



# Parent Handbook 2018-2019



**Montessori**  
ACADEMY OF LONDON

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Updated February 2018

## Welcome and Introduction

Welcome  
Our Goals  
Board of Governors  
Our Vision & Mission  
Accreditation

## **A Decalogue by Dr. Maria Montessori**

*Dr. Montessori's list of 10 critical guidelines for working with children that she developed in the 1940s to summarize her approach.*

1. Never touch the child unless invited by him (in some form or the other).
2. Never speak ill of the child in his presence or absence.
3. Concentrate on strengthening and helping the development of what is good in the child so that its presence may leave less and less space for evil.
4. Be active in preparing the environment. Take meticulous and constant care of it. Help the child establish constructive relations with it. Show the proper place where the means of development are kept and demonstrate their proper use.
5. Be ever ready to answer the call of the child who stands in need of you and always listen and respond to the child who appeals to you.
6. Respect the child who makes a mistake and can then or later correct himself, but stop firmly and immediately any misuse of the environment and any action which endangers the child, his development or others.
7. Respect the child who takes rest or watches others working or ponders over what he himself has done or will do. Neither call him, nor force him to other forms of activity.
8. Help those who are in search of activity and cannot find it.
9. Be untiring in repeating presentations to the child who refused them earlier, in helping the child acquire what is not yet his own and overcome imperfections. Do this by animating the environment with care, with restraint and silence, with mild words and loving presence. Make your ready presence felt to the child who searches and hide from the child who has found.
10. Always treat the child with the best of good manners and offer him the best you have in yourself and at your disposal.

## Welcome

Welcome to the Montessori Academy of London!

Montessori education is ultimately about life; about helping children develop into confident, successful, caring adults who will become outstanding members of their community. As educators, we strive to provide our children with the strongest possible foundation from which to grow and develop, academically and personally.

Montessori Academy of London (MA) was founded in 1968 by Ann Marie Harding. Today, after over 50 years of commitment by the founder, teachers, staff, and families, the school is one of the foremost Montessori schools in Canada, and in North America. In 2010, MA received approval as a charitable not-for-profit organization, and is now governed by a volunteer Board of Governors.

The Governance of the School is the responsibility of a volunteer profile board of approximately 7 to 12 members which consists of alumni, alumni parents, current parents, community members, and ex-officio officers which include the Executive Director, Financial Director and Academic Director. It is the mandate of this group to ensure the legacy of Montessori Academy of London and that strong Montessori education in London is protected for years to come, while always being current on the needs of the School.

This mandate requires the group to assume strategic and financial responsibility for the School. This group generally meets monthly throughout the school year and is responsible for several board-mandated committees. Our board members frequently attend school functions and you will receive communication of the board's work periodically throughout the year. Our Annual Report can be found on the School's website. We are fortunate to have such a dedicated professional group that is committed to our success.

We look forward to the coming school year, to working together with our families; both new and returning, as we continue to serve the children of our community.

## Our Goals

1. To develop a positive, happy attitude towards school and learning and foster an ongoing sense of curiosity.
2. To build and encourage habits of initiative, concentration, persistence and independence.
3. To encourage children in their academic endeavours; to provide them with the opportunity to progress at their own pace, while at the same time maintaining the highest academic level for that child.
4. To develop a sense of high self-esteem, sense of order and inner discipline.
5. To foster positive social skills and a sense of community.
6. To create cohesive, caring and supportive classroom communities.
7. To provide the child with the opportunity to experience the skills that he/she will require to successfully master future needs.

## **Board of Governors**

### **Officers**

Julie Elgie, President  
Christine Haas, Vice-President  
Wilma McIntyre, Secretary

### **Governors**

Sarah Harding  
Andrew Botterell  
Karen Conway  
George Rizkalla  
Kevin Higgins  
Jim Middlemiss  
Geoff Connors  
Tina Sartori, Executive Director, Ex-Officio  
Kristen Crouse, Academic Director, Ex-Officio  
David Pasquino, Finance Director, Ex-Officio

(as of July 1, 2017)

## **Our Vision**

Our vision is a community of confident, compassionate and engaged citizens who think globally, act responsibly and collaborate successfully to create a humane world.

## **Our Mission**

To provide a world-class Montessori education that promotes academic excellence and prepares children and young adults to engage the world as active citizens and successful leaders.

## **Our Values**

Respect  
Independence  
Compassion  
Global Citizenship  
Critical Thinking  
Creativity  
Community

## Accreditation

Our school was founded in 1968 under the name of Montessori House of Children. In our 30th year, we were granted full accreditation from the Canadian Council of Montessori Administrators, the only Canadian Montessori accrediting body. To date, only a few schools in Canada share this recognition of Montessori excellence. Our next re-accreditation will be November 2018.



## Membership

The Academy is a member of the American Montessori Society (AMS), the International Montessori Council (IMC), the Montessori Administrators Association (MAA) and the North American Montessori Teachers Association (NAMTA).



## Philosophy and Programming

Philosophy and Method

Specialty Programs

Show and Share

Special Needs

The Role of the Learning Support Teacher

The Role of the Literacy Support Teacher

Phasing-In and Class Placement

# **Philosophy and Programming**

## **The Montessori Philosophy and Method**

Montessori is a philosophy and method of education, set out more than 100 years ago by Dr. Maria Montessori. The first woman in Italy to study engineering, she also became that country's first woman doctor in 1896. Working in psychiatric hospitals she treated children with a wide range of undiagnosed mental disabilities, and began developing methods and materials to educate these children. Her success with these children led her into the education field. She spent the rest of her life working with children of all abilities and ages, and developed what is today the most successful alternative educational system in the world.

Dr. Montessori recognized in children a natural curiosity and desire to learn. All her efforts were centred on this fundamental belief. Her careful study and development of teaching materials and methods was focused on awakening this desire to learn and channelling the child's natural curiosity into a vibrant and motivating learning experience.

The Montessori Method emphasizes and develops the potential of the child by using special teaching materials, a deliberately prepared learning environment, an understanding of the individual needs of children in the classroom, a focus on independence, and teachers who are trained in developmental needs of children and in the use of the Montessori methods and philosophy.

The Montessori Culture is built on the values of independence and respect – independence of thought and action; respect for self, peers, adults, knowledge, and the world around us. Dr. Montessori believed that with confidence and respect, the child would grow into an adult who could achieve great things.

## **The Ungraded Classroom**

In the Montessori environment, the greatest possibility exists for flexibility in individual lessons and progress, while still retaining group sessions at no expense to the individual child. The use of individual materials permits varied pace. Students work in a group composed of individuals in a three-year age grouping in a non-competitive environment. It permits the younger children a series of models for imitation and the older ones an opportunity to reinforce their own knowledge and develop skills of leadership by helping the younger ones. Hence, the child adds to the group and receives from it what he/she needs.

Children at all levels are constantly evaluated by one or more of their teachers, and written reports (except at the Toddler level) are issued to parents two or three times each year, depending on level. Until the children enter Junior High, they do not participate in formal tests and marking that would be found in a conventional classroom. Teachers evaluate students based on their success with concepts in their everyday work, and in this way are able to continuously guide and assist children without undue focus on memorization or the disruption of testing. In Junior High, the students are specifically taught the skills required to prepare for and take formal tests, and are given regular tests in preparation for their move to high school. The school participates in standardized testing as described in the section on Reporting and Conferencing.

## **The Montessori Curriculum**

All classes follow the Montessori curricular guidelines which satisfy and surpass the skills required by the Ontario Ministry curriculum. The Montessori curriculum is an internationally recognized curriculum currently in place in schools around the world. Students are carefully monitored and work towards meeting or exceeding standards and benchmarks of achievement. Student progress is discussed

regularly with parents and strategies are shared if students are experiencing difficulties. It is important for parents to recognize that there is a fine balance between adequate and thorough communication with the teachers, and knowing what their child is working on in school at every moment. Being away from their parents and not sharing the minutiae of their activities at school is a form of children's independence. We appreciate your support with this.

A Montessori education ensures that regardless of a child's potential, their experience throughout their Montessori journey is enriching, developmentally appropriate and suitably academically challenging. This still takes into consideration each child's potential and does not alter the fundamental interests, gifts and challenges that each student journeys with.

### **Toddler & Casa Programs**

Our Toddler and Casa programs are licensed under the Ministry of Education's Childcare and Early Years Act (CCEYA). Please see Appendix C for details on our Ministry Program Statement (Regulation 46) and our CCEYA Program Philosophy.

#### **Toddler Program**

The Toddler program is designed to meet the needs of children who are at least 18 months old and will not turn 3 before December 31 of the school year. The Toddler environment offers exploration of the child's expanding world while following the Montessori philosophy. Some children, depending on their age of entrance in September, can spend one or two years in the Toddler program. This open-ended ability to follow the child allows the child to be excited about their day even if they are the oldest members of the Toddler community.

#### **Casa Program (3 – 6 Years)**

The term "Casa" comes from Maria Montessori's first program in Rome: *Casa dei Bambini*, "Home for Children." Our Casa program is based on the recognition that this is one of the most critical periods in a child's educational and emotional development. The program demonstrates a profound respect for the child's developing personality, as well as the fact that these children thrive on experiencing the world through their senses. They are given many opportunities to explore independently, and use materials and methods deliberately designed to have them experience abstract theories in concrete form. The children are allowed a large measure of independence, which forms the basis of self-discipline and self-confidence.

All Casa children must be toilet trained. At this level, there is no scheduled naptime; however children who are tired are able to lie down on a cot in the classroom.

The classrooms are arranged as follows:

3\*- 6 years old (preschool, JK & SK equivalent)

\*A child who will turn 3 by December 31 of the school year.

#### **Elementary Programs (6 – 12 Years)**

Montessori Academy of London offers an Elementary program that meets or exceeds the minimum standards of the Ontario Ministry of Education. The curricular areas include Language (Grammar, Reading and Writing), Mathematics, Geometry, Science (Biology, Chemistry and Physics), Geography, History, French, Music, Technology, Visual Arts and Physical Education. The program is further supplemented by exceptional activities related to community engagement, independence, and global understanding. While the Montessori Methods remain concretely based in Lower Elementary, they become much more abstract as the child moves into Upper Elementary.

The classrooms are arranged as follows:

- Lower Elementary, 6-9 years old (Grade 1, 2, 3 equivalent)
- Upper Elementary, 9-12 years old (Grade 4, 5, 6 equivalent)

### **Adolescent / Junior High Program (12 – 14 Years)**

Following the Upper Elementary program, MA offers a two-year Junior High program that meets or exceeds the minimum standards of the Ontario Ministry of Education. This program is further supplemented by more-challenging and wide-ranging activities related to community engagement, independence, and global understanding.

The Junior High curriculum has been developed to prepare students for the transition into other forms and types of education with confidence. The program gives them opportunities to try many roles; develop competence in a variety of areas; develop formal study skills; learn about traditional forms of test-taking and lecture-style education; look at personal learning styles, career options and high school choices; and develop a sense of confidence and increased self-awareness. The program is specifically developed to teach students to manage the level of responsibility that is critical as they move into High School and post-secondary education. Students leaving this program emerge with the capacity to be the leaders of tomorrow.

The classrooms are arranged as follows:

- Junior High, 12 - 14 years old (Grade 7, 8 equivalent)

### **Specialty Programs**

#### **Visual Arts**

The Visual Arts program is an integral component of our Montessori curriculum. Art History, Appreciation, and Art Production provide meaningful experiences for the students and promote their individual expression and creativity. Our art teachers teach in the Elementary school as well as act as consultants to our Casa classes. We host an ARTexpo once every two years to display samples of each child's artwork.

#### **French**

The students have regular French classes. The Casa French program is based on an oral comprehension of the language. The children learn vocabulary with the support of hand gestures and conversational skills, while singing songs and playing games.

The Elementary program takes a holistic approach to teaching French. Using effective language learning strategies such as Gesture Approach (GA), Pared Down Language (PDL) and Action-based stories (*La poule Maboule*, *Les trois petits cochons*, *Comment y aller?*), Lower Elementary students benefit an equal emphasis on the four language skills: speaking, listening, reading and writing. A deeper awareness of French grammatical elements such as présent, passé composé, futur proche, infinitives, articles, gender, singularity/plurality, negative ne...pas, possessive and demonstrative adjectives, is incorporated at Upper Elementary level and continues into Junior High. There is a strong emphasis on creative work, learning about different francophone cultures and the importance of learning French as one of Canada's official languages.

#### **Music**

Like our other specialties, music is as important a component of our Montessori programs as the traditional Montessori Curriculum. Increased evidence today supports the important contributions the

study of music has on analytical learning like math and science as well as the importance of understanding music as a key human activity. The music program at the Casa level involves the development of the children's awareness and love of music through singing, movement, and listening, including an emphasis on the Montessori Bell and theory material. At the Elementary level, the music program includes: basic music theory, music history, singing using pedagogy of music educators Zoltan Kodaly and Carl Orff, music appreciation and listening, composing and performance. All students in Year One perform in a choir that rehearses during school hours.

In Year Four all students study the ukulele. In Years Five through Eight, the music program includes a Junior and Senior Band where all students learn to play a brass or wind instrument. Families have the option of purchasing or renting instruments and students are expected to practise outside of class time as part of this program. The discipline of practice is critical to not just their musical success but their academic work habits. The rental of instruments is an additional fee for families and the cost depends on the instrument chosen. Choice of instrument is done in consultation with the Upper Elementary/Junior High Music teacher. Students who join our Elementary program after Year Five are required to take some additional lessons in their instruments over the summer prior to School to ensure greater success in transitioning, as their peers will have at least one year or more experience performing their instruments.

Extra-curricular music groups occur outside of class time. Students can participate in the Junior Choir, Senior Choir, and Jam Club (Junior High rock 'n' roll band), all of which perform throughout the year and participate in a variety of festivals. The Choirs rehearse in the mornings starting promptly at 8:00 am in the music room, and Jam Club generally meets during lunch hours; students participating in Jam Club are required to provide their own instruments and study their instrument privately outside of the school's music program.

### **Physical Education**

As a school, we recognize the importance of physical fitness and we offer our students opportunities for movement throughout their day, as well as through music and sports.

In the Elementary Program, a wide range of individual and team sports are played. In addition to the regular physical education classes, the children participate in a variety of intramural and/or extra-curricular sports, such as hockey, basketball, volleyball and soccer. As well, they participate in citywide competitions such as track & field and cross-country. Elementary students are required to wear their gym uniforms twice a week.

All students who show an interest in representing their school on a team, and who attend 90% of the practices, are eligible to participate in our extracurricular sporting activities.

## **Show and Share – Toddler and Casa Levels**

A Presentation Basket is placed in each classroom for sharing circle. Children may bring flowers, plants, CDs, books, cultural objects, etc. to place in this basket. All items should reinforce the Montessori curriculum or other related themes. Toys that do not pertain to the curriculum and/or themes that are being discussed in the classroom are not to be sent to school.

## **Special Needs**

It is the philosophy and intent of Montessori Academy of London to do our best to accommodate and integrate students with physical and learning differences to the extent that the current tuition fee allows. The Community Care Access Centre under the Ministry of Health provides private schools with some support in the areas of physiotherapy, speech therapy, occupational therapy and some health support due to accident, injury or illness, and we are committed to supporting their work with our students.

