



Parent Handbook

2021-2022



Montessori
ACADEMY OF LONDON

Table of Contents

Welcome and Introduction

A Decalogue by Maria Montessori	4
Welcome	5
Board of Governors	6
Our Vision, Mission & Values	6
Accreditation	7

Philosophy and Programming

The Montessori Philosophy and Method	9
Specialty Programs	11
Show and Share	13
Special Needs	13
The Role of the Learning & Literacy Support Teacher	13
The Role of the Educational Resource Aid	13
Phasing-In and Class Placement	14

Registration and Financial Policies

Financial Support Program	16
Application and Enrolment Policy	16
Fees Policy	18
Additional Programs Offered	21
Child Care Deductions	21
Probation Period	22
Dismissal Policy	22

Parent and Child Responsibilities

School Hours	24
Attendance	24
Arrivals and Departures	24
Extended Hours	25
Professional Development Days and Holidays	25
Driveways and Parking	26
Clothing / Dress Code	26
Food Guidelines	27
Electronic Communication Device Policy	29
Code of Ethics – Introduction	29

Information and Involvement

Reporting and Conferencing	31
Parent Information and Education Opportunities	32
Parent Participation: Getting Involved	33

Health and Safety

Temperature and Outdoor Playtime Policy	36
Children Who Nap in Toddler and Casa	36
Illness and Accidents	36
Student Health Records & Emergency Information	38
Leaving School Property	39

Communication

Printed Communication	41
Electronic Communication	41
School Closure Communication	42
Student Directory	42
Parent Representatives	42
Contacting Montessori Academy of London	43

Code of Ethics, Behaviour Management & Policies

Restitution	45
Code of Ethics	45
Appendix “A” Definition of Harassment	48
Appendix “B” Computer Use and Social Media Policy	49
Appendix “C” Excursion Policy and Procedures	50
Appendix “D” Ministry Programming Statement and Policies (CCEYA)	54
-Toddler/ Casa Program Statement (CCEYA)	
-Toddler/Casa Code of Ethics to support CCEYA	
-Toddler/Casa Program Philosophy (CCEYA)	
Appendix “E” Concussion Policy	60
Appendix “F” Toddler/Casa Parent Issues and Concerns Policy and Procedures	73
Appendix “G” Emergency Management Policy and Procedures	75
Appendix “H” Supervision Policy for Volunteers and Students	85

Updated AUGUST 1, 2021

Welcome and Introduction

A Decalogue by Maria Montessori

Welcome

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 been 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 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 up to 12 elected members, which consists of alumni, alumni parents, current parents, and community members. The ex-officio officers 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 nine times 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 and Strategic Plan can be found [on the School's website under Resources / Publications](#). 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.

Board of Governors

Officers

Suzanne Fratschko Elliott, President
Meghan Komenda, Vice-President
Wilma McIntyre, Secretary
Tyler Reavell, Treasurer

Governors

Andrea Dean
Julie Elgie
Matt Grossi
Kevin Higgins
Mark Innes
Dharshi Lacey
Ted Middleton
Rachel Noye
Sarah Tattersall
Mark Whitley

Kristen Crouse, Academic Director, Ex-Officio
David Pasquino, Finance Director, Ex-Officio
Tina Sartori, Executive Director, Ex-Officio

(as of July 2021)

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

Not all Montessori schools are created equal, and in this way, Montessori Academy is unique in the area. We offer the only program in London – and one of the first in Canada – to receive accreditation by the Canadian Council of Montessori Administrators (CCMA).

Accreditation helps establish a consistency of standards and the preservation of the Montessori philosophy of education. That consistently high standard of programming is expected long-term; each CCMA school is re-accredited every five years to ensure it provides the best-quality Montessori education available in Canada. Our most recent re-accreditation was November 2018.



Philosophy and Programming

The Montessori Philosophy and Method

Specialty Programs

Show and Share

Special Needs

The Role of the Learning & Literacy Support Teacher

The Role of the Educational Support Aid

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 the 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 D for details on our Ministry Program Statement (Regulation 46) and our CCEYA Program Philosophy.

Toddler Program (18 months – 3 years)

Through the many experiences with an intentionally prepared environment, the toddler child's needs are nurtured and developed. This time is the richest period of brain growth and development, therefore a wide variety of activities are presented to the child to promote self-care and independence, language acquisition, and exploration using all of their senses. Repetition of movement is a key element.

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)

*The child must be at least 2.8 years old as of September to enter the Casa program.

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, Art Appreciation, and Art Production provide meaningful experiences for the students and promote their individual expression and creativity. Our art teacher teaches in the Elementary school as well as acts as a consultant to our Casa classes. We host an ARTexpo once every two years to display samples of each child's artwork.

French

The Elementary program at all levels is designed to develop a range of essential skills in the four interconnected strands: speaking, listening, reading and writing. Using effective language learning strategies such as Gesture Approach (GA), Pared-Down Language (PDL) and Total Physical Response (TPR), vocabulary retention and communication skills occur naturally.

Lower Elementary students benefit from a holistic approach to learning French with a strong emphasis on oral communication and listening comprehension. Lessons are delivered through music, dance and movement, multimedia presentations, and interactive games and activities.

At the Upper Elementary level, students develop a broader understanding of various grammatical elements, sentence structures and language nuances. Regular opportunities to interact in French, and to monitor and reflect on their learning are provided, as students begin to incorporate analytical, critical, and metacognitive thinking skills. Overall, students will gain an appreciation for the value of learning French, the French Canadian culture, and "la francophonie" in general.

The Junior High program compliments the Elementary program by building upon the foundations of vocabulary and grammar. Students apply their knowledge to reflective and creative work which combine elements of reading, writing, listening and speaking. There is a strong emphasis on cultural ties to language, students explore and compare global French communities to those found here in Canada.

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 Ukulele Club, 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 once a week 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. Our students receive a minimum of an hour of outside play time each school day.

In Casa, the students have gym twice a month in the Colborne Street Church Gymnasium. These gym classes are taught by their classroom teachers, and once a month by the Elementary/Junior High gym teacher.

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 for each class. Included in your child's tuition fee is the cost of one T-shirt and one pair of shorts. Additional gym wear may be purchased.

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 Local Health Integration Network under the Ministry of Health provides independent 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 independent 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 & Literacy Support Teacher

The Learning & Literacy Support Teacher is two parts: First it to work alongside the classroom teachers to help facilitate success for students who are on Individual Education Plans (IEPs), to interpret assessment documentation, collaborate with teachers, parents, psycho-educational services, write IEPs, 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.

The second part of the role is to work alongside the Elementary teachers in monitoring and assessing students' progress in reading fluency, comprehension, writing, and spelling. The Learning and Literacy Support 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.

The Role of the Educational Resource Aid

The role of the Educational Resource Aid is to provide individual and group support to students on IEPs, as well as giving teachers advice on how to best support the students under the guidelines of their IEPs. The Educational Resource Aid will collaborate with the Learning & Literacy Support teacher as well as the parents of students on IEPs to help maximize the child's development at home and at school.

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 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. This phasing in occurs the week before school begins.

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.

Toddler Home Visits

Teacher(s) visit our new Toddler families in their homes prior to School starting in the fall. These home visits are a worthwhile investment for the teacher, child and parents. Even in situations where separation between a parent and child is not an issue, the home visit is an effective way of forming a strong, positive relationship with the family and teacher. Parents receive a questionnaire prior to the home visit, which the parents, child and teacher complete together. The hope is that the visit will lessen the child's separation anxiety and the parents can continue to talk about the teacher(s) to the child before the first day of Phasing-In.

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, the class as a whole, and Ministry regulations at the Toddler and Casa levels.

Registration and Financial Policies

Financial Support Program
Application & Enrolment Policy
Fees Policy
Additional Programs Offered
Child Care Deductions
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 support the program, 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. Extenuating circumstances will be taken into consideration where applicable.

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

Application & Enrolment Policy

New Families

Immunization Policy

Upon enrolment, all families are required to provide a record of immunizations to date. This same record must also be sent to the Middlesex London Health Unit (MLHU) and updated with MLHU as needed. If MLHU is not provided with updated records, the Health Unit can notify the School and require the School by law to suspend a student until their information is up to date. If a family chooses not to immunize their child for religious or personal conscience then an exemption form must be on file. [Form 010-3042E / Statement of Conscience or Religious Belief \(hyperlink to website\)](#) must be notarized to be accepted. An exemption for medical reasons would be provided by the child's physician or nurse practitioner.

Introductions and Application

Our goal is to enrol students who will thrive and meet their full potential in the Montessori education program. Interested families are asked to complete a Montessori Information Session and School Tour to assist in learning about the school, teaching methods, and the learning environment. Additionally, an Online Application, a copy of the child's birth certificate, and a copy of the child's most recent report card (if applicable) is required to be considered for admission. There is a \$125 non-refundable fee to submit the Online Application. The Application must be completed by the child's parent or legal guardian. Applications for the upcoming school year are accepted on an ongoing basis. For students applying at the Elementary level, a student classroom visit 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. In March, new student applications are considered based on available space in the program. 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 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 via the MA Parent Portal. The Offer of Admission must be completed by the child's parent or legal guardian. If you complete the required online documents as outlined below within 7 days of the initial Offer, your child will be enrolled into the program. If the documents are not completed within 6 days, this Offer will be available to other applicants.

