



Tiny Treasure Montessori School

627 Burnhamthorpe Road Etobicoke, Ontario M9C 2Y9 Tel: 622-6443

TTM Parent Handbook 2021-2022 **Revised: December 2020**



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PART 1: WHO WE ARE

1. Welcome to Tiny Treasure Montessori School

Thank you for choosing our school and committing to a Montessori Education for your child. Our Mission, Vision, and Core Values are the principles that guide the School to create an environment that is safe, respectful, and provides positive experiences for children and families. The School is currently an applicant member with the Canadian Council of Montessori Administrators (CCMA). Please note that our camps only operate if there is sufficient number of participants. The Admin will send out forms in advance and will give at least a 3 week period for enrollment. During camps (winter/summer/spring) the hours of operation will be 8.00am to 5.00pm starting June 21, 2020. For the 2021-2022 school year; the hours of operation will be 7.30am to 5.30pm (starting September 2021).

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Facebook page:		https://www.facebook.com/tinytreasuremontessori/
Twitter:		https://twitter.com/tinytreasure3
Instagram:		https://www.instagram.com/tiny_treasure_montessori/

2. Educational Links & Recommended Readings

Minister of Education's Policy Statement on Programming and Pedagogy

www.edu.gov.on.ca/childcare/program_CCEYA.pdf

"How Does Learning Happen?" Ontario's Pedagogy for the Early Years

www.edu.gov.on.ca/childcare/pedagogy.html

Early Learning for Every Child Today (ELECT)

www.edu.gov.on.ca/childcare/oelf/

Early Learning Framework website

www.edu.gov.on.ca/childcare/oelf

Think, Feel, Act: Lessons from Research about Young Children

www.edu.gov.on.ca/childcare/research.html.

Ministry of Education Website:

www.edu.gov.on.ca/childcare/index.html.

Montessori from the Start: The child at Home from Birth to Age Three

Montessori Today, Paula Polk Lillard

The Absorbent Mind, Maria Montessori

How to Raise an Amazing child the Montessori Way, Tim Seldin

The Discovery of the Child, Maria Montessori

Montessori: The Science Behind the Genius, Angeline Stoll Lillard

Choice Theory, Dr. William Glasser

Flow, Mihaly Csikszentmihalyi

A Mind at a Time, Mel Levine

The Montessori Method Maria Montessori

Peace and Education, Maria Montessori

The Child in the Family, Maria Montessori

To Educate the Human Potential, Maria Montessori

Maria Montessori: Her Life and Work, E.M Standing

The Secret of Childhood, Maria Montessori

Education for a New World, Maria Montessori

The Human Tendencies and Montessori Education, Mario Montessori Jr.

Useful Montessori links:

<http://www.ccma.ca/>

<https://www.mariamontessori.com/>

<http://www.montessori.edu/>

<https://montessoriconnections.com/>

<https://montessori-ami.org/>

<http://digital.library.upenn.edu/women/montessori/method/method.html>

https://en.wikipedia.org/wiki/Montessori_education

<https://www.questia.com/library/education/curriculum-and-instruction/montessori>

3. The Canadian Council of Montessori Administrators (CCMA)

CCMA promotes Standards of Excellence in Montessori education through accreditation, support and service, and also provides a unified voice for members across Canada.

CCMA schools will implement an education plan that meets the needs of each individual child and inspires them to make the world a better place.

The Canadian Council of Montessori Administrators (CCMA) is an authority and voice for Montessori Administrators in Canada. Accredited Member schools and Applicant schools are accountable to CCMA for ensuring that qualifying programs meet the standards and criteria established by the Council.

CCMA recognizes teacher-training institutes that meet the standards of the Association Montessori Internationale (AMI) and/or the Montessori Accreditation Council for Teacher Education (MACTE).

Accredited Member schools and Applicant schools are supported by CCMA through workshops, conferences, regular meetings, and public awareness initiatives.

CCMA evaluates programs to assist in developing and maintaining the highest possible standards of Montessori Education.

4. Our Mission & Vision

Our Mission at Tiny Treasure Montessori School is to provide positive and supportive learning relationships and experiences within a Montessori environment for young children; during their successive experiential learning and developmental stages and to foster a desire for each child to live a fulfilled life of lifelong learning, active and healthy participation, and stewardship.

Our Vision is to be an exceptional school for our community that addresses 5 strong goals:

1. To prepare an integrated and safe Montessori environment that inspires an early learning foundation for each child, and
2. To encourage each child to understand and show in her/his behavior the values and attitudes that are shared by our community and
3. To recognize and foster each child's individuality, as well as who that child can aspire to be as a global citizen, and
4. To offer our School Personnel continuing professional development opportunities, and
5. To strengthen a continuing and valued partnership of our children, Parents, the School's Personnel and Community.

5. Our Program Statement Policy

Tiny Treasure Montessori School is committed to providing an opportunity for each child to grow to his/her full potential in a warm and nurturing Montessori prepared environment. Our program addresses the highest standards in Montessori Education. Our programs are well rounded and help foster each child's development in leadership, responsibility, co-operation, and initiative.

Mission Statement

Tiny Treasure Montessori provides high quality child care for children ages 18 months to 9 years of age. This is achieved through positive guidance and respect by staff members, providing an environment of learning and development, and an integration of family members in decisions regarding children's development and well-being.

Tiny Treasure Montessori'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.

Our teachers are Montessori trained and Registered Early Childhood Educators (R.E.C.E.), who continue to engage in Professional Activities to upgrade their training and education. All employees, students and volunteers undergo a Police Clearance Check and Vulnerable Sector Scan prior to interacting with children in our care.

This Ministry program statement will be reviewed with school staff, students and volunteers and sign off prior to interacting with the children and annually thereafter or whenever an amendment is made.

We work to foster a positive relationship with the parents to build a bridge between home and school. Through phone calls, notes e-mails, documentations, report cards and Parent-Teacher Meetings, teachers will inform the parents of their child's activities and development.

This Ministry statement describes our goals for children at Tiny Treasure Montessori and the approaches that we implement to meet those goals. They are consistent with the Ministry of Education pedagogy that reflects the view of children as competent, capable, curious and rich in potential. We agree and practice in our program the following four foundations:

- Every child has a sense of belonging when he/she is connected to others and contributes to their world. **(Belonging)**
- Every child is developing a sense of self, health and well-being. **(Well-Being)**
- Every child is an active and engaged learner who explores the world with body, mind and senses. **(Engagement)**
- Every child is a capable communicator who expresses himself/herself in many ways. **(Expression)**

Tiny Treasure promotes the health, safety, nutrition and well-being of the children in our care by diligently meeting all the requirements of ONTARIO REGULATION 137/15. We support positive and responsive interactions among the children, parents, and staff by communicating, promoting and adhering to our 'Virtues' and our 'Code of Conduct.' These are communicated in our staff policies and in the parent handbook and calendar. They are applied to all members of the Tiny Treasure Montessori community – staff, students, parents, volunteers, observers and visitors.

We encourage the children to interact and communicate in a positive manner and we support their ability to self-regulate by having mixed-age Montessori communities where children remain with the same adults for three years. This provides many opportunities for interactions with children older and younger than themselves, and with adults.

We also have a Statement of Beliefs and Values that is applied consistently throughout the school but according to the maturity of the children involved.

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 groups 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; 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, literacy and numeracy skills. In addition there are activities for cutting, coloring, painting, exploring color, shape and texture, pasting, etc. Children understand where everything belongs and they are able to choose and return things independently and with their friends.

We provide child-initiated experiences that are adult-supported. All Montessori materials are introduced to a child by an adult or by another child, and the Montessori adults are always observing children to see what support each child might need, children are encouraged to take initiative in their own learning as this most often results in children being deeply engaged and peaceful in what they are doing.

Through their training and keen observation skills, adults select the appropriate time to introduce a child to something new so that they are always being gently challenged. We plan for and create positive a learning environment and experiences in which each child's learning and development is supported; by using the international Montessori curriculum and materials that have been proven through research to be effective with children from all socio- economic and cultural groups.

We incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children by directing 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. Twice daily, children play in a large, well equipped, outdoor playground.

We foster the engagement of and ongoing communication with parents about the program and their children through monthly newsletters and annual curriculum evenings. If requested, parents may schedule a time to observe their children. Parents can also communicate with their child's teacher by leaving a voicemail or note at the classroom mailbox.

Parent Mission Statement

Parents who value what their child accomplishes can provide support by continuously enabling their child's independence. Each parent demonstrates Tiny Treasure Montessori philosophy by modeling respect for self, others and the environment by embracing cultural diversity. Each parent demonstrates confidence in each teacher's child-centered focus and commitment.

Parents support Tiny Treasure Montessori's driving force: Quality Education within the Montessori philosophy, by observing in classrooms, at all levels, and participating in parent education programs; by contributing to the enrichment of the learning community by sharing their expertise and life passions; and by demonstrating a commitment to Tiny Treasure's complete educational program. Parents act as an ambassador for Tiny Treasure Montessori to the greater community.

We support our staff with continuous professional learning:

- Financial support for all staff in personal and professional development that any person can access depending on their particular needs.
- Support RECE with the Continuous Professional Learning programs and workshops as well as the portfolio cycle required by the college of ECE.

- Annual review of our Staff Handbook every August when staff review and complete all necessary documentation required by ONTARIO REGULATION 137/17.

Tiny Treasure involves local community partners and allows them to support the children, their families and staff:

- Contact different groups or organizations to offer encounters and materials that reflect different children cultures.
- Affiliation to professional resource libraries to enrich the materials and resources offered in the classroom.
- Partnership with Humber College to offer opportunities for student placements and enrich the learning experience of the student as well as the children by being exposed to a different style of teaching approaches.
- After due assessment, a child might be eligible to additional support (Resource Teacher/Support Facilitator).
- Invite special visitors in the program, such as police officers, local firefighters, dental hygienists, etc.
- Encourage parents and children's participation in Food Drive for local Food Bank, Toy Drive and Terry Fox Run Fundraising

Document and review the impact strategies set out in this statement on their children and their families:

- We will use documentation, self-reflection, discussion and ongoing collaboration among staff in order to re-adjust practices and procedures.
- TTM uses the **HiMama** application to connect with families and give them real time updates about their child's date. For more info visit: <https://www.himama.com/>
- Evaluate the physical environment and provide changes when necessary to facilitate the natural flow between the different areas in the classroom
- We regularly observe, document and review the impact of the above strategies on our children and will be shared with their families.

Staff, students and volunteers will read this program statement and sign off prior to interacting with the children, when the statement is updated and on an annual basis. The Director and Supervisor will review with the staff, volunteers and students yearly.

Prohibited Practices

The following prohibited practices are not permitted in the program:

- Corporal punishment of the child;
- Physical restraint of a child such as confining the child to a high chair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, or herself or someone else, and it is used only as a last resort and only until the risk of injury is no longer imminent;
- Locking the exits of the school 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 Tiny Treasure's emergency management policies and procedures;

- 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;
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- Inflicting any bodily harm on children including making children eat or drink against their will.

Staff, students and volunteers verbally confirm that these practices are not allowed and do not occur in the program.

Measure for Dealing with Contravention

Any reports involving breach of the above prohibited practices are taken seriously and will be dealt with by Tiny Treasure Management. Individuals who violate the prohibited practices and this procedure are subject to disciplinary or corrective action up to and including termination of employment, volunteer or student assignment in accordance to Tiny Treasure Personnel Policy.

All Montessori staff and Early Childhood Educators, Volunteers and Students hold themselves accountable and will use the Code of Ethics, the Standard of Practice and the CCEYA to guide their decisions and practice.

With ongoing monitoring of classrooms, the supervisor will ensure that all staff, students and volunteers are following approaches that support positive interactions with children, families, staff and the community.

Tiny Treasure understands and complies with all established guidelines for reporting to the Ministry of Education, child protection agencies, and professional colleagues.