Presently, the province does not provide private schools with the funding for evaluation or psycho-educational assessments. These costs must be assumed by the parent, and services provided through a private practitioner. Where we believe that such services would benefit your child, our Academic Director and/or Learning Support Teacher will share her observations and recommendations with you.

Where special needs are identified, we will establish an Individualized Education Plan (IEP) with parent consultation. It will be reviewed at least annually, or more frequently as needed.

If the needs of the student exceed the support that the school is able to provide, parents will be required to assume the financial responsibility for any additional services, supports or resource modifications necessary to facilitate their child's safety and progress in the Montessori environment.

## **The Role of the Learning Support Teacher**

The role of the Learning Support Teacher is to work alongside the classroom teachers to help facilitate success for students who are on Individual Education Plans (IEP's). The primary role of the Learning Support Teacher is to interpret assessment documentation, collaborate with teachers, parents, psycho-educational services, and aid with transitions. The goal is to help students focus on their positive attributes and recognize their individual strengths without a vast dependency on others. Individual support is naturally provided to students on IEP's as the classroom teachers assist and guide each student based on their individual needs.

There is no guarantee of a set amount of time that the Learning Support Teacher will be able to work one-on-one with students on a weekly basis. The Learning Support Teacher is not an educational assistant, but a supporting collaborator who will touch base with students when available and assist classroom teachers on how to best support individuals given the guidelines of their IEP.

## **The Role of the Literacy Support Teacher**

The Literacy Support Teacher is a Primary (Casa) and Elementary Montessori-trained teacher with further training in multisensory structured language education based on the Orton-Gillingham approach. Thorough knowledge and understanding of the Montessori language curriculum enables this instructor to develop individual support programs that are linked to learning the Montessori approach and outcomes in the classroom.

The Literacy Support Teacher works alongside the Elementary teachers in monitoring and assessing students' progress in reading fluency, comprehension, writing, and spelling. This teacher oversees the evaluation of phonological awareness (the sound structure of words) and sound-symbol association

skills in all students entering Year One of the Montessori program. Once children are identified for reading or writing difficulties, parents and homeroom teachers will be involved in deciding the extent to which the child should participate in multisensory, structured language instruction led by the Literacy Support Teacher. If your child accesses this resource, parent support with additional practice outside of School is critical for your child to be successful and for this program to be provided.

Multisensory structured language education involves reading and writing instruction that is intensive and taught one-on-one or in small groups. Lessons are individualized, explicitly directed and highly structured, with concepts delivered in a systematic and cumulative manner. Assessment of each student's progress will be conducted twice during the school year, at the end of each school term.

## **Phasing-In & Class Placement**

### **Phasing-In of New Children**

We believe that phasing-in new Toddler and Casa children at the beginning of the school year ensures a calm and peaceful transition from home to school. The concept of bringing new children into the Montessori Academy of London a few days before the returning students helps prepare the child for a secure, successful and positive transition to a new and unique world.

We further facilitate the transition of students from Casa into Year One, from Year Three to Year Four, and from Year Six to Year Seven in June. A schedule of these phasing-in days is mailed to families and also found on the *Year at a Glance* calendar.

### **Class Placement**

Your input as parents is always valuable in our placement of children; however the decision will ultimately be made by the school considering all factors that would be in the best interest of the individuals and the class as a whole.

## Registration and Financial Policies

Financial Support Program  
Application and Enrolment Policy  
Fees Policy  
Child Care Deductions  
Camp Discovery  
Probation Period  
Dismissal Policy



## Registration and Financial Policies

### Financial Support Program

The Ann Marie Harding Financial Support Program provides tuition support for families that are enrolled from second-year Casa through Junior High and who have been enrolled at the school for at least two consecutive years. To further facilitate what support we can, the school has made provisions for a limited bursary fund. The amount available varies from year to year.

To independently and confidentially assess financial need, those interested in applying for assistance must complete a Financial Aid for Canadian Students (FACS) application each year to qualify for consideration. Once an application has been completed, it is submitted to Apple Financial Services for independent consideration and Apple sends a summary and recommendation for financial aid to the Academy. The Academy will then determine, based on the number of applicants, how each family can be assisted. If there are a larger number than the Academy can support and the needs of each family are similar, then a lottery approach will be the method of determination. Applications for this process are available on our website in the Admissions section, or through the Registrar.

### Endowment Fund

The school currently accepts donations that can be directed to the Financial Support Program. In addition to the Financial Support Program, the school has established the **Montessori Academy of London Endowment Fund** with the London Community Foundation. Alumni, parents of alumni, and friends of the Montessori Academy of London may choose to donate to it to the Endowment Fund in support of greater access to the Montessori philosophy of education. Ultimately, this fund would allow students (who would not otherwise be able) to continue with a Montessori Elementary education. As the Endowment fund grows, it will eventually create a steady revenue stream that will be directed to increasing access to the Montessori philosophy of education. Donations to the Endowment Fund, like all donations to the school over \$20, are eligible for a charitable tax receipt. Please contact the Development Director at 519-433-9121 ext. 233 or [tdendrinos@montessori.on.ca](mailto:tdendrinos@montessori.on.ca) to learn more about making a donation to the Endowment Fund.

Montessori Academy offers Alumni of the school a 15% discount on tuition. Please see page 19 for more details.

We believe Montessori education will build a greater lifelong foundation for every child.

### Application and Enrolment Policy

#### New Families

Application for Admission and Enrolment Confirmation is required for all new students.

#### Immunization Policy

Upon enrolment all families are required to provide a record of immunizations to date and this same record must also have been sent to the Middlesex London Health Unit (MLHU). Going forward it is important that the MLHU is updated of any immunizations. If a family does not keep the MLHU informed of updates the Health Unit can notify the School and require the School by law to suspend a student until their information is updated. If a family chooses to not immunize their child for religious or personal conscience then we must have an exemption form on file using the newly created Ministry of Education (MOE) form that is available below as of September 2016. This form must be notarized to be accepted. The other type of exemption would be a medical exemption which would come from a child's physician or nurse practitioner.

<http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&ACT=RD&TAB=PROFILE&SRCH=1&ENV=WWE&TIT=exemption+immunization&NO=010-3042E>

### **Introductions and Application**

Our goal is to enrol students who will thrive and meet their full potential in the Montessori education program. Potential parents must attend a Montessori Information Session and School Tour to assist in learning about the school, teaching methods, and the learning environment.

Interested families are asked to submit an Application Form online (APP-01) along with a \$110 non-refundable application fee and a copy of the child's most recent report card (if applicable) and birth certificate. Applications for the upcoming school year are accepted on an ongoing basis.

For students applying at the Elementary level, a student classroom visit for two to three days will be arranged and an additional parent meeting will be scheduled.

Re-enrolment for current students and their siblings is processed annually beginning in February and new-student applications will subsequently be considered based on available space in the program beginning in March.

When siblings are considered for admission, the School will give precedence to families that have allowed their older children to complete the entire Casa program (3 years) over those who have not. MA will evaluate each application on a case-by-case basis, with the needs and composition of the classrooms determining MA's admissions decisions.

### **Offer of Admission**

If we are able to offer your child Admission to Montessori Academy of London, you will receive an Offer of Admission. If you return the documents as outlined below within 10 business days of the Offer of Admission, your child will be enrolled in the program.

1. Signed Confirmation of Enrolment Form (ACC-02)
2. Payment of the Enrolment Deposit, which will be applied towards the Annual Tuition Fee
3. Post-dated cheques for the balance of the school fees, in accordance with Plan A, B or C from the Annual Tuition Fee Schedule (\*Please see our Fees Policy and Annual Tuition Fee Schedule for further details)
4. "Getting to Know Your Child Better" Questionnaire
5. Health Questionnaire
6. Code of Ethics Affirmation
7. Permission Acknowledgements and Release of Information
8. Up-to-date Immunization Records for Toddler & Casa students.

If the above documents are not received within 10 days, this Offer of Admission will be available to other applicants.

### **New-Student Orientation and Class Placement**

In May, or as soon as available, you will receive notification outlining class placement and new-student orientation details. Information to help you prepare for the start of the school year will be sent home in August.

### **Limited Spaces – Wait Pool Policy**

We are not always able to accommodate all applicants. Once classrooms reach capacity, any new applications are placed in a wait pool. It is our practice to keep your application on file for one year, in the event that we are able to offer your child admission.

Furthermore, at the Toddler/Casa levels aspects of Child Care and Early Years Act (CCEYA) legislated regulations and MA policies affect various aspects of the number and make-up of each classroom environment, thereby affecting the wait pool:

1. Priority in the wait pool is given to applicants who have a sibling currently enrolled in the school or if the applicant is transferring from another Montessori school.
2. As a Montessori school we have mixed-age groupings, meaning that each level (Toddler, Casa, Lower Elementary, Upper Elementary and Junior High) is made up of children from 2- or 3-year age groupings. To the best of our ability, we try to balance the number of children at each age-level in each classroom environment. Therefore, wait pool priority may be given to children of a specific age in certain cases.
3. CCEYA contains regulated limits on the number of youngest Casa students that are allowed in classroom environments. Accordingly, only a certain percentage of the Casa student populations can be made up of children who are 2-years 8-months old as of Sept. 1 during each school year. The wait pool may be affected by this regulation in certain cases.
4. We also try to balance genders within a classroom when placing children in our program.

### **Wait Pool Composition**

Application forms are submitted electronically. Each application receives a digital date and time stamp upon submission; those date and time stamps are used to determine the initial wait pool composition, on a first-come/first-served basis, and shall remain a priority based on date relative to others in the wait pool, subject to the potential circumstances outlined above. Each applicant will move up in priority in the wait pool as children are placed in classrooms or when other families choose to be removed from the wait pool.

### **Access to Wait Pool**

Families that have chosen to be placed in a wait pool may contact the Registrar to inquire about the current composition of the wait pool for their student's age level. In order to maintain the privacy and confidentiality of all families in the wait pool, access to the full wait pool will not be permitted.

### **Returning Families**

Re-enrolment is required for all returning students on an annual basis and is processed beginning in February.

### **Re-Enrolment**

All returning students will be re-enrolled for the upcoming year provided that the following required documents are returned to the Registrar by the re-enrolment deadline each February:

1. Signed Confirmation of Re-Enrolment Form
2. Enrolment Deposit (see current Tuition & Fees Schedule) or Prescribed Monthly Deposit in accordance with the selected tuition plan.
  - Deposits paid by credit card are subject to a \$35 service fee.
3. Post-dated cheque(s) as required for Plan A and B. Plan C requires a voided cheque and completed pre-authorized payment form.
4. Updated student contact information. Please submit any changes as necessary on the Online Re-Enrolment Form.
5. Permission Acknowledgements and Release of Information Form or information included on the Online Re-Enrolment Form.

6. Health Questionnaire or information included on the Online Re-Enrolment Form.
7. Affirmation of the Code of Ethics – signed and submitted.

\*Please see our Fees Policy and Annual Tuition Fee Schedule for further details.

### **Re-Enrolment Confirmation**

Once re-enrolment documents are processed as outlined above, you will receive Enrolment Confirmation and a review of selected payment method.

Specific details about class placement for students moving up to a new level within the program will be sent in May or as soon as available. Information to assist you in preparing for the start of the school year is available in mid-August.

### **Fees Policy – All Families**

#### **Enrolment Deposit**

All applicants must submit an Enrolment Deposit and the prescribed amount according to the Monthly Payment Plan with their Confirmation of Enrolment. This deposit, along with a signed Confirmation of Enrolment Form, secures enrolment for the coming school year, and will be applied toward the Annual Tuition Fee.

#### **Annual Tuition Fees**

The Annual Tuition Fee covers all costs, including registration and basic program delivery and operational expenses. This fee also covers local excursions, stationery supplies, work books, text books, a student folder and/or study calendar, a school yearbook and, where applicable, a school t-shirt or gym uniform. It does not include special trips or event costs outside London. (Please refer to the Tuition Fee Schedule found on our website.)

#### **Family Discounts**

Family discounts apply to tuition for the second and subsequent children enrolled as follows: for the second child -10%, third child -20%, fourth and subsequent children -25%. Deductions will be applied according to the tuition payment plan chosen. Please refer to the Family Tuition Rate Schedule for exact amounts.

#### **Alumni Discount**

A 15% Alumni Discount is applied to tuition based on the following criteria: the alumni must have attended at least three years (one whole level) of our school; needs to be able to provide the specific years they were in attendance and the name of one of their teachers; and commit to providing their child at least the same experience – a minimum full level of three years. The benefits of Montessori are realized more the longer a child is part of the program and the intent of this discount is to encourage alumni to have their child in the program for an extended amount of time so that the student reaps the benefits an accredited Montessori experience.

#### **Activity Fee – Elementary/Junior High**

Activity Fees are mandatory and are collected at the Elementary and Junior High levels. Our tuition is the same amount at all levels of the school, other than Toddler. However, the costs associated with each level of program increases because of the additional resources provided to our students at each of these levels – including everything from extended field trips, guest speakers for the students, extra-curricular music and sport programs, musical productions, busing, highly qualified specialty teachers, learning resources, etc. We make every effort to offer our students as many enhanced learning opportunities as possible. These fees, in a small way, help to offset the additional costs associated with the Elementary and Junior High levels. Fees are collected early in the school year because many of

these activities are often planned up to a year or two in advance. We also try to collect payment of these fees in a lump sum format so that it enables you to plan financially for the school year.

- Lower Elementary - \$100
- Upper Elementary - \$400
- Junior High - \$1,250

### **Hot Lunch and Milk Programs**

Toddler and Casa students receive a daily hot lunch covered by the Hot Lunch Fee. Please refer to the current Tuition & Fees Schedule available online for details.

Elementary students can participate in optional weekly Milk and Hot Lunch programs. Forms for both programs are sent home throughout the school year.

### **Musical Instruments**

Musical instruments need to be purchased or rented at the Upper Elementary and Junior High level for participation in the music program.

### **Absences from School**

Children enrol in the Montessori Academy of London for one full academic year at a time. There is no reduction in fees when they are absent or unable to attend.

### **Obligation Upon Confirmation of Enrolment**

When a student has received an Offer of Admission from the school, or a returning student and has in turn submitted a Confirmation of Enrolment, along with the prescribed deposit, they are, upon receipt of acceptance and payment of that deposit, considered enrolled for the upcoming school year. Thereafter, their parents and/or guardians are obligated to pay the full tuition and activity fees for that year, subject to the limited exceptions as outlined below in our **Refund Policy**.

A student's continued attendance is contingent upon payment of all school fees in accordance with Plan A, B or C of the Annual Tuition Fee Schedule and applicable Activity Fees.

### **Refund Policy**

Notwithstanding that a student has enrolled in the school, they may nevertheless submit a written notice of intent to withdraw either before they begin or during the school year for which payment had been received. If a written notice is received:

1. before April 1, the enrolment deposit and all post-dated cheques for tuition will be returned;
2. between April 1 and June 30, the enrolment deposit is non-refundable, but any post-dated cheques for tuition will be returned;
3. between July 1 and November 30, the enrolment deposit is non-refundable and 50% of the Annual Tuition Fee is payable;
4. after December 1, 100% of the Annual Tuition Fee is payable

### **Method of Payment**

The option of paying in installments by post-dated cheques as per the Annual Tuition Fee Schedule is offered for your convenience. Any changes to your account or method of payment must be submitted in writing to the school's Registrar's Office at least 10 business days before the next scheduled payment is due. Any cheque or payment returned to the Academy by the bank for any reason is subject to a bank replacement fee. A late fee of 1% per month (12% per annum) will be added to payments not received by the due dates. Should there be any outstanding fees, families will be unable to re-enrol for

the following school year or apply for Financial Assistance until the School has been contacted and a plan has been agreed upon to settle the outstanding balance. All cheques should be made payable to "Montessori Academy of London."