- a) Confirmation of Enrolment Form
- b) Payment of the non-refundable Enrolment Deposit
- c) 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
- d) Code of Ethics Affirmation
- e) Health Questionnaire
- f) Permission Acknowledgements and Release of Information
- g) Toddler & Casa only: "Getting to Know Your Child Better" Form
- h) Toddler & Casa only: A copy of current immunization records

If you are unable to accept the Offer of Admission for the school year in which it has been offered, you may defer acceptance (once only) to the following school year. Enrolment deposits already submitted are non-refundable at any time, but may be deferred for one year.

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 provided in August.

Wait Pool Policy – Limited Spaces

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.

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 child'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.

Re-Enrolment for Returning Students

Re-Enrolment is required for all returning students on an annual basis and is processed beginning in February. The following documents are required to be completed / submitted by the child's parent or legal guardian to be re-enrolled for the upcoming school year:

1. Confirmation of Re-Enrolment Form
2. Enrolment Deposit
3. Signed Code of Ethics Affirmation
4. Post-dated cheque(s) as required for Plan A and B. Plan C requires a void cheque and completed pre-authorized payment form
5. Toddler, Casa & Junior High: Post-dated cheque(s) for Hot Lunch as required for Plan A and B. Plan C Hot Lunch Fees may be included monthly.

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

Re-Enrolment Confirmation

Once the online Re-Enrolment documents are completed as outlined above and the deposit and post-dated cheque(s) for the balance of tuition are received, your child is considered re-enrolled for the upcoming school year. A confirmation e-mail is also provided following the submission of the Confirmation of Re-Enrolment form.

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

Fees Policy

Application Fee

Families wishing to enrol a new student at MA must submit a \$125 non-refundable application fee along with each Online Application.

Enrolment Deposit

A non-refundable Enrolment Deposit is required with each student's Confirmation of Enrolment form. This deposit, along with a completed Confirmation of Enrolment form, secures enrolment for the coming school year.

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 on our website and the MA Parent Portal.

Payment Plan Discounts

Tuition depends on the program and payment plan selected. Payment plan discounts are provided as follows:

- Plan A: \$400 discount (full-day programs) or \$200 discount (part-day programs)
- Plan B: \$200 discount (full-day programs) or \$100 discount (part-day programs)
- A payment plan discount is not offered for Plan C.

Sibling Discounts

Sibling 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 in accordance with the selected payment plan. Please refer to the tuition fee schedule on our website or the MA Parent Portal 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 of 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. The Activity Fees are due on September 1 of each school year and are payable to “Montessori Academy of London.”

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

Hot Lunch and Milk Programs

Toddler, Casa and Junior High 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.

The Junior High Lunch Program is a cornerstone of our adolescent curriculum, where every student is involved in every aspect. Elements of this program also support numerous other food related events for Junior High and their community. For this reason, the Junior High lunch program is part of our broader school fee schedule.

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 has in turn submitted a Confirmation of Re-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, the parent/guardian 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, subject to the following:

1. The enrolment deposit is due March 1 and is non-refundable;
2. Between April 1 and August 15, 50% of the annual tuition fee is refundable, less the enrolment deposit;
3. Following August 15, 100% of the annual tuition fee is payable to the School, and is non-refundable.

Forced School Closure

In the unfortunate event of a forced school closure, the School will communicate with families a plan to launch our home-based learning program. Families will receive information on processes, work to be completed and expectations of the students. In the event that the school needs to remain closed for a significant period of time, the School may modify planned PD Days, holiday breaks or extend the school year up to and including June 30th. Tuition fees are non-refundable in the event of a forced school closure, unless otherwise mandated by the provincial government or the Montessori Academy of London Board of Governors.

Method of Payment

The option of paying in installments by post-dated cheques or automated funds transfer, 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 Registrar at least 10 business days before the next scheduled payment is due. Any NSF payments alerted to the school by the bank for any reason are subject to a bank replacement fee of \$10.

For any overdue payments, the following will occur:

- When your payment is overdue you will receive an Outstanding Fee Notice from the Registrar
- If payment has not been received by two weeks following the date on the Outstanding Fee Notice, or you have not contacted the Registrar to put a new payment plan into place, a Payment Demand Notice will be issued

- If payment has not been received by 2 weeks following the date on the Payment Demand Notice, or you have not contacted the Registrar to put a new payment plan into place, your child will be withdrawn from the program and further action will be taken (collections agency, small claims court)
- 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 Registrar has been contacted and a plan has been agreed upon to settle the outstanding balance
- A late fee of 1.5% per month (18% per annum) will be added to payments not received by the due dates.

Additional Programs Offered

Toddler March Break Camp

Our March Break Toddler Camp is limited to children who are currently enrolled in our School Year Toddler program. A maximum of 15 spots are available. Toddler Families will be contacted by the Registrar prior to March Break to facilitate registration. The Camp will run for 1 week during the two-week March Break. Dates will be confirmed annually.

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/

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/

Camp Discovery Fees & Withdrawal / Refund Policy

Camp fees include daily lunch, two snacks, a Camp Discovery T-shirt, and access to the Extended Hours Program. Camp registrations must be accompanied by a non-refundable deposit of \$200. The balance of Camp fees are due by May 1.

Written notification is required to process all withdrawal and refund requests for any one or more registered camp sessions. Refunds are not issued for camp days missed for any reason.

- Withdrawal from the Camp program may occur up to May 1, however, the deposit will not be refunded
- If withdrawal for any of the registered Camp sessions occurs after May 1, a refund will not be provided

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, tuition receipts for income tax purposes are issued for child care payments received during the preceding calendar year.

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 / Dress Code

Food Guidelines

Electronic Communication Device Use

Code of Ethics Introduction

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.

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.

Toddler & Casa

Full-day students

- Arrival 8:30 a.m.– 8:45 a.m.
- Pick-Up 3:30 p.m.– 3:45 p.m.

Part-day students

- Arrival 8:30 a.m.– 8:45 a.m.
- Pick-Up 12:30 p.m. – 12:45 p.m.

Children registered for Extended Hours in the morning must be brought directly to the Extended Hour program classroom.

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

Elementary

- Arrival 8:30 a.m.– 8:45 a.m.
- Pick-Up 3:30 p.m. – 3:45 p.m.

Extended Hours students go directly to the Library.

If a student is late at Elementary level (past 8:45 a.m.), they must report to the office prior to going to class, as we have Specialty classes scheduled for departure shortly after 8:45 a.m.

Junior High

- Arrival 8:30 a.m. – 8:45 a.m.
- Dismissal 3:30 p.m. – 3:45 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.

Extended Hours

Montessori Academy offers an Extended Hours program to families who require supervision for their children before or after school hours. Register your child online for our Extended Hours program through the link on the school's website under Programs / Extended Hours.

Supervision is available on an occasional-use, monthly, or annual basis.

- Early hours: 7:30 a.m. – 8:30 a.m. or any part thereof
- After hours: 3:45 p.m. – 5:30 p.m. or any part thereof

“Occasional Use” of the Extended Hours program is available at a charge of \$12/child per use. Families will be invoiced at the end of the month for the number of times their child participated in the program.

The Fee for Extended Hours may be paid by credit card online or at the Main Office by cash, Apple Pay, credit card, debit or cheque; make cheques payable to “Montessori Academy of London.” Please note there is a \$30 fee if your child is picked up after 5:30 p.m.

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, and professional development days throughout the school year. In March, our Casa, Elementary, and Junior High programs break for two weeks. Our Toddler program breaks for two weeks – however, we offer an optional March Break program for one week. (See Day Camp information that follows for more details.)

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 available on the MA Parent Portal under the Resources tab, and are available at Reception.

Waterloo Central – 718 Waterloo St.

Parking is available for parents on the north and south side of Piccadilly Street to the east of Waterloo. Please note the “No Parking - Buses Only” areas. Toddler families enter through the

side gate located off of Piccadilly St., and proceed to the side porch. Please ring the bell by the red door to notify a teacher of your arrival. One of your child's teachers will greet you and bring your child into the cubby area. Parents exit off the front of the porch.

Westmount South – 362 Commissioners Rd. W.

A one-way in/out drive is in effect. Please park your car carefully, turn the engine off and escort your child directly into 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 – 311 Oxford St. E.

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 St.

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 3:45 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. **Please help us be good neighbours and do not turn around in or block our neighbours' driveways.**

Junior High – 742 Waterloo St.

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, 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 personalized labels through one of the school's partner label programs throughout the year. Purchases made through these label programs support the school's fundraising efforts.

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 hat and mittens/gloves to sufficiently protect them from the cold. Waterproof mittens/gloves are highly recommended so your child remains comfortable for the duration of playtime. 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. The gym T-shirt must also be worn on all school outings, except for theatre and concert trips. No blue jeans or track pants are allowed for theatre and concert attire.

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 hat and mittens/gloves to sufficiently protect them from the cold. Waterproof mittens/gloves are highly recommended so your child remains comfortable for the duration of playtime. No scarves, please.