Procedure for Monitoring Compliance and Contravention:

1. Monitoring of compliance and contraventions will be conducted daily, weekly, monthly by the Supervisor.
2. The Supervisor will conduct monitoring visits in the program regularly with staff volunteers and students to ensure compliance and contraventions are being met.
3. Recorded observations will be logged in separate logbook and will be discussed with the staff individually when required or as a group during monthly staff meeting.
4. Written documentation will include any contraventions and actions taken by the Supervisor or any individual with observation logbooks.

Tiny Treasure will ensure that written records of compliance and contraventions are kept in a secure file or in a general contravention file for at least 3 years.

Guidelines with Respect for Contraventions includes:

1. The Supervisor is responsible for ensuring there is an investigation for the alleged contravention.
2. Discuss the implications with respect to the child, staff and school;
3. Discuss protocol with respect to the legislated policies, procedures and individualized plans;
4. Discuss positive techniques to improve skills;
5. Document discussion and have all parties sign off;
6. Keep copies of all signed documents in individual's file;

7. To improve the individual's skills, there must be a trial period set under the observation of the supervisor;
8. Discussions will continue and results will be documented and signed by all parties;
9. If no improvement has been demonstrated over the set period of time, the individual will be terminated.

The Supervisor will hold Annual Staff Evaluations using the Monitoring Checklist to discuss the implementation of the Program Statement and provide feedback.

Statement of Beliefs and Values

We are committed to providing high quality child care services at Tiny Treasure Montessori.

We value the ethno-cultural and individual diversity of children and staff members. We believe that child care supports and services must be offered in a culturally sensitive manner.

We believe children have a right to a caring and intellectually stimulating environment, which enhances their quality of life.

We encourage informed participation of family members in making decisions regarding their children's well-being.

We believe that the caring, experience and competence of our day care providers is our most valuable resource.

We promote and are committed to a continuous learning environment of our staff and children alike.

We believe that children have the right to live and be cared for in an environment of positive behavior guidance.

We believe that children must be provided with a caring and stimulating environment focused on growth and development.

Ethics

Tiny Treasure strives to offer the most professional service possible. All staff is expected to behave in a professional manner at all times. Gossiping will not be tolerated. Speak positively when talking about the school.

Issues with other staff members should be addressed privately and out of the program. Everyone, including children, parents, and staff is to be treated with respect and dignity.

Good staff relations includes working cooperatively, remaining non-judgmental of staff, exerting trust, maximizing communication, celebrating through holiday events, program support, and school-wide projects. Malicious comments, gossip and other harmful behaviors should be ignored and suppressed.

Respect for the child includes a positive, optimistic attitude about children, a cooperative spirit, nurturing of independence, recognition of unique individuality, and trust in the child's work, finding the right activity and listening to and observing in order to follow the child. One should avoid pride and anger, touching the child unless invited, speaking ill of the child, sarcasm, teasing, over-reacting to misbehavior, and implied reward and punishment. When making presentations, the child's interest level should be considered so that the teacher stops before the child tires. Phrasing of instructions should be direct and to the point. When communicating with the child, come down to child's height.

Following the Montessori philosophy of "Grace and Courtesy" is expected for all Staff. Staff will communicate with everyone in a calm and quiet tone. Raised voices are not acceptable.

Professional conduct includes keeping private affairs outside of the workplace, maintaining agreements at all levels regarding performance of duties, and meeting the needs of individual students and staff.

All materials donated by parents, assistants, libraries, schools, etc. are the property of the school. Materials are often times donated to the teacher as a gift of the school. If the teacher uses his or her position with the school to solicit grants, donations, discarded books, rock specimens, etc., then these are also the property of the school.

All communication goes through the school office before any concerns of an academic or behavioral nature are addressed with the parents. Be on the lookout for doorway interviews. Parents may tend to draw a teacher into a conversation about their child at inappropriate times. Tactful and diplomatic redirection may be required on these occasions.

To protect the professional parent/teacher relationship, all teachers and staff should refrain from accepting casual social invitations from parents. This will protect the teacher from conflict of interest when professional viewpoints are required, i.e. student discipline, report cards, parent interviews.

Ethical responsibilities to parents mean that teachers should strive to develop relations of mutual trust with families they serve and/or are in contact with at the school. We shall maintain confidentiality and shall respect the family's rights to privacy, refraining from disclosure of confidential information and intrusion into family life.

If you encounter something in the School that does not follow the policies of the School, then you are expected to report it to the Supervisor to ensure that it will be corrected.

Tiny Treasure Staff (Montessori RECE and Assistant Teachers) are expected to follow the program statement and to provide opportunities to support all students in their well-being and belonging while providing times within their program for self-expression.

Any reports involving breach of the above prohibited practices are taken seriously and will be dealt with by Tiny Treasure Management. Individuals who violate the prohibited practices and this procedure are subject to disciplinary or corrective action up to and including termination of employment, volunteer or student assignment in accordance to Tiny Treasure Personnel Policy.

All Montessori staff and Early Childhood Educators hold themselves accountable and use the Code of Ethics, the Standard of Practice and the CCEYA to guide their decisions and practice.

We promote the health, safety, nutrition and well-being of the children. Staff supervise the children at all times. We observe and follow the Ministry of Health and Safety guidelines. Fire Drills are held monthly and in the event of an emergency, our **evacuation center** is located at **Nativity of our Lord Church, 35 Saffron Crescent, Etobicoke, ON, M9C 3T8**. We provide nutritious lunch and snacks, prepared by Wholesome Kids Catering in our premises. We incorporate indoor and a minimum of 2 hours of outdoor play, weather permitting daily as well as a time to rest and sleep when needed, quiet and active times always mindful of each child's needs and parental direction.

Students and volunteers are never left alone with the children at any time.

All teaching Staff will be reflective practitioners who learn about children through listening, observation, documentation and discussion with others, families in particular to understand children as unique individuals. Staff will observe and listen to learn how children make meaning through their experiences in the world around them and use this to have meaningful interactions and engage children on a daily basis. The environment is set up to encourage the children to challenge their abilities, expand their interests and develop relationships.

We involve our local community partners and allow those partners to support the children, their families and staff. We invite our local firefighters, police officers, librarians, dental hygienist (to check children's oral health) etc., for presentations about their careers. We also make our facility available to ECE field placement students.

To support all children and families, parents will be directed to resources outside of the center and community partners if necessary, such as early years and support services, speech/occupational therapists etc. Tiny Treasure works closely with Terry Tan Child Care which provides Facilitators and Resource Consultants who support the classroom integration of children with exceptionalities.

Regular and ongoing communication with parents is an important component of the day whether by phone e-mail or through written and posted communication tools. Parents are also welcome to visit our center and participate in various special events such as Curriculum Night, Watch me work Week, Parent-Teacher interviews, Mother's Day, Father's Day, Winter Holiday, Year-end Concerts and Field Trips. Please note that visits are subject to Toronto Public Health and their guidelines. During restriction periods outlined by Toronto Public Health we will offer virtual visits as requested.

9. Maria Montessori

Dr. Maria Montessori (1870-1952) was an Italian physician and anthropologist who devoted her life to understanding how children develop socially, intellectually, physically, and spiritually. By carefully observing children all over the world, she discovered universal patterns of development found in all children regardless of culture or the era in which they live. Dr. Montessori was one of the first women to be granted a diploma as a physician in Italy. Following her interest in human development, she assisted at a clinic for children with mental illnesses. She later directed the Orthophrenic School in Rome for children with physical, mental, and emotional challenges. During this time Dr. Montessori lectured throughout Europe concerning the needs of children and their value to the future of our societies. She stressed the need to change our attitudes about children and their treatment. In 1907, Dr. Montessori was given the responsibility of caring for a group of children in Rome's San Lorenzo slum district. She began to see the importance of a positive, nurturing environment that changes with the developmental needs of the child. As she observed the children and their responses to the environment, she saw them demonstrate capabilities and interests that exceeded her expectations. The set of materials used in the environment were designed over a period of many years by Dr. Maria Montessori and her associates, creating a concrete, physical representation of the concepts and skills that children are naturally motivated to learn in their normal course of development. Dr. Montessori conducted her first international training course in Italy in 1913, and her first American training course in California in 1915. As she carried her vision around the world, she felt that a time had come to ensure the quality and integrity of what was being handed down in her training courses. For that reason, she founded the Association Montessori Internationale (AMI) in 1929.

10. Montessori Education

A Montessori Education offers students opportunities to develop their full potential in order to become as engaged, competent, responsible, and respectful citizens with an understanding and appreciation that learning is for life. Each child is valued as a unique individual. Montessori Education recognizes that children learn in different ways, and accommodates all learning styles.

Students are also free to learn at their own pace, each advancing through the curriculum as s/he is ready, guided by the teacher and an individualized learning plan. Beginning at an early age, Montessori students develop valuable skills of order, coordination, concentration, and independence. Classroom design, materials, and daily routines support teach child's emerging "self-regulation" of learning (ability to educate one's self and to think about what one is learning).



Students are part of a close and caring community; the multi-age classroom — typically spanning 3 years—re-creates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers role model the social – emotional learning expected of each child.

Montessori students enjoy individual freedom within limits. Working within parameters set by their teachers, students are active participants in deciding what their focus of learning will be. Montessorians understand that internal satisfaction drives the child's curiosity and interests which will foster life-long learning. Students are supported in becoming active seekers of knowledge. Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions.

Self-correction and self-assessment are an integral part of the Montessori classroom approach. As they mature, students learn to look critically at their work, and become adept at recognizing, correcting, and learning from their mistakes.

Given the freedom and support to question, to probe deeply, and to make connections, Montessori students become confident, enthusiastic, self-directed learners, cortical thinkers who can work independently and with others.

Montessori Learning Materials

Observing a Montessori classroom one might see a 4-year-old boy forming words using 3-dimensional letters called the “**Movable Alphabet.**” A 2½ -year-old may be sitting by a teacher, ever-so-carefully pouring water from a tiny pitcher to another pitcher and nearby you may see several children kneeling on the floor completing a puzzle map of South America. Each child is fully engaged in learning with appealing and purposeful materials. Throughout the room, children will be sorting, stacking, and manipulating all sorts of beautiful objects made of a range of materials and textures. Many of these objects will be made of smooth polished wood. Others are made of enameled metal, wicker, and fabric. Also available to explore are items from nature, such as seashells and birds' nests. How can a preschool-aged child be trusted to handle fragile little items independently? Montessori teachers believe that children learn from their mistakes. If nothing ever breaks, children have no reason to learn carefulness. Each child learns to treasure the materials and enjoys learning to care “all by myself.”



Montessori teachers make a point to handle Montessori materials slowly, respectfully, and carefully, as if they were made of gold. The children naturally sense something magical about these beautiful learning materials. As children carry their learning materials carefully with two hands and do their very special “work” with them, they may feel like they are simply playing games with their friends—but they are actually learning in a brilliantly designed curriculum that takes them, one step at a time, and according to a predetermined sequence, through concepts of increasing complexity.

Each learning material teaches just one skill or concept at a time. For example, we know that young children need to learn how to button buttons and tie bows. Dr. Montessori designed “**dressing frames**” for children to practice these necessary skills. The frame removes all distractions and simplifies the child’s task. The child sees a simple wooden frame with two flaps of fabric — one with five buttonholes and one with five large buttons. Her/ His task is obvious. If she/he makes an error, the error is obvious.



Built-in “control of error” in many of the Montessori materials allow the child to work independently and to determine if s/he has done the exercise correctly. A child’s work can self correct, try again, ask another child for help, or go to a teacher for suggestions if the work doesn’t look quite right.

Materials contain multiple levels of challenge and can be used repeatedly and at different developmental levels. A special set of 10 blocks of graduated sizes called “**Pink Tower**” may be used just for stacking; combined with “the brown stair” for comparison; or used with construction paper to trace, cut, and make a paper design. The Pink Tower and other Montessori materials can also be used by older children in the classroom to study perspective and measurement.



