-educated in the basic academic disciplines, to fulfill their creative potential, and to gain satisfaction in their physical, emotional, spiritual, social, and intellectual development.

1.3.2 We offer a Montessori three-year cycle approach to SK curriculum in order to prepare students for further education.

1.3.2.1 Arts Education. We integrate fine arts through classroom programs and experiences, to foster art and music appreciation and creative drama.

1.3.2.2 English Language Arts. We encourage students to read and write with facility, and both read voraciously and write with enjoyment. We explore all forms of human communication.

1.3.2.3 Mathematics. We guide students to grasp the underlying concepts of math through the use of concrete apparatus and through application of mathematics to real world tasks.

1.3.2.4 Physical Education and Health. We guide our students to understand, appreciate, and adopt a healthy lifestyle that includes exercise, proper diet, intelligent choices regarding personal health, and stress reduction.

1.3.2.5 Practical and Applied Arts. Cooking is done in all classes at the age appropriate level.

1.3.2.6 Science. Students will study science every year. We guide them to understand that science is not the subjects that scientists study, like the nature of atoms, but the process of

studying the world, with the goal of arriving at conclusions about what is probably true, and what is probably not.

1.3.2.7 Social Studies - History. We develop a strong historical perspective through the study of prehistory and history. We cultivate an appreciation of family and community heritage. We teach students the basic elements of anthropology, addressing the question of what makes us human, the nature of culture, and how cultures have attempted to explain or illuminate the great questions of life through story, myth, and cultural archetypes.

1.3.2.8 Social Studies - Geography. We seek to develop a global perspective and understanding, teaching world geography.

1.3.2.9 Language. Our students will study a language every year. The objective is for students to be exposed to a minimum of one language in addition to their native language.

1.3.2.110 Practical Life refer to 1.4.3

1.3.2.11 Sensorial refer to 1.2.2

1.3.2.12 Peace Education. Peace Education will be as vital an element of our curriculum as mathematics and science. Human relations and conflict resolution skills, nonviolence, leadership, training and cooperative teamwork skills, and communication skills are all important elements in nurturing our students.

1.3.2.13 Passage to Abstraction refer to 1.2.14

1.3.2.14 Cosmic Curriculum refer to 1.2.15

1.3.2.15 Pedagogy of Place refer to 1.2.16

1.3.3 Academic expectations are individually set, guiding the students to recognize and work toward their full potential. The importance of careful work and pride in accomplishment is consistently stressed at all levels. The reward is not in the quantity of work achieved but the satisfaction of work done well for its own sake. The school builds a supportive environment to move steadily toward the pursuit of individual excellence.

1.3.3.1 Competition. We believe that it is neither necessary nor appropriate to inspire unrestrained academic pressure and scholastic competition among students. We cultivate the ability to accept success with grace, and failure or loss with dignity, and resolve to build on the experience. We ensure the right to choose whether or not to participate in competitive activities, and we stress the principles of good sportsmanship.

1.3.4 Educational programs are designed to maximize each person's academic and personal success. We strive to encourage people to build on their strengths and personal learning styles and learn from their mistakes.

1.3.4.1 Academic success. We encourage skills that support independent and successful learning, critical thinking, cooperative projects, problem solving, use of technology, and techniques for focusing attention.

1.3.4.2 Personal success. It is important that the students and staff be successful human

beings who can establish healthy relationships and achieve happiness in their personal lives. Staff models and students are guided to pay attention to and respect feelings, both their own and those of others. Staff models and students are guided to independently solve conflicts effectively and fairly, and to express their feelings in a healthy manner. Group dynamics and communication skills are also stressed.

1.3.5 Student Evaluation. At MMS grades are not given in the usual sense. Students are encouraged to take age appropriate responsibility for their learning, and within partnership with the parents, two progress conferences are scheduled during the year (usually November and March). Parents, teachers or students may request additional conferences at any time. Written assessments are provided once a year in June for Casa students and three times a year (usually November, March and June) for Kindergarten students. The assessments are consistent with Saskatchewan Curriculum requirements. The assessments address integrated learning skills and key learning objectives across all areas with individualized teacher comments. The aim of the assessment is for the students to:

- 1.3.5.1 learn to take responsibility for their learning;
- 1.3.5.2 learn because of their own intrinsic desire to do so;
- 1.3.5.3 become self-confident, creative risk-takers; and
- 1.3.5.4 develop the sensibility that each and every person has value; that each person can succeed; that the success of others is to be celebrated; that it is desirable to help others, and to take the time to do so.

1.4 MMS prepares students for life, balancing academic excellence with the development of personal and practical life skills. (Our goal is to inspire a passion for excellence and a lifelong love of learning.)

1.4.2 Self-regulation

1.4.2.1 Ultimately we wish for every community member to be willing to accept full responsibility for their behavior, their attitudes, their experiences, and in short their lives. The enormous reward that comes with accepting this responsibility is the freedom to choose and create the type of person they wish to be, and the life they wish to lead.

1.4.2.2 We prefer to model and encourage appropriate, kind, and considerate ways to behave in various situations.

1.4.2.3 School should be safe. We endeavor to provide a school environment that will promote and protect the physical and emotional well-being of our students and staff.

1.4.2.4 We use positive reinforcement whenever possible to praise students' progress, acknowledge their contributions, and strengthen their characters. As necessary, we cue and remind students of appropriate behaviors before they forget, and, when behavior is inappropriate and a gentle reminder isn't enough, we intervene and respectfully manage the

behavior appropriately. We prefer to teach students beforehand appropriate, kind, and considerate ways to behave in given situations.

1.4.2.5 We encourage and model ways to negotiate in conflict situations e.g. peace table(s) so that whenever possible everyone can win and at the very least everyone feels heard and that students' feelings and needs are respected.

1.4.2.6 Our ultimate goal is to encourage self-discipline and self-motivation as the reasons for behavior rather than fear or external motivation.

1.4.2.7 We actively identify individual needs and strengths and use available resources to develop each child's potential.

1.4.2.8 While we are normally successful with a very wide range of students, we can never be right for every child. One of our greatest challenges is to be objective, compassionate, yet realistic in considering the needs of each child as a unique individual. When we fail despite our best efforts to work with the child to help him/her meet appropriate behavioral expectations within the school's fundamental ground rules, we sadly and reluctantly counsel the family to seek out another school setting in which the child can experience success.

1.4.3 Practical Life skills: To facilitate and encourage a sense of independence, we deliberately teach a wide range of practical life skills appropriate to each child's level of development. We regard this as a vital element affecting the design of our entire program. These practical life skills include the following:

1.4.3.1 Fine motor skills and the use of simple tools.

1.4.3.2 Grace and courtesy: appropriate ways to handle situations kindly.

1.4.3.3 Practical economics: the value and use of money.

1.4.3.4 Technology: the safe use of age appropriate technology, such as more complex tools, telephones, classroom and household appliances.