### **Additional Programs Offered**

#### **Camp Discovery – Adventurers**

Camp Discovery is available for children ages 4 to 6 years and runs from July through August. Camp fees are based on a two-week session. Program information and applications are available online; registration begins in March: [www.montessori.on.ca/programs/camp-discovery/](http://www.montessori.on.ca/programs/camp-discovery/)

#### **Camp Discovery – Explorers**

Camp Discovery Explorers is limited to children who attended our Toddler program the preceding school year only, and who are returning in September. Camp fees are based on a two-week session. Program information is available online; registration begins in March: [www.montessori.on.ca/programs/camp-discovery/](http://www.montessori.on.ca/programs/camp-discovery/)

#### **Camp Discovery Fees & Withdrawal/Refund Policy**

- Camp fees include daily lunch, two snacks, an official Camp Discovery T-shirt, and Extended Hours program.
- Camp registrations must be accompanied by a non-refundable deposit of \$100. The balance is due by June 15.
- The deposit will be cashed as acceptance of space.
- Written notification is required to process all withdrawal and refund requests for any one or more registered camp weeks.
- Withdrawal from the camp program may occur up to June 15, however, the deposit will not be refunded.
- If withdrawal for any of the registered camp weeks occurs after June 15 no refund will be made.
- Refunds are not issued for camp days missed for any reason.

Please see page 25 for information on our Extended Hours program offered during the school year.

#### **Child Care Deduction**

Casa and Toddler fees are eligible for the Federal Childcare tax deduction. As well, a portion of the Elementary tuition fee is deemed to include a prescribed percentage allocated to child care. In February, tax receipts for income tax purposes are issued for child care payments received during the preceding calendar year. Please retain your copy for income tax purposes. If required, duplicates are available for an additional \$25 charge.

#### **Probation Period**

The first four to six weeks of classes are a probationary period for all new students in all levels. If at any point during this probation period, the teacher feels a child or family is not yet ready for school or suited to our program, the parents will be informed and the balance of tuition will be refunded.

#### **Dismissal Policy**

The goal of the school is to serve both the individual student and our school community. We reserve the right, at our sole discretion, to dismiss a student if the School is not able to meet the student's needs, if they are not in our opinion responding to the advantages of the Montessori environment, or if their conduct or the conduct of their parents is compromising the learning, safety or well-being of any member of our Community, but particularly the other students in our care and our Staff. In assessing

such conduct, we will refer to our Code of Ethics, which students and their parents affirm at the start of each year and agree to be bound by throughout.

## Parent and Child Responsibilities

School Hours

Attendance

Arrivals and Departures

Extended Hours

Professional Development Days and Holidays

Driveway and Parking

Clothing and Dress Code Policy

Food Guidelines

Mobile Phone Use



## **Parent and Child Responsibilities**

### **School Hours**

Regular attendance is important for your child's understanding and appreciation of the Montessori environment. Students who are frequently tardy or absent will not benefit from the full Montessori experience and their educational outcomes could be significantly compromised.

### **Regular Hours**

- Part-day Classes: 9:00 a.m. – 1:00 p.m.
- Full-day Classes: 9:00 a.m. – 4:00 p.m.

### **Attendance**

Days absent and days late will be recorded on progress reports and become part of the O.S.R. (Ontario Student Record). Elementary students who miss five consecutive days of school must assume responsibility for missed work and assignments. The Academy cannot assume responsibility for assisting students to catch up on missed learning opportunities where they have been away more than 20 school days in the year. Extenuating circumstances for long-term illness or accident are considered and will be supported. Parents are required to provide private tutoring in all other situations, to ensure the year's curriculum and expectations have been satisfactorily completed.

As well, the school cannot be responsible for providing remediation or other support, where the students are taken out of the school during school hours for extracurricular lessons or activities. Parents will receive their child's timetable in the first week of school. Accumulated and intentional absence from any subject is the parent's responsibility.

If your child will be late or absent from school for an appointment or other such reason, please inform the school by calling 519-433-9121 and leaving a message with Reception or voicemail with the child's classroom. No emails, please.

### **Arrivals and Departures**

The arrival and departure of your child should be punctual. Late arrivals disturb the continuity of the class already in progress and can make your child's transition difficult. Below are the arrival and dismissal times for all programs and campuses. The arrival times are staggered to allow enough time to get multiple children to different campuses. Please use the Extended Hours program for arrival and pick-up outside of the times listed.

### **Casa and Toddler**

- Arrival 8:45 a.m. – 9:00 a.m.
- Pick-Up 3:50 p.m. – 4:10 p.m.

Children registered for Extended Hours in the morning must be brought directly to the extended hour classroom.

In order to allow each child a sense of independence, your participation in the arrival and departure should be brief.

Part-day morning children should be collected promptly at 1:00 p.m. All full-day children are to be collected promptly at 4:00 p.m.

## **Elementary**

- Arrival 8:45 a.m. – 9:00 a.m.
- Pick-Up 3:50 p.m. – 4:15 p.m.

Elementary students have an arrival “grace period” of 15 minutes prior to 9:00 a.m. and must proceed directly to their classrooms after 8:45 a.m. Extended Hours students go directly to the Library.

If a student is late at Elementary level (past 9:00 a.m.), they must report to the office prior to going to class, as we have Specialty classes scheduled for departure shortly after 9:00 a.m.

## **Junior High**

- Arrival 8:30 a.m. – 8:50 a.m.
- Dismissal – 4:00 p.m.

## **Staggered Drop Off / Pick-Up**

Families with children at both Elementary and Westmount South may drop off one child as early as 8:30 a.m. to arrive at the other location before 9:00 a.m. Pick-up can be between 3:50-4:20 p.m.

## **Timely pick-up**

We emphasize the importance of collecting your child at the **designated pick-up time** for your child – a continual disregard of this rule is unfair to both your waiting child and the Extended Hour supervisor and Staff. Because the Extended Hours program is staffed according to the number of student participants, families who have not previously arranged Extended Hour care will not be able to participate.

## **Early/Extended Hours**

Montessori Academy offers an Extended Hours program to families who require supervision for their children before or after school hours. You can register your child for Extended Hours through the Reception. Supervision is available at a daily, monthly, or annual rate.

- **Early hours:** 7:30 a.m. – 8:40 a.m. or any part thereof
- **After hours:** 4:10 p.m. – 5:30 p.m. or any part thereof

“Occasional Use” of the Early/Extended Hours program is available throughout the year at a charge of \$10/child per occasion. Families will be invoiced at the end of the month. The Fee for Early/Extended Hours is payable by cash or cheque made payable to “Montessori Academy of London.”

We ask that parents who intend to purchase a month of Extended Hour programming to pay at the beginning of the month. Please see the Extended Hours Programs section of our website for fees – under the Programs tab.

As detailed in the Fees Policy, a \$30 late fee will be charged for late pick-up from the Extended Hours program. Repeated late pick-up of three times may result in suspension from the Extended Hours program.

## **Professional Development Days and Holidays**

All Montessori Academy of London locations operate on a school calendar basis. This means all locations – Toddler, Casa, Elementary and Junior High – have a two-week winter break, a two-week March break, and six professional development days throughout the school year.

Staff professional development plays an important role in maintaining an excellent learning environment for your child.

To assist with childcare during some of these times, the London Children's Museum provides programs for our students during P.D. Days and the winter and March breaks, which are suitable for children from Year 3 Casa to Lower Elementary.

Additionally, the school operates a summer camp program during July and August. Camp Discovery is available for children from Toddler (for enrolled students) to 6 years of age. Information on our summer programs can be found on the school website, [www.montessori.on.ca](http://www.montessori.on.ca), under the Programs tab.

### **Driveways and Parking**

At all locations, please be extremely vigilant and considerate about not blocking or pulling into our neighbours' driveways at any time. This is not only a source of frustration for our neighbours, but hazardous for the children who are walking to and from their parents' vehicles, especially in winter when snowbanks are high. We ask for your full cooperation to keep our children safe and our neighbourhood relationships positive. To help keep our community healthy, please turn off your vehicle ignition during pick-up and drop-off times, and do not leave the vehicle idling.

Due to the number of cars arriving/departing within a short period of time, specific guidelines have been designated to prevent a chaotic situation at the beginning and ending of each school day. Please note our procedures. Maps and instructions are sent home in August and are available at Reception.

### **Waterloo Central – 718 Waterloo**

Parking is available for parents on the north and south side of Piccadilly Street to the east of Waterloo. Please note of the "No Parking - Buses Only" areas. Children in the Toddler program enter from the side gate and through to the back door. Please ensure that you lock the gate after you. Children in the Casa program enter through the side entrance closest to Piccadilly.

### **Westmount South**

A one-way in/out drive is in effect. Please park your car carefully, turn the engine off and escort your child directly in the class. Please lock the gate after you. Areas directly in front of the school are for "Park & Fly" drop-off/pick-up; parking along the side of the playground is for longer-term parking.

### **Oxford Central**

Enter off Oxford Street only, and to facilitate traffic flow and safety, exit only into the laneway. There is no exiting onto Oxford Street. Park & Fly spaces are available to parents who may walk their child to the gate or door and leave quickly. If you need to visit the school for longer periods, please park off-site.

### **Elementary Students – 711 Waterloo**

Parking is available on Kenneth Ave. or on both sides of Piccadilly west of Waterloo. Please avoid parking on Piccadilly east of Waterloo as this area is for the use of parents with Toddler children. For the safety of all students, please do not pull into the Elementary staff parking lot at any time of day, including during Extended Hours. All students are dismissed into the yard at 3:50 p.m. where they should be picked up promptly.

If you wish to drop off your child on the south side of Piccadilly – closest to 719 Waterloo – please use Kenneth Ave. and drive around the block. **Do not turn around in our neighbours' driveways – it is unsafe for the children and an irritation for our neighbours.**

### **Junior High – 742 Waterloo**

Please encourage your child to walk to/from your vehicle parked on Piccadilly Street or Kenneth Ave. Please do not pull into the Junior High driveway. It is a source of greater independence to ask them to

walk half a block, and it is safer for them and it creates fewer traffic challenges and delays. There are students entering and exiting the Junior High building during busy times and their safety is paramount.

## **Clothing/Dress Code**

### **Toddler & Casa**

Please label all of your child's clothing for easy identification. Parents can order labels through our Lovable Labels program from August through November.

Children should wear manageable and practical clothes to school. Younger children should wear simple elastic waist pants. Overalls or pants with difficult fasteners merely frustrate children when they need to go to the washroom and often cause unnecessary accidents.

One-piece indoor clothing is not appropriate for young children because it makes dressing frustrating (such as one piece undershirts or tops).

The children play outdoors throughout the school year and should therefore be dressed appropriately for the weather. In the winter, children need to wear a waterproof hat and mittens to sufficiently protect them from the cold. No scarves, please.

If an article of clothing is lost or left behind, please ask your child's teacher for the location of the Lost and Found box in your building. At the end of the school year, all unclaimed articles of clothing will be donated to charitable organizations.

Montessori school T-shirts are provided in September and must be worn on all field trips/school outings and on gym days.

Shirts with inappropriate or offensive sayings are not permitted in school.

### **Elementary and Junior High**

Each child is provided with a gym uniform on the first day of school. It is the mandatory dress for gym days. Changing routines will be discussed with the students in the first week.

Montessori school t-shirts are provided in September and must be worn on all school outings.

All students are required to dress appropriately for theatre and concert outings. No blue jeans or track pants are allowed.

Hats are not permitted to be worn in school.

Make-up is not allowed to be worn to school at Toddler to Upper Elementary Levels. Reasonable, discreet make-up will be tolerated, but not encouraged at the Junior High level. Make-up may not be brought to school under any circumstance at any level.

Clothing that is revealing is not permitted. No spaghetti straps, midriff-exposing tops, or halter tops may be worn. Students may not wear garments that are skin-tight, see-through, ripped or torn. Undergarments must not be visible. Clothing with inappropriate or offensive sayings is not permitted. Skirts and shorts must be as long as the child's fingertips with arms at their sides, or longer.

### **Dress Code for Performances – Elementary and Junior High**

We ask that students performing at assemblies and performances wear:

- Pure-white, collared Oxford/dress shirt (suitable for a tie)
- Black dress pants (no jeans or yoga pants)
- Black socks
- Black shoes

Depending on the student's age, MA ties or vests will be added to the uniform.

### **Footwear Policy – All Levels**

All students are required to come to school with footwear suitable for the days' outdoor activities, and to have footwear appropriate for indoor wear. Footwear should do several things: be designed for the child to dress him/herself, be durable and well-fitting so gross movement is supported, and fully enclose the child's feet so they are adequately supported; indoors and outdoors. For these reasons, flip-flops, Crocs (and similar open styles) are not to be worn at school by any age children. Younger children are best served by firm, fitted slippers or shoes with no laces for indoor wear, and older children generally do best in athletic shoes which can also serve as their gym shoes.

### **Food Guidelines**

#### **Toddler and Casa**

##### **Lunches**

All children in our Toddler and Casa programs participate in a Hot Lunch Program. Menus for the Hot Lunch program will be published monthly, which is at a minimum a week in advance; children with serious dietary issues will be provided a special, individualized meal. In the most serious food allergy cases, exemptions can be made with our Ministry Advisor. For menus and recipes, visit the Growing Chefs! Ontario website: [www.growingchefsontario.ca/programs/the-beet](http://www.growingchefsontario.ca/programs/the-beet)

Meals will adhere to the Middlesex-London Health Unit guidelines for nutrition for Toddler and Pre-school age children. Hot Lunch menus are posted at each location.

##### **Snacks**

Full-day Toddler and Casa students will be provided nutritious snacks that follow the Middlesex-London Health Unit's nutrition guidelines. For safety reasons, children are required to sit while eating. If your child is in after-school Extended Hours program, we encourage you to send them to school with an additional snack.

#### **Elementary/Junior High**

##### **Lunches**

Students should bring a nutritious, nut-free lunch. Nutrition is taught in each class and we believe it should be reinforced in the child's home environment. Children are encouraged to help pack their own lunch using food from the four major food groups and learn the importance of nutrition in their daily diets.

Each lunch should contain water or milk. Foods such as chocolate bars, gum, pop and candy, which are high in sugar content and/or artificial additives, are not permitted. We encourage families to avoid processed foods. We do not have facilities for heating children's lunches in our Lower Elementary locations.

Your child's name should appear on the outside of their lunch box. A serviette and necessary utensils should be included. Children will take home most uneaten food. A snack for Elementary students throughout the day and Extended Hours should also be included for their consumption.

Elementary students can participate in optional weekly Milk and Hot Lunch programs. Forms for both programs are sent home throughout the school year.

### **Snacks**

There is time available for the students to have a snack at all locations when they are hungry. Our snacks are compliant with our Food Guidelines and are often fruit, vegetables, crackers, cereal or cheese. For safety reasons, children are required to sit while eating.