- Hats are not permitted to be worn in school.
- Clothing must not be revealing in such a way that undergarments are visible. Shirts must cover the midriff and back.
- Clothing with inappropriate or offensive sayings is not permitted.

Dress Code for Performances – Elementary and Junior High

We ask that students performing at assemblies and performances wear:

- Pure-white, choir uniform shirt (order forms are sent home at the beginning of the school year)
- Black dress pants (no jeans or yoga pants)
- Black socks and black shoes

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 students. 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 Snack and Hot Lunch Program. Menus for these programs 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, visit the Growing Chefs! Ontario website: <https://growingchefsontario.ca/the-beet/lunch-menus> The monthly lunch menus can also be found on the **Snacks & Lunch Menus Resource Board** on the MA Parent Portal.

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. If your child is in the after-school Extended Hours program, we encourage you to send them to school with an additional snack.

Elementary/Junior High Lunches

Parents and students need to be mindful of our "nut-alert environments" when packing a nutritious lunch. Nutrition is taught in each class and we believe it should be reinforced in the child's home environment. Students are encouraged to help pack their own healthy lunches 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. The Junior High Lunch program is an integral part of the adolescent program; the students create meal plans and budgets, and prepare lunch for their peers.

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 student directory on the MA Parent Portal contact information. Please refer to the Communications Section of this handbook for more on the MA Parent Portal.

Electronic Communication Device Use

Students

Absolutely no electronic communication devices are to be used by students during the school day. Any devices brought to school are stored securely during class time by the teachers. In the case of activity trackers (such as Fitbits), messaging functions must be disabled/turned off during school hours to avoid distraction.

On school field trips, Staff will carry mobile phones in case of emergencies. Students are not allowed to take electronic communication devices on field trips or school outings.

Parents/Adults

Please turn your 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 – Introduction

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 The Code of Ethics Behaviour Management & Policies section of this handbook for our full Code of Ethics.

Information and Involvement

Reporting and Conferencing
Parent Education Opportunities
Parent Participation: Getting Involved

Reporting and Conferencing

Progress Reports

Developmentally appropriate Casa Progress Reports are available through the MA Parent Portal in December and June, with an Interim Academic Report provided in the Spring. Anecdotal Elementary Progress Reports are available through the Parent Portal in December and June, with an Interim Academic Report provided in the Spring. Junior High students receive an Interim Academic Report in December and an Anecdotal Progress Report in the Spring and June. 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

Students in Years 3, 4, 6, and 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 8.

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 Information & Education Opportunities

Parent Education is a very important element of our program. Parents are expected to attend an Information Session & Tour 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.

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
- Curriculum Presentations

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 observations 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.

Classroom 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 difficult for them at their developmental level. 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 three 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 the Lower Elementary heritage lunch, classroom socials, and thank you events for our parent volunteers.

We regularly 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 Amy Kelton, Angeline Stoll Lillard, Jonathan Wolff, Aline Wolf, Michael Ungar, Stephen Lewis and Sue Martin. 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 organization and registered charity, the School relies on fundraising initiatives to support a variety of needs and augment our programs. Our fundraising initiatives include our Annual Appeal Letter sent home to families, and school-wide events throughout the year. Our fundraising events are a great way to engage with parents and friends in our community and 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 the students of our school.

- **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 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 Elementary, Oxford, and Westmount locations are great examples of how special projects enhance the quality of the education our students experience.
- **Endowment Fund** - The school has established the **Montessori Academy of London Endowment Fund** with the London Community Foundation. Anyone – alumni, parents of alumni, families, or friends of Montessori Academy of London – may choose to donate 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.

As Montessori Academy is a registered charity, 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 to learn more about making a donation.

Charitable Giving

The school participates in Charitable Giving to local (Children’s Health Foundation, London Food Bank and Merrymount Children’s Centre) and international charities 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.

Health and Safety

Temperature and Outdoor Playtime Policy

Children Who Nap in Toddler & Casa

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 Casa/preschool program 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 will have a designated cot with their name on it, and their own labelled crib sheet and blanket. 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. Cots are provided by the school.

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 and 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 the section on Student Emergency Information.

**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

Illness	Action
Chicken Pox	No exclusion from school unless too ill to take part in activities.
Conjunctivitis (Pink Eye)	Exclude until seen by healthcare provider. If Bacterial: exclude until 24 hours after the start of treatment. If Viral: return to school with the approval of healthcare provider.
Diarrhea / Vomiting	Must remain home until 24 hours symptom-free without medication.
Fifth Disease	No exclusion from school unless too ill to take part in activities.
Hand foot and mouth	No exclusion unless too ill to take part in activities.
Influenza	Exclude until fever-free* for 24 hours and well enough to take part in activities.
Impetigo	Exclude until 24 hours after treatment begins.
Measles (Rubella)	Exclude 4 days from appearance of rash. Non-immune children and staff must also be excluded from 5 days after the first exposure and up to 21 days after the last exposure, unless they: 1) can be immunized within 72 hours from the first exposure; 2) show lab confirmation of immunity or, 3) have received immune globulin.
German Measles (Rubella)	Exclude for 7 days from the appearance of the rash.
Meningitis, bacterial	Exclude until 24 hours after the start of antibiotic treatment and well enough to take part in activities.
Mumps	Exclude 9 days or until swelling subsides
Norovirus	Exclude until symptom-free for 48 hours.
Strep throat	Exclude until 24 hours after starting antibiotics and feeling well enough to take part in activities.
Whooping Cough	Exclude until 5 days after starting antibiotics or three weeks from the onset if no treatment is given.

***Fever** – Parents will be notified any time their child has a fever of 38.5C (101F), at which point we will require the child to be picked up from school. Children are able to return to school if fever is under 38.5/101 and are well enough to cope and participate in all school activities; however, we recommend that medicated children stay home from school to recuperate.

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. For information on other common infections refer to the Guide to Common Infections (PDF) found on the Health Unit's website: www.healthunit.com/guide-to-common-infections

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 'E' on page 60.

Student Health Records and Emergency Information

For information on **Health Records** and **Immunization**, please refer to page 16 for our Immunization Policy for new students.

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, 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 each August prior to the start of the new school year. We ask you to update this information through the MA Parent Portal.

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 on the MA Parent Portal.

Medication Policy

A medication form must accompany all medications; forms are available through the Main Office and on the MA Parent Portal. 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, and 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 'C' on page 50.

Communication

Printed Communication
Electronic Communication
School Closure Communication
Student 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 some of the communication materials you will receive throughout the year.

Printed Communication

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.

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 Communication

MA Parent Portal

Our MA Parent Portal is a secure online tool that provides parents with access to the Student Directory, Report Cards, sibling applications and school forms and policies. The portal also allows parents to update their family contact information and complete the necessary documents for Re-enrolment. Login information will be provided to parents at the time of admission to the school. If you experience any issues logging in or have questions about the Parent Portal, please contact the Main Office.

August Information Email

By mid-August, parents will be provided an email with details regarding the coming school year and the first day of school.

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.

School Website: montessori.on.ca

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.

Social Media

The goal of Montessori Academy of London's social media accounts is to provide an upbeat, positive online presence to help us: connect with our online friends and followers; promote the value of Montessori education; highlight the achievements of our staff, students and families (past and present); and share news and positive stories we see in the world of child development and education. The school has social media accounts on Twitter, Facebook, Instagram and LinkedIn. Parents are asked to complete a photo permission waiver upon enrolment and annually in August.

School Closure Communication

In the event of severe weather, school administration will make a decision about closing the school by 7:15 am, if possible. If we decide to close the school, we will send a text message/SMS and email to all families – through the same distribution list as our Buzz eNewsletter. If you have not received a text message and 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 text message and email with posts via our social media accounts, and update our website's homepage. However, we ask families to please check their text messages and email first for school closure announcements.

Student 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 Student Directory through the MA Parent Portal for internal school use only.

Note: Parents who opt out of the Student Directory will not receive urgent messages via SMS/text from the school.

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. Parent Reps meet at the school several times during the school year.

Contacting Montessori Academy of London

Contacting Teaching Staff

We ask that parents contact teachers by phone, and not via email. During class time, phone calls will be put through to voicemail so that the teachers can focus their attention on the children. The teachers will return phone calls as soon as possible. Calls will only be transferred to classrooms during the following times:

- 8:15-8:45 am
- 11:30 am-1:30 pm
- 3:45-4:15 pm

A staff listing with classrooms and phone extensions can be found [on our website under About Us](#), and on the back of the printed *Year at a Glance* calendar each family receives in September.

Whom to contact and 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 do not answer.
If you have specific questions about your child, his or her performance, or the classroom	Teachers directly by phone and they will get back to you within 24 hours during the school week.
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	Academic Director
If you have questions about re-enrolment, tuition or fees, or sibling enrolment/applications	Registrar
If a new family is inquiring about attending an Information Session and school tour; and/or is interested in applying to the school	Executive Assistant
If you have questions about fundraising, development and sponsorship opportunities	Development Director
If you have questions about Communications, including advertising, PR, website, social media, and newsletters	Communications Director

Code of Ethics, Behaviour Management & Policies

Restitution Program Policy

Code of Ethics

Appendix “A” Harassment

Appendix “B” Computer Use and Social Media Policy

Appendix “C” Excursion Policy and Procedures

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

Appendix “E” Concussion Policy

Appendix “F” Toddler/Casa Parent Issues and Concerns
Policy and Procedures

Appendix “G” Emergency Management Policy and Procedures

Appendix “H” Supervision Policy for Volunteers and Students

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.