1.4.3.5 Communication: the appropriate use of the technology of personal and mass communication, from writing letters to using the telephone, and speaking before an audience.

1.4.3.6 Care of one's environment: for example, how to clean and set tables, do dishes, cook, sew, and do laundry.

1.4.3.7 Health and Safety: the development of sound habits of safety, nutrition and hygiene, and as age appropriate.

1.4.3.8 Leadership opportunities exist within the three-year cycle through student mentoring. In addition, other opportunities are available beyond the classroom environment.

1.5 MMS strives to be close-knit community of students, educators, parents, and friends of the school.

1.5.1 We seek to show and teach our students that the freedom and education they receive

here come with the responsibility to help others. We seek to show them that the responsibility to change our world for the better lies with all of us, and that service needs to be an accepted part of everyone's life if we are to achieve this goal. Various opportunities to perform community service in the community at large exist.

1.5.2 In establishing policies and procedures, we attempt to remain sensitive to the needs, desires, and factors that might add unnecessary stress and pressures onto our families.

1.5.3 Community meetings will be held monthly from September to June.

1.5.4 Community surveys will be conducted periodically (and as needed throughout the year)

1.6. MMS encourages children to be at home in the world of nature.

1.6.1 We strive to strengthen our connection with nature and the environment.

1.6.2 We seek to instill in our students, parents, and staff not only a reverence for the earth, its waters, and all living things, but also a sense of stewardship for the environment based on a conviction of our individual responsibility for the beauty of the land and the health of our ecosystems.

1.6.3 We believe that being at home in the world of nature is basic to being a whole and healthy human being.

1.6.4 We consciously work to foster in each person a strong sense of belonging to the web of life. We accomplish this objective through:

1.6.4.1 Using the natural setting around the school and the wide variety of natural resources around us as an extension of the classroom out of doors.

1.6.4.2 Plants and animal care.

1.6.4.3 Encouraging opportunities in natural outdoor settings

1.6.4.4 Stressing recycling and encouraging environmentally friendly packaging for lunches and products used in our community.

1.6.5 Whenever possible, the school will do everything in its power to keep the buildings and grounds free from toxic substances and environmental irritants. Whenever possible, cleaning products in the classrooms will be non-toxic.

1.7 MMS is committed to becoming a multicultural school.

1.7.1. We seek to develop a global perspective as a philosophy for building a diverse community grounded in knowledge that encourages understanding, respect, and acceptance of all peoples. This is done at every age level:

1.7.1.1 through the study of languages;

1.7.1.2 through the study of physical, cultural, and economic geography;

1.7.1.3 through encouraging families to share their cultural traditions, travel experiences, and traditional festivals;

1.7.1.4 by utilizing our families as a tremendous teaching resource; and

1.7.1.5 through an on-going experiential program of cultural education.

1.7.2 We value and celebrate a diverse multicultural community of students, faculty, and staff and acknowledge the unique contributions of all individuals, who enrich and inspire our personal growth.

1.7.3 We model and teach respect at every age level while discouraging stereotypes in an age-appropriate way.

2. FACULTY

2.1 We acknowledge that identifying the qualifications, duties, accountabilities and responsibilities of each position in the school is crucial.

2.1.1 We carefully identify the skills and knowledge, experience, educational philosophy, core values, and interpersonal skills needed to be successful in each position at MMS.

2.2 We take great care in our hiring process to find new members of our faculty and staff who bring the right mix of skills, knowledge, experience, values, and personality to succeed at MMS.

2.2.1 We will evaluate qualifications and check references.

2.3 We will clearly communicate to all members of the faculty and staff our expectations, personnel policies, and benefits and professional development opportunities that may be applicable to their positions.

2.4 In evaluating the school's programs and performance of each member of the faculty we will be as objective and positive as possible, encouraging individual initiative, self-evaluation, and continuous professional growth.

2.5 We consciously follow fair and equal employment practices in hiring, assigning, promoting, and compensating both teaching and non-teaching staff members. We endeavor to employ persons on the basis of the factors necessary in the performance of the job and the operation of MMS without discrimination on "*prohibited ground: religion, creed, marital status, sex, sexual orientation, disability, age, color, ancestry, nationality, place of origin, race or perceived race, receipt of public assistance, and gender identity*" as defined in The Saskatchewan Human Rights Code, SS 1979, c S-24.1.

2.6 The school will take all reasonable and lawful precautions to maintain the confidentiality of records and information concerning teachers and all staff members who are applying for employment at another school, in accordance with the rights of the individual.

2.7 Any materials brought to School by a member of our faculty and staff, purchased with his or her own funds, shall remain his or her property.

2.8 It is mutually understood that any teacher-made educational materials produced by a member of the faculty and staff using school materials and supplies shall be considered the

property of the school. However, faculty and staff members may use school materials to make a duplicate set of these materials for his or her own professional library.

3. FACILITIES

3.1 We seek to create an environment of beauty that communicates our commitment to students' education and success.

3.1.1 All aspects related to facilities are dependent on the school working within the constraints of its current lease.

3.2 Whatever the size of our enrollment, or the age levels encompassed in our programs, our buildings and grounds will support the implementation of our educational program and institutional mission as ideally as possible.

3.3. Buildings and space will be carefully considered in terms of need, ideal space and configuration, and integration into the master plan.

3.4 The school will consciously follow safety practices and procedures designed to protect students and staff.

3.4.1 Hazardous substances in the classrooms will be kept out of reach of the children.

3.4.2 City of Saskatoon Police regularly reviews school safety procedures including lock down procedures.

3.4.3 Fire drills are regularly scheduled.

4 FINANCES

4.1 MMS honors its financial commitments to parents, staff, vendors, and others.

4.2 The fiscal year of MMS shall be August 1 to July 31 each year.

4.3 MMS will strive to maintain a balanced operating budget without depending on income from fundraising projects. (Refer to 9.1).

4.3.1 Any operating budget that is in deficit by 5% and the reasons for it, will be communicated to the community at the AGM.

4.3.2 MMS are committed to building a contingency fund.

4.3.2.1 The budget will include a contingency line item.

4.4 Tuition will be set on the basis of maintaining a balanced operating budget.

4.5 Financial Bursary Program. MMS is committed to making MMS truly inclusive by pursuing funding sources and endowments to offer financial assistance for families who are unable to fund their child's education themselves. MMS will strive to set aside a portion of tuition income every year to help support the school's financial aid assistance program.

4.5.1 MMS will endeavor to operate a **Financial Bursary Program** without depending on income from fundraising projects.

4.5.2 MMS will work towards introducing a financial aid program. Criteria and an application process will be established by the community and approved by the board. External parties will manage the process.