### **Nut-Alert Environments**

All classrooms are designated as “Nut Alert” environments. Absolutely no peanut butter sandwiches, peanut butter cookies and/or whole peanuts or nuts are allowed. If you make a meal or snack with spreads, please label food items to let the teachers know what nut-free spreads were used. We thank you for adhering to this policy and considering the students it protects.

### **Garbageless Lunches**

In an effort to contribute to a cleaner, safer environment, we ask that parents support our garbageless lunch policy by packing your child’s food in re-useable containers. Recycling and environmental issues will be discussed early in the year.

### **Birthday Celebrations**

As a school that celebrates the uniqueness of each individual, birthday celebrations are as important to us as they are to our students and families. For the younger children, birthdays are usually recognized by their class during a birthday celebration that involves walking around the sun. We understand that in honour of a child’s birthday, families may want to send in something for the class to share. If the family wishes to send a snack, we ask for your full cooperation with our food policy. Healthy snacks such as crudités, fruit pieces, cheese and crackers, hummus and pita are welcome. Sweet treats such as cakes, cookies, and other baked confections should be saved for celebrations at home. Birthday invitations are not permitted to be handed out at school. Please refer to the password-protected school directory available on our website or at the front desk for the addresses and phone numbers of your child’s friends.

### **Mobile Phone Use Students**

Absolutely no mobile telephones are to be used by students during the school day. Any mobile phones brought to school are stored securely during class time by the teachers. On school field trips, Staff will carry mobile phones in case of emergencies. Students are not allowed to take phones and electronic communication devices on field trips or school outings.

### **Parents/Adults**

Please turn your mobile phones/devices off or onto vibrate when you are in our school environments. If receiving a call is necessary, please leave the classroom areas immediately and find a private place.

If you are already engaged in a conversation, to ensure privacy and to reduce interruptions to students and staff, please remain outside the school until the call is complete.

### **Code of Ethics**

As a condition of enrolment, parents and students are required to read, be familiar, and conduct themselves in accordance with Montessori Academy of London’s Code of Ethics. A copy is provided with each enrolment and re-enrolment package and must be signed and returned to the school. Please see page 45 for an overview of our Code of Ethics and Behaviour.

## Information & Involvement

Parent Education & Involvement  
Reporting and Conferencing  
Parent Education Opportunities  
Parent Participation

## **Parent Education & Involvement**

Parent Education is a very important element of our program. Parents are expected to attend an orientation session prior to enrolment in our school. You will also be invited to attend a variety of parent education evenings, conferences and parent/child class visits. We encourage all our parents to attend these events.

## **Reporting and Conferencing**

### **Progress Reports**

Developmentally appropriate Casa Progress Reports are sent home in December and June. Anecdotal Elementary and Junior High Progress Reports are sent home in December and the last week of school. Interim Academic Reports are given in the spring for Casa, Elementary and Junior High students. There are no formal written or interim reports for Toddlers.

At all levels, families have the opportunity for at least two conferences to discuss their child's progress.

### **Standardized Testing**

The school administers standardized testing each year for students in their last year of Casa (if they are attending our Elementary program). Students in Years 3, 4, 6, 7 of our Elementary program participate in standardized testing. The tests administered are the Canadian Achievement Test (CAT) and the Canadian Cognitive Ability Test (CCAT). Students develop the practical life skill of sitting for a test. As well, the tests provide the school with an objective benchmark of the child's cognitive and skill development. Test scores are not published to the general school body; however parents are welcome to make an appointment with the Academic Director to review the results of their child's testing particularly in context with his or her overall progress.

### **Ontario Student Record (OSR)**

Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the "improvement of instruction" of the student." An OSR consists of report cards, biographical data, schools attended, a student record of second language instruction, psychological, health or educational assessment reports and any additional information identified as being conducive to the improvement of the instruction of the student. If you wish to review the information contained in the OSR folder, please contact the Academic Director. Each student and the parent(s) or guardian(s) of a student is entitled to have access to the student's OSR.

### **Ontario Education Number (OEN)**

The Ministry of Education designates an Ontario Education Number (OEN) to identify all Ontario students. This number is used as a key identifier when applying to secondary school and summer school (if applicable), and is associated with student records. The OEN allows the Ministry of Education to keep reliable records on the movement and progress of individual students throughout their education and ensures the student's progress is associated with the correct individual. Montessori Academy of London assigns OEN's to students (who have not been assigned an OEN previously) beginning in Year 7.

### **Access to Children and Records**

In the absence of a court order or an agreement to the contrary, parents have equal child custody rights and any parent entitled access to his or her child is entitled access to that child's school records. Therefore, it is absolutely essential that the school is provided with copies of the relevant parts of any



court orders and agreements, which relate to child custody and access to the school records. The school cannot deny any parent custody of or access to his or her child or the child's records without the appropriate documentation.

### **Parent Education Opportunities**

The Montessori approach to education is most successful when families and the school operate in partnership on behalf of the child, and when expectations at home are as consistent as possible with expectations at school. Therefore we highly recommend that parents familiarize themselves with the Montessori Philosophy. There is a Parent Reference section in the Elementary Library – and a list of resources is available upon request.

Education opportunities for family members throughout the school year include:

- Classroom Observations
- Moving Up Sessions
- Guest Speakers
- Parent/Child Class Visits
- Parent Conferences
- Learn Your Level

### **Parent Conferences**

Conferences help the teacher and the parents to better understand the progress of each child and the class as a whole. Conferences occur at least twice a year and, if necessary, additional meetings can be arranged. The teacher will gladly meet with you whenever there is a need, however, please make an appointment by calling the administrative office. Per our school-wide policy, we do not forward emails to teachers. We also request that for your own and your child's privacy, please refrain from engaging staff in conversation during drop-off and pick-up times, or during class time.

### **Observations and Classroom Visits**

Classroom observation increase a parent's appreciation of the Montessori Method of education and will answer many questions about your child's day at school. They also enhance the value of parent conferences with the Montessori teacher.

Classrooms visits are available throughout the year, with scheduled times during the year; Observation Week; and Parent/Child classroom visits. Individual class visits can be arranged by appointment with the classroom teachers.

Toddler classrooms are not open for observation because it can be too distracting for them. However, Teachers do offer parent/child classroom visits throughout the year.

Grandparents' & Special Friends' Day is a wonderful opportunity for other family members and close friends to get a glimpse of the students at work within the classroom environment.

### **Curriculum Presentations**

Parents are invited to take a closer look at their children's program through curriculum presentations that focus on a particular aspect or element of the curriculum – such as in our Learn Your Level session. As well, parents of children "moving up" to the next level of education – Toddler to Casa, Casa to Elementary – are invited to Moving Up sessions, which detail the changes in curriculum at each new level.

The Journey to Discovery, offered every two years, is an engaging hands-on experience that presents the spectrum of traditional Montessori work to adults – taking them on an abbreviated version of a child's Montessori journey from Toddler through Junior High.

## **Socials and Speakers**

Throughout the year, parents, volunteers and friends of the school are invited to social events such as Upper Elementary Parent Breakfast, classroom socials and thank you events for our parent volunteers.

At least once per year, we invite guest speakers to share their knowledge and expertise with our school community. These guests share both Montessori and non-Montessori expertise with our parents. Past presenters include Angeline Stoll Lillard, Jonathan Wolff, Aline Wolf, Michael Ungar, Stephen Lewis, Sue Martin and Dorit Osher. We also share information on educational speakers in the London area that may be of interest to parents through *The Buzz* weekly parent eNewsletter.

## **Parent Participation: Getting Involved**

### **Volunteering**

As a school community we value our many parent volunteers who lend their time and talents to enhance the learning experience throughout the school year and beyond. In order to work with the children, volunteers must:

- Provide the School with:
  - a) Valid Volunteer Police Vulnerable Sector Check (PVSC); to be renewed every five years
    - Volunteer Police Check Verification Letter to take to the Police is available from Reception
  - b) Contact information to the Main Office to keep on file
- Complete our Volunteer Application and Self-declaration every school year.
- Review the Program Statement and Program Implementation Policy.
- Review and understand other policies, as applicable to the Volunteer role and responsibilities.

More information on volunteering is available in the 'Get Involved' section of our website.

Student volunteers over the age of 18 must provide the School with the same information listed above.

## **Fundraising & Development**

As a not-for-profit charitable organization, the School relies on fundraising initiatives to support a variety of needs in the school, including our Annual Appeal as well as fundraising opportunities at some of our school-wide events. These types of events support a strong parent community in the school and are wonderful opportunities to come together as a school community to show our commitment to Montessori education.

### **Where Development/Fundraising Money Goes**

The proceeds from fundraising support a variety of initiatives, including teacher development, technology and other expenses that are important to provide an educational experience that will positively impact your child.

- **Programs** – The prepared environment of the Montessori classroom places emphasis on the use of carefully designed materials. These specialized materials are expensive to purchase because of the detail in each piece and the fact the school needs to purchase a complete set for each classroom level.
- **Capital Improvements** – Maintenance of our beautiful old buildings and properties is a large budget expense. Gifts support the regular maintenance of the buildings, and have helped to fund accessibility and environmental upgrades that make our school a safe and welcoming place for everyone.

- **Faculty Development** – We are fortunate to have a faculty of talented, passionate educators. Their professional development opportunities benefit the whole school and each student. These opportunities help us attract and retain many of the best and most qualified teachers in the area.
- **Financial Support** – We believe everyone should have the opportunity for an authentic Montessori education. The Ann Marie Harding Financial Support Program was created to offer families who are committed to the Montessori approach to education, but who require financial aid to stay in the program at the elementary level.
- **Special Projects** – Some projects require extra funding. Our outdoor spaces at our Oxford and Westmount locations are great examples of how special projects enhance the quality of the education our students experience.

### **Charitable Giving**

The Academy participates in Charitable Giving to local (Children’s Health Foundation, London Food Bank and Merrymount Children’s Centre) and international charities (WE movement, Sleeping Children Around the World) that directly support children. Every effort is made to make these activities meaningful, educational, and to develop a sense of responsibility and appreciation on the part of the student. These activities are important for students to develop empathy and a sense of responsibility toward others.

### **Endowment Fund**

The school currently accepts donations that can be directed to the Financial Support Program. In addition to the Financial Support Program, the school has established the “Montessori Academy of London Endowment Fund” with the London Community Foundation. Alumni, parents of alumni, and friends of the Montessori Academy of London may choose to donate to it to the Endowment Fund in support of greater access to the Montessori philosophy of education. Ultimately, this fund will allow students (who would not otherwise be able) to continue with a Montessori Elementary education. As the Endowment fund grows, it will eventually create a steady revenue stream that will be directed to increasing access to the Montessori philosophy of education. Donations to the Endowment Fund, like all donations to the school over \$20, are eligible for a charitable tax receipt. Please contact the Development Director at 519-433-9121 ext. 233 or [tdendrinis@montessori.on.ca](mailto:tdendrinis@montessori.on.ca) to learn more about making a donation to the Endowment Fund.

## Health and Safety

Temperature and Outdoor Playtime Policy

Illness & Accidents

Student Health Records & Emergency Information

Leaving School Property

## **Health and Safety**

### **Temperature and Outdoor Playtime Policy**

Our goal is to have the children outside as often as possible because outdoor activity is the crux of a child's development. However, as a school, we also need to follow due diligence in keeping children healthy and safe. Therefore, there will be times when we keep the children inside, in accordance with our Temperature/Outdoor Playtime Policy.

Students will stay inside if the following occurs:

- Raining heavily
- -10 degree C for Toddler
- -15 degree C for Casa
- -20 degree C for Elementary and Jr High
- A heat alert is issued by the Health Unit  
(*Temperatures mentioned factor in wind-chill.*)

Please note: there may be exceptions to these temperature guidelines where we may need to be outdoors, such as outdoor field trips, track-and-field meets or other events.

Fortunately, because of our philosophy, students benefit from regular activity; unlike the conventional classroom, they work independently and have the freedom to move around and between rooms as they work.

### **Children Who Nap in Toddler and Casa**

All children in our Toddler Program are offered a sleep period every afternoon after their lunch. Children in the preschool programs are also offered a sleep unless the parents have indicated that they no longer want their child to participate in a sleep time. This request must be made in writing by the parent.

Any child in our program who sleeps regularly is to have a designated cot with their name on it and their own crib sheet and blanket labelled. The cots will be placed in the same location each day to ensure that the child and caregiver know where the child will be napping as well as it having the child's name on it.

All children who nap are supervised, and staff will document the napping period of each child daily. For toddlers this will become part of their daily log.

Parents are requested to provide any direction on sleep requirements which could be unique to their child.

All staff are required to review the sleep policy annually, sign off on their review; and have their review updated and signed-off if there is a change to a child's sleeping arrangements.

There must be one program staff in the room at all times, even when there are only a few children sleeping.

### **Illness & Accidents**

School and health authorities require that all children's illness is reported to the school on the day of absence. Please phone the school between 8:30-9:00 a.m. and leave a voicemail for your child's teachers. If we have not heard from you by approximately 9:30 a.m. and your child is absent, the school will contact you to locate the whereabouts of your child and to ensure the facilitation of our "safe arrival

to school program.” We will contact you at your home or work. Please assist us in this policy by reporting your child’s absence before 9:00 a.m.

In the event of a child becoming ill at school, we will contact the parent at home or at work. The school cannot accommodate sick children, nor can they be kept in over the lunch hour or outdoor playtime. Please use your discretion and do not send a sick child to school. We attempt to provide a healthy environment for all involved. Please see section on Student Emergency Information on the next page.

**Contagious Diseases**

**Head Lice Policy**

Please notify the school immediately if your child has head lice. Home treatment should include a type of medicated shampoo or recommended lice treatment of the head. Personal belongings should all be treated as well. Every effort to remove all nits with a lice comb is absolutely essential before returning to school. After initial treatment, regular follow-up treatments should occur over the course of several weeks to eradicate the lice.

Checks for head lice are made at school on an as-needed basis. If head lice or nits are found, parents are required to pick up their child immediately and begin treatment. When a case is detected in a class, all parents will be notified. We recommend that parents check their child’s scalp weekly.

**Communicable Diseases**

<b>Illness</b>	<b>Action</b>
Chicken Pox	Must remain home until fever-free without medication
Conjunctivitis (Pink Eye)	Exclude if yellowish discharge is present and 24 hours after medication
Diarrhea	Must remain home until 24 hours fever/symptom-free without medication
Fifth Disease	Not contagious after rash appears; children may return to school
Influenza	Must remain home until 24 hours fever/symptom-free without medication
Impetigo	24 hours after treatment begins
Measles (Rubella)	4 days from appearance of rash
German Measles (Rubella)	7 days from appearance of rash
Meningitis	Must remain home until a doctor’s permission obtained
Mumps	9 days or until swelling subsides
Strep throat	24 hours after starting antibiotics
Whooping Cough	5 days after starting antibiotics

\*Fever, Vomiting - Must remain home until 24 hours fever/symptom-free, without medication.

Please note: in special situations, during flu seasons, this time at home may increase to a 48-hour symptom-free period. If in doubt regarding proper procedure, please consult the Middlesex-London Health Unit at 519-663-5317 or [www.healthunit.com](http://www.healthunit.com).

## Accidents

Although we try to avoid it, accidents sometimes occur. In most cases, minor first aid at the school is all that is required. When serious injuries occur, the parent or designated person is contacted and informed of the need of emergency medical attention. Incident Communication Reports and Accident Reports are completed, and a signature from a parent is required for each accident.