Code of Ethics

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 it within the family, in a manner appropriate for the age of your child(ren). By returning it to us with your signatures, you indicate your commitment to be bound by the terms and principles contained in this document. At the Montessori Academy of London we are continually working 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.

Rights, Responsibilities, Consequences

Your Rights as a Student

As a student at the 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 and privacy respected;
- Voice your opinion in a respectful way.

Your Obligations as a Student

As a student in our Montessori community, you therefore have a responsibility 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. You 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, Yard Supervisors 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.

Demonstrate Respectful Classroom Behaviour

We come together to learn in a fun, peaceful, and quiet environment. Be responsible, and allow others to concentrate. Choose your work from the shelf, not from another student. 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, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status and disability.

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.

Adhere to our Harassment Policy

Parents and students are expected to review, understand, and abide by the Harassment Policy. Our 'Harassment Policy' is attached as Appendix A and forms part of this Code.

Demonstrate Good Digital Citizenship

Students will be expected to adhere to this policy and be respectful digital citizens. Our 'Computer Security and Use Policy' is attached as Appendix B and forms part of this Code.

Value Privacy

Students are expected to respect the personal, informational and physical privacy of others.

Obligations of Parents and Guardians

Parents and guardians play a critically important role in the success of students and 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 the behaviour required of students. Our Montessori community must be a safe and welcoming place to learn and to work, if we are to maintain the culture which makes our school unique.

Obligations of the School

The Montessori Academy of London encourages any student who believes that they have been treated in a manner which is inconsistent with the Code to report their concern to their teacher or any trusted adult at the school.

A staff member who receives notice of a Code infraction shall, taking into consideration the age of the students, the nature of the alleged conduct, and any other relevant circumstances, first determine whether an informal resolution process may be appropriate.

An informal resolution process will include speaking with the student who has identified the inappropriate conduct, and the student who was alleged to have behaved in a manner contrary to the Code, and may involve discussing the matter with any other students who were participants or witnesses, and with parents/guardians.

Where school staff assess that the alleged conduct could represent a serious or repeated breach of the Code, including in all cases where student safety or well-being is at issue, the staff member receiving a report from a student shall immediately notify a member of the administrative team, who shall consider the need for a formal investigation, and where the alleged conduct is confirmed, determine the appropriate consequences.

Information shared by a student will be treated confidentially, to the extent that doing so does not interfere with responding appropriately to the concerns identified.

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, and that their continued participation at the Montessori Academy of London is conditional upon their 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 Policy

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:

- A course of vexatious comment or conduct that is known or ought reasonably to be known as unwelcome, for example behaviour 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.
- A course of vexatious comment or conduct because of a person's sex, sexual orientation, gender identity or gender expression, which is known or ought reasonably to be known to be unwelcome. Such a course of comment or conduct can include written or verbal remarks, slurs, references, jokes or conduct or display of offensive or derogatory material, of a sexual nature which 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'

Computer Use and Social Media 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 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, in accordance with the school's Code of Ethics.

School computers are 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.

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

- Activities which may damage equipment.
- 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.
- Unauthorized access to personal e-mail.
- Unauthorized access or entry to the school's network system.
- Unauthorized entry or attempt to gain access to view, alter, copy, share or destroy files.
- The creation and or willful transmission of computer viruses or virus hoaxes.
- 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.

Social Media

Social media (such as Snapchat, Facebook, Instagram, Twitter, Tiktok, YouTube, blogs, etc.) can bridge both school and personal life of students and thus, some crossover and conflict of responsibilities may occur. The School's interest is in the protection of our employees, students, families, and the public image of Montessori Academy of London. In essence, students interacting online with other students, parents, and alumni is no different than interacting with these individuals or groups face-to-face; therefore we expect everyone to maintain the principles of respect, dignity and prudence, and uphold concern for the safety and protection of children in all interactions.

If an interaction that occurs on social media impacts our school community, the School will follow the Code of Ethics parameters and guidelines to investigate the situation, and the potential outcomes/consequences as a result of the investigation. As such, violation of this policy is considered a breach of the Code of Ethics and may lead to suspension and/or expulsion from the School.

Appendix 'C'

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 the 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 Vulnerable Sector 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. For specific field trips, there may be additional waivers and consent forms required.

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 “D”

MA Ministry Program Statement & Policies

Section: Program	Policy Number: 2 – 1
CCEYA Regulation:	Effective Date: November 1, 2015
Subject: Program Statement	Revision Date: August 27, 2019

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) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without

adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;

(d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;

(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

(f) Inflicting any bodily harm on children including making children eat or drink against their will.

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 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, thereby being inclusive of all children. This also embraces children with individualized plans, which are designed based on guidance and/or assessments from community professionals, are implemented by the teachers and are reviewed annually. 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, cultural groups and developmental levels. Outside resource organizations and professionals are always welcomed into our environments to provide further support where required.

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 'E'

Concussion Policy

Section: Health & Safety	Policy Number: 1 – 2 A
CCEYA Regulation:	Effective Date: November 4, 2016
Subject: Concussion Policy	Revision Date: January 31, 2020

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** and **Parachute Canada** the **Ontario Physical and Health Association (OPHEA)** has **updated** their 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.