4.6 As members of the MMS community, all families are required to honor their financial obligations to MMS in a timely and responsible manner. (Refer to 5.1.11.3)

4.7 (NPA SK Div XIII 142) MMS Governors will communicate accurate information about the financial state of the school by placing before the Corporate Members at the Annual General Meeting:

4.7.1 financial statements for the year ended not more than four months before the annual meeting. (ie AGM must be prior to 30 November);

4.7.2 the report of the auditor;

4.7.3 the annual budget; and

4.7.4 any further information respecting the financial position of the corporation and the results of its activities required by the articles, the blueprint or any unanimous member

agreement.

4.8 (NPA SK Div XIII 145) The MMS Governors shall approve the financial statements and shall evidence their approval by the signature of two Governors.

4.8.1 No financial statement shall be released or circulated unless it has been approved and signed by two Governors and is accompanied by the report of the auditor.

4.9 (NPA SK Div XIII 146) MMS shall, not less than 15 days before each AGM, send a copy of its financial statements and report of the auditor to each Corporate Member and Governor, by email.

4.9.1 MMS will also publish a notice to corporate members stating that the documents are available at the registered office.

4.10 (NPA SK Div XIII 142 and 147) MMS shall file its annual financial statements and report of the auditor with the Director of Corporations within four months after MMS' fiscal year end (ie by 30 November), and not more than 30 days after the AGM at which they were placed before the Corporate Members.

4.11 MMS will meet all reporting and financial obligations; these are outlined in the Directors Calendar.

4.12 (NPA SK Div XIII 149 and 156) At the Annual General Meeting of Corporate Members the Corporate members will appoint an auditor to hold office until the close of the next AGM.

4.12.1 The remuneration will be fixed by the Board of Governors.

4.12.2 The auditor is entitled to attend meetings of Corporate Members and as such receive notice of all Corporate Members meetings.

4.13 (NPA SK Div XIII 159) If MMS solicits money or property from the public it will form an audit committee comprising of at least three Governors. The audit committee will review the financial statements before the Board of Governors approves them.

5 ADMISSIONS

5.1 Admissions: The primary goal of the MMS admissions process is to provide sufficient information to help each family determine whether MMS is the best fit for their child; and to determine if MMS is best able to meet the needs of the individual child(ren).

5.1.1 When MMS admits a new student, MMS is not simply bringing him or her into the school community. MMS is bringing the child, his or her parents, siblings, and extended family into the mix.

5.1.2 In making admissions decisions, MMS will weigh many factors, including whether the parents are seeking a Montessori approach aligned with MMS's values and goals for their children's long-term education.

5.1.3 A Montessori student can never be replaced. Any student who leaves impacts the remaining students by his/her absence – even if the vacant 'spot' is filled.

5.1.4 Hopefully the children whom MMS admits in the early years will graduate from MMS. Ideally MMS will be so much a part of each family's life that eventually the children of MMS graduates will attend MMS as well. MMS wants to be a family tradition.

5.1.5 In the admissions process, MMS shall consciously treat parents with respect as partners in exploring whether or not MMS would be the perfect match for their child.

5.1.6 MMS will not try to convince prospective parents that MMS is right for them and for their child. Instead MMS will tell the truth, help them to grasp the true nature of the school and what it has to offer, and allow them to weigh all the factors as they consider whether MMS is indeed the right match for them and their child.

5.1.7 MMS will welcome prospective parents.

5.1.7.1 MMS will schedule individual tours during school hours.

5.1.7.2 Where possible MMS will make a list of the names and home phone numbers of Ambassador Parents (refer to 6.8) available to prospective parents who would like to speak with another family.

5.1.7.3 MMS will arrange frequent and convenient times when prospective parents can observe in our classrooms.

5.1.7.4 MMS will arrange for each child to spend time in the classroom to determine a mutual fit.

5.1.7.5 MMS will answer their questions, address their concerns, and assist them in determining whether MMS would be a good match for their child.

5.1.7.6 Applications for admission will be dealt with on a case by case basis throughout the year as appropriate. MMS will make and communicate all admissions decisions to the families as quickly as possible.

5.1.8 (NPA SK DivXI 130) Each family, in good standing, with a child enrolled at MMS is a joint Corporate Member and entitled to one vote per family.

5.1.8.1 (The Articles of Incorporation) There is one class of membership.

5.1.8.2 (NPA SK Div X 115) The Governors may admit any person as a Corporate Member of MMS.

5.1.8.3 Families in which one member is a staff member are not permitted to be Corporate Members.

5.1.8.4 (NPA SK Div X 113) Membership rights are to vote at all meetings of Corporate Members. Specific rights are:

5.1.8.4.1 (NPA SK Div IV 21) Access to corporate records ie Articles of Incorporation, Blueprint, minutes of meetings of Corporate Members and Register of Members

5.1.8.4.2 (NPA SK Div IX 90) Amend the Blueprint

5.1.8.4.3 (NPA SK Div IX 93) Elect Governors for a term not exceeding three years

5.1.8.4.4 (NPA SK Div IX 96) Remove Parent Governors at a Special Meeting of Corporate Members called for the purpose

5.1.8.4.5 (NPA SK Div XIII 149 and 156) Appoint auditor at AGM (same as 4.11)

5.1.8.4.6 (NPA SK Div XI 127) Corporate Members may submit a proposal on any matter related to MMS's activities as long as it is not to enforce a personal claim, redress a personal grievance or secure publicity.

5.1.9 (NPA SK Div X 118) Corporate Membership terminates if the family no longer has a child enrolled at MMS.

5.1.10 (NPA SK Div X 119, 120, 121) The Head of School (Principal) may, at his/her discretion, terminate a family's membership and request the family to leave the school in the following circumstances:

5.1.10.1 if an individual's behavior is inconsistent with MMS' core values, but only after the process set out in MMS' "**Termination of Membership Policy**" has been completed and the issue has still not been resolved to the satisfaction of MMS;

5.1.10.2 if an individual physically and/or verbally abuses a student, staff member or community member, but only after the process set out in MMS' "Termination of Membership Policy" has been completed and the issue has still not been resolved to the satisfaction of MMS;

5.1.10.3 if a family fails to pay the tuition fees within two months of them being due; and

5.1.10.4 if an individual takes legal action against MMS.

5.1.11 (NPA SK DivV 25) There is no fee for Corporate Membership.

5.2 Non-discrimination. MMS does not discriminate in matters of admission on “prohibited ground: religion, creed, marital status, sex, sexual orientation, disability, age, color, ancestry,

nationality, place of origin, race or perceived race, receipt of public assistance, and gender identity” as defined in The Saskatchewan Human Rights Code, SS 1979, c S-24.1. MMS regards a mix of backgrounds and abilities as a positive and important element in our community.

5.3 Truth in Advertising. As a member of the International Montessori Council, MMS pledges to represent MMS truthfully and accurately to the general public and internally to our parent community.