Montessori materials use real objects and actions to translate abstract ideas into concrete form. For example, the **decimal system** is basic to understanding math. Montessori materials represent the decimal system through enticing, pearl-sized golden beads. Loose **golden beads** represent ones. Little wire rods hold sets of 10 golden beads—the 10-bar. Sets of 10 rods are wired together to make flats of 100 golden beads—the hundred squares. Sets of 10 flats are wired together to make cubes of 1,000 golden beads—the thousand cubes. Children have many activities exploring the workings of these quantities. They build a solid inner physical understanding of the decimal system that lasts throughout school and life. Later, because materials contain multiple levels of challenge, the beads can be used to introduce geometry. The unit is a point; the 10-bar is a line; the hundred square a surface; the thousand cube, a solid.



Students are empowered to come into the prepared environment, choose their own work, work independently with the materials, and put them away without help.

Maria Montessori believed that moving and learning were inseparable. The child must involve her/his entire body and use all the senses in the learning process. There are opportunities built into the learning process for looking, listening, smelling, touching, tasting, and moving.

Montessori materials engage your senses. **Sound cylinders** prompt children to shake them to make different sounds. The child sorts the sound cylinders using only her/his listening skill. Two cylinders have the barely audible sound of sand. Two have the slightly louder sound of rice inside them. Others contain beans or items that sound louder still. After matching the cylinders, the child can grade the cylinders—that is, put the cylinders in order of softest to loudest, or loudest to softest.

“Grow” with the Child

Some materials “grow with the child”. For example while a young child explores the “**binomial cube**” -made up of 8 red, black, and blue cubes and prisms - she/he develops visual discrimination of color and form. The elementary child labels the parts to explore, concretely, the algebraic formula $(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$. The elementary child uses the binomial cube as the foundation for work with more advanced materials to solve algebraic equations.

This mathematical thought is presented in a concrete, visual way through the Binomial Cube. All 8 pieces of the material are neatly contained in a wooden box with the square of the binomial represented on the lid.

The pieces include one red cube and three red and black matching prisms, as well as one blue cube and three blue and black matching prisms. The direct aim of the **Binomial Cube** is to build the cube in the box. However, some extensions include building the cube outside of the box, or building the top and bottom layer separately. The indirect aims of the Binomial Cube include preparation for greater mathematics and understanding the cube root. Before the Binomial Cube, a child might engage with other materials from the Sensorial ‘Mixed Impressions’ area, such as Geometric Solids or Color Tablets.



Invite Discovery

Montessori lessons are the “work” for each set of materials. A Montessori teacher may give a lesson to a child or small group of children, another child may give a lesson, a child may learn how a lesson works by watching others, or a child may explore certain types of materials freely.

For a young child, the Montessori-structured lesson may be silent and may be only a few moments long. This lesson models a method for laying work on a mat or table in an orderly fashion. The lesson helps children develop work habits, organization skills, and general thinking strategy, but it never teaches children the answers. Teaching children the answers steals their chance to make exciting discoveries on their own—whether the child is a baby wondering “Can I reach that rattle?,” a preschooler contemplating “Why did this tower of cubes fall down?,” an elementary school student pondering “When you divide fractions, why do you invert and multiply?,” or a high school student puzzling “How does city council operate?” For students of every age, the Montessori environment offers the tools to discover the answers to their own questions. The teacher is their trusted ally and the learning materials are their tools for discovery, growth, and development.

The teacher stays with the students for the entire span of their multi-age grouping, usually 2 or 3 years, nurturing each child’s development over that extended span of time.

Elementary materials build on the earlier Montessori materials foundation. Because older students have built a solid foundation from their concrete learning, they move into abstract thinking, which transforms their learning. Now they learn how to carry out research. At these upper levels, students broaden their focus to include the community and beyond. They learn through service and firsthand experience. The Montessori materials support responsible interactive learning and discovery.

In a Montessori classroom there is purposeful scheduling called an “uninterrupted work period” and children within a 3-year age range work with different materials – alone or together. Students will experience collaborative, interdisciplinary, and exploratory learning through the freedom of self-directed work while working with real materials that develop abstract, creative, and critical Thinking Skills.

Montessori children tend to be inquisitive and develop an early love of learning while at the same time developing positive character development in a peaceful environment.

Toddler -18 months – 2.5 years

A nurturing, safe and secure environment is provided for Toddlers. In order for a Toddler to feel comfortable enough to explore and learn, a trusting relationship must exist between the child and the teachers.

Our Toddler staff demonstrates that they are trustworthy individuals who provide a safe environment for Toddlers to explore and learn. Many of the Toddler materials enhance and foster development of the senses. All materials and furniture are child size, and are carefully chosen to meet the developmental needs of the toddlers. The classroom is an inviting and peaceful environment. The daily schedule is pre planned and provides the children with a variety of stimulating and hands-on activities which foster the children's social, emotional, cognitive and physical development. Each child is welcomed, treated with respect and is recognized as his/her own individual person.

Open communication between Parents and Teachers is encouraged, and daily record of child's accomplishments is kept on HiMama. The Toddler Program includes outdoor activities that promote and enhance gross motor development.



Casa – 2.5 – 6 years

In our Montessori Casa classroom students work independently in a prepared environment on self-directed activities that are initially presented by a teacher. The program is divided into 5 main areas: (1) The Practical Life exercises are inviting, purposeful activities that are very close to real life work. They not only give the child self-confidence but also satisfy his/her sense of accomplishment. The cycle of activity is simple, clear and short. The result of the work is quickly seen. These exercises enable the children to develop independence, concentration, and eye-hand coordination. (2) The Sensorial material provides the child opportunities to refine all the five senses. Including small details and train his/her eyes to discriminate between size, height, width,

and breadth dimensions, as well as colors and geometric shapes. (3) The total development of Language takes place by introducing children to correct spoken and written language. The children learn to read and write by using different Montessori materials. The program is designed to make this academic curriculum fun, and help children develop an interest in reading and writing. (4) Challenging, manipulative exercises help the child grasp the abstract concept of Arithmetic with ease using a hands-on approach. The children will learn numeration, place value, addition, subtraction, multiplication, division, and the decimal system. In the Culture area of the curriculum, children are very interested in learning about the world around them. (5) The Montessori exploration of Culture activities caters to their needs and curiosity by encompassing Botany, Science experiments, Zoology, Geography, History and the Arts.





Lower Elementary Montessori 6-9 years

The Lower Elementary Montessori Program is for children from 6-9 years of age. The Elementary curriculum is carefully planned and guides the child to research concepts in each chosen field of study. The areas represented are: Practical life, Language, Math, Geometry, Botany, Zoology, Geography, and History with materials that lead the child to discover and learn the fundamental concepts in each area. The initial expectations are that the child will be able to accept direction, will listen attentively in small and large group presentations and will be able to work in a cooperative learning atmosphere. In most cases, the children who make the smoothest transition have been in a Montessori preschool learning environment; however, many children who have not had the benefit of a preschool Montessori education are able to make a smooth transition when guided effectively by the Montessori teacher.

Each child sets expectations in the form of a weekly or bi-monthly work plan or contract. The teacher oversees the plan and the collection of appropriate materials necessary to complete the plan.

The children discuss guidelines for class rules within their prepared environment. Children have work responsibilities that allow the class to run efficiently. The teacher acts as a role model, mentor, and guide. The teacher observes the children, plans and presents lessons that capture the children's imagination and interests. The teacher also helps the children when conflicts arise, calls meetings to discuss problems with the class in an open forum, and communicates the children's progress to their families. As in preschool, the Lower Elementary teacher presents the work through concrete, hands-on materials that engage an independent child or a small group of children. The prepared environment fosters peace, tolerance for others and independence in a self-directed and peaceful environment.





11. Specialists: French, Music, Yoga / Mindfulness

French

Students are introduced to the French language at the Casa level. Our goals for the children at this age are to (1) foster a positive attitude and enjoyment in the process of acquiring a new language, (2) To implant a clear idea of the importance and relevance of learning a foreign language. (3) to teach French as a living, spoken language through speaking and listening (4) To teach pupils to be able to read French (4) To develop vocabulary and understanding of everyday sayings, idioms and phrases, and (6) to impart a knowledge of basic rules of French grammar.

Music

"...success [in music education] is bound up with the need for the production of plenty of music around the child, so that there is set up an environment calculated to develop musical sense and intelligence." - Maria Montessori, The Discovery of the Child

Musical activities are included in the daily life of the children in a Montessori classroom and respected as much as other curriculum subjects. Music is integrated into everyday activities through song, movement, instruments, music appreciation, the Montessori Bells, and Walking on the Line to music.

Language acquisition is enhanced as children learn songs with varied vocabulary, meter, and rhyme. Cultural lessons are enriched with songs about continents, planets, and respect for Earth. Music gives children opportunities to perfect their movements and refine coordination with songs. Music and movement provide children with ways to express their own unique spirits. Listening to, learning and playing music has beneficial effects for children of all ages such as improving concentration, develop strong listening skills and increasing language skills. Young children naturally enjoy singing, dancing, clapping along to music children and exploring percussion instruments such as shakers, drums, and tambourines.

Books about the lives of musicians and composers are read. Classical and world music can be played during the work period. Musical instruments that make soft sounds, such as the rain stick, kalimba, and shakers are also used.



Yoga / Mindfulness

Yoga for children supports awareness of body parts and nurtures physical and mental balance. The need to focus and to concentrate on the various poses and breathing practices encourage the children to learn how to reach a mindful state of awareness. Each child develops in her /his own unique way and acceptance for differences in ability are celebrated.



PART 2: WHAT TO EXPECT

12. Tuition Fees & “Before and After School Care” Programs

The Toddler Program is a full year program and commitment from September to August.

The Montessori Program is a full academic year commitment from September to June.

All Montessori fees are non-refundable (regardless of absence, transfer or withdrawal) and non-transferable.

If a child leaves the School, the registration fee, and the fees paid up to the date of withdrawal will not be returned by the School.

Fees are due and payable on the first of each month. 10 months for Casa, Lower Elementary or 12 months for Toddlers). Postdated cheques payable to Tiny Treasure Montessori, dated for the first day of the month are required. Fees remain at the rate charged for each of the programs until children are moved up to the next program. Every effort will be made to move children at the required time; however, space needs to be available in the next classroom to facilitate movement.

There are no tuition refunds for school closures due to weather conditions, statutory holidays, illness, appointments during the school day, Winter Break, March Break, Toronto Public Health room closures due to pandemics or outbreaks and/or family holidays taken during the school year.

Refunds for school closures due to a pandemic or other government related closure will follow the guidelines given by the Ontario Ministry of Education/Government.

If a child transfers to the next class in the middle of the school year, tuition fees will change and the necessary arrangements must be made with the Office prior to the transfer.

Tax receipts will be issued for fees paid during the previous calendar year, and are issued by the School Office in February of the following year.

Before and After School Program

The school offers before care from 7:30am to 9:00am and after care from 4:00pm to 5:30pm exclusively for Tiny Treasure Montessori students.

There is an additional monthly fee of \$150 for each program or \$250 if a child attends both. Children must be pre-enrolled in the programs to attend, as Staff/children ratios must be maintained. When two siblings attend before and after care the monthly cost per child would be \$250.

*Registration for the before and after school programs is due at the time of the enrollment and is non-refundable, spaces in the program post September enrollment are subject to availability.

Only in case of an emergency and, after confirming with the Supervisor/Designate, can an unregistered child attend the program for one day - a flat rate of \$20 will automatically be invoiced.

The monthly fees of the extended programs are shown on the following page.



Montessori Tuition Fees & Schedule 2021-202

*Tuition fees include our full Montessori Curriculum, enriched by French, Music and Yoga/Mindfulness. Lunch and snacks are included in the tuition fees.