CHART 1: Identifying a Suspected Concussion – Steps and Responsibilities

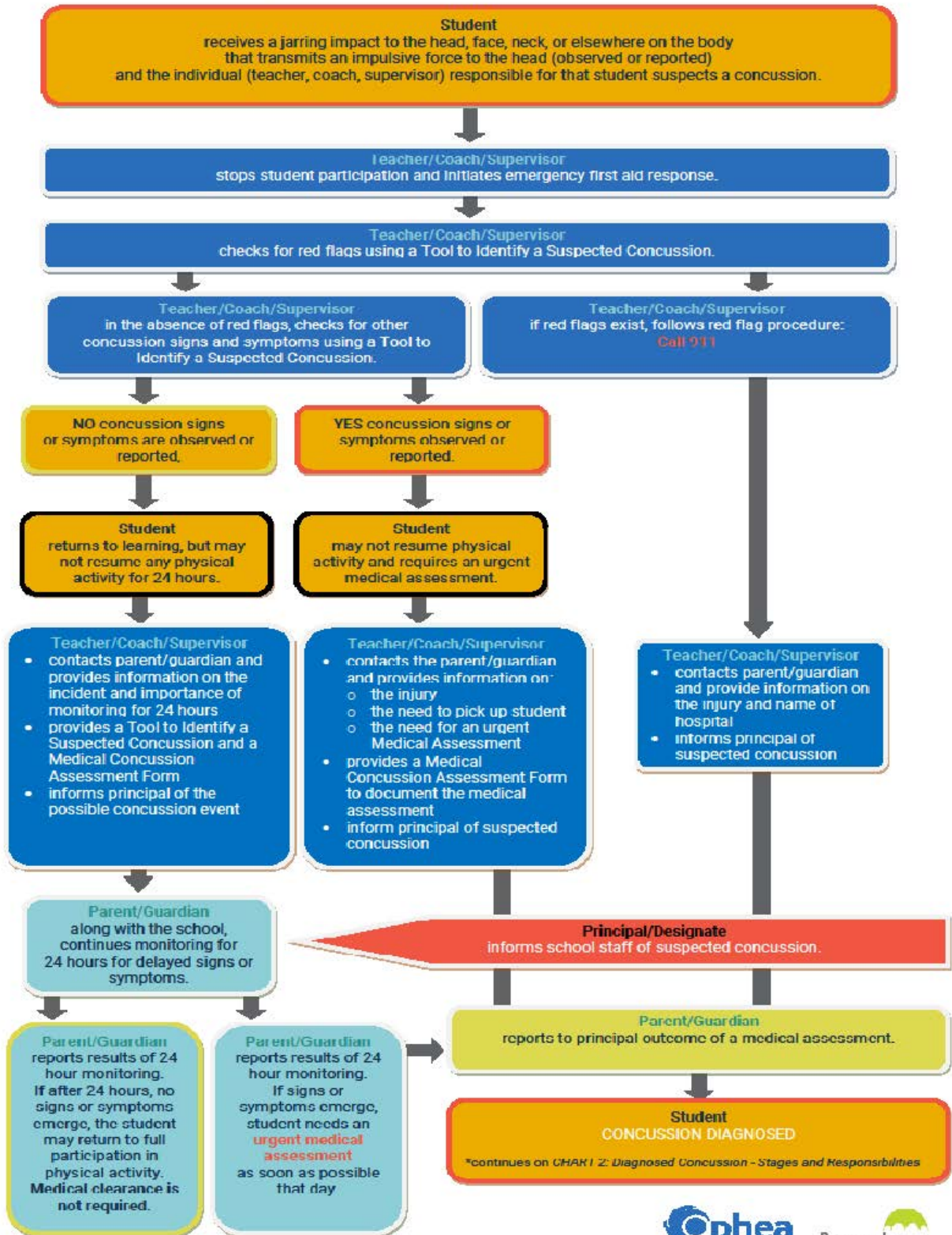
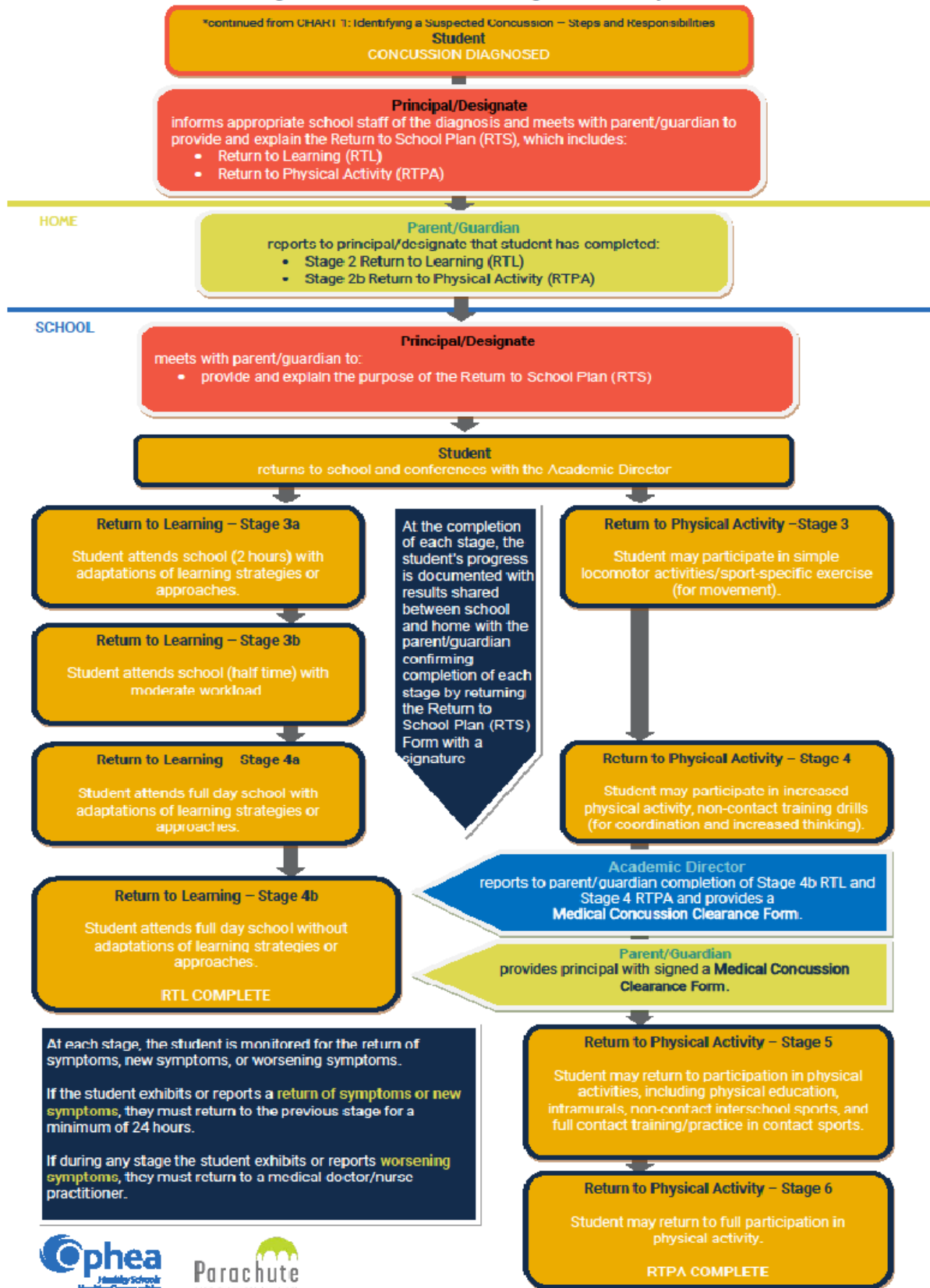


CHART 2: Diagnosed Concussion - Stages and Responsibilities



Procedure for Staff to Follow

Identification of Suspected Concussion:

If after a jarring impact to the head, face or neck or elsewhere on the body, an impulsive force is transmitted to the head (observed or reported), and the individual (for example, teacher/coach) responsible for that student suspects a concussion, the Steps within the **Tool to Identify a Suspected Concussion** must be taken immediately. Below are the steps to identify a suspected concussion:

Step A: Red Flags Signs and Symptoms

If any one or more red flag sign(s) or symptom(s) are present, call 911, followed by a call to parents/guardian/emergency contact.

- Deteriorating conscious state
- Double vision
- Increasingly restless, agitated or combative
- Loss of consciousness
- Neck pain or tenderness
- Seizure or convulsion
- Severe or increasing headache
- Vomiting
- Weakness or tingling/burning in arms or legs

Step B: Other Signs and Symptoms

If Red Flag(s) are not identified continue and complete the steps (as applicable) and *Step E: Communication to Parents/Guardians.*

Step B1: Other Concussion Signs

Check what you see:

- Balance, gait difficulties, motor incoordination, stumbling, slow labored movements
- Blank or vacant look
- Disorientation or confusion, or an inability to respond appropriately to questions
- Facial injury after head trauma
- Lying motionless or the playing surface (no loss of consciousness)
- Slow to get up after a direct or indirect hit to the head

Step B2: Other Concussion Symptoms Reported (What the student is saying)

Check what the student reports feeling:

- Balance problems
- Blurred vision
- Difficulty concentrating
- Difficulty remembering
- Dizziness
- “Don’t feel right”
- Drowsiness
- Fatigue or low energy
- Feeling like ‘in a fog’
- Feeling slowed down
- Headache
- More emotional
- More irritable
- Nausea
- Nervous or anxious
- “Pressure in head”
- Sadness
- Sensitivity to light
- Sensitivity to noise

****If any signs or symptoms worsen call 911****

Step B3: Conduct Quick Memory Function Check

Questions may need to be modified for very young students, the situation/activity/sport and or students receiving special education programs and services. Failure to answer any one of the questions correctly indicates a suspected concussion.

- What room are we in right now? *Answer:* _____
- What activity/sport/game are we playing now? *Answer:* _____
- What field are we playing on today? *Answer:* _____
- Is it before or after lunch? *Answer:* _____
- What is the name of your teacher? *Answer:* _____
- What school do you go to? *Answer:* _____

Step C: When sign(s) are observed and/or symptom(s) reported, and/or the student fails to answer any of the Memory Function questions correctly:

Actions required:

- A concussion should be suspected;
- The student must stop participation immediately and must not be allowed to return to play that day even if the student states that they are feeling better; and
- The student must not:
 - leave the premises without parent/guardian (or emergency contact) supervision,
 - take medications except for life threatening medical conditions (for example diabetes or asthma)

The teacher informs the parent/guardian that the student needs an urgent medical assessment (as soon as possible that day) by a medical doctor or nurse practitioner. Medical doctors and nurse practitioners are the only healthcare professionals in Canada with licensed training and expertise to diagnose a concussion; therefore, all students with a suspected concussion must undergo evaluation by one of these professionals. In rural or northern regions, the medical assessment may be completed by a nurse with pre-arranged access to a medical doctor or nurse practitioner.

The parents/guardians must be provided with a completed copy of the **Tool to Identify a Suspected Concussion** and a copy of the **Medical Concussion Assessment Form**. The teacher informs the Academic Director of the incident.

Step D: If there are no sign(s) observed, no symptom(s) reported, and the student answers all questions in the Quick Memory Function Check correctly but a possible concussion event was recognized by a teacher:

Actions required:

- The student must stop participation immediately and must not be allowed to return to play that day even if the student states they are feeling better. The Academic Director must be informed of the incident.
- The teacher informs the parent/guardian of the incident and that the student attends school and requires continued monitoring for 24 hours as signs and or symptoms can appear hours or days after the incident.
- Remember:
 - If any red flags emerge call 911 immediately;

- If any sign(s) and or symptom(s) emerge, the student needs an urgent medical assessment (as soon as possible that day) by a medical doctor or nurse practitioner;
 - The parent/guardian communicates the results of the medical assessment to the Academic Director using the **Medical Concussion Assessment Form**;
- If after 24 hours of monitoring no sign(s) and or symptom(s) have emerged, the parent/guardian communicates the results to the Academic Director. The student is permitted to resume physical activities. **Medical clearance is not required.**

Step E: Communication to Parents/Guardians

If a student was checked for a suspected concussion using the Red Flags, Other Signs and Symptoms and the Quick Memory Function Check, communication must be provided to the student’s parents/guardians using the Step E checklist in the *Tool to Identify a Suspected Concussion*:

- Red Flag sign(s) were observed and or symptom(s) reported and emergency medical services (EMS) were called.
- Other concussion sign(s) were observed and symptom(s) reported and/or the student failed to correctly answer all the Quick Memory Function questions.
- No sign(s) or symptom(s) were reported and the student correctly answered all of the questions in the Quick Memory Function Check but a possible concussion event was recognized. Student attends school, no physical activity, with continued monitoring at school and home for 24 hours. Continued monitoring is required (consult Step D).**

**Parents/Guardians must communicate to the Academic Director the results of the 24 hour monitoring. Including:

- The results of the **Medical Concussion Assessment Form** (if applicable);
- If no concussion sign(s) and symptom(s) were observed or reported after the 24 hours monitoring period.