5.4 Negative Public Relations. MMS pledges to respect the diversity of the community of Montessori schools. MMS will not engage in negative public relations nor make any negative statements about another Montessori school or any other school.

5.5 If a student is not benefiting from the school’s program, or if the school is not the best program to meet the student’s needs, MMS will follow the appropriate processes and communicate with parents.

5.6 MMS will never knowingly attempt to recruit and enroll an individual student away from his or her current Montessori program.

6 BUILDING COMMUNITY

6.1 MMS strives to be a cohesive community of students, educators, parents, and friends of the school whose participants are supported at all levels by all others in the community, without discrimination on “prohibited ground: religion, creed, marital status, sex, sexual orientation, disability, age, color, ancestry, nationality, place of origin, race or perceived race, receipt of public assistance, and gender identity” as defined in The Saskatchewan Human Rights Code, SS 1979, c S-24.1

6.2 MMS expects all members of the school community to treat one another in accordance with the core values of the school.

6.2.1 MMS treats all students, families, teachers, and staff members, and all people with kindness, warmth, and respect.

6.3 MMS considers input from all of our community members in our decision making processes in order to take into account the needs of our total community, regardless of age.

6.4 MMS strives to expand the web of inclusion in our Montessori community by reaching out to other Montessori schools and communities.

6.5 MMS recognizes that a Montessori school is more than a place of learning; it is a community of children and adults that has a significant impact on our students’ capacity to learn, grow, create, develop, assimilate values, and relate peacefully and respectfully to other people and to the natural world.

6.6 MMS continues to strengthen a constructive partnership between the family and school in support of each child’s educational development.

6.6.1 MMS values building partnerships with families as early as possible in order to help parents recognize the uniqueness of their child. We also work together to help parents incorporate Montessori philosophy into their family life.

6.6.1.1 MMS invites families to communicate any requests for additional information regarding the Montessori philosophy or use of Montessori Materials or Montessori Methodology to the Head of School.

6.7 Classroom observations:

6.7.1 Individuals, including but not limited to parents, family members or prospective parents and prospective family members, are encouraged to request an observation at any

time throughout the year.

6.7.2 To observe a classroom, individuals must agree to comply with the following:

6.7.2.1 observe silently and ensure minimal disruption to the classroom

6.7.2.2 respect the privacy of students

6.7.3 The aim of classroom observations is to:

6.7.3.1 provide individuals with a sense of what Montessori is and what MMS offers

6.7.3.2 maintain the integrity of the educational program

6.7.4 MMS reserves the right to refuse a classroom observation request if either 6.7.2 or 6.7.3 are unable to be met.

6.8 The [Ambassador Parent Program](#): We understand the special needs of new participants in the community and the necessity of a program to match new families with ones experienced in the community to provide support and information.

6.8.1 Any individuals willing to participate should contact the Head of School or Administration Coordinator.

6.8.2 The Ambassador Parent Program includes, but is not limited to:

6.8.2.1 Parents available to talk with prospective parents

6.8.2.2 Parents willing to 'buddy up' with new families and welcome them into the MMS community

6.9 Community Meetings: We believe in holding monthly community meetings to allow and encourage a free and open exchange of ideas and information. Students and children are welcome to participate in these meetings.

6.9.1 The dates of the Community Meetings will be put in the school calendar.

6.9.2 Community meetings can make recommendations to the Board of Governors. The Board will make the final decision and communicated to the community in a timely manner.

6.10 Volunteer Program: We believe parent involvement is indispensable to the continued success of our program and sets a positive example to the students. Each family will be required to participate in the [Volunteer Program](#).

6.10.1 Benefits of the Volunteer Program:

6.10.1.1 Involvement in MMS Community

6.10.1.2 Ability to offer great programs and events

6.10.1.3 Get to know other MMS families

6.10.1.4 Become familiar with entire school (not just your children's program)

6.10.1.5 'More hands make easy work'

6.10.2 Full Time Casa/Kindergarten: Each family is required to complete 10 volunteer hours (10 credits) per year or pay a charitable donation volunteer fee of \$450.

6.10.3 Part-Time Casa: Each family is required to complete 5 volunteer hours (5 credits) per year or pay a charitable donation volunteer fee of \$200.

6.10.4 Stepping Stones: Volunteer program excludes Stepping Stones only families. Once a child is in the Casa program (full time or part-time) the family is required to participate in the Volunteer Program.

7 THE ADMINISTRATION

7.1 The goal of The Administration is to provide educational leadership, more than business administration.

7.1.1 The Administration of MMS consists of Head of School (Principal)

7.2 The primary role of the Head of MMS is to articulate the purpose, vision, core values, provide academic leadership, recruit and coach faculty members and staff, oversee the financial health of the school and serve as the school's spokesperson to the larger community. The HOS will work with the Board in relation to strategic planning and fundraising.

7.2.1 The Head of School is the same as a principal under the Saskatchewan Education Act, 1995 and where reference in the act is the Board of Education or Director it can be read as in relation to the MMS Board and MMS Governor. Section 175 outlines the duties of a principal ie the principal, shall be responsible for the general organization, administration and supervision of the school, its program and professional staff and for administrative functions that pertain to liaison between the school and the Board. Section 175 (2) provides more detail regarding the principal's duties.

7.3 The Head of School will ensure that excellence and consistency with MMS' purpose and core values, permeate the school seamlessly from class to class, from level to level, and from one year to the next.

7.4 The Head of School will support the faculty and attempt to provide similar support and counsel to the school's families. However, the ultimate factor on which difficult decisions must be balanced is what is best for each individual child and what is consistent with the core values of the school.

7.5 When conflicts arise within the school, whether they involve parents, staff members, students, administrators or Board of Governors, every attempt will be made to find the best and highest resolution of the issues under dispute that is most consistent with the school's core values and is most oriented to a win-win model.

7.6 The Administration of the school will ensure a smooth and timely flow of communication where possible about important dates and information to parents, students, staff, and Board of Governors.

7.6.1 Email and the website will be the main method of communication.

7.7 The Administration will collaborate with faculty members and staff, inviting their input and participation whenever appropriate in important questions facing the school this will be done through:

7.7.1 Weekly staff meetings

7.7.2 Monthly community meeting

7.7.3 Staff portal of website

7.7.4 Annual Survey

8 GOVERNANCE

8.1 (NPA SK Div IX 88) The Board of Governors shall be comprised of people who share a deep sense of commitment to the MMS and Montessori philosophy. In all matters, they consider the overall best interests of the school over their own interests or over the interests of any constituent group within the school community.

8.1.1 The primary responsibility of the Board of Governors is to ensure that the purpose, vision and core values that define the nature of the school are established and set out in a working community document called the "Blueprint," and that they are re-examined from time to time and, if necessary, refined, with the involvement of the community.