In case of emergency, if we are unable to make immediate telephone contact with parents or guardians, we will call for ambulance service and accompany the injured child to the hospital.

## Head Injuries

If a staff member or yard staff sees or suspects that a child has had an injury to the head, then the parent will be called. We highly encourage that the parent seek medical attention from Emergency or the child's doctor to determine if a concussion occurred. If a concussion is diagnosed, it is imperative that the family informs the Academy so that we can take necessary measures to help the student recover from the concussion.

For details on our Concussion Policy, please see Appendix 'D' page 55.

## Student Health Records & Emergency Information

### Health Records

Middlesex-London Health Unit (MLHU) immunization forms are required with each application for new children. These forms must be submitted directly to the Health Unit for the first week of school in the self-addressed envelope provided, and a copy must be provided to the School.

All children are required by law to have up to date immunizations. If a student's immunizations are not kept up to date then the MLHU will notify the school and the parents are required to notify the MLHU when immunizations are updated. If this does not happen the designated period of time then the school is required to suspend the student until this is remedied.

In the case of an **immunization exemption** these also need to be submitted to the School upon enrolment as well as to the MLHU. An exemption for medical reasons is completed by a medical practitioner and an exemption for religious or personal consciences purposes must be notarized by a commissioner. The Ministry of Education now requires that all of the religious or statement of conscience exemptions be completed on the new Ministry statement of exemption form.

<http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&ACT=RD&TAB=PROFILE&SRCH=1&ENV=WWE&TIT=exemption+immunization&NO=010-3042E>

A **School Health Questionnaire** is included in the yearly registration package. This must be completed and updated annually with the registration procedure. Also, upon initial application to the School, the child's health care number and a copy of your child's birth certificate is required to be placed in the O.S.R. It will not be required upon subsequent re-registration.

### Student Emergency Information

Forms are completed by families during all New Student Admissions and at Re-Enrolment time in February. They are available again in August for your careful review; we ask you to update them where necessary and return them to the school before classes begin in September. If at any time during the school year this information changes, you must notify the school immediately.

This information stays near the telephone at your child's school for emergency purposes and it is the parent's responsibility to provide the school with complete and updated student emergency information. Please ensure emergency contact information is always complete and up-to-date.

### **Medication Policy**

A medication form must accompany all medications, and is available from the Main Office. All prescription and non-prescription medications, as well as natural health supplements, must be accounted for on this form, accompanied by a physician's signature. Long-term regular prescriptions can be filled out as a one-time form to be kept on file for the year. Medications cannot be administered without this documentation. Medications sent to the school must be sent in their original labelled containers.

### **Leaving School Property**

Once Lower and Upper Elementary students arrive at the Elementary school, they are not permitted to leave the property without a parent or authorized person accompanying them and signing them out in the Sign In/Out book, which is kept at Reception.

Junior High students may be signed out from their location by a parent or authorized person. Junior High students are permitted to leave school property alone only if parents send signed consent for their child to leave early, it must state clearly the expectation the parents have. Periodically and with verbal or written parental permission on each occasion, Junior High students are permitted to leave school property in small groups to do community service work, research at the nearby Central Library or other school-related activities, without teacher accompaniment.

The standard release of a child is only to those listed in the enrolment information. If you would like this changed, please contact the office. Unknown or unauthorized persons appearing at the school office or to a child's teacher requesting to take a student out of school (for any reason) will not be permitted to do so without advance approval or consent of the parent or legal guardian.

For details on the school's Excursion Policy, please refer to Appendix 'E' on page 66.



Communication  
Printed Communication  
Electronic Communication  
School Directory  
Parent Representatives  
Contacting Montessori Academy of London

## **Communication**

Montessori Academy of London uses a number of print and electronic pieces to communicate with parents throughout the school year, from electronic newsletters to monthly classroom calendars and letters to administrative forms. Following is an overview of the some of the communication materials you will receive throughout the year.

### **Printed Communications**

#### **August Mailing**

By mid-August, packages with details regarding the coming school year and particulars of the first day of school will be available for pick-up or by mail. The school will be open the week before Labour Day as the teachers prepare the classrooms for the arrival of the students and phasing-in takes place where applicable.

#### **Year at a Glance Calendar**

You will receive a Year at a Glance calendar at the beginning of the school year. This calendar highlights days of attendance, important school events throughout the year, and key pieces of information and policies that are referred to throughout the year. On the back is a Staff Directory organized by level/classroom.

#### **Study Calendars**

Study calendars are provided to Upper Elementary and Junior High students during the first week of school. The study calendar is a personal record-keeping system for students to record their daily and weekly assignments and homework. The study calendar is sent home at the end of the week with a teacher's signature and comment of the week's progress. Parents are asked to review the notes and send it back signed every Monday. Developing good study habits, both at school and at home, is integral to the development of self-discipline and strong habits of learning, and is part of the Montessori philosophy.

#### **Montessori Matters**

The school distributes a print publication on a quarterly basis called *Montessori Matters*. This newsletter is a source of information on the school as a whole, updates on our Alumni and Faculty, as well as informative articles on the Montessori methodology.

#### **Yearbook**

Each year, all classes participate in producing a yearbook. A copy is given to each child at the end of the school year.

### **Electronic Communications**

#### **The Montessori Buzz**

The school produces an electronic newsletter and regular email updates, which are delivered via email distribution to all MA families. *The Buzz* provides updated information on class-specific and school-wide events and news.

#### **Website**

Our school website provides you easy access to our current events calendar, *Year at a Glance* calendar, and special announcements. The *Our Families* section of the website contains forms for medications and school policies. The school will post critical announcements such as the closure of the school due to weather conditions on our website's homepage under a red "NEWS" tab. The Junior High and Upper Elementary classes also manage their own websites, which include current information on schedules, field trips, assignments and more.

### School Closure Communication

In the event of severe weather, the School will make a decision about closing the school by 7:15 am, if possible. If we decide to close the school, we will send an email to all families – through the same distribution list as our *Buzz* eNewsletter. If you have not received an email by 7:25 am, it is safe to assume the school is open.

Also, we follow the Thames Valley District School Board – if the public school board closes its administrative offices and all city schools, Montessori Academy will close, too.

We will follow up any school-closure email with posts via Facebook and Twitter, and update our website’s homepage. However, we ask families to please check email first for school closure announcements.

### School Directory

We provide families the option at registration/re-enrolment to have their child’s name, parents’ names, address, email addresses and telephone numbers published in the online School Directory for internal school use only. It is available on the school website and is password-protected. A printed copy of this directory is available at the Main Office.

### Parent Representatives

MA’s “Parent Reps” are an important part of the school’s communication with families. These parents are usually well-versed in the day-to-day goings-on at the school, sharing class-specific information. They strengthen our classroom communities and parent-to-parent network. Through our Parent Reps, we create communities where parents feel informed, included and invited to participate in the life of our school.

### Contacting Montessori Academy of London

#### Contacting Teaching Staff

We ask that when parents contact teachers that you adhere to our “no emails” policy, so that the teachers can focus their attention during the day on the children. During class time, your call will be put through to voicemail and the teachers will return your call as soon as possible. Calls will only be transferred to classrooms during the following times:

- 8:30-9:00 am
- 11:30 am-1:30 pm
- 4:00-4:30 pm

A staff listing with classrooms and phone extensions can be found on our website under ‘About Us,’ and on the back of the *Year at a Glance* calendar.

### Not sure whom to contact when...?

Scenarios	...please contact...
If you can't reach your child's class/location	Reception/Ext. 0. Leave a message or voicemail and we will forward the message as soon as possible.
If your child is going to be absent from school	Classroom/teachers by phone and leave a voicemail if they don't answer.

<p>If you have specific questions about your child, his or her performance, or the classroom</p>	<p>Teachers directly involved by phone and they will get back to you within 24 hours during the school week.</p>
<p>If you have general questions about the program ... Or if, after meeting with your child's teachers, you have other questions or need additional support</p>	<p>Academic Director</p>
<p>If you have questions about applying to the school, re-enrolment, tuition or fees, or sibling enrolment/applications</p>	<p>Registrar</p>
<p>If you have questions about fundraising, development and sponsorship opportunities</p>	<p>Development Director</p>
<p>If you have questions about Communications, including advertising, PR, website, social media, and newsletters</p>	<p>Communications Director</p>

## Code of Ethics, Behaviour Management & Policies

Restitution Program Policy

Code of Ethics

Rights, Responsibilities, Consequences

Appendix “A” Harassment

Appendix “B” Technology Security & Use

Appendix “C” CCEYA/Ministry Program Statement,  
Code of Ethics and Program Philosophy (Toddler/Casa)

Appendix “D” Concussion Policy

Appendix “E” Excursion Policy and Procedures

# Code of Ethics & Behaviour Management

## Restitution Program Policy

Montessori Academy of London has in place a Restitution Program to help students further develop self-discipline and reflect on their behaviour to make moral and ethical choices about their future actions. Restitution programming is adapted for each age/level of education. For more information on Restitution, visit Diane Gossen's website, [www.realrestitution.com](http://www.realrestitution.com).

## Toddler and Casa Students - Code of Ethics

At Montessori Academy of London we strive to create a community of compassion and respect, for ourselves, for others and for our physical world. To guide students in their actions and interactions, we have established this Code of Ethics ("Code"). We ask that all students and their parents/guardians read this Code and discuss the Code within the family. By returning a copy of it from the Registration Package to us with your signatures, you indicate your commitment to be bound by the terms and principles contained in this document. We continually work to ensure that we provide the best possible place to learn and succeed. This Code embodies our belief in the importance of a safe and caring environment for all members of our school community.

## Your Rights as a Student

As a student at Montessori Academy of London you have the right to:

- Learn in an exciting yet quiet, peaceful and loving environment
- Feel welcome, safe and free from any type of unkindness, including physical and verbal harm
- Enjoy friendships
- Be treated with friendliness, honesty, fairness and respect
- Have clean, tidy and pleasant surroundings
- Develop and maintain good, healthy habits
- Have your personal space respected
- Voice your opinion in a respectful way

## Toddler and Casa Students - Responsibilities

As a student in our Montessori community, you have a responsibility to:

**Make the school a safe place.** Students must not engage in play fighting, kicking, biting or hitting. This ensures that you will not be in a position to cause harm - whether accidental or intentional, to others.

**Respect personal property.** Students must show proper care for school property and the property of others.

**Use kind words.** Make the school a safe place by not teasing, threatening or hurting others' feelings. Try not to exclude others from games. Say 'please', 'thank you' and 'excuse me'.

## Co-operate with teachers, extended hours/yard staff

**and fellow students.** Be polite and respectful at all times, even if disagreeing. Treat others fairly.

**Classroom behaviour.** We have come together to learn in a fun, peaceful, and quiet environment. Be responsible. Allow others to concentrate. Choose your work from the shelf, not from another child.

(Please see page 52 for an updated, CCEYA-related Toddler and Casa Code of Ethics.)

## **Elementary & Junior High Students – Code of Ethics**

Students have the responsibility at all times to:

**Make the school a safe place.** Students must not threaten, hurt, intimidate, tease or exclude others. By refraining from all forms of rough play, including fighting, kicking, biting or hitting, you will avoid being in a position to cause harm, whether accidental or intentional.

**Respect personal property.** Students must show proper care for their property, school property and the property of others. Stealing, damaging, misusing or destroying property is strictly forbidden. Students are expected to care for and share in the maintenance of the school, classroom and natural environment.

**Use kind words.** Do not tease, threaten or intentionally hurt others' feelings. Swearing, name calling, and putdowns are not acceptable. Try not to exclude others from games or activities. Remember to say "please", "thank you" and "excuse me" and take measures to help those in need.

**Co-operate with teachers, extended hours/yard staff and fellow students.** Be polite, courteous and respectful at all times even when you disagree with someone else. Treat others honestly and fairly and behave in a way that does not distract or disturb your fellow students. Respect all members of the school community, especially persons in positions of authority. Use appropriate and respectful language.

**Demonstrate respectful classroom behaviour.** We come together to learn in a fun, peaceful, and quiet environment. Be responsible, and allow others to concentrate. Use appropriate and respectful language, and non-aggressive and non-violent means to resolve conflict. Respect differences including race, ancestry, place of origin, colour, ethnic origin, religion, gender, sexual orientation, age and disability. Share in the maintenance of the school, classroom and natural environment.

**Come prepared.** Students are expected to come to school each day prepared to learn and on time for all classes and events scheduled within the school day. It is a student's responsibility to make up any missed time and/or lessons.

**Avoid distractions.** While on school property, or during school sanctioned activities off property, students may not use cell phones, mp3 players, iPods, laptops, tablets or other electronic devices, unless it is with the permission of a staff member. The school cannot accept responsibility for the safety of such equipment. Students who bring these devices to school must keep them in their backpacks or school bags at all times, and take appropriate measures to ensure their safekeeping.

**Demonstrate leadership.** Students may not be in possession of, or under the influence of, or provide others with alcohol, tobacco, or illegal drugs.

**Harassment.** Our Harassment Policy is attached as Appendix A and forms part of this Code.

**Digital Citizenship.** Our Computer Security and Use Policy is attached as Appendix B and forms part of this Code.

### **Obligations of parents and guardians**

Parents and guardians play a critically important role in the success of students in promoting a positive school environment. It is therefore incumbent on parents and guardians to join staff in supporting students in their adherence to the Code, and to model behaviour required of the students. Our

Montessori community must be a safe and welcoming place to learn and work if we are to maintain the culture which makes our school unique.

### **Consequences of Breaching the Code of Ethics**

Both students and parents/guardians acknowledge by signing this Code they may be held accountable for their words, their behaviour, and their actions. Continued participation at Montessori Academy of London is conditional upon continued observance of the Code, while on school property, at school-authorized events and activities, and in other circumstances that could have an impact on school climate.

The school may, at its discretion, take appropriate disciplinary action against students who violate the Code. In choosing our response to an infraction, every effort will be made to reinforce a sense of responsibility and accountability. Our choice of response to a breach of the Code may include:

- a 'time out'
- a request for a verbal or written apology
- issuing a 'Communication Report'
- a request for a parent conference
- a limitation of school privileges
- other reasonable sanctions, appropriate to the circumstances

In rare circumstances, where these consequences have not proven effective in ensuring adherence to the Code and respect for the learning environment of other members of the school community, the school may at its discretion suspend a student, or permanently dismiss him or her from the school.

If a parent or guardian breaches the Code, the school may at its discretion impose any measure it considers necessary to maintain an appropriate learning and working environment, including if necessary denying re-enrolment, or dismissal of the parent/guardian's child or children from the School.



## Appendix “A”

### Harassment

*Definition of Harassment:* any comment or contact that is known or ought to be known to create an uncomfortable environment for the recipient.