Fee/Room	Tuition	Before school	After school	B & A	Registration	Re-registration
Toddler Monthly	\$1,500	\$1,650	\$1,650	\$1,775	\$250	\$100
Toddler Yearly (12m)	\$18,000	\$19,800	\$19,800	\$21,300	\$250	\$100
Toddler *APO and *SD monthly/yearly	\$1,425/\$17,100	\$1,575/18,900	\$1,575/18,900	1,700/\$20,400	\$250	\$100
Casa and Lower Elementary Monthly/10 months	\$1,400/\$14,000	\$1,550/\$15,500	\$1,550/\$15,500	\$1,700/\$17,000	\$250	\$100
Casa and Lower Elementary *APO/SB monthly/10 months	\$1,330/\$13,330	\$1,480/\$14,800	\$1,480/\$14,800	\$1,580/\$15,800	\$250	\$100
Camps (Effective Jan 2020)	Winter	March	Summer		Registration	Re-registration
The hours of operation for camps are 8am to 5pm	\$300/week 1 \$140/week 2 (W2=2days)	\$300/w	\$325/week	included	\$50 (new families)	\$0 for current students

***APO** – Advanced Payment Option: There is a 5% deduction in monthly Tuition when paid in FULL by **February 26, 2021** for the 2021-2022 school year, amounts are rounded to the nearest dollar. **The discount does not apply to TTM Before/After Care.**

****SD** – Sibling Discount: The sibling with the lower fee, will receive a 5% discount off of the tuition, this only applies if the siblings are enrolled and attending at the same time. This does not apply to TTM Before/After Care or Camps.

*******If a child registers to both before and after care the cost is \$275. If siblings attend BAS the cost will be \$250 per month, per child. If the full year is paid by February and there is a second child registered the admin will apply a further 5% discount.

TTM requires that last month's tuition and re-registration fees be paid by February for September 2020. Please note the registration fee is non-refundable. Please provide the 9 rest post-dated cheques before September and ensure they are dated for the first day of each month.

***NSF** – There is a \$20 NSF fee for any cheques that are NSF

TTM FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE

TTM requires 2 months' notice if you decide to withdraw from the program prior to June. June is non-refundable even if 2 months' notice has been given.

Approved by the Director on January 8, 2021-Effective September 1, 2021

****PLEASE NOTE THAT FOR CASA AND LOWER ELEMENATRY THE MONTESSORI YEAR ENDS ON JUNE 24, 2022 AND THE SUMMER CAMP BEGINS ON JUNE, 27 2022. THE JUNE FEE IS PAID IN FULL AND CAMP ATTENDANCE COMES WITH AN EXTRA CHARGE.****

13. Admission and Withdrawal

Admission is based on a family's commitment to the Montessori program and the student's readiness, as demonstrated or discussed during the Admissions Process. The Toddler program is a full year program from September to August commitment whereas the Casa and Lower Elementary programs are from September to June.

Prospective Parents are encouraged to visit the school for a personal tour and provided with an enrollment application. Parents are informed about availability for enrollment during their tour.

As one explores the Montessori option, a common question is, "What does the ideal Montessori candidate look like?" The answer is that students do best in Montessori when they love learning and are intrinsically motivated. Parents/Guardians can be reassured that every effort is made during the Admissions process to determine if a child is suitable.

Parents of a child who has been admitted to the school will be provided with a full enrollment package, which includes the following:

An e-copy of Tiny Treasure Montessori Parent Handbook and a registration package are sent to Parents/Guardians and this must be completed as a condition of enrollment. In addition, Parents/Guardians of all children admitted to the school are required to provide an up-to-date immunization record for their child obtained from the child's family doctor.

When the School cannot admit a child because the School cannot accommodate the child's special needs the school will document the meeting with the Parents.

14. First Day of School: Checklist

Please provide the following items – **clearly labeled with your child's name:**

An appropriate child-sized water bottle or sippy cup

Extra set of clothes (uniform for Casa and Elementary) and socks

Pack an extra (seasonally appropriate) outfit, including a second pair of socks

Extra underwear - even if your child is potty-trained, accidents can happen

If your child is not toilet trained, please provide a plentiful supply of diapers, wipes and diaper cream (cream is optional).

Seasonal outerwear – have your child dress for the day's weather

Footwear to be worn inside only - black, leather shoes

Footwear to be worn outside – as weather indicates – rain boots, snow boots and general outside shoes

Nap time essentials: pack a blanket for children who are napping. Bed sheets are provided by the school and sent home every week to be washed by the parents. There is a \$15 deposit for bed sheets that are not returned to school in the end of the school year.

Any necessary medication clearly labeled with your child's first and last name.

Alert the school ahead of time if your child needs any daily medication or has any allergies and sign the appropriate administrative forms in advance. A Doctor's note is requested in order to administer medication to your child (except for emergency medication i.e. allergies).

Educational Entertainment: The School invites various entertainers (for example musical entertainers) to come to the school. It is mandatory that all special entertainers provide a Criminal Reference Check, prior to

coming to the school. Performances will be educational and appropriate for the children at the school. Parents are informed ahead of time about such events, the cost, and any special arrangements. A permission form, signed by a Parent/Guardian, is necessary in order to allow a child to attend. The form is given to the Administrator/Supervisor.

15. Special Events

Camps

In December, March, last week of June July and August the School offers Winter Break, March Break and Summer Camps. Forms are available during the school year. Camp attendance is optional and camp fees are in addition to regular tuition fees. All camps are play based and not Montessori; lunch and snacks are provided during the camps.

*****Camps are offered by the week, each week must have a minimum of 8 children registered to run.**

Concerts

When permitted, Tiny Treasure Montessori has a Holiday Celebration every December and a year-end concert each June. Parents/Guardians will receive an invitation to attend, and details of the event in advance.

Classroom Parties

The students will celebrate; Halloween, December Holidays (as observed by the children & teachers in the classroom), Valentine's Day, Montessori Week, St. Patrick's Day, Easter, Mother's Day with their teachers and peers. As Montessori includes the study of many diverse cultures, the children enjoy being introduced to a variety of students' experiences. Religious events and celebrations are approached from a historical and cultural perspective, addressing celebrations and traditions that are reflective of the classroom. Families are invited to share any celebrations, history or traditions with the classroom (e.g. Christmas, Chinese New Year, Kwanzaa, and Diwali).

16. School closures & Holidays

Notification of school closure due to severe weather conditions will be made available to Parents through HiMama by 7.00 a.m. The school follows **TDSB closures** for closures due to inclement weather. Please check our school HiMama, voicemail and/or our Facebook page prior to coming to school. Tuition fees for days closed due to weather conditions/ holidays will not be refunded.

The School is closed for: Labour Day, Thanksgiving Day, December 25, Boxing Day, New Year Day, Family Day, March Break, , Good Friday , Easter Monday, Victoria Day, Canada Day and Civic Holiday. If a holiday is on a weekend the school will be closed in lieu of that day on the Friday or the Monday, please check the school calendar for exact dates.

Please note, the school is closed for two weeks in December and two weeks in March for Winter and March Break. Exact dates will be announced in the school calendar. If you require care for your child during these camp periods, your child must be enrolled in camp.

17. Punctuality & Attendance

Punctuality is important in order for students to make a positive start to their day of learning. Staff will reinforce punctuality and the need to arrive before 9:00 am in order to not disrupt children who are working in the classroom. If a student is consistently late, then a meeting will be set up between the Parents and the Supervisor/Designate to discuss positive solutions.

Students must be in attendance at all times except for the following reasons: illness, medical appointments, or family emergencies. Parents must call the School Office to confirm absences due to illness, medical appointments or family emergencies by 9:00 am on the morning of the absence.

Reduced attendance can delay academic progress and your child's development of social skills. Absenteeism can adversely affect a student's progress and participation. Attendance is recorded daily and excessive absenteeism will result in a telephone call to a Parent or a Parent-Teacher meeting.

18. Recess

Recess is an important part of the school day and all students are expected to participate in outdoor activities, for a minimum of one hour in the morning one hour in the afternoon, weather permitting. Students must have appropriate footwear and outerwear for the weather conditions. As a general rule, any child who is too ill to go outside should be considered too ill to attend school. Parents should note that in the winter months, students must remain indoors if the temperature is -15°C or colder, with or without the wind chill factor. Children will be kept outside for a reduced amount of time if the temperature is below -15 degree Celsius with or without the wind chill factor. Students will not go to the playground if it is deemed unsafe, the children may go on a short neighborhood walk in lieu of the playground if deemed safe to do so (e.g. icy conditions).

19. Parent Involvement & Availability

Parent/Guardian involvement plays an important role at Tiny Treasure Montessori, and it is an integral component of a successful year. There will be several opportunities for Parents/Guardian to volunteer their time and assist with special events. It is important to be actively involved and aware of, and to support the school's policies, attend school events such as Curriculum Meeting(s), bring your child to school on time, and to express any concerns you may have directly to our Administrator or Supervisor.

Parent workshops & Curriculum Information Evenings: Parent workshops are offered at the beginning of the school year. Parents are encouraged to attend so that they may better understand the Montessori curriculum and how the Montessori materials are used in the classroom. Also, the school organizes every February an observation week when Parents can come and observe their children work. Parents are very welcome to volunteer in any field trip and also assist with community involvement activities (Food bank, walk with the kids on the Terry Fox run day etc.) We highly encourage Parents and Guardians to come to the school and talk to the Students about their profession. Please note that all activities that involve in person participation are subject to Toronto Public Health Restrictions and guidelines (COVID-19). When needed and where we are able TTM will offer alternate sources of interaction, such as online meetings or observations.

Availability of Parents in Emergency Situations

The School must always have current and up-to-date information regarding the children attending the school. This will ensure that the Parent/Guardian can be reached in case of emergency. Always provide information to the teacher as to who can be reached in case of emergency if the contact Parent/Guardian is not available. The emergency contact does not have to reside in Canada and should be someone who is trusted to handle an emergency situation in place of the parents/guardians.

20. Parent/Teacher Interviews

Parent-Teacher Interviews are held only in December (first term) once progress reports are issued to students. Each family is allotted 15 minutes per student with their child's teacher(s) to discuss his/her progress. If there are other times during which you wish to speak to your child's teacher(s), Please set up an interview time through the Office. Our teachers are always willing and pleased to meet with Parents however their time is limited during the school day.

Please keep in mind that teachers are required to give full attention to their students so please keep discussions brief when dropping off or picking up your child. It is recommended that you contact the Office to arrange a convenient time for discussion outside of the scheduled day if needed.

21. Student Progress Reports

Toddler, Casa, Elementary progress reports are distributed twice to a year (December and June) to Parents.

22. Safe Entry

There is an electronic keypad system on the south Entry main door. In order to enter the building, Parents enter the last four digits of their home or cell phone number and press *. In order to ensure the safe entry of our community it is imperative that you do not let strangers into the school when you enter. The building is inspected yearly by Maridan Security and there are four cameras monitoring the surroundings of the school. During Pandemic Restrictions as outlined by Toronto Public Health Parents must message using HiMama or call the office. Parents are only permitted in the building if deemed necessary by the Admin/Supervisor or acting lead teacher. Parents must follow all Toronto Public Health guidelines and may require to be screened prior to entry.

23 Scheduled & Non Scheduled Visitors

Visitors, including those people who are coming for a tour of the school must ring the Visitor Bell on the South Entry door of the school. An Administrator, Supervisor, or School employee will answer the door and admit the visitor – if known or expected. The time, date, and purpose of visit and other pertinent information about any unscheduled visitor is recorded by the Administrator or Supervisor in the Daily Communication Binder. All visitors are subject to screening when protocols are in place as outlined by Toronto Public Health.

24. Access to Children's Records

If the Ministry or Resource Consultants gain access to children's records, it will be documented in their file and Parents will be notified.

25. Change of Information

Please notify the Supervisor/Administrator in writing of any changes including address, place of employment, food restrictions, or pick-up arrangements.

26. Withdrawal Policy (at the request of the Parents)

All withdrawal policies are shared with Parents during the Admission process. On occasion it may be necessary for Parents to withdraw their child from the school due to extenuating circumstances such as moving to another city. Parents are asked to speak directly to the Director/Administrators to explain their personal reasons for withdrawing their child. Decisions about refunding fees are made on an individual basis depending upon the reason. Please note that the June payment is non-refundable, and most withdrawals are subject to two months' notice.