Return to School Plan

Should a student be diagnosed with a concussion, the student will be required to follow a **Return to School Plan**. This plan incorporates the:

- **Return to Learning (RTL) Plan**
- AND
- **Return to Physical Activity (RTPA) Plan**

The **RTL** and **RTPA** plans are interrelated, however, they are not interdependent. A student’s progress through the stages of **RTL** is independent from their progression through the **RTPA** stages. Different students will progress at different rates.

Return to Learning (RTL) Plan

There are two parts to a student's **RTL Plan**. The first part, *Initial Rest* to *Stage 2*, occurs at home and the second part, *Stage 3a* to *Stage 4b*, occurs at school. At each stage, the student is monitored for the return of symptoms, new symptoms, or worsening symptoms.

Each stage must last a minimum of 24 hours.

Initial Rest

- Completed at home;
- 24-48 hours of relative cognitive rest.

Activities permitted if tolerated by the student: short board/card games, short phone calls, photography with a camera, crafts.

Activities not permitted: texting, television, computer, video games, reading, attendance at school or school-type work.

The student moves to Stage 1 when:

- Symptoms start to improve or after resting 2 days maximum (whichever occurs first).

Stage 1

- Completed at home;
- Light cognitive (thinking/memory/knowledge) activities;
- Gradually increase cognitive activity up to 30 minutes, take frequent breaks.

Activities permitted if tolerated by student: activities from previous stage, easy reading, limited TV, limited cell phone conversations, some contact with friends, drawing, puzzles

Activities not permitted at this stage: technology use (computer, cell phone for texting or games, video games), attendance at school or school-type work

The student moves to Stage 2 when:

- The student tolerates 30 minutes of light cognitive activity (for example a student should be able to complete 3-4 of the permitted activities listed above) and has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms;
- The student has completed a minimum of 24 hours at Stage 1.

HOWEVER:

- The student must return to the previous stage for a minimum of 24 hours when they have exhibited or reported a return of symptoms or new symptoms;
- The student must return to a medical doctor or nurse practitioner when they have exhibited or reported a worsening of symptoms.

Stage 2

- Completed at home;
- Gradually add cognitive activity (as per activities permitted);
- When light cognitive activity is tolerated, introduce school work (at home and facilitated by the school).

Activities permitted if tolerated by student: Activities from previous stage, school-type work in 30 minute increments, crosswords, word puzzles, word search, and limited technology starting with shorter periods and building up as tolerated.

Activities that are not permitted at this stage: School attendance.

The student moves to Stage 3a when:

- The student tolerates the additional cognitive activity (for example a student should be able to complete 3-4 of the activities permitted) and has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms;
- The student has completed a minimum of 24 hours at Stage 2.

HOWEVER:

- The student must return to the previous stage for a minimum of 24 hours when they have exhibited or reported a return of symptoms, or new symptoms;
- The student must return to a medical doctor or nurse practitioner when they have exhibited or reported a worsening of symptoms.

Stage 3a

- The student begins with an initial time at school of 2 hours;
- The individual **RTL plan** is developed by the parents and staff and looks at the student's individual needs, determining possible strategies and or approaches for student learning.

Activities permitted if tolerated by student: Activities from previous stage, schoolwork for up to 2 hours per day in smaller chunks (completed at school) working up to ½ day of cognitive activity, adaptation of learning strategies and or approaches.

Activities that not permitted at this stage: tests/exams, homework, music class, assemblies, field trips.

School Responsibility:

- The student has demonstrated they can tolerate up to half a day of cognitive activity;
- The **Return to School Plan** is sent home to parent/guardian.

Home Responsibility:

- If the student has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms, parent/guardian signs off on the **Return to School Plan** and it is sent back to school;
- If the student exhibits or reports a **return of symptoms or new symptoms**, they must return to the previous stage for a minimum of 24 hours;
- If during any stage the student exhibits or reports **worsening symptoms**, they must return to a medical doctor/nurse practitioner.

Stage 3b

- The student continues attending school half time with gradual increase in attendance time, increased school work and a decrease in the adaptation of learning strategies and or approaches.

Activities permitted if tolerated by student: activities from previous stage, school work for 4-5 hours per day, in smaller chunks (for example 2-4 days of school/week), homework- up to 30 minutes per day, decrease in adaptation of learning strategies and or approaches, classroom testing with accommodations

Activities that are not permitted at this stage: *standardized tests/exams*

School Responsibility:

- The student has demonstrated they can tolerate up to 4-5 hours of the cognitive activities listed in Stage 3b;
- The **Return to School Plan** is sent home to parent/guardian.

Home Responsibility:

- If the student has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms, parent/guardian signs off on the **Return to School Plan** and it is sent back to school;
- If the student exhibits or reports a **return of symptoms or new symptoms**, they must return to the previous stage for a minimum of 24 hours;
- If during any stage the student exhibits or reports **worsening symptoms**, they must return to a medical doctor/nurse practitioner.

Stage 4a

- Full day school, minimal adaptation of learning strategies and or approaches
- Nearly normal workload

Activities permitted if tolerated by student: *activities from previous stage, nearly normal cognitive activities, routine school work as tolerated, minimal adaptation of learning strategies and or approaches (start to eliminate adaptation of learning strategies and or approaches, increase homework to 60 minutes per day, limit routine testing to one test per day with accommodations i.e. increased time to write)*

Activities that are not permitted at this stage: *standardized tests/exams*

School Responsibility:

- The student has demonstrated they can tolerate a full day of school and a nearly normal workload with minimal adaptation of learning strategies and or approaches
- The **Return to School Plan** is sent home to parent/guardian.

Home Responsibility:

- If the student has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms, parent/guardian signs off on the **Return to School Plan** and it is sent back to school;
- If the student exhibits or reports a **return of symptoms or new symptoms**, they must return to the previous stage for a minimum of 24 hours;
- If during any stage the student exhibits or reports **worsening symptoms**, they must return to a medical doctor/nurse practitioner.

Stage 4b

- At school full day without adaptation of learning strategies and or approaches

Activities permitted if tolerated by student: *Normal cognitive activities, routine school work, full curriculum load (attend all classes, all homework, tests), standardized tests/exams, full extracurricular involvement (non-sport/non-physical activity, for example debating club, drama club).*

School Responsibility

- The student has demonstrated they can tolerate a full day of school without adaptation of learning strategies and or approaches
- The **Return to School Plan** is sent home to parent/guardian.

Home Responsibility

- If the student has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms, parent/guardian signs off on the **Return to School Plan** and it is sent back to school;
- If the student exhibits or reports a **return of symptoms or new symptoms**, they must return to the previous stage for a minimum of 24 hours;
- If during any stage the student exhibits or reports **worsening symptoms**, they must return to a medical doctor/nurse practitioner.

Return to Physical Activity (RTPA) Plan

There are two parts to a student's **RTPA Plan**. The first part, *Initial Rest to Stage 2*, occurs at home and the second part, *Stage 3 to Stage 6*, occurs at school. At each stage, the student is monitored for the return of symptoms, new symptoms, or worsening symptoms.

Each stage must last a minimum of 24 hours.

Initial Rest

- Completed at home;
- 24-48 hours of relative physical rest.

Activities permitted if tolerated by student: limited movement that does not increase heart rate or break a sweat, moving to various locations in the home, daily hygiene activities.

Activities that are not permitted at this stage: physical exertion (increases breathing and heart rate and sweating), stair climbing other than to move locations throughout the home, sports/sporting activity

The student moves to Stage 1 when:

- Symptoms start to improve or after resting 2 days maximum (whichever occurs first).

Stage 1

- Completed at home;
- Light physical activities (as per activities permitted) that do not provoke symptoms
- Movements that can be done with little effort (do not increase breathing and/or heart rate or break a sweat)

Activities permitted if tolerated by student: daily household tasks (for example bed making, dishes, feeding pets, meal prep), slow walking for short time.

Activities that are not permitted at this stage: physical exertion (increases breathing and heart rate and sweating), sports/sporting activity, stair climbing other than to move locations throughout the home.

The student moves to Stage 2a when:

- The student tolerates light physical activities (completes both activities permitted from Stage 1) and has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms;
- The student has completed a minimum of 24 hours at Stage 1.

HOWEVER:

- The student must return to the previous stage for a minimum of 24 hours when they have exhibited or reported a return of symptoms or new symptoms;

- The student must return to a medical doctor or nurse practitioner when they have exhibited or reported a worsening of symptoms.

Stage 2a

- Completed at home;
- Daily activities that do not provoke symptoms;
- Add additional movements that do not increase breathing and or heart rate or break a sweat.