8.1.1.1 The Board of Governors will first consult the Blueprint before voting on any motion(s).

8.1.1.2 The Board of Governors is legally responsible for all aspects of the School, including:

8.1.1.2.1 Governance of the Board itself

8.1.1.2.2 Appointing, monitoring and assessing the HOS in accordance with the Blueprint, especially section 2 Faculty and 7 Administration as well as any other sections, which pertain to the role of HOS.

8.1.1.2.3 Setting the strategic direction of the school

8.1.1.2.4 Managing financial and legal affairs and risks and stability

8.1.2 The Board of Governors will approve motions that are supported by the Blueprint.

8.1.2.1 If the Blueprint does not address the motion, or if the Board of Governors concludes that the Blueprint needs to be amended, it will go through the process of amending the Blueprint, with the input of the community as outlined in 8.1.3.

8.1.2.2 The minutes of the meetings of the Board of Governors will reflect the motions passed, and the section of the Blueprint that supports the action.

8.1.3 (NPA SK Div IX 90 as the Blueprint replaces the Bylaws) The steps for amending the Blueprint are as follows:

8.1.3.1. A Corporate Member, or Governor, must propose an amendment to the Blueprint at a monthly community meeting.

8.1.3.2. The Corporate Members shall discuss and vote on the proposed amendment at the subsequent community meeting.

8.1.3.3. If the Corporate Members approve the amendment, then the Board will approve the amendment at the subsequent Board meeting.

8.1.3.4. If the Board believes that the decision is crucial and time sensitive, they may make a decision at the Board meeting (prior to amending the Blueprint) and bring the relevant addition or amendment to the Blueprint to the subsequent community meeting.

8.1.4 Except when confidential matters are being considered, Board of Governors meetings

are open. Community members may submit agenda items for consideration.

8.1.4.1 The Board of Governors will provide updates of the meetings to the community on a timely basis.

8.1.5 (NPA SK Div IX 112) Any remuneration paid to Governors must be approved by the corporate members.

8.1.6 (NPA SK Div XI 123 and 133) The Governors shall call an Annual General Meeting not later than 4 months after year-end and may call a Special Meeting of Corporate Members at any time but shall do so upon the written request of at least five per cent (5%) of the Corporate Members.

8.1.6.1 (NPA SK Div XI 125) All business transacted at a Special Meeting of Corporate Members or at an Annual General Meeting of Corporate Members, other than consideration of financial statements or an auditor's report, election of Governors, and reappointment of an incumbent auditor, is deemed to be special business.

8.1.6.2 (NPA SK Div XI 125) No special business may be transacted at a Meeting of Corporate Members unless the notice of meeting states the nature of the business in sufficient detail to permit Corporate Members to form a reasoned judgment concerning the business and includes the text of any special resolution to be submitted to the meeting.

8.1.6.3 (NPA SK Div XI 125) Notice of the time and place of a Meeting of Corporate Members shall be sent, not less than 15 days or more than 50 days before the meeting, to each Corporate Member entitled to vote at the meeting, Governor and to the auditor.

8.1.6.4 (NPA SK Div XI 131) Corporate Members shall vote by a show of hands except where a ballot is requested by a member either before, or afterwards.

8.1.6.5 (NPA SK Div XI 129) 5 % of Corporate Members who are personally present at the opening of a meeting shall constitute a quorum.

8.1.6.6 (NPA SK Div XI 130 and Div XII 137 and 138) Motions are passed by a majority of Corporate Members, present and by proxy.

8.1.6.7 The latest revised edition of Robert's Rules of Order shall guide the conduct of meetings.

8.2 Board of Governors Composition

8.2.1 MMS seeks a diverse group of candidates consisting of current parents, past parents, alumni and individuals who have a shared interest in the success of the school. The Board of Governors combined will have a broad spectrum of background, experience, skills and expertise to make a significant contribution to the Board of Governors and the School.

8.2.2 The MMS Board of Governors will consist of three classes of Governors:

8.2.2.1 Independent Governors ie a non-current parent:

8.2.2.1.1 will be elected by a majority of the Corporate Members (refer to 8.4)

8.2.2.1.2 will have a maximum term of three years, with the option to be re-elected by the Corporate Members (refer to 8.5)

8.2.2.1.3 will be a minimum of one (1) and a maximum of four (4) Governors (refer to 8.6)

8.2.2.2 Parent Governors:

8.2.2.2.1 Will ideally have a 1-year history with the school and/or a Montessori program.

8.2.2.2.2 will be elected by a majority of Corporate Members (refer to 8.4)

8.2.2.2.3 will have a maximum term of **three years**, with the option to be re-elected by the Corporate Members (refer to 8.5)

8.2.2.1.3 will be a minimum of one (1) and a maximum of four (4) Governors (refer to 8.6)

8.2.2.3 Where there is an Independent prospective candidate and a Parent prospective candidate for the final Governor position the Board shall determine, which class of Governor will be elected.

8.3 Governor Nomination

8.3.1 All nominations to the Board of Governors will go through the nomination process.

8.3.2 Exiting Governors will provide adequate notice to the Board of Governors where possible.

8.3.3 Any Corporate Member is eligible to be nominated for Parent Governor unless that person or a member of her/his family is employed by the school.

8.3.4 No individual may be nominated to the Board of Governors if a member of her/his family is an existing Governor.

8.3.5 The Board of Governors may nominate individuals for Independent Governors, for their particular expertise or interest unless that person or a member of her/his family is employed by the school.

8.3.6 (NPA SK Div IX 92) Corporate Members may nominate individuals for Independent Governors, subject to Board approval.

8.3.7 **MMS Skills Matrix**: The Board of Governors will determine the criterion for nomination considering what competencies, skills and background the MMS Board of Governors should possess as a whole, and what the current Board of Governors possesses. In addition, the Board may consider:

8.3.7.1 The prospective candidate's stated commitment to MMS purpose, vision, core values and strategic plan

8.3.7.2 The prospective candidate's reputation and integrity

8.3.7.3 The prospective candidate's track record of accomplishments and experience

8.3.7.4 Whether or not the prospective applicant can devote sufficient time and resources to his or her duties as a Governor

8.3.7.5 Specific requirements for the Board's succession planning

8.3.7.6 An absence of major conflict(s) of interest, including taking legal action against MMS, any of its staff or Governors

8.3.8 Governors will be nominated on the basis of their qualifications and experience, which best match the pre-established criteria and skills as indicated in the MMS Skills Matrix.

8.3.9 The nomination process is as follows:

8.3.9.1 Prospective candidates will receive a **Nomination Form** and an information package on their nomination or at their request.

8.3.9.2 Prospective candidates will send to the Board of Governors' Chair a completed nomination form, a biography and resume.