Withdrawal Policy (at the request of the School)

The school will work with Parents/Guardian when situations arise whereby a child may need help with behaviour or other concerns, or where communication between School and Parents/Guardian has begun to break down. Generally, discussions between Parents and Teacher/Administrator/Supervisor could include behavior/concerns. Occasionally assistance from an outside agency, such as a Resource Consultant or Program Advisor from The Ministry of Education is recommended and might be used.

In most cases, the behavior or communication improves and the concerns are addressed. However, from time to time, the School might request a child to withdraw for reasons that may include, but not limited to:

1. The child no longer derives any benefit from school program.
2. Communication between Parents/Guardian and the School is not conducive to the development of the child or is detrimental to the well-being of the School
3. The child is putting other children or themselves at risk. In these cases, the School will: (1) Document its meetings with the Parents and the use of any support services with regard to the child, (2) Notify the Ministry of Education, (3) Refer the Parents and child to other services, where possible, and (4) Meet with the Parents/Guardian for an exit interview.

Whenever possible, the Parents/Guardian will be given four weeks' notice in writing of the date for their child's withdrawal from the School. The procedure set out above is followed for all families with children who are asked to leave. A notice period of less than four weeks may be necessary if the child's behavior puts staff or other children at risk. The notice period is at the discretion of the Director.

Where the School cannot admit a child because the School cannot accommodate the child's needs or family circumstances, the School will:

- (1) Document meetings with the Parents/Guardian and the use of any support services with regard to the child,
- (2) Notify the Ministry of Education
- (3) Refer the Parents and child to other services, where possible.

The procedure set out above is followed for all Parents with children who have been given a notice of withdrawal. The school will do its best to implement a restorative justice approach and work with the families first.

Withdrawal Policy B (No space availability)

A student may be required to be withdrawn from the School if the child is ready to move into the next classroom program but there is no space available (due to age restrictions by the Ministry of Education). Parents will be advised in writing if such a change should occur.

27. Advancing (Transitioning) children to a new Classroom During the School year

When space becomes available in one of the Casa or Lower Elementary rooms the following process can be implemented for a child who has reached the appropriate age for entry into the next classroom and has been observed and information documented by the Staff to be ready to advance.

1. Parents are notified by the Supervisor/Designate to discuss the possible advancement and placement into a new classroom. Teachers from the respective classrooms will attend.
2. A number of dates and times for the student to visit her/his new classroom are established by the Supervisor/Designate, in collaboration with the teachers.
3. After the child visits the new classroom according to the schedule, if applicable, a date for permanent placement is made by the Supervisor/Designate with the new teachers and Parents are informed.

If a student advances to the next class in the middle of the school year, the Director/Supervisor must return the postdated payments and the family must replace the payments according to the new rate.

28. Wait List Policy

The School maintains a “wait list” for students. It is up to a Parent to call the Supervisor/Designate periodically to check with the school if there is a space available for the child. The school provides a best approximation of the child’s status on a wait list, when asked. The school charges \$250 related to the administration of enrolling new children. However, these fees may only be charged once a child has been offered and accepted entrance into the school. To support transparency, new requirements in section 75.1 of the Ontario Regulation 137/15 require child care licensees to have a wait list policy that explains how licensees manage wait lists. These new requirements came into effect on January 1, 2017.

A new Parent can arrange a meeting with the Supervisor/Designate to have the name of the child placed on the wait list. There is no charge for placing a new child’s name on the School’s wait list. Enrollment forms are completed after acceptance. A copy of immunization records must be completed prior to a child starting with Tiny Treasure admission of new children is based on a wait list that is managed according to the following criteria: Siblings of families already enrolled in the program, Staff’s children and children who reside in the area.

The School administers the wait list in a transparent manner using the criteria above. The placement of a child on a wait list is available to prospective families; however, the School will still maintain the privacy and confidentiality of all children on the wait list. Should a Parent have any questions about the position the child has on the wait list, a Parent can contact the Supervisor/Designate for further details. The Administrator/Supervisor will verbally confirm the position where a child is on the wait list and will ensure families are informed the positions are determined based on the above criteria. These numbers can include numbers of each age grouping. Please note that the School reserves the right to deny admittance to our programs where Parents have contravened our Parental Code of Conduct (i.e. verbally abusive, threatening, swearing etc.). The Supervisor/Designate has the right to re-assess admission priorities in special or individual circumstances. The following information must be complete in order for a child’s name to be included in a wait list: Parents first and last names, best contact telephone number(s) and or email addresses, expected start date, child’s name, Date of Birth (unborn children may be added to the list with expected month and year of birth). After the school contacts a family to offer a spot there will be a reasonable time period to accept or deny the spot. If you fail to respond to our calls or reply to our e-mails to update us about your registration plans your child’s name will be removed from our list.

29. Parking & Safe Arrival & Departure

When in the parking lot at Arrival or Departure Times all children must be accompanied and supervised by a Parent/Guardian. Vehicles must not be left unattended with children inside them. Please drive with extra caution and do not compromise the safety of your child or others in our community. Please turn off your car’s ignition when parked for any amount of time. When walking to the school from the parking lot, please walk on paved areas only and encourage your child to respect our grassy areas and to refrain from treading on flower beds. Avoid walking through the parking lot on the west side of the school and use the path on the east side when possible. Parents/Guardians can use both parking lots (back and front) to drop off/pick up their child (ren).

Arrival and Dismissal: Children should arrive at school at their scheduled time and meet the staff at the designated areas. Parents are not about to walk in the school unless an emergency occurs. Please call the office if you need assistance during pick up and drop off. Casa and Lower Elementary students are required to wear their uniform and come prepared with their indoor/outdoor shoes and extra clothing as necessary (for Toddlers, blanket and diapers, if required).

Arrival: All students are welcome to be dropped off at school ‘s designated area (Side door for Casa 1, main door for lower elementary and playground for toddlers and casa 2) at 9:00 a.m. or earlier if enrolled in the Before School program. If you arrive between 7.30-8.55 please proceed at the front. All students are expected to be in class and ready to start their day promptly at 9:00 a.m.

Parents /Guardians who wish to leave a message with a teacher (e.g. early pick up for a medical appointment) can do so via our message system on HimMama or speak with Office staff. Parents are strongly encouraged to quickly establish a “goodbye routine” for themselves and their child/children – especially for those beginning school for the first time. We strive to develop independence and self-confidence in your child at an early age and having them avoid 1. anxiety. Please call the School Office before 9:00 am if your child will be absent or will be arriving late to school. Montessori classes start at 9:00 a.m. If we do not hear from Parents/Guardians by 9:30 a.m., Office Staff will be call the child’s contact person. Montessori students arriving after 9:00 a.m. must call the office and a staff member will come at the door to receive the child.

Parents who require care Before or After school care for their child are asked to register their child with the Administrator/Supervisor. Spaces are limited and all students must be registered. Fees will not change regardless of time of drop-off or pick up.

Parents/Guardian of Students who stay in the After-school program but are not registered will pay a flat rate of \$20.00, regardless of the time picked up. If the child is picked up late more than three times in any given month, Parents must register in the after-school program or make alternative arrangements so that the child is picked up at the designated time.

All children must be picked up by 4:00 pm or 5:30 pm if enrolled in the After School program. If Parents are unable to pick up their child by 5:30 p.m., they must inform the school beforehand and identify an alternate person to pick up their child. Please ensure that the alternate person provides picture identification through driver’s licenses or health card. For children who are picked up after 5:30 p.m. there is a late charge of \$1.00 for every 1 minute and is to be paid directly to the staff member on duty. If the fee is not paid immediately, Parents will be invoiced for the amount due.

Dismissal

Dismissal begins promptly at 4:00 p.m. and all Parents are expected to pick up their children at this time. Your prompt arrival is appreciated. Only students who are registered in our After School Program may stay after 4:00 p.m. to 5:30 p.m. Parents are expected to notify a staff member when they are leaving with their child so the staff member can record student departure time on attendance.

Late Pick-Up

If you are late picking up your child, you will be charged a flat fee of \$1.00 per minute each time, regardless of how late you arrive. If a student is consistently picked up late, Parents will be asked to enroll their child in the After-School Program.

Special Dismissal Requests

Please remember to inform our school office if there is going to be a change in the normal drop off and pick up routine for your child. This is very important as we cannot release children to any unauthorized individual, even if the child knows the person. Please ensure that you provide the office with the name of the person who will be picking up your child and their relationship to the child (e.g. aunt, next-door-neighbor, etc.) Please inform the person picking up the child that they will have to show photo-identification - driver’s license or health card.

30. Photo & Video Release Consent

Many times, throughout the year, photos/video are taken of our students during special events and classroom activities. We ask your permission to use any such photos/video in school displays or promotional material. Please sign the photo/video consent form to notify us if you give your consent or not, and return the form directly to the Office.

31. Communication of Information

Our weekly planning posted on the HiMama app will provide you with general information about the planned activities and curriculum. The Admin will send regular updates electronically outlining specific events e.g. Curriculum Evening, and on occasion, special events are also sent home

To avoid classroom disruptions, Parents/Guardians who wish to inform their child's teacher of something (e.g. leaving early for the dentist) can message the school through HiMama. Please note the teachers are tending to the children and will respond when they have a moment.

32. Evacuation of Children and Personnel from the School's Location

In the event that all children and personnel must evacuate the building, they will go to the **Nativity of our Lord School at 35 Saffron Cr. Etobicoke**. As soon as possible the Supervisor/Designate will notify Parents when an evacuation occurs - with necessary important information. **Availability of Parents in Emergency Situations:** The School must always have current and up-to-date information regarding the children attending the school. This will ensure that the Parent/Guardian can be reached in case of emergency. Always provide information to the Supervisor/Designate as to who can be reached in case of emergency if the contact Parent/Guardian is not available.

33. SCHOOL UNIFORMS: PLEASE LABEL ALL ARTICLES OF CLOTHING AND OTHER PERSONAL ITEMS ALL STUDENTS

Indoor Shoes: Students are required to wear indoor shoes at all times in the classroom and have appropriate outdoor shoes. The act of removing "outdoor shoes" is significant for the children's awareness of the unique quality of the Montessori learning environment. Black leather shoes are preferred.

Outdoor Clothes: School and weather appropriate clothing. An extra set of seasonal clothing (snow or raining boots and/or snow pants – should be kept at the school for unforeseen inclement weather. Jackets, coats, snow pants should be free of strings or long pieces that may get caught in a play structure or fence. If a teacher feels that strings or other things may be a safety hazard, they will remove the item considered dangerous and inform the child's Parent.

TODDLERS: Toddler students do not wear uniforms.

Outdoor clothing - Seasonal clothing as required

Summer items – sun hat, baseball cap

Winter items – snow suit or snow pants, two pairs of mittens, extra socks, hat, neck warmer, and boots.

Please send your child to school in suitable clothing (e.g. jogging suit) and slip-on Velcro rubber-soled shoes. Please note that your child should not wear belts, buckles, bows, suspenders, or overalls to school. We also suggest that you consider not sending your child in a long snap undershirt.

Each Toddler student has his/her own clothing bin in the classroom. Please ensure that these bins are fully stocked with necessary items such as diapers, training pants, extra clothing including socks and shoes. Please ensure all items are clearly labeled.

CASA & LOWER ELEMENTARY STUDENTS' UNIFORMS

A safe and self-disciplined learning environment is an essential element of the School. **Al Togs** is our current uniform supplier if you wish to have the logo uniforms need to be ordered from Al Togs. The logo is optional families are welcome to purchase uniforms from any retailer, as long as, the items are the correct colour. Our uniform policy is intended to keep the children's focus on learning. It is also a way to show pride in our school

community both at the school and during outside activities. The purpose of this policy is to provide for increased school safety, to minimize disruption, and to easily identify trespassers on campus. School uniforms also help students to experience a greater sense of school identity and belonging and help resist peer pressure amongst the students. Students are encouraged to take pride in wearing their school uniform, and uniform items are expected to be clean and in good repair at all times. Students are expected to travel to and from school in their uniform.