Activities permitted if tolerated by student: *activities from previous stage, light physical activity (for example use of stairs), 10-15 minutes slow walking 1-2 times per day inside and outside (weather permitting).*

Activities not permitted at this stage: *physical exertion (increases breathing and or heart rate and sweating), sports/sporting activities.*

The student moves to Stage 2b when:

- The student tolerated daily physical activities (completes activities permitted in Stage 2a) and has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms;
- The student has completed a minimum of 24 hours at Stage 2a.

HOWEVER:

- The student must return to the previous stage for a minimum of 24 hours when they have exhibited or reported a return of symptoms or new symptoms;
- The student must return to a medical doctor or nurse practitioner when they have exhibited or reported a worsening of symptoms.

Stage 2b

- Completed at home;
- Light aerobic activity.

Activities permitted if tolerated by student: *Activities from the previous stage, 20-30 minutes walking/stationary cycling/recreational (that is at a pace that causes some increase in breathing/heart rate but not enough to prevent a student from carrying on a conversation comfortably).*

Activities that are not permitted at this stage: *Resistance or weight training, physical activities with others, physical activities using equipment.*

The student moves to Stage 3 when:

- The student tolerates light aerobic activities (completes activities permitted in Stage 2b) and has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms;
- The student has completed a minimum of 24 hours at Stage 2b.

HOWEVER:

- The student must return to the previous stage for a minimum of 24 hours when they have exhibited or reported a return of symptoms or new symptoms;
- The student must return to a medical doctor or nurse practitioner when they have exhibited or reported a worsening of symptoms.

Stage 3

- Simple locomotor activities/sport specific exercise to add movement.

Activities permitted if tolerated by student: *Activities from previous stage (20-30 minutes walking/stationary cycling/elliptical/recreational dancing at a moderate pace), simple individual drills (for example, running/throwing drills, skating drills in hockey, shooting drills in basketball) in predictable and controlled environments with no risk of re-injury, restricted recess activities.*

Activities that are not permitted at this stage: *Full participation in physical education, participation in intramurals, full participation in interschool practices, interschool competitions, resistance or weight training, body contact or head impact activities like heading a soccer ball, jarring motions for example high speed stops, hitting a baseball with a bat.*

School Responsibility:

- The student has demonstrated they can tolerate simple individual drills/sport specific drills as listed in permitted activities;
- The **Return to School Plan** is sent home to parent/guardian.

Home Responsibility:

- If the student has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms, parent/guardian signs off on the **Return to School Plan** and it is sent back to school;
- If the student exhibits or reports a **return of symptoms or new symptoms**, they must return to the previous stage for a minimum of 24 hours;
- If during any stage the student exhibits or reports **worsening symptoms**, they must return to a medical doctor/nurse practitioner.

Stage 4

- Progressively increase physical activity. Non-contact training drills to add coordination and increased thinking.

Activities permitted if tolerated by student: *activities from previous stage, more complex training drills for example passing drills in soccer and hockey, physical activity with no body contact for example dance, badminton, participation in practices for non-contact interschool sports (no contact), progressive resistance training may be started, recess- physical activity running/games with no body contact, daily physical activity.*

Activities that are not permitted at this stage: *full participation in physical education, participation in intramurals, body contact or head impact activities for example heading a soccer ball, participation in interschool contact sport practices or interschool games/competitions (non-contact and contact).*

School Responsibility:

- The student has completed the activities in Stage 4 as applicable;
- The **Return to School Plan** is sent home to parent/guardian;
- A **Medical Concussion Clearance Form** is sent home to parent/guardian.

Home Responsibility:

- If the student has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms, parent/guardian signs off on the **Return to School Plan** and it is sent back to school;
- If the student exhibits or reports a **return of symptoms or new symptoms**, they must return to the previous stage for a minimum of 24 hours;

- If during any stage the student exhibits or reports **worsening symptoms**, they must return to a medical doctor/nurse practitioner.

Before progressing to Stage 5 the student must:

Have completed *Stage 4a* and *Stage 4b* of the **RTL Plan** (full day at school without adaptation of learning strategies and or approaches);
 Have completed *Stage 4* of the **RTPA Plan** and be symptom-free;
 Obtain a signed **Medical Concussion Clearance Form** from a medical doctor or nurse practitioner.

****Please note: Premature return to contact sports (full practice and game play) may cause a significant setback to recovery.**

Stage 5

- Following medical clearance, full participation in all non-contact physical activities (that is non-intentional body contact) and full contact training/practice in contact sports.

Activities permitted if tolerated by student: *Physical education, intramural programs, and full contact training/practice in contact interschool sports.*

Activities that are not permitted at this stage: *competition (for example games, meets, events) that involves body contact.*

School Responsibility:

- The student has successfully completed the applicable physical activities in Stage 5;
- The **Return to School Plan** is sent home to parent/guardian.

Home Responsibility:

- If the student has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms, parent/guardian signs off on the **Return to School Plan** and it is sent back to school;
- If the student exhibits or reports a **return of symptoms or new symptoms**, they must return to the previous stage for a minimum of 24 hours;
- If during any stage the student exhibits or reports **worsening symptoms**, they must return to a medical doctor/nurse practitioner for a reassessment.

Stage 6

- Unrestricted return to contact sports. Full participation in contact sport games/competitions

School Responsibility:

- The student has successfully has competed full participation in contact sports;
- The **Return to School Plan** is sent home to parent/guardian.

Home Responsibility:

If the student has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms, parent/guardian signs off on the **Return to School Plan** and it is sent back to school for documentation purposes.

- If the student exhibits or reports a **return of symptoms or new symptoms**, they must return to the previous stage for a minimum of 24 hours;
- If during any stage the student exhibits or reports **worsening symptoms**, they must return to a medical doctor/nurse practitioner.

Appendix 'F'

Toddler/Casa Parent Issues and Concerns Policy and Procedures

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

Appendix 'G'

Emergency Management Policy and Procedures

Section: Health & Safety	Policy Number: 1 - 1
CCEYA Regulation:	Effective Date: September 1, 2017
Subject: Emergency Management Policy and Procedures	Revision Date: January 23, 2020

Emergency Management Policy and Procedures

Purpose:

The purpose of this policy is to provide clear direction for staff and licensees to follow and to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

Definitions:

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations.

Authority: A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the licensee).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole school (e.g. child-specific incidents) and where 911 is called.

Emergency Services Personnel: persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

Evacuation Site: the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the school.

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each school it operates (i.e. the operator).

Meeting Place: the designated safe place near the school where everyone is to initially gather before proceeding to the evacuation site, or returning to the school if evacuation is not necessary.

Staff: Individual employed by the licensee (e.g. program staff, supervisor).

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

Policy:

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response;
2. Next Steps during an Emergency; and
3. Recovery.

Staff will ensure that children are kept safe, are accounted for, and are supervised at all times during an emergency situation.

For situations that require evacuation of the school, the **meeting place** to gather immediately will be located at 311 Oxford street East in the adjacent playground.

If it is deemed 'unsafe to return' to the school, the **evacuation site** to proceed to is located at: 719 Waterloo Street, Montessori Academy of London Main office and Lower and Upper Elementary building

For situations that require evacuation of the Westmount location at 362 Commissioners Rd W, the meeting place to gather immediately will be along the fence at the front gate of the building. If it is deemed "unsafe to return" to the school, the evacuation site to proceed to is located at 342 Commissioners Rd W - The London St Thomas Association of Realtors.

For Situations that require evacuation of Waterloo location at 718, the meeting place to gather immediately will be on the sidewalk of Piccadilly Street. If it is seemed 'unsafe to return' to the school, the evacuation site to proceed to is location at 742 Waterloo street, our Junior High Building.

Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If any emergency situations happen that are not described in this document, the Executive Director will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by Site Supervisors in the daily written record.

Procedures:

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
Lockdown (Code Red)	1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. Staff

<p>When a threat is on, very near, or inside the school. E.g. a suspicious individual in the building who is posing a threat.</p>	<p>member that becomes aware of the threat blows a whistle in indicate a Code Red.</p> <ol style="list-style-type: none"> 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3) Site Supervisors call Executive Director to inform them on the threat within the building. 4) Staff inside the school and classroom settings must: <ul style="list-style-type: none"> • remain calm; • gather all children and move them away from doors and windows; • take children’s attendance to confirm all children are accounted for; • take shelter in closets and/or under furniture with the children, if appropriate; • keep children calm; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions. 5) If possible, staff inside the classrooms should also: <ul style="list-style-type: none"> • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. 6) Site Supervisors or person closest too will immediately: <ul style="list-style-type: none"> • close and lock all school door entrances/exit doors, if possible; and • take shelter. 7) Executive Director will inform all families and food/delivery companies of the emergency. <p>Note: only emergency service personnel are allowed to enter or exit the school during a lockdown.</p>
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<p>Hold & Secure (Code Yellow) When a threat is in the general vicinity of the school, but not on or inside the school. E.g. a</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone returns to their classrooms immediately. 3) Staff in the classroom room must immediately: <ul style="list-style-type: none"> • remain calm;
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<p>shooting at a nearby building.</p>	<ul style="list-style-type: none"> • take children’s attendance to confirm all children are accounted for; • close all window coverings and windows in the classroom; • continue normal operations of the Montessori classroom; and • wait for further instructions. <p>4) Site Supervisor must immediately:</p> <ul style="list-style-type: none"> • close and lock all entrances/exits of the school building; • close all blinds and windows outside of the classrooms; and • place a note on the external doors with instructions that no one may enter or exit the school. <p>5) Site Supervisors call Executive Director to inform and/or gather information on the threat nearby.</p> <p>6) Executive Director will inform all families and food/delivery companies of the possible threat.</p> <ul style="list-style-type: none"> • When the buildings are safe and secure the families will be notified • Delivery companies will be contacted to inform when it is safe to make deliveries <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>
<p>Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<p>1) The staff member who becomes aware of the threat or Site Supervisor must:</p> <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services is not yet aware of the situation; • follow the directions of emergency services personnel; and • take children’s attendance to confirm all children are accounted for. <p>A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</p> <p>B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p>