Harassment includes but is not limited to:

- Behaviour that is unwelcome and/or one-sided, on a single or a repeated basis which humiliates, threatens, insults or degrades. It may take the form of derogatory comments, condescension, or patronizing behaviour that undermines self-confidence. It also may include unwelcome invitations, requests, threats and assaults.
- Unwanted attention of a persistent or abrasive nature by a person or persons who knows or ought to know that such attention is unwanted.
- Inappropriate behaviour which could reasonably be expected to cause physical, emotional or psychological distress. There may be circumstances where a single incident would not be considered to be harassment but a series of such incidents would constitute harassment.
- Inappropriate behaviour which has the purpose or effect of creating an intimidating or hostile learning environment. Hostile environment harassment consists of unwelcome conduct when such conduct has the effect of unreasonably interfering with an individual’s work or academic performance, or such conduct has the effect of creating an intimidating, hostile, offensive or uncomfortable environment.
- Written or verbal remarks, slurs, references, jokes or conduct or display of offensive or derogatory material, any of which is of a sexual nature or about a person’s sexual orientation, which is known or ought reasonably to be known to be unwelcome in that it may cause insecurity, discomfort, offense or humiliation to another person or group. (*Sexual Harassment*)
- Written or verbal remarks, slurs, references, jokes or stories based on a person’s racial or ethnic background related to colour, place of birth, citizenship, ancestry, customs, dress, creed or religion which are known or ought reasonably to be known to be unwelcome. (*Racial Harassment*)
- Written or verbal remarks, slurs, references, jokes or the display of offensive or derogatory materials about a person’s handicap, which are known or ought reasonably to be known to be unwelcome. (*Harassment of Persons with Handicaps*)
- Intentional taunts insults or offensive comments or actions which could reasonably be expected to demean or humiliate an individual. (*Personal Harassment*)
- Assault is the intentional application of force to a person without his/her consent or the attempt or the threat by act or gesture to apply force to another if the other believes one has the apparent present ability to do so.

## Appendix “B”

### **Technology Security and Use Policy**

Some of our students’ projects include the use of the Internet, which connects them to millions of online sources and other Internet users. With that connection also comes access to material that is not consistent with our education goals. As we are not able to actively monitor every student’s Internet use, we must rely on teaching student awareness and good online judgment, parental support of that teaching, and what limited supervision we can provide.

Students are expected to use the school’s technology and Internet access for the sole purpose of completing their school assignments. They are to conduct themselves with the same courtesy online as they do in person, and in accordance with our Code of Ethics.

School technology is expensive and valuable components of the equipment we rely on to provide educational opportunities, and any damage to them will be the financial responsibility of the student who caused the damage.

The pervasiveness of technology in the lives of young people is beyond what they can cognitively manage. It is recommended that other than for school purposes, students have limitations on screen time less than one hour a day on week nights and two hours a day on weekends. Students should not have access to portable devices or screens in their bedrooms or during mealtimes.

Unacceptable use of school computers includes, but is not limited to:

1. Activities which may damage equipment.
2. Downloading, copying or transmitting any materials which is in violation of any Federal or Provincial regulations such as copyrighted materials; threatening or obscene materials; hateful, racist or discriminatory materials.
3. Unauthorized access to personal email.
4. Unauthorized access or entry to the school’s network system.
5. Unauthorized entry or attempt to gain access to view, alter, copy, share or destroy files.
6. The creation and or willful transmission of computer viruses or virus hoaxes.
7. Visitation to any Internet sites deemed NOT of educational value.

Inappropriate use by your child could result in denial of computer privileges, financial reimbursement, and/or legal action.

## Appendix “C”

### MA Ministry Program Statement & Policies

<b>Section:</b> Program	<b>Policy Number:</b> 2 – 1
<b>CCEYA Regulation:</b>	<b>Effective Date:</b> November 1, 2015
<b>Subject:</b> Program Statement	<b>Revision Date:</b> April 4, 2016

#### **MA Ministry Program Statement and Program Statement Policy (Regulation 46)**

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

The four components of HDLH are realized in Montessori pedagogy the following ways:

- Belonging** In Montessori all children are recognized as integral and embraced by their classroom communities. The physical space is designed exclusively for the child with everything being their size (*little will be designed to meet the adult needs within the children’s space*) and appropriate for their development. The programs have mixed age spans so that they more closely resemble family units, where older children will support and model for younger children. The educators are trained to recognize the needs of each child throughout their day. Children are also guided throughout the day in appropriate social interactions through the “Grace and Courtesy” lessons and activities in the Montessori methodology.
- Engagement** All the activities in Montessori are designed to call to the child’s development stage and their interests. Activities are based on the world around the child, so they will incorporate activities they see adults perform, activities that will allow them to develop independence and activities that address their curiosity. These activities are also designed to support the development of concentration, which can begin with many of our “Practical Life” lessons and materials.
- Expression** Montessori for the child under six recognizes the innate desire of children to express themselves in a variety of ways. It is for these reasons that we offer extensive opportunities and lessons to develop vocabulary including hearing the French language spoken as well, introductory lessons in literacy like phonetic sounds for reading and beginning lessons in writing, there are a variety of materials and lessons that also introduce the child to both quantity and symbols in math. The children also have many opportunities for creative expression through music, yoga, dance, crafts and even role play/drama for the Grace and Courtesy lessons.
- Well-Being** Montessori embraces the development of the whole child. Throughout the day the educators are trained to address not only the cognitive development of the child but also the physical, emotional and social development. Montessori is extremely physical in its nature, engaging children in hands on activities for almost every lesson and physically moving throughout the day both inside and outside the designated licensed spaces.

Children are gardening, playing, doing specific gross and fine motor activities that ensure development of coordination, strength, endurance, and the unique progress of each child.

This Ministry program statement will be reviewed with childcare staff and volunteers annually or whenever an amendment is made. Although most educators hired for an accredited Montessori school have Montessori teacher training as part of necessary criteria for hiring, a review of the program statement with each staff member will occur during orientation as well as opportunities to observe and be mentored by trained Montessori teaching staff.

MA holds the view that all children are competent, capable, curious and rich in potential. This statement is inherent in Montessori and is applied by observing and following the individual needs and interests of each child. The program is designed so that teachers are not required to be by the side of each child in order for them to be independent with the many activities on the shelves. Each child as observed to be ready or interested will be provided with lessons in Montessori materials that will assist them with their development. Many of these materials and lessons have a myriad of extensions so that children can be increasingly more challenged with the same or similar activities for an extended period in the program. There are activities for example like washing the table that can be done in a developmentally appropriate, yet challenging way for the 2 year old right up to the five year old. This activities alone, develops concentration, independence, confidence, ability to follow a detailed sequence of instructions and proves to the child their own self-worth in the eyes of the adult.

This Ministry statement describes our goals for children at MA and the approaches that we implement to meet those goals.

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

All of our health, safety, menu implantation and well-being of our children are mandated through our teacher training and also policies and review of such policies for each staff member. We have health and safety policies in place for supervisions, a variety of medical needs and situations, and have a sophisticated lunch/snack program that is not only extremely nutritious but also educates children in food choices and also educates them sensorially through taste, seeing, smelling and even touching in some cases.

We support positive and responsive interactions among the children, parents, child care providers and staff by communicating, promoting and adhering to our 'Values', our 'Code of Ethics', and our Restitution Process. These are communicated in our staff policies and in the parent handbook and calendar. They are applied to all members of the MA Montessori community – staff, Board, interns, students, parents, volunteers, observers and visitors. At no time is physical discipline permitted at MA including:

- (a) Corporal punishment of the child;
- (b) Deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect;
- (c) Depriving the child of basic needs including food, shelter, clothing or bedding;
- (d) locking the exits of the child care centre or home child care premises for the purpose of confining the child; or
- (e) Using a locked or lockable room or structure to confine the child if he or she has been separated from other children.

We encourage the children to interact and communicate in a positive way and we support their ability to self-regulate by having mixed-age Montessori communities where children remain with the same adults for three years. When children are in the same program with the same educators for more than a single year, much of the responsibility for the culture of the class is assumed by the returning children. The children are clear on the expectations and appropriate limits as well as freedoms of a program and assist the newer/younger students to integrate successfully in the class. This could be everything from the older students giving small lessons, reminding the younger students of appropriate behavior and modeling for the younger students the work they may be able to do once they have progressed through other activities.

MA also has a Code of Ethics and also a Restitution Process that is applied consistently throughout the school but according to the maturity of the children involved. Below is the School's Code of Ethics and following that is an explanation of the Restitution Process.

### **Code of Ethics-Toddler and Casa Students**

Every day at the Montessori Academy of London we strive to create a community of a respect and care for oneself, others and our physical world. To do this we have established a Code of Ethics that guide all of the interactions of our community, and is specifically worded to be applicable to our different ages of students in the School.

#### *Make the School a Safe Place*

Students must not engage in play fighting, kicking, biting or hitting. This ensures that you will not be in a position to cause harm - whether accidental or intentional, to others.

#### *Respect Personal Property*

Students must show proper care for their property, school property and the property of others.

#### *Use Kind Words*

Make the school a safe place by not teasing, threatening or hurting others' feelings. Try not to exclude others from games. Remember to say 'please', 'thank you' and 'excuse me'.

#### *Co-operate with Teachers, Yard Supervisors and Fellow Students*

Be polite and respectful at all times, even if disagreeing. Treat others fairly.

### **Classroom Behaviour**

We have come together to learn in a fun, peaceful, and quiet environment. Be responsible – allow others to concentrate. Choose your work from the shelf, not from another child.

### **Consequences for all Students**

The school may, at its discretion, take appropriate disciplinary action against students who violate this Code of Ethics. Every effort will be made to instill in students a sense of responsibility and accountability in our choice of response. Some examples would be a 'time out', or a verbal apology. Disciplinary action may also include the issuing of a 'Communication Report', parent conferencing, a limitation of school privileges or other reasonable sanctions. In rare circumstances, where these consequences have not proven effective in ensuring adherence to a safe environment for all, the School may at its discretion determine that a student be suspended or ultimately could be asked to leave the School.

## Casa Restitution

### Beliefs

First month of the school year to set the tone for the classroom

- Group discussion about our community beliefs (For example: *Helpfulness, respect, trust and honesty, kindness, empathy, learn and grow together, forgiveness, patience and safety*)
- List of beliefs created by teachers (suggestions from children encouraged) and they can provide the created visuals and role-play to make the beliefs more understandable.
- Go through one or two belief(s) each day so as not to overwhelm.

### Personal Needs – Discussions

- Small group lessons about each need (one need per lesson) Needs: ***power, freedom, fun and belonging***
- Songs or games to allow the children to understand what the terms mean.
- Put up posters in a prominent place in the class, always visible and easy to refer to.

### Reflections on Behaviour

- Peace table discussions about their behaviour (Ask the questions from Lower EI reflection sheet orally)
- Explain that the need they were meeting is valuable, but the way they were meeting it conflicted with the community beliefs.
- In order to make peace we need to find a more effective way to meet their need.

### Follow-up

- If behaviour continues use the same strategy; further consequences - loss of a privilege, incident communication report completed and sent home
- Phone call and / or conference with parents
- Meeting with the Academic Director

We foster the children's exploration; play and inquiry by having fully equipped Montessori play/learn environments in which activities are present for the full range of two or three ages in each room. There are activities that assist children to become independent or able to assist others in care of the self, care of the environment and care of others (Grace and Courtesy); activities to explore and refine all the senses as well as discover sequencing and order; activities to increase vocabulary, encourage discussion, explore sounds, and begin to develop the process of writing and reading, and activities to develop number sense, numeracy, understanding of large quantities, the mathematical operations, geometry and even rudimentary algebra concepts and then lots of activities to introduce all the wonderful things in our world. In addition there are activities for cutting, colouring, painting, exploring colour, shape and texture, pasting, etc. Children understand where everything is kept and they are able to choose and return things independently and with their friends.

We provide child-initiated and adult-supported experiences. All Montessori materials are introduced to a child by an adult or by another child, and while the Montessori adults are always observing children to see what support each child might need, they are very sensitive to allowing children their own initiative as this most often results in children being deeply engaged and peaceful in what they are doing. Adults are always trying to find exactly the right moment to introduce a child to something new so that they have enough time to master something but also are always being gently challenged.

We plan for and create positive learning environments and experiences in which each child's learning and development is supported by using the international Montessori curriculum and materials that have been proven through research to be effective with children from all socio-economic and cultural groups.

We incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children by allowing the children to manage a great deal of their day. Children can choose to move about the class carrying things or building things, or sit quietly at a table moving intricate pieces. Children can choose to have snack or a drink when they are hungry or thirsty; they do not have to wait for the whole group. Our classes have outdoor environments at each location so that at different points in each day children will spend time both inside and outside.

We foster the engagement of and ongoing communication with parents about the program and their children by having regular group meetings with parents to explain what is happening in the classroom, inviting parents in to observe their children, weekly Buzz (school wide newsletter), Parent Education, conferences, monthly class newsletters and sending home little explanations of the creations that children bring home. Parents can access their child's teacher by leaving a voicemail or by chatting briefly at the door during arrival and dismissal. We also have whole school events where the parents of the younger children can meet and discuss their child's experience with parents of older children.

We involve local community partners and allow those partners to support the children, their families and staff. The Colborne Street United Church has a gymnasium that we use regularly, we also work with a variety of community support agencies that provide PD Day programming, our lunch program and education on food with our children, and other early years' service providers for individual student support for cognitive and physical needs and find spaces for them to work with our children. When specific children's needs are being met by outside providers we meet with the parents and these specialists as necessary.

We support our staff and others who interact with the children in relation to continuous professional learning by having a retreat every August at which time all staff review and complete all necessary documentation required by ONTARIO REGULATION 137/15. At the beginning of each year, our staff also set goals for themselves in discussion with their direct reports and we plan for how to support them in the achievement of those goals. We have a budget dedicated to Professional Development that any staff person can access depending on their particular needs. We have three Professional Development days set aside each year to meet as a whole staff and in smaller groups to review our work and plan for improvements. We have two Program Directors who walk about the school regularly, observing in classes and then engaging the staff in conversation about their observations. We also meet weekly to discuss ongoing issues or topics of particular interest. Each staff member also spends time at least once a year observing in another class.

We document and review the impact of the above strategies on the children and their families through observation, conversation, meetings both between educators and with the parents. All of these things will take place anywhere from a daily/weekly basis when it comes to record keeping, report writing and observations, to regular meetings that would take place at a minimum once a semester. Additionally children will receive detailed written reports that go home at least twice a year and in the case where a child requires additional reporting either verbally or written that is ensured. Parents are also encouraged to come into the School at least three times in the year to either work with their child or observe them during a work period in their classroom. For the toddler child, additional daily records are kept which document their toileting, napping and eating routines.

## Appendix 'D'

### Concussion Policy

#### Introduction

The Ministry of Education expects all school boards in Ontario to develop and maintain a policy on concussion as outlined in Policy/Program Memorandum No.158: School Board Policies on Concussion. In partnership with the **Ministry of Education**, the **ThinkFirst Concussion Education and Awareness Committee**, and the **Recognition and Awareness Working Group of the Mild Traumatic Brain Injury/Concussion Strategy**, the Ontario Physical and Health Association (Ophea) has developed a concussion protocol as part of the Ontario Physical Education Safety Guidelines. The concussion protocol is based on current research and knowledge and provides information on concussion prevention, identification of a suspected concussion and management procedures for a diagnosed concussion, including a plan to help a student return to learning and to physical activity. PPM 158 recognizes the Ontario Physical Education Safety Guidelines Concussion Protocol outlined in this document to be the minimum standard.

#### Concussion Definition

A concussion:

- Is a brain injury that causes changes in how the brain functions, leading to symptoms that can be physical (ex. headache, dizziness), cognitive (ex. difficulty concentrating or remembering), emotional/behavioural (ex. depression, irritability) and/or related to sleep (ex. drowsiness, difficulty falling asleep);
- May be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- Can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness); and,
- Cannot normally be seen on X-rays, standard CT scans or MRIs.