Summer uniforms may only be worn in the months of September, May, and June. Running shoes are not acceptable with the Summer Uniform. If a student's uniform is incomplete, a notice will be sent home outlining the items that require correction. It is recommended that students have an extra set of clothing (if possible, an extra uniform, or clothes in similar uniform colors and styles), at school in case of washroom accidents or if clothing gets soiled during recess time.

Website: www.altogs.com

The school uniform consists of the following:

Navy tunic or skirt

Long or short sleeved shirt with Peter Pan collar

Navy school cardigan or pullover

Navy blue pants

Navy blue or white tights or knee socks

Black indoor dress shoes (Velcro or loafer)

Outdoor running shoes (Velcro)

Summer uniform navy skirt

Summer uniform navy walking shorts

Please ensure that all uniforms, clothing and personal belongings are clearly labeled. We do our best to ensure that the children's belongings do not get misplaced; however, this poses a challenge for the staff if articles are not labeled.

Special considerations: The wearing of jewelry is discouraged; however, one small pair of earrings is permitted for female students only. Male students are not permitted to wear earrings and no body piercing of any kind will be accepted. Necklaces may be worn under the uniform if they are worn at all. Students should not wear rings.

Electronics: Students are not permitted to bring cell phones, cameras, pagers, MP3 players, or electronic games to the school. These items will be taken from the student and kept in the office and a Parent can collect the item at the end of the school day.

Lost and Found: The school is not responsible for the loss of any personal belongings. Parents are encouraged to check with the classroom teachers and the office for lost items. Unnamed or unclaimed items will be donated to charity after two months of not being claimed. Please label all your child's belongings clearly – first name and initial of the child's surname. The staff may label your child's belongings with a sharpie if they are not labelled.

Stuffed Animals, Toys, Cards, Games: Students are not permitted to bring toys, cards, or games to school, unless requested. The School is not responsible for any lost/missing articles. To prevent loss, we ask that students refrain from bringing any personal valuables to school.

Exception: Toddlers may bring a small, stuffed toy for nap time, as required. Please label the item, staff.

Chewing Gum: Students are not permitted to chew gum at any time while on School property.

Lunches & Snacks: The School provides nutritious lunches supplied by Wholesome kids. Our 4 weeks seasonal menus are posted inside and outside of the Kitchen and on the HiMaMa App.

The school endeavors to reduce the risk of exposure to anaphylaxis causative agents. (e.g. peanuts, shellfish, peanut oil, etc.). **Due to the severity of some allergies, outside snacks/meals/food are not permitted.** Parents must inform the School, in writing, of all allergies and food restrictions. Please ensure that your child brushes her/his teeth and washes her/his face and hands thoroughly if s/he has eaten any anaphylaxis causing agents (e.g. peanut butter, nuts, etc.), before coming to school; this will help ensure the safety of all children attending.

34. Nutrition Policy

It is the policy of the School to provide nutritious meals and snacks while employing safe food handling practices and fostering an environment that encourages healthy eating. The School considers nutrition as one of the primary elements of good health for children, essential for the child's overall growth and development. Good nutrition begins with healthy food. Our partnership with WHOLESOME KIDS enables us to offer delicious and nutritious hot meals constructed by a nutritionist to our students. We encourage you to visit their official webpage for more information: <https://wholesomekids.ca/>. The School ensures that the children are provided with sufficient quality and quantity of food in order to meet the child's overall daily nutritional requirements. The School provides morning snack and afternoon snack. The School follows the necessary procedures: Compliance with Canada Food Guide, posting of the Canada Food guide, and providing a Kitchen Coordinator who has obtained a Food Handling Certificate and is responsible to distribute the food and snacks safely to the classrooms. The school provides a morning and afternoon snack. Menu planning will be sent to the Parents' e-mail and posted outside of the kitchen and inside the classrooms. The supervising teachers encourage children to serve themselves and eat independently; however, staff may assist if required.

Allergies and food restrictions: Parents must write down any allergies or special concerns in their child's enrollment form. If new allergies are diagnosed any time after admission, a Parent must notify the School as soon as possible. Each child with a severe allergy or health concern has an emergency plan with their picture/information. Emergency Plans are posted in the kitchen and in each classroom used by the school for extra precaution. Any severe allergies need to be discussed with the management. Moreover, children who are vegetarians or have any other food restrictions are respected and the catering always provides them with another replacement meal.

The meals and snacks are provided to the children at regular times:

Morning snack: (served from arrival until 11:00 am - children independently serve themselves in the classroom)

Lunch: 11:30am-12:30pm

Afternoon Snack: 2:30 – 3:30 pm, and 5:00-5:30 pm - for those who are enrolled in the After School Program

Menu

The School respects children with special health needs. All menu planning follows the recommendations set out in the Health Canada documents “Eating Well with Canada’s Food Guide”, “Eating Well with Canada’s Food Guide – First Nations, Inuit and Métis”

The following is a list of foods that is not served at the School: nuts/seeds, hard candy, popcorn, chewing gum, jelly beans, caramel/toffee. Due to children having severe food allergies, **Parents are not allowed to send any snacks or birthday cakes etc. to the school.**

The menus are approved by a Registered Dietitian.

Eating Procedures

The tables are sanitized before and after each mealtime. The children’s hands are washed before and after mealtimes. The children’s table manners and independent tidy-up is taught and maintained (i.e. Scraping plates, putting plates, cups and utensils away, stacking chairs).

To prevent any incidents or accidents: Children are closely supervised. They sit while eating. Rocking on chairs is not allowed. Talking with their mouth full is discouraged. Forcing of food is not allowed. Children must not run with food or drinks in their mouth and hands.

Special dietary and feeding arrangements are to be carried out in accordance with the written instructions of a Parent of the child. Careful menu planning is essential to meet children’s nutritional needs and to expose them to a wide variety of foods.

The School provides water and milk at all meals and snacks; the School does not serve juice or other food items that contain high sugar and sodium levels.

Please see the allergy guide for the substitution meals for Vegetarian, Vegan and Halal and other dietary replacements.

Daily Packing Slip will indicate specific replacements by child’s name.

Please note that WHOLESOME KIDS operates a facility that is Nut Free, Pork Free and Shellfish Free at all times. All Lunches are Trans Fat Free (except for those that are naturally occurring). Fresh Fruits will vary daily depending on seasonal availability. They may include apples, bananas, oranges, grapes, pears, strawberries, melons (watermelon, cantaloupe, and honeydew), plums, nectarines, and peaches.

Food Preparation and Food Service

All food and beverages are received, and served using safe food handling practices in accordance with the Ontario Health Protection and Promotion Act Reg. 562 Food Premises. The school participates in waste diversion programs where appropriate (blue bin recycling and green bin organics). Menus are posted and copies are made available for Parents.

Roles and Responsibilities

The School follows procedures as described in The Child Care and Early Years Act, 2014 (CCEYA). The **Supervisor/Designate** meets with Parents regarding allergies and/or special requests, coordinates communication among Staff regarding allergies and special diets, ensures all food service staff have, or are in the process of obtaining or updating the current Food Handler Certification recognized by Toronto Public Health

The Staff post information about individual children’s food allergies in the kitchen and in all rooms where food is served, create opportunities for children to learn about and build skills around healthy eating, and encourage

children to drink water throughout the day to keep hydrated. **Students / Volunteers** support Staff members in planning and executing healthy eating activities, encourage children to drink water throughout the day to keep hydrated, and comply with relevant policies and procedures, which include, but are not limited to those, listed under the “Cross Reference” section of this policy

Administration and Forms

Parents/Guardians are to identify allergies and/or special diet requests by speaking with the Supervisor/Designate, and completing relevant form(s). Details regarding a child's allergies and/or special diet requirements are posted in the kitchen and in appropriate rooms of the School. Forms are also kept in child's personal file in the Administrative Office and are updated at the Parents' request and/or when the child graduates to the next classroom. The old forms are removed and new forms are posted as required.

Eating Environment

Furniture and eating utensils are age appropriate and developmentally suitable. Extra dishes and utensils are available at the table if any are dropped or soiled. Staff sit at the table with the children. Meal and snack times are unhurried and conversation is encouraged. Children are encouraged, but not forced, to eat. Opportunities are made available for children to do simple food-related tasks such as setting the table or pouring milk and serving themselves if age appropriate.

Healthy Eating Activities in the Rooms

Staff provide and encourage consistent healthy eating messages in activities that are incorporated in programming for creative arts, language and literacy, group time, music and movement, and science. The School endeavors to reduce the risk of exposure to anaphylaxis causative agents. (e.g. peanuts, shellfish, peanut oil, etc.). Due to the severity of some allergies, Parents are asked to not bring in snacks or meals as the School will provide these. Parents must inform the school in writing of all allergies and food restrictions. Parents are requested that the child brushes her/his teeth and washes her/his face and hands thoroughly if s/he has eaten any anaphylaxis causing agents (e.g. peanut butter), before coming to school; in order to ensure the safety of all children.

35. Birthday Celebrations & Invitations

Birthdays are a special time in a child's life. During group time, our teachers talk about the child's timeline from birth up to their current age. The teachers make the child aware of how small they were as a baby and their accomplishments up to date. **Due to allergies we are unable to permit Birthday Cakes or any other outside foods. Please speak to the admin before sending anything to the school.**

Named Birthday party invitations and loot bags must be handed to a classroom teacher who will distribute them. Food items in loot bags must be clearly labelled. Please check with the Admin prior to sending loot bags to ensure that they are allowed.

PART 3: BEHAVIOUR EXPECTATIONS, MEDICAL NEEDS INFORMATION, & EMERGENCY MANAGEMENT

36. Student Behavior

The School strives to provide a healthy and prepared learning environment for all our students, in order to promote positive relationships among teachers, students, and Parents. It is our goal to meet these high expectations through compliance to our Code of Conduct.

The Code of Conduct outlines the School's expectations of student behavior. Every member of our school has the right to work, learn and play free from disruption from others. The School promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. Members of our school

community are expected to be courteous and considerate, to use appropriate language and behaviors and to show respect for the rights and property of others. Working together the School and Parents must encourage proper behaviors and discuss rules with students.

Expected Behaviour and Anti-bullying Policy

Code of Conduct: We believe that the responsibility of creating a supportive and caring environment resides with each student. Grace and Courtesy are important components of our school environment and integrity should always be reflected in each student's behavior. In keeping with the Montessori philosophy, the following behaviors and responsibilities are expected of students at all times:

Appropriate Conduct: Students are expected to be courteous and considerate in their dealings with their peers, Parents, visitors, and school staff. Proper care and regard for school property, the property of others and the environment is expected. Intimidation (physical, verbal, written) and/or any form of bullying do not reflect the Virtues. Every child has a right to learn in a clean, safe and caring environment, free from worry. Inappropriate behaviors will result in a Parent-Teacher telephone call and /or conference where a plan of action will be completed and implemented. Appropriate follow-up will occur with the child, Parents/Guardian, and School. Expected Student Behavior involves showing respect for Self & School. Students are expected to be polite, courteous and considerate, to use appropriate language and behavior, and to show respect for the rights and property of others. Students should always respect differences in people, their ideas, and opinions. They must treat others fairly. The School and Parents, in their partnerships, must encourage and discuss expected positive behavior. The school is a place to learn, grow, and enjoy friendships in a safe and protective learning environment.

Anti-Bullying Policy: We believe that each student has the right to learn in a safe environment, without the fear of being bullied.

What is bullying? Bullying is when the actions of one person or a group of people make someone else uncomfortable or upset. Bullying includes: teasing, humiliating, excluding, ignoring, physically assaulting, stealing, and spreading rumors about another person.

We encourage and provide an inclusive environment where children feel safe emotionally and physically. We strive to use a restorative justice approach to help develop empathy and teach children in our school to respect each other and to be kind.