8.3.9.3 Prospective Parent Governors will be listed in the MMS Skills Matrix.

8.3.9.4 Prospective Independent Governors will be listed in the MMS Skills Matrix, subject to Board approval.

8.3.9.5 In the event of Governor elections, the MMS Skills Matrix will be distributed to the:

8.3.9.5.1 Governors, before the Board of Governors Meeting, for approval prior to distribution to the Corporate Members

8.3.9.5.2 Corporate Members, prior to the AGM or special Corporate Members meeting,

8.3.9.6 All prospective candidates' nomination forms, biographies and resumes will be available to Corporate Members and Governors on request.

8.4 (NPA SK Div XI 125) A Governor shall be appointed as follows:

8.4.1 (NPA SK Div IX 93) Parent Governors are elected by a majority of Corporate Members present or by proxy at the Annual General Meeting or a special meeting of Corporate Members from the prospective candidates listed in the MMS Skills Matrix.

8.4.2 The Corporate Members, present or by proxy at the Annual General Meeting or a special meeting of Corporate Members, shall exercise their voting rights so as to elect the Independent Governors listed in the MMS Skills Matrix.

8.4.3 All new Independent Governors shall become Corporate Members, if not previously, on appointment.

8.4.4 Once appointed, all new Governors will sign a **Consent to Act Form**, an **Acknowledgment of Liability Form** and a **Confidentiality Agreement**.

8.4.5 All new Governors will participate in an orientation process.

8.4.5.1 The orientation process will be overseen by the Chair. New Governors will receive an orientation within the first three months of becoming a new Governor.

8.4.5.2 Material provided to new Governors should include:

8.4.5.2.1 A letter of welcome from the Chair

8.4.5.2.3 The Blueprint

8.4.5.2.4 A plan of the organization's structure

8.4.5.2.5 A background history of the school

8.4.5.2.6 The School's latest Financial Statements

- 8.4.5.2.7 Board of Governors Minutes from recent Meetings
- 8.4.5.2.8 Governors and Officers Liability Insurance Policy
- 8.4.5.2.9 Governor's Confidentiality Agreement
- 8.4.5.2.10 Board of Governor's Code of Conduct (refer to 8.7)
- 8.4.5.2.11 Consent to Act

8.4.5.3 All new Governors must be given adequate time to learn the fundamentals of Board of Governors operations. On an ongoing basis, new Governors should be provided with updates and forthcoming major initiatives and their implications, and should also be apprised of appropriate relationships between Governors and the HOS, staff and students.

8.4.5.4 It is the responsibility of new Governors to:

- 8.4.5.4.1 Undertake a due diligence of the school's financial position
- 8.4.5.4.2 Understand the legal structure of the school
- 8.4.5.4.3 Obtain copies of all documentation relevant to Governors undertaking the particular role
- 8.4.5.4.4 Understand the role(s) and requirements
- 8.4.5.4.5 Meeting with the Chair to discuss the governance of the corporation
- 8.4.5.4.6 Meeting with the Head of School and other such key persons who can provide information on the corporation and its key activities and policies
- 8.4.5.4.7 A tour of the facilities and introduction to staff

8.4.5.5 New Governors will be asked to provide feedback on the orientation process to the Chair who will collate and report to the Board.

8.5 (NPA SK Div IX 93) Governors are elected for a term of three years, with no limit on the number of terms.

8.5.1 To avoid all Governors terms ending at the same time the terms of the Governors may be changed to two (2) or one (1) year terms, when required.

8.6 (NPA SK Div IX 89) MMS Board of Governors will have a minimum of three (3) and a maximum of eight (8) members.

8.6.1 The Chair can vote in the same manner as other Governors

8.7 (NPA SK Div IX 109) Board of Governor's Code of Conduct

8.7.1 Each Governor commits to work in accordance with the MMS Blueprint to help achieve MMS's purpose, vision and core values.

8.7.2 Each Governor commits to being objective and to supporting fellow Governors through honest, direct and open supportive discussion.

8.7.3 Each Governor commits to making decisions in the best interests of the School consistent with the MMS Blueprint.

8.7.4 Each Governor commits to the following ethical standards: (in line with purpose, vision and core values)

- 8.7.4.1 Equity in Attitude: To encourage expressions of different opinions and listen with an open mind to others' ideas; to be fair, just and impartial in all decisions and actions
- 8.7.4.2 Trustworthiness in Stewardship: To be accountable to the community by representing school policies, programs, priorities and progress accurately
- 8.7.4.3 Honour in Conduct and Duty of Care: To base decisions on fact rather than supposition, opinion or public favor
- 8.7.4.4 Integrity of Character: To uphold all applicable laws, rules, policies and governance procedures; To maintain the confidentiality of information that is required by law or that will needlessly harm the school if disclosed; to never use information obtained through the position of Governor for personal gain
- 8.7.4.5 Commitment to Service: To attend at least 80% of the Board of Governors meetings and to actively focus on fulfilling the Board of Governors' accountabilities.
- 8.7.4.6 Student-Centered Focus: To be guided by what is best for all students of the school
- 8.7.5 Each Governor commits to complying with the relevant Act and regulations pertaining to MMS.

8.8 (NPA SK Div IX 107) Conflict of Interest Guidelines for Governors

8.8.1 The fiduciary obligations imposed on Governors encompass a duty to avoid situations where a material personal interest of a Governor conflicts or may conflict with their duty to the School. Conflicts of interest are prohibited per se and any considerations of fairness are irrelevant.

8.8.1.1 A Governor must disclose any personal interest to the other Governors and give details as to the nature and extent of the interest and the relation of that interest to the affairs of the School as soon as practicable after becoming aware of the interest.

8.8.1.2 The Governor must ensure that details of the nature and extent of the interest and the relation of that interest to the affairs of the School are recorded in the subsequent Minutes of the Meeting.

8.8.1.3 Subject to 8.8.1.4, the Governor must be absent from the Meeting while the matter is being considered and refrain from voting.

8.8.1.4. A Parent Governor may attend the Meeting while the matter is being considered and vote if the conflict is a conflict that arises as a result of his or her child being enrolled in MMS. (Refer to 8.8.3)

8.8.2 A Governor may give standing notice of the nature and extent of a possible conflicting interest. Standing notice means that the Governor will not be obliged to bring his or her interest to the attention of the Board of Governors every time a potentially conflicting matter arises. Standing notice will expire if a new Governor is appointed and is not given the notice.

8.8.3 A Governor, if they are a parent of a child enrolled in the School, should disclose any

actual, potential or perceived conflicts of interest that may arise as a result of their child being enrolled in the School. By being open and transparent the Governors protect the integrity of the Board of Governors.

8.8.4 Governors should always err on the side of caution if unsure as to whether they have a material personal interest in a matter that relates to the affairs of the School. In risky ventures where there is a real potential for dispute, it is preferable to deal with an arm's length supplier as the potential for ill will can have a major impact on the school community.