#### Concussion Diagnosis

A concussion is a clinical diagnosis made by a medical doctor or nurse practitioner. It is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner.

#### Procedure for Staff to Follow

##### Initial Response

If a student receives a blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull, and as a result may have suffered a concussion, the individual (e.g., teacher/coach) responsible for that student must take immediate action as follows:

##### Unconscious Student (or where there was any loss of consciousness)

- Stop the activity immediately – assume there is a concussion.
- *Call 911*. Do not move the student.
- Assume there is a possible neck injury and immobilize the student before emergency medical services arrive.
- DO NOT remove athletic equipment (ex. helmet) unless there is difficulty breathing.
- Stay with the student until emergency medical services arrive.



- Contact the student's parent/guardian (or emergency contact) to inform them of the incident and that emergency medical services have been contacted.
- Monitor and document any changes (ex. physical, cognitive, emotional/behavioural) in the student.

If the student regains consciousness, encourage him/her to remain calm and to lie still. Do not administer medication (unless the student requires medication for other conditions – ex. insulin for a student with diabetes).

### Conscious Student

- Stop the activity immediately.
- When the student can be safely moved, remove him/her from the current activity or game.
- Conduct an **initial concussion assessment** of the student using the **Tool to Identify a Suspected Concussion**.

### Initial Concussion Assessment:

Following a blow to the head, face or neck, or a blow to the body that transmits a force to the head, a concussion should be suspected in the presence of any one or more of the following signs or symptoms:

<b>TABLE 1: Signs and Symptoms of Suspected Concussion</b>	
<b>Possible Signs Observed</b> <i>A sign is something that is observed by another person (e.g., parent/guardian, teacher, coach, supervisor, and peer).</i>	<b>Possible Symptoms Reported</b> <i>A symptom is something the student will feel/report.</i>
<p><b>Physical</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vomiting</li> <li><input type="checkbox"/> Slurred speech</li> <li><input type="checkbox"/> Slowed reaction time</li> <li><input type="checkbox"/> Poor coordination or balance</li> <li><input type="checkbox"/> Blank stare/glassy-eyed/dazed or vacant look</li> <li><input type="checkbox"/> Decreased playing ability</li> <li><input type="checkbox"/> Loss of consciousness or lack of responsiveness</li> <li><input type="checkbox"/> Lying motionless on the ground or slow to get up</li> <li><input type="checkbox"/> Amnesia</li> <li><input type="checkbox"/> Seizure or convulsion</li> <li><input type="checkbox"/> Grabbing or clutching of head</li> </ul> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Difficulty concentrating</li> <li><input type="checkbox"/> Easily distracted</li> <li><input type="checkbox"/> General confusion</li> <li><input type="checkbox"/> Cannot remember things that happened before and after the injury</li> <li><input type="checkbox"/> Does not know time, date, place, class, type of activity in which he/she was participating</li> <li><input type="checkbox"/> Slowed reaction time (e.g., answering questions or following directions)</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Headache</li> <li><input type="checkbox"/> Pressure in head</li> <li><input type="checkbox"/> Neck pain</li> <li><input type="checkbox"/> Feeling off/not right</li> <li><input type="checkbox"/> Ringing in the ears</li> <li><input type="checkbox"/> Seeing double or blurry/loss of vision</li> <li><input type="checkbox"/> Seeing stars, flashing lights</li> <li><input type="checkbox"/> Pain at physical site of injury</li> <li><input type="checkbox"/> Nausea/stomach ache/pain</li> <li><input type="checkbox"/> Balance problems or dizziness</li> <li><input type="checkbox"/> Fatigue or feeling tired</li> <li><input type="checkbox"/> Sensitivity to light or noise</li> </ul> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Difficulty concentrating or remembering</li> <li><input type="checkbox"/> Slowed down, fatigue or low energy</li> <li><input type="checkbox"/> Dazed or in a fog</li> </ul> <p><b>Emotional/Behavioural</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Irritable, sad, more emotional than usual</li> <li><input type="checkbox"/> Nervous, anxious, depressed</li> </ul> <p><b>Sleep Disturbances</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Drowsy</li> <li><input type="checkbox"/> Sleeping more/less than usual</li> <li><input type="checkbox"/> Difficulty falling asleep</li> </ul>

<p><b>Emotional/Behavioural</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strange or inappropriate emotions (e.g., laughing, crying, getting angry easily)</li> </ul> <p><b>Sleep Disturbances</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Drowsiness</li> <li><input type="checkbox"/> Insomnia</li> </ul>	
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**Note**

- Signs and symptoms can appear immediately after the injury or may take hours or days to emerge.
- Signs and symptoms may be different for everyone.

A student may be reluctant to report symptoms because of a fear that he/she will be removed from the activity, his/her status on a team or in a game could be jeopardized or academics could be impacted.

It may be difficult for younger students (under the age of 10), students with special needs or students for who English/French is not their first language to communicate how they are feeling. Signs for younger students (under the age of 10) may not be as obvious as in older students.

**Steps to take following an initial concussion assessment**

*If sign(s) are observed and/or symptoms(s) are reported and/or the student fails the Quick Memory Function Assessment (see Tool to Identify a Suspected Concussion):*

**Teacher Response**

A concussion should be suspected – do not allow the student to return to play in the activity, game or practice that day even if the student states that he/she is feeling better.

- Contact the student’s parent/guardian (or emergency contact) to inform them:
  - Of the incident;
  - That they need to come and pick up the student; and,
  - That the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.
- Monitor and document any changes (ex. physical, cognitive, emotional/behavioural) in the student. If any signs or symptoms worsen, call 911.
- Do not administer medication (unless the student requires medication for other conditions – ex. Insulin for a student with diabetes).
- Stay with the student until her/his parent/guardian (or emergency contact) arrives.
  - The student must not leave the premises without parent/guardian (or emergency contact) supervision.

**Information to be Provided to Parent/Guardian**

- Parent/Guardian must be:
  - Informed that the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day; and, provided with a copy of the Tool to Identify a Suspected Concussion

- Informed that they need to communicate to the Academic Director the results of the medical examination ex. The student does not have a diagnosed concussion or the student has a diagnosed concussion prior to the student returning to school – use reporting form “Documentation of Medical Examination for Concussion”.
  - If **no** concussion is diagnosed: the student may resume regular learning and physical activities.
  - If a concussion is diagnosed: the student follows a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan.

*If signs are NOT observed, symptoms are NOT reported AND the student passes the Quick Memory Function Assessment:*

### **Teacher Response**

- A concussion is not suspected – the student may return to physical activity.
- **However the student’s parent/guardian (or emergency contact) must be contacted and informed of the incident.**

### **Information to be Provided to Parent/Guardian**

- Parent/Guardian must be informed that:
  - Signs and symptoms may not appear immediately and may take hours or days to emerge;
  - The student should be monitored for 24-48 hours following the incident; and,
  - If any signs or symptoms emerge, the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.

### **Responsibilities of the Academic Director**

Once a student has been identified as having a suspected concussion, the Academic Director must:

- Inform all school staff (ex. classroom teachers, physical education teachers, intramural supervisors, coaches) and volunteers who work with the student with the suspected concussion; and
- Indicate that the student shall not participate in any learning or physical activities until the parent/guardian communicates the results of the medical examination (ex. the student does not have a diagnosed concussion or the student has a diagnosed concussion) to the Academic Director by completing “Documentation of Medical Examination for Concussion” or by returning a note signed and dated by the parent/guardian).

### **Documentation of Medical Examination**

Prior to a student with a suspected concussion returning to school, the parent/guardian must communicate the results of the medical examination (ex. student does not have a diagnosed concussion or the student has a diagnosed concussion) to the Academic Director:

- If no concussion is diagnosed: the student may resume regular learning and physical activities.
- If a concussion is diagnosed: the student follows a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan.

### **Responsibilities of the Academic Director**

Once the parent/guardian has informed the Academic Director of the result of the medical examination, the Academic Director must:

- Inform all school staff (ex. classroom teachers, physical education teachers, intramural supervisors, coaches) and volunteers who work with the student of the diagnosis;
- File written documentation “Documentation of Medical Examination for Concussion Form” or parent’s note, of the results of the medical examination in the student’s OSR.

The Academic Director provides parent/guardian with a form to record documentation of the student’s progress through the “Return to Learn/Return to Physical Activity Plan”.

### **Management Procedures for a Diagnosed Concussion**

*“Given that children and adolescents spend a significant amount of their time in the classroom, and that school attendance is vital for them to learn and socialize, full return to school should be a priority following a concussion.”*

Knowledge of how to properly manage a diagnosed concussion is critical in a student’s recovery and is essential in helping to prevent the student from returning to learning or physical activities too soon and risking further complications. Ultimately, this awareness and knowledge could help contribute to the student’s long-term health and academic success.

### **Return to Learn/Return to Physical Activity Plan**

A student with a diagnosed concussion needs to follow a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan. While return to learn and return to physical activity processes are combined within the Plan, a student with a diagnosed concussion must be symptom free prior to returning to regular learning activities Step 2b – Return to Learn and beginning Step 2 – Return to Physical Activity.

In developing the Plan, the return to learn process is individualized to meet the particular needs of the student. There is no preset formula for developing strategies to assist a student with a concussion to return to his/her learning activities. In contrast, the return to physical activity process follows an internationally recognized graduated stepwise approach.

### **Collaborative Team Approach**

It is critical to a student’s recovery that the Return to Learn/Return to Physical Activity Plan be developed through a collaborative team approach. Led by the Academic Director, the team should include:

- The concussed student;
- Her/his parents/guardians;
- School staff and volunteers who work with the student; and,
- The medical doctor or nurse practitioner

Ongoing communication and monitoring by all members of the team is essential for the successful recovery of the student.

### **Completion of the Steps within the Plan**

The steps of the Return to Learn/Return to Physical Activity Plan may occur at home or at school. The members of the collaborative team must factor in special circumstances which may affect the setting in which the steps may occur (ex. at home and/or school), for example:

- The student has a diagnosed concussion just prior to winter break, spring break or summer vacation

Given these special circumstances, the collaborative team must ensure that steps 1-4 of the Return to Learn/Return to Physical Activity Plan are completed. As such, written documentation from a medical doctor or nurse practitioner “Return to Learn/Return to Physical Activity Plan” that indicates the student is symptom free and able to return to full participation in physical activity must be provided by the student’s parent/guardian to the Academic Director and kept on file in the student’s OSR.

### **It is important to note**

- Cognitive or physical activities can cause a student’s symptoms to reappear.
- Steps are not days – each step must take a minimum of 24 hours and the length of time needed to complete each step will vary based on the severity of the concussion and the student.
- The signs and symptoms of a concussion often last for 7-10 days, but may last longer in children and adolescents.

### **Step 1 – Return to Learn/Return to Physical Activity**

1. The student does not attend school during Step 1.
2. The most important treatment for concussion is rest (ex. cognitive and physical)
  - Cognitive rest includes limiting activities that require concentration and attention (ex. reading, texting, television, computer, and video/electronic games).
  - Physical rest includes restricting recreational/leisure and competitive physical activities.

Step 1 continues for a minimum of 24 hours and until:

- The student’s symptoms begin to improve; OR,
- The student is symptom free;

As determined by the parents/guardians and the concussed student.

### **Parent/Guardian**

Before the student can return to school, the parent/guardian must communicate to the Academic Director “Return to Learn/Return to Physical Activity Plan” either that:

- The student’s **symptoms are improving** and the student will proceed to Step 2a – Return to Learn; **OR,**
- The student is **symptom free** and the student will proceed directly to Step 2b – Return to Learn and Step 2 – Return to Physical Activity.

### **Return to Learn – Designated School Staff Lead**

Once the student has completed Step 1, as communicated to the Academic Director by the parent/guardian, and is therefore able to return to school and begins either Step 2a – Return to Learn **or** Step 2b – Return to Learn, as appropriate, one school staff such as a member of the collaborative team, either the Academic Director or another staff person designated by the Academic Director needs to serve as the main point of contact for the student, the parents/guardians, other school staff and volunteers who work with the student, and the medical doctor or nurse practitioner.

The designated school staff lead will monitor the student’s progress through the “Return to Learn/Return to Physical Activity Plan”. This may include identification of the student’s symptoms and how he/she responds to various activities in order to develop/or modify appropriate strategies and approaches that meet the changing needs of the student.

## **Step 2a – Return to Learn**

A student with symptoms that are improving, but who is not yet symptom free, may return to school and begin Step 2a – Return to Learn.

During this step, the student requires individualized classroom strategies and/or approaches to return to learning activities - these will need to be adjusted as recovery occurs (see Table 2 - Return to Learn Strategies/Approaches). At this step, the student’s cognitive activity should be increased slowly (both at school and at home), since the concussion may still affect his/her academic performance. Cognitive activities can cause a student’s concussion symptoms to reappear or worsen.

It is important for the designated school staff lead, in consultation with other members of the collaborative team, to identify the student’s symptoms and how he/she responds to various learning activities in order to develop appropriate strategies and/or approaches that meet the needs of the student. School staff and volunteers who work with the student need to be aware of the possible difficulties (i.e., cognitive, emotional/behavioural) a student may encounter when returning to learning activities following a concussion. These difficulties may be subtle and temporary, but may significantly impact a student’s performance.