<p>Disaster Requiring Evacuation A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.</p>	<p>1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the school must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • gather all children, the attendance record, children's emergency contact information any emergency medication; • exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions; • escort children to the meeting place; and • take children's attendance to confirm all children are accounted for; • keep children calm; and • wait for further instructions. <p>3) If possible, staff should also:</p> <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>4) Designated staff will:</p> <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the furthest room away from the disaster and ensure their required medication is accessible, if applicable; and • wait for further instructions. <p>5) If possible, the site designate must conduct a walk-through of the school to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p> <p>6) Site Supervisors call Executive Director and/or Property Manager to inform them on the disaster requiring an evacuation.</p>
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<p>Disaster – External Environmental Threat An incident outside of the building that may have adverse effects on persons in the school. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises. 2) Site Supervisors call Executive Director and/or Property Manager to inform them on the external environmental threat outside of the building. <p>If remaining on site:</p> <ol style="list-style-type: none"> 1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their classrooms immediately. 2) Staff must immediately: <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all classroom windows and all doors that lead outside (where applicable); • seal off external air entryways located in the classrooms (where applicable); • continue with normal operations within the classrooms; and • wait for further instructions. 3) Site Supervisor and classrooms teachers must: <ul style="list-style-type: none"> • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the school until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the school to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
<p>Natural Disaster: Tornado / Tornado Warning</p>	<ol style="list-style-type: none"> 1) <i>The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</i> 2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their classrooms immediately. 3) <i>Staff must immediately:</i> <ul style="list-style-type: none"> • remain calm; • <i>gather all children;</i> • <i>go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;</i>

	<ul style="list-style-type: none"> • take children's attendance to confirm all children are accounted for; • <i>remain and keep children away from windows, doors and exterior walls;</i> • keep children calm; • conduct ongoing visual checks of the children; and • wait for further instructions.
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<p>Natural Disaster: Major Earthquake</p>	<ol style="list-style-type: none"> 1) Staff in the classroom must immediately: <ul style="list-style-type: none"> • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3) Once the shaking stops, staff must: <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 4) If possible, prior to exiting the building, staff should also: <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 6) Designated staff will: <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.
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	<ul style="list-style-type: none"> • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the furthest room away from the disaster and ensure their required medication is accessible, if applicable; and • wait for further instructions. <p>7) The Site Supervisor must conduct a walkthrough of the school to ensure all individuals have evacuated, where possible.</p>
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Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, Site Supervisor must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the school has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons:		
Local Police Department:		911
Ambulance:		911
Local Fire Services:		911
Site Supervisors:		
311 Oxford Street	Mary-Ann Fougere	519-433-9121 ext. 305
Waterloo St	Lesley Prentice	519-433-9121 ext. 102
Westmount	Lisa DiPasquale	519-433-9121 ext. 501
School Site Designate:		
311 Oxford Street	Deborah Carver	519-433-9121 ext. 301
Waterloo	Tiffany Hannam	519-433-9121 ext. 101
Westmount	Kristal Bonnar	519-433-9121 ext. 502
Executive Director: Tina Sartori		519-433-9121 ext. 210
Academic Director: Kristen Crouse		519-433-9121 ext. 222
Property Manager: Bill Countryman		519-433-9121 ext. 232
Front Desk Receptionist: Tameka Brown		519-433-9121

- 4) Where any staff, students and/or volunteers are not on site, Site Supervisor must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the school.
- 5) Site Supervisor must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.
- 7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

8a) Procedures to Follow When “All-Clear” Notification is Given

- 1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the school.
 - 2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the school.
 - 3) Staff must:
 - take attendance to ensure all children are accounted for;
 - escort children back to their program room(s), where applicable;
 - take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and
 - re-open closed/sealed blinds, windows and doors.
 - 4) Executive Director will determine if operations will resume and communicate this decision to staff.
- 1) As soon as possible, Executive Director must notify parents/guardians of the emergency situation and that the all-clear has been given.
 - 2) Where disasters have occurred that did not require evacuation of the school, Executive Director must provide a notice of the incident to parents/guardians by written letter and email.
 - 3) If normal operations do not resume the same day that an emergency situation has taken place, Executive Director must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

8b) Procedures to Follow When “Unsafe to Return” Notification is Given	
Procedures	<ol style="list-style-type: none"> 1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site. 4) Site Supervisor will post a note for parents/guardians on the school entrance with information on the evacuation site, where it is possible and safe to do so. 5) Upon arrival at the evacuation site, staff must: <ul style="list-style-type: none"> • remain calm; • take attendance to ensure all children are accounted for; • help keep children calm; • engage children in activities, where possible; • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up.
Communication with parents/guardians	<ol style="list-style-type: none"> 1) Upon arrival at the emergency evacuation site, Executive Director will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2) Where possible, Site Supervisors will update the school's personal voicemail boxes as soon as possible to inform parents/guardians that the school has been evacuated, and include the details of the evacuation site location and contact information in the message.

Additional Procedures for Next Steps During an Emergency:

In the event of an accident or injury of a child, the classroom teachers and site supervisors would follow the policy and procedures guidelines for Accident Reports and Serious Occurrences. That then also would be recorded and documented in the Site Supervisor daily written log book.

Appendix 'H'

Supervision Policy for Volunteers and Students

Section: Staff Policies & Files	Policy Number: 4 - 9
CCEYA Regulation:	Effective Date: November 1, 2015
Subject: Supervision Policies	Revision Date: February 25, 2019

Policy:

This policy for the supervision of volunteers and placement students is in place to *help support the safety and well-being of children attending the Montessori Academy of London.*

Volunteers and students will meet the following requirements:

- Volunteers must fill out the “application to volunteer” form prior to beginning;
- Have a current resume on file;
- Montessori Academy of London program statement will be reviewed with volunteers and students annually or whenever an amendment is made;
- Program Plans, Program Implementation Policies, Behaviour Management Policies and procedures and the Academy’s Code of Ethics will be reviewed with and signed off by volunteers and students who will be providing care or guidance at the Academy before they begin, and at least annually afterwards;
- The individual plan(s) for a child with anaphylaxis and the emergency procedures will be reviewed with and signed off by volunteers and students who will be providing care or guidance at the Academy before they begin and at least annually afterwards;
- The supervision policy for volunteers and students will be reviewed with volunteers and students who will be providing care or guidance at the Academy before they begin and at least annually afterwards;
- Criminal reference checks are required for all volunteers having direct contact with children in the centre. This reference check expires after five years. During that five years the volunteers and students who continue to work at the Academy are required to complete the Staff Attestation.
- Volunteers and students will be required to fill in a Staff Emergency Health Form.

Roles and Responsibilities

1. Supervisor:

- Ensure that the Supervision policy for volunteers and students is reviewed with employees before they begin their employment and at least annually afterwards;
- Provide an orientation (see below) to all volunteers and students who will be providing care or guidance to children at the Academy
- Ensure that a monthly report is done with each volunteers and student; to provide mentoring, support and monitoring
- Every volunteer or student placement within the Academy is to be supervised by an employee at all times and is not permitted to be left alone with any child
- To collect the criminal reference checks/staff attestation and the staff emergency health form

2. Volunteers and students:

- Review all required policies, procedures and documentation before they begin to provide care or guidance to children at the Academy and where applicable, at least annually afterwards.
- Participate in an orientation with the supervisor before they provide care or guidance to children at the Academy.

Orientation Procedures

An orientation will be provided to help volunteers and students understand the operation of the Montessori Academy program and the expectations for their placement/volunteer experience. The Orientation will follow the form titled "Orientation for Volunteers and students". It should also include at least the following;

- A tour (including a Montessori information session) and orientation to the Academy both indoors as well as the playground area
- A review of the emergency evacuation procedures
- A discussion regarding the needs of individual children (e.g. special needs, allergies etc.) including any ISP/IEP specific to the group they are working with.
- A review of the Program Plan, Program Implementation Policy and the prohibited practices and the consequences using any of the prohibited practices.
- A review of the parent handbook
- A review of the staff handbook
- Respect in the workplace training
- A review of MA's code of ethics

Prohibited Practices

MA supports 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, Program Implementation Policy 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) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- (d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;

(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

(f) Inflicting any bodily harm on children including making children eat or drink against their will.

Adult consequences for use of physical discipline or any other prohibited practice as listed is immediate suspension from their position and possible dismissal.