The school encourages open dialogue with the students and Parents to talk about respecting each other and working together to ensure a positive and respectful environment, that is based on empathy and understanding for one another.

Children are taught about Good Sportsmanship and to practice the Grace & Courtesy lessons, always play by the rules, exercise self control, play fairly at all times and respect other children's abilities, cooperate, share and be part of a team.

Restorative Steps

At its discretion, the School will help guide a child who has difficulty with the Code of Conduct and other School rules. Restorative steps may include a mandatory Parent meeting with a reasonable and attainable plan of action for the student, as well as, follow-up to this plan of action. Only after all other methods have been visited will a child be withdrawn or have limited School privileges and/or other reasonable sanctions.

The School reserves the right to dismiss a student where the continued attendance of that student would not be in the best interests of that student or the school. It also reserves the right to dismiss a student when his/her behavior seriously jeopardizes the ability of the school to guarantee the dignity and safety of its students, or

interferes with learning. In these circumstances, the School will make all reasonable efforts to assist families in finding suitable alternative education arrangements.

37. Behavior Guidance Policy for the School's Employees, Placement Students & Volunteers

Staff are to use a gentle approach that focuses on redirection to help children learn different ways of expressing their needs and naturally promotes the expectations of the classroom.

No form of corporal punishment will be allowed at any time, including hitting, spanking, pushing, shaking, pinching, biting, grabbing, or slapping. 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 themselves, or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent. Locking the exits of the school 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 school's emergency management policies and procedures. Deliberately harsh or degrading language or measures 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/her self-respect, dignity or self-worth. Deprivation of a child's basic needs, including food, drink, shelter, sleep, toilet use clothing or bedding or Inflicting any bodily harm on children including making children eat or drink against their will. Students and Volunteers are supervised by a School staff member at all times and are not permitted to be alone with any child or any children at any time.

38. Medical Needs Information

Medication Policy: School staff members are responsible for administering medication in accordance with this policy and ensuring all medication (with the exception of emergency medication such as Epi-Pens and asthma inhalers) are not accessible to children. Parents must complete all required forms and personally provide medication to the School Supervisor/Designate who will then follow-up with the child's teachers and make sure that the Epi-Pen is safely and appropriately stored so that it is not accessible to any children

Roles and Responsibilities The Supervisor is responsible for ensuring this policy. It is the responsibility of all Staff, Placement Students and Volunteers to read, review and ensure compliance of all required policies, procedures, processes, and individual plans.

The records of medication administration must be kept in a secured filing cabinet for at least 3 years from the date they are initially created..

Procedure: The Supervisor is responsible for ensuring this policy is followed. The Supervisor trains all Staff, Placement Students and Volunteers about the policy and how to safely store medication in the school. The supervisor ensures RECEs /Montessori staff administers the medication properly. The Supervisor/Designate ensures that the Parents complete the forms properly and that no medication is administered to a child without the correct written authorization from the Parent or guardian. When not being administered, medication must be safely stored in a locked cupboard in the room of the child who requires medication or in a locked box in the refrigerator. One staff in each classroom is responsible for ensuring that the child receives the proper medication: A RECE or Montessori teacher in each room is designated to administer medication. If this person is absent, the RECE or Montessori teacher administers the medication. As much as possible this should be the same staff each day to prevent errors. The staff reviews the Medication Authorization Form to ensure it is completed by the Parent. The Staff member carefully reads the dosage and time the medicine should be given. The Staff member carefully reads the medication bottle to ensure the Medicine is in the original container supplied by the pharmacist or the original package, the Container is labeled with the child's full name, name of the medication, the dosage of medication is on the container, the Date of purchase and/or expiration date are current, and the instructions for storage are followed as stated.

Over the Counter medications and drugs may be administered under the following conditions: The drug/medication has a clear Drug Identification Number (DIN) on the container or original package. The DIN indicates the drug has been approved to be marketed in Canada. The drug / medication has been prescribed by a doctor and the prescription or note accompanies the drug; or is part of a child's emergency medical plan, signed by the parents with clear directions. In addition; the Child's name is clearly labelled on the container, the dosage is on the container (must be provided by pharmacy or manufacture), correct storage of the medication is maintained and the expiry date is on the container (must be provided by the pharmacy or manufacture). The Staff member in charge records date and time the medication was administered on the Medicine Authorization Form. The staff stores the medication safely as required. The Staff member is responsible for returning medication containers to the Parents when the cycle of medication is completed and/or when the medication has expired. Once the medication cycle has been completed or the form is full, the Medicine Authorization Form is placed in the child's file. When medication is finished, a Staff member writes the word "Finished" and date the medication was finished on the form. Medication is to be kept in a locked cupboard or in a locked box in the refrigerator in the room of the child who requires the medication (except when the child is allowed to carry his/her own emergency asthma inhalers or Epi-Pen).

When out of the classroom, these medications are kept in the emergency pouch, carried by an assigned Staff member for fast access in case of emergency. The Medicine Authorization Form procedure is followed. Any accidental administration of any medication (e.g., medication administered to the wrong child or an error made in dosage) must be recorded and reported to the Supervisor/Designate immediately, who will then notify a Parent of the child. If adverse symptoms are evident upon accidental administration or medication, a

Staff member should call 911 immediately –with supervision from the Supervisor/Designate.

Blanket Authorization Form: Due to the frequency and their long-term daily usage, sunscreen, diaper creams, lip balms, petroleum jelly and hand sanitizers are not considered medications and therefore will be administered as needed, as long as they are non-prescription and/or are not for acute (symptomatic) treatment, whether they have a DIN or not. There is a blanket authorization form available in the Office.

Administering Emergency Medication: Staff must check that the Parent's written instructions match any instructions printed on the original container and that the medication has not expired. If medication is to be administered on an "as needed" basis, the written instructions must clearly indicate the situations under which the medication should be given. This could include the physical symptoms that must be present (wheezing, hives, etc.); the behavior the child must be exhibiting or the child's temperature. For each child receiving medication, an entry must be made on a medication administration form AND noted in the daily written record. Staff giving the medication should list each dose and the time. If a dose is omitted or late, reasons must also be listed. Permitting a Child to carry their own Emergency Medication Children may be allowed to carry their own Emergency medications (such as asthma inhalers, Epi-Pens, insulin) if Parents AND the Supervisor agree that this is in the best interest of the child and other children in the Centre. Both custodial Parents/guardians (if applicable) and the Supervisor must sign the Medication Authorization Form and clearly indicate the child will carry their own emergency medication. While in the care of Tiny Treasure, the staff will administer the medication for the child, following the policies outlined above. Under no circumstances will a child is allowed to administer his/her own medications.

Responsibilities of Parents/Guardians: It is important for the child's safety that each year Parents provide the School with complete and current medical information prior to the first day of school.

As much as possible, Parents/guardians should administer medication to their child while at home. If a child requires medication while at school, the school will assist families in ensuring their child receives her/his medication as documented in our medical policies. Parents/guardians are responsible for completing all forms and information accurately and ensuring all medication is current (prescribed, not expired, etc.). Some forms must be updated annually and it is the responsibility of the Parents/guardians to ensure all required forms are updated on time. All forms and emergency medication must be provided by Parents/Guardians before a child

can attend school. The School reserves the right to withdraw services if Parents/Guardians do not provide the necessary authorization forms and/or emergency medication.

Children who require Medical Needs Policy:

The following policy will apply within the School when there is a requirement of staff to provide primary care and/or guardianship to students with special medical needs. This policy requires that an individualized plan be developed for each child with special medical needs and ensure his/her inclusion in the School program. The review of each individualized plan (by Staff, Placement Students and Volunteers) supports the child's ability to participate in the School program, and provides Staff with all necessary information to deal with any medical situation pertaining to the child.

Special instructions: A child with medical needs is defined as a child who has one or more chronic or acute medical conditions and he/she requires additional supports or accommodations. For example, a child with diabetes may require that a staff member checks the child's blood sugar levels with a glucose monitor several times a day. Additional examples include but are not limited to: sun sensitivity which may mean limiting a child's outdoor time and exposure to sun or ensuring the use (wearing) protective clothing, Choking hazards may involve the pureeing of food to minimize choking, using an adaptive feeding chair, Asthma and the possible use of inhalers, Diabetes and the need to use blood glucose reader: prep, storage and sanitation of device as well as insulin injections: use of needles, storage of insulin, disposal of needles, Feeding tube: prep, storage and sanitation of device, Seizures and the need for medications.

An individualized medical plan must be developed in consultation with the Parent(s) of the child. This plan will address, where applicable, steps to reduce the risk of causing or worsening the medical condition(s), a list of medical devices and how to use them, the location of medicine and/or medical devices, supports available to the child as well as symptoms and emergency procedures and any other additional information. Staff members are required to maintain the confidentiality of a child's medical history including diagnosis. Sensitive or confidential medical information and detailed reports from medical professionals should not be included in the plan unless consent, in writing has been given by a Parent. The individualized plans must be reviewed with and signed by Staff, Volunteers and Placement Students prior to working with the child, and then at least annually and at any other time when substantive changes are made to policy, procedure, protocol or any individualized Plan for a Child with Medical Needs.

Risk Management: An individualized medical plan must be completed with and signed by the Parent(s) upon the child's enrolment or as the need arises. All Staff, Volunteers and Placement Students will review and sign the child's individualized medical plan prior to their first schedule shift. Plans must be examined frequently to ensure accuracy and updated immediately with any changes as per Parent communication.

Parents' Responsibilities: It is the responsibility of Parents/Guardians to inform the Supervisor/Designate and program staff that their child has a Medical Need(s) which may require additional supports, accommodation and/or assistance.

The Parent provides a training orientation for the school and staff members must sign a document confirming that the training has been completed.

Allergies & Epi Pens

Please list all allergies on your child's medical form. It is critical that the school be informed of all allergies. Each child who has an anaphylactic allergy must provide the school with Epi-Pen, clearly labeled with the child's name, at the start of the academic year. Please note that Ministry regulations state that the anaphylactic certified professionals must train school staff on proper use of the Epi-Pen, as well as symptoms of anaphylactic shock specific to the child. Staff is also encouraged to complete the following online training course: <https://www.allergyaware.ca/>

Medication: If a child is required to take medication, it must be brought to the school in the original containers and given to a teacher to be recorded and stored (including refrigerated items). All medication must be prescribed and/or accompanied by a doctor's note. A Parent is required to complete the necessary forms stating clearly the times and amounts of medication to be administered. The school will not administer any medication without the appropriate documentation.

Natural Medications: The School will not administer natural medications to any student.

Illness & Communicable Diseases: Please call the School if your child is unable to attend class due to an illness. In all circumstances of absence for medical reasons, please seek the advice of your child's doctor to determine an appropriate time for your child to return to school. If a child is ill in the morning, the Parents must not bring the child to School. Staff is required to check that each child is well when they arrive in the morning and if it is felt that a child is ill and should not attend school, the Parent will be asked to remove the child from the school

Fever: If a child appears to have a fever (100.2°F or 38°C and higher), diarrhea, vomiting, or any other contagious illness (e.g. pinkeye, strep throat, lice) the Parents will be called immediately to pick up their child. Please see section on Communicable Diseases. If a child's temperature is 100.0°F, the School will call a Parent/Guardian and inform them. If the child's temperature reaches 100.2°F the Parent/Guardian must come to the school and remove the child from the school. Children cannot return to school until they have been fever free without medication for 24 hours or 48 hours during an outbreak or pandemic.

Vomiting / Diarrhea: Your child may return to school when he/she has not vomited or had diarrhea for 24 hours.

Medical Appointments: Whenever possible, please make all medical appointments outside school hours in order that your child will not miss valuable lesson time. If your child must leave the school prior to dismissal time, send a note to the teacher, or leave a voicemail on the school phone.