**TABLE 2: Return to Learn Strategies/Approaches**

<b>COGNITIVE DIFFICULTIES</b>		
<b>Post Concussion Symptoms</b>	<b>Impact on Student’s Learning</b>	<b>Potential Strategies and/or Approaches</b>
Headache and Fatigue	Difficulty concentrating, paying attention or multitasking	<ul style="list-style-type: none"> <li>• Ensure instructions are clear (ex. simplify directions, have the student repeat directions back to the teacher)</li> <li>• Allow the student to have frequent breaks, or return to school gradually (ex. 1-2 hours, half-days, late starts)</li> <li>• Keep distractions to a minimum (ex. move the student away from bright lights or noisy areas)</li> <li>• Limit materials on the student’s desk or in their work area to avoid distractions</li> <li>• Provide alternative assessment opportunities (ex. Give tests orally, allow the student to dictate responses to tests or assignments, provide access to technology)</li> </ul>
Difficulty remembering or processing speed	Difficulty retaining new information, remembering instructions, accessing learned information	<ul style="list-style-type: none"> <li>• Provide a daily organizer and prioritize tasks</li> <li>• Provide visual aids/cues and/or advance organizers (ex. visual cueing, non-verbal signs)</li> <li>• Divide larger assignments/assessments into smaller tasks</li> <li>• Provide the student with a copy of class notes</li> <li>• Provide access to technology</li> <li>• Repeat instructions</li> <li>• Provide alternative methods for the student to demonstrate mastery</li> </ul>

Difficulty paying attention/concentrating	<p>Limited/short-term focus on schoolwork</p> <p>Difficulty maintaining a regular academic workload or keeping pace with work demands</p>	<ul style="list-style-type: none"> <li>• Coordinate assignments and projects among all teachers</li> <li>• Use a planner/organizer to manage and record daily/weekly homework and assignments</li> <li>• Reduce and/or prioritize homework, assignments and projects</li> <li>• Extend deadlines or break down tasks</li> <li>• Facilitate the use of a peer note taker</li> <li>• Provide alternate assignments and/or tests</li> <li>• Check frequently for comprehension</li> <li>• Consider limiting tests to one per day and student may need extra time or a quiet environment</li> </ul>
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<b>EMOTIONAL/BEHAVIOURAL DIFFICULTIES</b>		
<b>Post Concussion Symptoms</b>	<b>Impact on Student's Learning</b>	<b>Potential Strategies and/or Approaches</b>
Anxiety	<p>Decreased attention/concentration</p> <p>Overexertion to avoid falling behind</p>	<ul style="list-style-type: none"> <li>• Inform the student of any changes in the daily timetable/schedule</li> <li>• Adjust the student's timetable/schedule as needed to avoid fatigue (ex. 1-2 hours/periods, half-days, full-days)</li> <li>• Build in more frequent breaks during the school day</li> <li>• Provide the student with preparation time to respond to questions</li> </ul>
Irritable or Frustrated	Inappropriate or impulsive behaviour during class	<ul style="list-style-type: none"> <li>• Encourage teachers to use consistent strategies and approaches</li> <li>• Acknowledge and empathize with the student's frustration, anger or emotional outburst if and as they occur</li> <li>• Reinforce positive behaviour</li> <li>• Provide structure and consistency on a daily basis</li> <li>• Prepare the student for change and transitions</li> <li>• Set reasonable expectations</li> <li>• Anticipate and remove the student from a problem situation (without characterizing it as punishment)</li> </ul>
Light/Noise Sensitivity	Difficulties working in a classroom environment (ex. Lights, noise, etc.)	<ul style="list-style-type: none"> <li>• Arrange strategic seating (ex. move the student away from window or talkative peers, proximity to the teacher or peer support, quiet setting)</li> <li>• Where possible provide access to special lighting (ex. task lighting, darker room)</li> <li>• Minimize background noise</li> <li>• Provide alternative settings (ex. alternative work space, study carrel)</li> </ul>

		<ul style="list-style-type: none"> <li>• Avoid noisy crowded environments such as assemblies and hallways during high traffic times</li> <li>• Allow the student to eat lunch in a quiet area with a few friends</li> <li>• Where possible provide ear plugs/headphones, sunglasses</li> </ul>
Depression/Withdrawal	Withdrawal from participation in school activities or friends	<ul style="list-style-type: none"> <li>• Build time into class/school day for socialization with peers</li> <li>• Partner student with a “buddy” for assignments or activities</li> </ul>

**Note:**

“Compared to older students, elementary school children are more likely to complain of physical problems or misbehave in response to cognitive overload, fatigue, and other concussion symptoms.”

**Parent/Guardian**

Must communicate to the Academic Director “Return to Learn/Return to Physical Activity Plan” that the student is symptom free before the student can proceed to Step 2b – Return to Learn and Step 2 – Return to Physical Activity.

**Step 2b – Return to Learn (occurs concurrently with Step 2 – Return to Physical Activity)**

A student who:

- has progressed through Step 2a – Return to Learn and is now symptom free may proceed to Step 2b – Return to Learn; or,
- becomes symptom free soon after the concussion, may begin at Step 2b – Return to Learn and may return to school if previously at Step 1.

At this step, the student begins regular learning activities without any individualized classroom strategies and/or approaches.

- This step occurs concurrently with Step 2 – Return to Physical Activity.

**Note:**

Since concussion symptoms can reoccur during cognitive and physical activities, students at Step 2b – Return to Learn or any of the following return to physical activity steps must continue to be closely monitored by the designated school staff lead and collaborative team for the return of any concussion symptoms and/or a deterioration of work habits and performance.

- If, at any time, concussion signs and/or symptoms return and/or deterioration of work habits or performance occur, the student must be examined by a medical doctor or nurse practitioner.

The parent/guardian must communicate the results and the appropriate step to resume the Return to Learn/Return to Physical Activity Plan to the Academic Director before the student can return to school.



## **Step 2 – Return to Physical Activity**

**Activity:** Individual light aerobic physical activity only (ex. walking, swimming or stationary cycling keeping intensity below 70% of maximum permitted heart rate)

**Restrictions:** No resistance or weight training. No competition (including practices, scrimmages). No participation with equipment or with other students. No drills. No body contact.

**Objective:** To increase heart rate

### **Parent/Guardian:**

Must report back to the Academic Director “Return to Learn/Return to Physical Activity Plan” that the student continues to be symptom free in order for the student to proceed to Step 3.

## **Step 3 – Return to Physical Activity**

**Activity:** Individual sport-specific physical activity only (ex. running drills in soccer, skating drills in hockey, shooting drills in basketball)

**Restrictions:** No resistance/weight training. No competition (including practices, scrimmages). No body contact, no head impact activities (ex. heading a ball in soccer) or other jarring motions (ex. high speed stops, hitting a baseball with a bat).

**Objective:** To add movement.

## **Step 4 – Return to Physical Activity**

**Activity:** Activities where there is no body contact (e.g., dance, badminton). Progressive resistance training may be started. Non-contact practice and progression to more complex training drills (e.g., passing drills in football and ice hockey).

**Restrictions:** No activities that involve body contact, head impact (e.g., heading the ball in soccer) or other jarring motions (e.g., high speed stops, hitting a baseball with a bat)

**Objective:** To increase exercise, coordination and cognitive load

**Teacher:** Communicates with parents/guardians that the student has successfully completed Steps 3 and 4 “Return to Learn/Return to Physical Activity Plan”

**Parent/Guardian:** Must provide the Academic Director with written documentation from a medical doctor or nurse practitioner “Return to Learn/Return to Physical Activity Plan” that indicates the student is symptom free and able to return to full participation in physical activity in order for the student to proceed to Step 5 – Return to Physical Activity.

**Academic Director:** Written documentation “Return to Learn/Return to Physical Activity Plan” is then filed in the student’s OSR by the Academic Director.

## **Step 5 – Return to Physical Activity**

**Activity:** Full participation in regular physical education/intramural/interschool activities in non-contact sports. Full training/practices for contact sports.

**Restrictions:** No competition (e.g., games, meets, events) that involve body contact

**Objective:** To restore confidence and assess functional skills by teacher/coach

**Step 6 – Return to Physical Activity (Contact sports only)**

**Activity:** Full participation in contact sports.

**Restrictions:** None.

## Appendix 'E'

### Excursions Policy and Procedures

Montessori Academy of London is committed to the safety of all children. This policy outlines the procedures that must be followed by staff when students are taken off the School property, whether for short walks or longer overnight experiences.

School excursions are considered part of the curricular expectations and any student who is absent from an excursion is considered absent from school. All excursions are structured learning experiences arranged by the school but are conducted offsite.

### **Details about the Process**

- Excursions are to be approved by the Academic Director, and included in a year-long plan where possible.
- Field Trip Request Forms must accompany the request, along with an information form on details of the trip. This form must also be forwarded to the front desk at the main office.
- A notice outlining purpose of trip, timing, location and items the student needs should be sent home for every trip.

During an offsite activity or excursion, the duty of care owed to students applies whether the school excursion is held during school hours, after school, on the weekend, during school holidays or sporting events. To ensure this the following procedures will need to be followed:

- A **head count** will be taken regularly including getting on and off transportation vehicles.
- All children must be accompanied by an adult into a **public washroom** for Casa. Lower Elementary children will be accompanied by an adult or go in small groups with an adult outside the area, based on the facilities. Upper Elementary and Junior High students are to go in partners and encouraged to stay with their “buddy” at all times. Teachers planning excursions must carry with them the **emergency contact information** for each student as well as the procedures to treat children with medical issues.
- An appropriately equipped **first aid kit** must be taken on all excursions as well as any of the students' emergency medication, such as an EpiPen or Ventolin. Prior to the first field trip, **laminated nametags** will be made for each student to be used and retained for every trip at the Toddler, Casa and Lower Elementary levels. The students in Upper Elementary will have laminated tags that will be put on a lanyard or kept in a pocket. At the Junior High level, laminated tags will be used for the Quebec Trip, MMUN trip to New York or any other excursion where a student is not familiar with the city.
- The teachers will take a **class list** of students participating on the field trip. If chaperones are involved, they will be given a list with names of the students who are under their supervision and provided with a “chaperone policy” letter to read prior to departure.

If the field trip is being led by a third party (i.e. WE organization or a travel company), the third party must provide the school with their cancellation and emergency policies.

### **Role of Casual Staff**

Particular care should be taken where casual staff attend and/or replace regular staff members on excursions. Among other things, they must be briefed about any student with particular health care needs and the role they may have in supporting those needs. Information identifying food or other allergies, special dietary needs and other health care related issues should be provided by parents or

caregivers. This information will assist planning to support students and minimize risks, including the risk of exposure to allergens for students who may have anaphylactic reactions.

### **Volunteers**

Volunteers for field trips must provide the school with a current Police Vulnerability Screening Check (PVSC) or Self-Declaration for Volunteers. They must also follow our school's Code of Ethics and any other rules that have been put into place by the teacher(s) leading up to the field trip.

### **Advisories – Weather, Health, Travel**

Teachers should check relevant forecasts or other safety warnings immediately prior to events. The school must be prepared to alter or cancel excursions due to emerging safety concerns. These decisions must be communicated to students and parents as soon as possible. In the case of International Travel, the Government of Canada website for the region will be regularly monitored before departure: <http://travel.gc.ca/destinations/>

In the case of a serious threat, the type of threat will be assessed to determine the level of risk to our School Group and other professional advice will be sought (such as, in the case of a health threat, medical advice will be consulted before a final decision is made to either proceed or cancel the trip). Any Government of Canada Travel Advisory that states a region should be “avoided” will likely result in a cancellation of an international excursion.

### **Number of Teachers**

The number of teachers that accompany the students for each excursion is based on a number of factors such as the age of the students, the location of the excursion, specific needs of students, anticipated behaviour, the nature of the activities to be undertaken and the onsite staff provided by the organization offering the excursion. The recommended teacher-to-student ratio is:

- 1:5 for Toddler/Casa
- 1:10 for Elementary
- 1:15 for Junior High.

International trips require a 1:7 ratio due to other possible issues that could arise with international travel.

### **Dress Code**

Students will be advised by the teacher(s) what to wear. Most field trips will require the students to wear their Montessori Academy T-shirt. Other venues may require a different dress, i.e. theatre attire to the theatre, dress clothes for MMUN. Extra T-shirts should be kept in the classes to be worn temporarily by those students who forget their shirt.

### **Protective equipment**

Special protective equipment (such as helmets for skiing/snowboarding or life jackets during water activities) must be used when required. Staff and student safety must not be compromised. Students and staff on outdoor excursions should be encouraged to wear clothing that protects them from elements depending on the season. Students should also be encouraged to carry water in a non-breakable container and drink regularly.

### **Consent Forms**

Students without a signed consent form from a parent will not be permitted to participate in a school excursion. The consent form for permission for local field trips, is part of the annual enrolment forms.

### **Unsupervised activities**

Throughout the school year, an individual or small group of Junior High or Upper Elementary students may participate in excursions without the direct supervision of the teachers. In such circumstances, it is imperative that parents be fully informed of and agree to the arrangements, and that the teacher(s) in charge of the excursion takes all steps to ensure the safety and welfare of the unaccompanied students.

### **Spontaneous activities**

In addition to excursions, occasions for leaving the school grounds for brief, local, spontaneous educational activities will arise from time to time. Such visits may only take place at the discretion of the Academic Director, who must ensure the safety and welfare of students, as far as possible, and be satisfied that the visit/activity provides value as a part of the school curriculum. **The front desk must be notified of all instances when this occurs so that at any time the office is aware of your class/students being offsite.**

### **Transportation to Excursion**

#### **Walking**

In the event that the site of the excursion is close to the school, it will be appropriate for students and their teachers to walk to the site. Teachers should check relevant forecasts prior to the excursion. The school must be prepared to alter or cancel excursions due to emerging safety concerns.

#### **Bus and train travel**

When hiring buses or coaches for excursions, the school will ensure the appropriate number of seats to safely take the children is available.

When organizing an excursion by rail, teachers will contact their local railway station concerning excursion concessions and other arrangements.

#### **Car travel**

For staff, parents and volunteers to transport students in cars, they, as the drivers, must do the following:

- A. Complete a Montessori Academy "Application to Provide Transportation to Students" form
- B. Have a current PVSC (police check)/Self-Declaration on file at the school
- C. Ensure the number of passengers in the vehicle does not exceed the number of seatbelts and that seatbelts are worn at all times.

#### **Air travel**

Teachers are able to use air travel as an appropriate method of transportation to enable students and teachers to travel to distant places.

#### **Travel outside of Canada**

When crossing international borders, a permission form must be signed and dated by the parents and notarized, allowing the teacher(s) to travel with the student outside of the country.

### **BRIEFING STUDENTS PRIOR TO EXCURSIONS**

Prior to any excursion, students should be briefed on:

- the purpose of the excursion and its curricular connections
- the school's expectations of their behavior
- their right to be safe and protected, about protective strategies and of avenues for support should concerns arise.
- Students should also be given strategies for seeking help and regaining safety.

The parents of individual students with particular health care needs and (to the extent that is feasible) the students themselves must be consulted about how their health care needs will be met during the excursion, especially where the arrangements differ from standard practice at school. All students should/will be briefed on the importance of advising staff if they are unwell or if they believe one of their fellow students is unwell.

Students participating in excursions to communities which are culturally different to their own should be briefed on cultural sensitivities and appropriate communication in cross-cultural contexts by teachers or guides/facilitators.

### **Reporting of incidents or accidents occurring while on excursions**

Staff leading school excursions are required to report incidents and accidents that occurred while on the excursion to the Academic Director. These would include incidents that:

- cause disruption to the excursion;
- create danger or risk that could significantly affect individuals participating in the excursion;
- affect the effective operation of the excursion.

### **Student behaviour**

- Students must behave appropriately at all times on excursions.
- Students on excursions interact with the public and are representatives of their school and community. Prior to excursions, they should be reminded by teachers of expected standards of behaviour and the application of the school's Code of Ethics. The school's Code of Ethics applies outside of school hours and off school premises on any School sanctioned events.
- The school has the right to ask a student to be sent home from any excursion if the student has compromised the school's Code of Ethics or the law. If any student is required to return home, it will be at the expense of the student's family. A communication report must be filled out; the parent is given a copy and the school retains a copy.

## Appendix 'F'

### Toddler/Casa Parent Issues and Concerns Policy and Procedures

<b>Section:</b> Health & Safety	<b>Policy Number:</b> 2 - 8
<b>CCEYA Regulation:</b>	<b>Effective Date:</b> September 1, 2017
<b>Subject:</b> Parent Issues and Concerns Policy and Procedures	<b>Revision Date:</b> August 10, 2017

#### **Purpose:**

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

#### **Definitions:**

*Licensee:* The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre is operates (i.e. the operator).

*Staff:* Individual employed by the licensee (e.g. program room staff).

#### **Policy**

##### **General:**

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

All issues and concerns raised by parents/guardians are taken seriously by the Executive Director, Academic Director, and the Site Supervisors for each specific location and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within two (2) business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

## **Confidentiality**

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

## **Conduct**

Our School maintains high standards for positive interaction, communication and role-modeling for children. Our Code of Ethics guides our interactions and as a result, harassment and discrimination will therefore not be tolerated from any party.

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

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children's Aid Society \(CAS\)](#) directly.

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

For more information, please view policy *1 – 6: Children in Suspected Abuse Policy* and visit: <http://www.children.gov.on.ca/htdocs/English/childrensaidd/reportingabuse/index.aspx>