8.9 (NPA SK Div IX 101) The quorum for the MMS Board of Governors is three (3) Governors who are either permanent residents or Canadian citizens.

8.10 Board of Governors' Roles

8.10.1 Board of Governors Chair

8.10.1.1 The Board of Governors shall appoint from among its members the Chair of the corporation for a two (2) year term with no limit on the number of terms.

8.10.1.2 The Chair shall not be an employee of MMS.

8.10.1.3 The Chair will preferably have been a Governor for two (2) years prior to taking on the role of Chair to ensure adequate training and Board of Governors experience.

8.10.1.4 In the event the chair resigns or is no longer able to fulfill his/her responsibilities the Vice-Chair will assume the chair responsibilities until a new Chair is elected at a subsequent Board of Governors Meeting.

8.10.1.5 The Chair shall be an ex-officio member of all committees of the Board of Governors and ensure the effective functioning of Board of Governors committees.

8.10.1.6 The Chair shall have the following responsibilities:

8.10.1.6.1 To lead, manage and organize the Board of Governors as a collegial and interactive strategic Board of Governors, to facilitate the effective contribution of all Governors and to promote constructive and respectful relations between Governors;

8.10.1.6.2 To establish and monitor the strategic plan and policies of MMS in accordance with the Blueprint ensuring both the Board of Governors and Administration understand the Board of Governors' primary responsibility is to provide strategic direction and not day-to-day management;

8.10.1.6.3 To lead the Board of Governors in creating the governance structure for the school and take a leadership role on governance issues;

8.10.1.6.4 To ensure a comprehensive flow of relevant information to the Board of Governors;

8.10.1.6.5 To preside as Chair at all meetings of the Board of Governors and Corporate Members;

- 8.10.1.6.6 To represent the corporation in meetings with Corporate Members and other stakeholders as required;
- 8.10.1.6.7 To act as a liaison between the Board of Governors and HOS on a mutually beneficial basis with a regular plan and/or schedule of communications;
- 8.10.1.6.8 To support HOS, ensure timely and relevant information and other resources are available to the HOS to adequately support her/his work;
- 8.10.1.6.9 To assist with an orderly succession plan for the Chair,
- 8.10.1.6.10 To carry out such other duties and responsibilities as may be required of the Chair by the Board of Governors from time to time.
- 8.10.1.6.11 It is expected that the outgoing Chair will provide support for the new Chair.

8.10.2 Vice Chair

- 8.10.2.1 The Board of Governors shall appoint from among its members a Vice Chair of the corporation for a two (2) year appointment, with no limit on the number of terms.
- 8.10.2.2 The Vice Chair shall not be an employee of MMS.
- 8.10.2.3 The Vice Chair will preferably have been a Governor for two (2) years prior to taking on the role of Vice Chair to ensure adequate training and Board of Governors experience.
- 8.10.2.4 If the Vice Chair assumes the Chair position, resigns or is unable to fulfill his/her responsibilities, a new Vice Chair will be elected at a subsequent Board of Governors Meeting.
- 8.10.2.5 The Vice Chair shall have the following responsibilities:
 - 8.10.2.5.1 Support the Chair in conducting meetings and fulfilling his/her role
 - 8.10.2.5.2 Be available to stand in for the Chair in his/her absence
 - 8.10.2.5.3 Coordinate training of individual Governors to ensure their effectiveness in fulfilling their responsibilities
 - 8.10.2.5.4 Oversee nomination process of new Governors along with the Chair (refer to 8.3)

8.10.3 Secretary

- 8.10.3.1 The Board of Governors shall appoint from among its members a Secretary of the corporation for a two (2) year appointment, with no limit on the number of terms.
- 8.10.3.2 The Secretary shall not be an employee of MMS.
- 8.10.3.3 The Secretary will preferably have been a Governor for two (2) years prior to taking on the role of Secretary to ensure adequate training and Board of Governors experience.
- 8.10.3.4 If the Secretary resigns or is unable to fulfill his/her responsibilities, a new Secretary will be elected at a subsequent Board of Governors Meeting.
- 8.10.3.5 The Secretary shall have the following responsibilities:
 - 8.10.3.5.1 Set the agenda of the Board of Governors and Corporate Members' meetings in consultation with the Chair and Head of School.
 - 8.10.3.5.2 Ensure minutes are disseminated within a week of the relevant meeting, Board

of Governors correspondence is attended to, annual and extraordinary general meetings are scheduled, arranged and appropriate notice given.

8.10.3.5.3 To ensure approved minutes are sent to the Administrative Coordinator so they can be made available to the community

8.10.4 Past Chair

8.10.4.1 Ideally the exiting Chair will hold the position of Past Chair for a one-year term, or as deemed necessary by the Board of Governors.

8.10.4.2 The past chair will provide support for the current chair.

8.10.5 Treasurer

8.10.5.1 The Board of Governors shall appoint from among its members a Treasurer of the corporation for a two (2) year term, with no limit on the number of terms.

8.10.5.2 The Treasurer shall not be an employee of MMS.

8.10.5.3 The Treasurer will preferably have been a Governor for two (2) years prior to taking on the role of Treasurer to ensure adequate training and Board of Governors experience.

8.10.5.4 The Treasurer will preferably have some form of financial or accounting experience or qualifications.

8.10.5.5 If the Treasurer resigns or is unable to fulfill his/her responsibilities, a new Treasurer will be elected at a subsequent Board of Governors Meeting.

8.10.5.6 The Treasurer shall have the following responsibilities:

8.10.5.6.1 Ensure communication between the external auditors, Administration and the Board of Governors is adequate.

8.10.5.6.2 Maintain a working relationship with the external auditors, with the understanding that the ultimate accountability of the external auditors is to the Board of Governors.

8.10.5.6.3 Review and discuss with Administration and the external auditors the annual financial statements and make recommendations to the Board of Governors with respect to approval thereof.

8.10.5.6.4 Review with Administration, the external auditors and legal counsel, if necessary, any litigation, claim or other contingency that could have a material effect on the financial position or operating results of the Corporation, and the manner in which these matters have been disclosed or reflected in the financial statements.

8.10.5.6.5 Recommend the appointment, compensation, retention and oversight of the external auditors.

8.10.5.6.6 Monitor, in collaboration with the Administration, the corporation's internal controls and processes for risk management and compliance with laws and regulations

8.10.5.6.7 Oversee, in collaboration with the Administration, the Corporation's investment activities and banking arrangements

8.10.5.6.8 Review and discuss with Administration regularly the interim financial statements and operating budget of the corporation and report to the Board of Governors with respect to the same each month

8.10.5.6.9 Oversee preparation of the operating budget by Administration prior to presentation to the Board of Governors.

8.10.6 Nomination to Board of Governors Executive Roles

8.10.6.1 All current Governors, if interested in any of the Board of Governors Executive roles, are to make their intentions known to the Chair at least two (2) weeks prior to the First Governors Meeting after the AGM.

8.10.6.2 The Chair will send one (1) week prior to the First Governors Meeting after the AGM the candidates for the Board of Governors Executive roles.

8.10.6.3 The new Board of Governors at the First Governors Meeting after the AGM shall as its first order of business elect individuals to the Board of Governors Executive roles, as required.

8.10.6.4 When electing individuals to the Board of Governors Executive roles, succession planning and the best interests of MMS will be taken into consideration.

8.10.7 Removal: All the individuals in the Board of Governors Executive Roles can be removed from their positions at any time following a majority vote of the Board of Governors.

8.11 A Community committee shall:

8.11.1 include at least one Governor among its members

8.11.2 include the Chair as an ex officio member

8.11.3 report to the Board of Governors each month

8.11.4 comply with the blueprint

8.11.5 obtain concept and budget approval prior to any commitment being made

8.12 MMS is committed to governing with excellence and in accordance with best practices and good governance. The Board of Governors recognizes the need for continuous development and training.

8.13 Board of Governors Review

8.13.1 The Board of Governors will do an annual self-appraisal of themselves as a Board and of themselves as individuals by brief survey against responsibilities (refer to 8.1.1), Code of Conduct (refer to 8.7) and specific roles as appropriate (refer to 8.10).

8.13.2 Each Governor will have a one to one review with the Chair annually.

8.13.3 The Board of Governors will receive feedback from Corporate Members regarding the

Board of Governors' overall performance.

8.13.3.1 Informal feedback is welcomed at any point and can be communicated to The Administration (ie either Head of School, Admissions and Student Services Coordinator or Administrative Coordinator) or directly to the Chair.

8.13.4 The Board of Governors commits to an external independent review upon the request of the Corporate members or every 5 years. The aim of the independent review is to assess and make recommendations regarding the Board of Governors'

8.13.4.1 governance and Board development, including policies and procedures

8.13.4.2 selection, assessment, monitoring and support of the Head of School

8.13.4.3 strategic Planning

8.13.4.4 financial, legal and risk management

8.13.4.5 succession planning

8.13.4.6 and any other initiatives as may be identified by the Board of Governors

8.13.5 A summary of the independent review will be shared with the community.

8.13.6 MMS recognizes that there will be a cost associated with an external Board of Governors assessment. A separate line item will be introduced to the budget.

8.14 (NPA SK Div IX 95) A Governor holds office until he/she dies, resigns, is removed, becomes disqualified or in the case of a Parent Governor their child is no longer enrolled.

8.14.1 A resignation becomes effective at the time a written resignation is sent to the Chair, or at the time specified in the resignation, whichever is later.

8.14.2 A Governor may be removed for the following, but not limited to, reasons:

8.14.2.1 a breach of the Governors Code of Conduct (refer to 8.7)

8.14.2.2 an undisclosed conflict of interest, including taking legal action against MMS, any of its staff or Governors (refer to 8.8)

8.14.3 (NPA SK Div IX 96) A Parent Governor may be removed at a special Corporate Members' meeting and the vacancy filled by either a Parent Governor or Independent Governor, dependent on the total number of Parent and Independent Governors as per 8.2.2.

8.14.4 Corporate Members shall vote their votes to remove an Independent Governor as requested by the majority of the Board of Governors at a Special Corporate Members Meeting and the vacancy filled by either a Parent Governor or Independent Governor, dependent on the total number of Parent and Independent Governors as per 8.2.2.

8.14.5 (NPA SK Div IX 92) A Governor becomes disqualified when declared bankrupt or of unsound mind by a Canadian Court.

8.14.6 A Parent Governor becomes disqualified as at the date their child(ren) ceases enrolment in MMS.

8.14.7 If a Parent Governor dies, resigns, is removed or becomes disqualified midterm, the

Board has the option to:

8.14.7.1 replace the Parent Governor with a replacement Parent Governor of their choice till the next AGM; or

8.14.7.2 replace the Parent Governor with an Independent Governor, if the total Independent Governors is not greater than four (4).

8.14.7.3 hold a special Corporate Members Meeting and elect a new Parent Governor.

8.14.8 If an Independent Governor dies, resigns, is removed or becomes disqualified midterm, the Board has the option to:

8.14.8.1 replace the Independent Governor with a replacement Independent Governor until the next AGM.

8.14.8.2 replace the Independent Governor with a replacement Parent Governors until the next AGM, if the total Parent Governors is not greater than four (4).

8.14.9 The replacement Governor has the same responsibilities and authority as the original Governor.

8.15 Succession Policy

8.15.1 Stability of Governorship assists the School in taking a longer-term perspective on strategic issues. It is the role of the Board of Governors to effectively manage its own succession risk.

8.15.2 Special attention needs to be paid to succession planning for key positions such as Chair, Treasurer and the HOS.

8.15.2.1 The Governor nomination process (refer to 8.3) will consider succession planning.

8.15.2.2 The Governor review process (refer to 8.13) will consider succession planning

8.15.2.3 Succession planning will be considered in the annual assessment of the Head of School (Principle).

9 FUNDRAISING

9.1 Fundraising is not intended to be used to achieve a balanced operating budget. (ref 4.2.4)

9.2 Every gift given to MMS will be generously offered in support of our purpose and vision.

9.2.1 As a registered not for profit organization, MMS:

9.2.1.1 Provides sufficient information for donors to make informed decisions,

9.2.1.2 ensures all gifts are receipted in accordance with the Canada Revenue Agency regulations and guidelines,

9.2.1.3 adequately documents the donors intent, and

9.2.1.4 accepts and approves gifts/donations in accordance with MMS policy.

9.3 Major charitable fundraising initiatives supporting long-term goals will be limited to a maximum twice a year.

9.3.1 Charitable donations can be made throughout the year.

9.3.2 Student and classroom initiated fundraising activities may be held throughout the year.

9.4 MMS gift acceptance polices

9.4.1 While individuals wishing to donate funds to the school are welcome to designate the use to which they may be used, it is up the Board of Governors to decide if they can be accepted based on MMS' detailed gift acceptance guidelines, as approved by the Board of Governors.

9.5 The Board of Governors and the Head of School will be a key element in leading and promoting the school's major fundraising efforts.

9.5.1 A Community Committee will be maintained to support fundraising efforts within the school.

10 RELATED DOCUMENTS

[4.5.1 Financial Bursary Program](#)

[5.1.10.1 Termination of Membership Policy](#)

[6.8 Ambassador Program](#)

[6.10 Volunteer Program](#)

[8.3.7 Skills Matrix](#)

[8.3.9.1 Nomination Form](#)

[8.4.4 Consent to Act Form, Acknowledgement of Liability Form, Confidentiality Agreement](#)