Communicable Diseases: To keep as much control as possible over the spread of communicable diseases, please follow these important rules: If your child contracts a communicable disease (e.g. measles, head lice, etc.), your child should be kept at home and immediately report this to the school office. This will enable staff to watch for symptoms in other children and to inform Parents. The school has guidelines from the City of Toronto Public Health as to when a student may return. These are guidelines that we will follow. A copy of these is posted in the school. You may also contact the City of Toronto, Public Health Department at 416-338-7600.

The following is a list of some of the most common communicable diseases:

Pink Eye (Conjunctivitis) – After the first dose of antibiotic treatment, child must stay at home for at least 24 hours. The area should be clear of infection. The child may return to school with a doctor's note.

Influenza is contagious for 3 – 5 days from onset of symptoms, up to 7 days in young children. The child may return to school, provided symptoms are no longer present (e.g. fever). **Head Lice (Pediculosis)** – The child must be excluded from school until treated and all nits (live and dead) are removed from hair. Parents must inform the school immediately should their child get head lice. Due to the sensitive nature of this communicable disease, the school will keep information regarding the child with head lice discreet.

Novel Coronavirus health measures will be in place as directed by Toronto Public Health. Please refer to the most up to date guidance as outlined by the School Admin in coordination with Toronto Public Health.

39. Learning Differences & Special Needs

Children who attend Tiny Treasure Montessori with observed and documented learning differences or special needs are provided with a learning environment based on Montessori principles with appropriate modifications, which will guide and help the development of the child with these particular needs. If a classroom teacher feels

that a student is manifesting characteristics of being “at risk” for learning differences, then documentation will take place of all such observations. Meetings will take place between the school Supervisor/Teacher/Parents to further discuss needs and concerns. If necessary, a third party (e.g. special resource workers) will be contacted and asked to observe and identify potential “at risk” students. A plan will be discussed and approved with a Parent/Guardian and then be put in place and progress monitored to assist and facilitate the student’s development in the areas of need. Continued follow-up of the child’s progress with all parties involved will continue throughout the school year. Parents are asked to fully participate in assisting the school to help in their child’s progress and success in the program. Modifications in the home environment may also be required.

40. Emergency Management Policy and Procedures

The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved. Staff will ensure that the children are kept safe, are accounted for and are supervised at all times during an emergency situation. Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible. 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.

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 Supervisor 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 by the Supervisor in the daily written record.

41. Supervision of Placement Students and Volunteers

The School strives to ensure that the children in our care are in a safe environment. The policy for supervision of volunteers and placement students will help support the safety and wellbeing of students the School. Prior to a Volunteer or Placement student beginning to work with children, the Supervisor/Designate will conduct an interview to assess skills, strengths, and program requirements where applicable. There is a mandatory orientation. Expectations are discussed and policies and procedures will be reviewed. Signed documentation of these procedures and practices are mandatory. In addition Placement students and Volunteers are required to submit a current Criminal Reference Check before any contact with our students. Direct unsupervised access is not permitted for persons who are not employees of the School. Volunteers and Placement Students are not counted in the staffing ratios of the School. The Supervisor/Designate is responsible for ensuring that all placement students and volunteers are properly trained and supervised. A Volunteer or Placement Student must always have a School staff member present when s/he is with children.

The Supervisor/Designate who is supervising/mentoring a Volunteer/ Placement Student shall:

- 1) Provide the Volunteer/ Placement student with direction and guidance.
- 2) Ensure that the Volunteer/ Placement student is not alone with any child at any time.
- 3) Ensure that the Volunteer/ Placement student seeks direction from an assigned Staff member before starting a routine or program activity with a child.

- 4) Provide the Volunteer/ Placement student with current information about the children and staff with severe allergies, and the procedures to avoid anaphylactic reaction.
- 5) Monitor the behavior management practices of the Volunteer/ Placement student as outlined in the Behavior Guidance policy.
- 6) The Supervisor/Designate must review and evaluate the expectations for Placement Students required by their teaching college and by all the School's Policies and Procedures, and complete any required written college evaluations.
- 7) The Supervisor/Designate must meet at least monthly with the placement college instructor with documentation on the placement student's progress.
- 8) All Employees will ensure that no volunteer or program placement student is alone at any time with any child.
- 9) The Supervisor/Designate must be informed of any action of a Volunteer or Placement student that could pose a risk to any person at our School.

42. Parents' Issues and Concerns: Policy and Procedures

Parents/Guardians are encouraged to take an active role school. As supported by our program statement, the School supports positive and responsive interactions among the children, Parents/Guardians, child care providers and Staff, and fosters the engagement of ongoing communication with Parents/Guardians about the program and their children.

School personnel 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 and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties as quickly as possible.

Issues/concerns may be brought forward verbally or in writing to the Supervisor/Designate. 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 5 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 all 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, child care providers, other persons in the child care premises, Staff, Placement 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, open communication, and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party. If at any point a Parent/Guardian, or a school employee feels uncomfortable, threatened, abused or belittled, s/he may immediately end the conversation and report the situation to the Administrator/ Supervisor:

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 visit:

<http://www.children.gov.on.ca/htdocs/English/childremsaid/reportingabuse/index.aspx>

43. Injury and Accident reporting

Handling injuries safely and informing Parents of school-related incidents are mandatory procedures especially when an accident happens at the School (indoors or outdoors). An Accident Report form must be completed immediately, shared with the Supervisor/Designate (who must sign the document) and photocopied. The original documentation is handed to the Parents when the child is picked up by the Supervisor or Staff member. The photocopy will be used by the Supervisor/Designate to follow up with the parent and child the following day – and then filed in the child's personal folder. The documentation is detailed - including the time of the injury, the treatment given, and the location of the injury placed on the body diagram on the report, the form serves as a valuable communication tool for Parents and School.

44. Field trip Policy

Students go on short nature walks around the school neighbourhood and do not cross any major intersections. Advanced notice will not be given as authorization has been provided in the enrollment form. The ratio for nature walks is our standard 1:5 toddler, 1:8 preschool and 1:12 Elementary.

Planned off site Field-trips are dependent on availability and will not take place during pandemic restrictions. Please see below guidelines for planned off-site field trips;

- Parents will be advised in writing of the field trip destination, time, place, student attire, mode of transportation, and cost if applicable.
- Teachers are responsible to collect all permission forms and fees (where applicable). Teachers are to ensure that the fees have been collected.
- Teachers are to ensure that parents have signed and dated the permission form as well as submit any outstanding fees for the trip.
- When planning for summer season, teachers should check the field trip list to plan accordingly (please refer to the Daily Program Plan).
- The School will obtain a signed consent form from parents. This form is to include the following information:
 - Date
 - Time of departure and return
 - Place of visit/destination
 - Purpose of field trip
 - Special considerations, such as for a child with Diabetes, allergies, etc.
 - Appropriate attire
 - Mode of transportation
- Update identification (I.D.) tags with the name, address and telephone number of the school
- Personal identifiers, such as the child's name on tags, are to be avoided to prevent strangers from calling or referring to the children by name. Children should not be encouraged to speak to strangers (other than the hosts or tour guides).
- Update emergency records. Ensure parents' emergency, home, and office telephone numbers are correct.
- Discuss rules for appropriate conduct with the children before the trip, and again on the day of the trip. Outline to the students what they will do on the trip.
- The school will establish the field trip route to and from the destination and leave a copy of the directions behind for staff at the school. That way, if help is needed, the school staff or the police can locate the teacher and students. This is especially important when traveling in rural areas.
- Teachers on the trip should carry at least one cellular phone and two-way radio and have all school contact information (telephone number, person to contact etc.) on hand.
- Ensure each group is paired with another group with an adult that has Level C first aid and CPR as per ministry requirements
- Allowances will be made for difficulties encountered during winter travel, e.g. extra travel time, roadside emergencies, and all equipment recommended by Transport Canada.

- Children are not allowed to leave the school in any other vehicle other than that provided by Tiny Treasure Montessori School. Parents may take their own vehicles and drive their own children only.
 - Prior to leaving, and prior to returning all teachers must take student attendance. Attendance books must accompany the teachers on the field trip.
 - Emergency cards/records of students must be on-hand.
 - Each group will bring their own First Aid Kit.
 - Teachers will ensure that students who require medication, puffers, EPI-Pens etc. have such items available as required. Medications and EPI-Pens will be carried by the teacher.
 - Assign specific students to a teacher or parent volunteer.
 - Follow provincial child care regulations for group sizes and ratios. The ratio is 1:4, 1 adult for 4 children.
 - All adults (teachers/parent volunteers) must be given a list of names of the students under their care and supervision for the field trip. This list will include allergies and other important medical information needed in case of emergency.
 - Assign a “buddy” to each older child.
 - Teachers should bring extra clothing and diapers (for Toddlers), as required.
 - Teachers are to co-ordinate to ensure that they bring fluids, sunblock, food for Toddlers, etc.
 - Instruct students on what to do if they become separated from the group. Decide on a convenient meeting place for older children and staff in case of separation. The “buddy” system is also useful for older children in such situations.
- Points to emphasize include:
- Do not panic
 - Find a security or police officer
 - Do not wander. Stay in one place and wait for an adult from the group to return.
- Assign one teacher to lead the group on and off the bus/vehicle. A second teacher should help the children board and exit, and a third should remain at the end of the group. Always ensure that everyone is present and accounted for.
 - Group students according to manageability levels.
 - Parent volunteers must be reminded and advised of all responsibilities they hold with respect to supervision and care of the students assigned to their group. Such volunteers are not to be giving food (from home or purchased at the field trip, to any child).
 - Proper and appropriate supervision by all adults on the trip are critical and expected to ensure safety and success of the field trip.
 - Both teachers and parents should not engage in idle conversation during the trip and should constantly be aware of all activities around them to best ensure student safety and security.
 - Ensure that the children are safely seated before the vehicle starts up and that they remain seated during the entire journey.
 - Never let students go into public washroom facilities without being accompanied by an adult from the group. Washroom routines will be discussed with the students prior to the trip and reminded again once on the trip.
 - Teachers should ensure that all items on the Trip List are taken.
 - If walking outdoors, ensure that everyone obeys traffic signs and crosses streets safely.
 - Transition times during field trips must be carefully planned and dealt with e.g. waiting for the bus, waiting to gain entrance to the facility, waiting to have lunch etc. Teachers should ensure that they are singing songs, playing small manageable games, and otherwise keeping the students engaged and interested and thereby avoiding inappropriate behaviours and unmanageable situations.
 - Teachers are to be reminded of their previously learned Behaviour Management techniques and to apply them as required.
 - Teachers should ensure that all disciplinary techniques and strategies are appropriate and reflective of Tiny Treasure Montessori’s mission statement and philosophy.
 - Teachers should take small backpacks and not purses on field trips so as to keep the use of both hands free.
 - Neither parents nor teachers are permitted to buy the children food, souvenirs, etc.

- If a parent volunteer has a child attending the field trip, this child will be treated the same as all his/her other classmates. The school will not grant such a parent differing privileges or concessions.
- All parent volunteers must be appropriately briefed by the school on expectations of preferred discipline techniques, behaviour management techniques, routines, schedules, etc. before going on the trip.
- A Criminal Reference Check is required for all parent volunteers.
- Parents will understand that students are expected to follow the teacher's authority, rules, and expectations on the trip.
- Parent volunteers who attend the trips will pay the cost of admission.
- The children will be assigned to the staff and parents.
- The adult is responsible for the students assigned to them.

45. Reporting Reasonable Grounds to Suspect Child Abuse

Under Section 72 of the Child and Family Services Act every person who has reasonable grounds to suspect that a child is or may be in need of protection has a duty to report the suspicion and the information upon which it is based to Children's Aid Society. This includes persons who perform professional or official duties with respect to children, such as health care workers, teachers, operators or employees of child care programs or centers, police and lawyers. The School supports and follows the CAS policy and procedures. Through Professional Development and Staff Meetings, the staff members are made aware of how to recognize the signs of child abuse and neglect and to speak to the Supervisor/Designate promptly and respond as required. CAS has the exclusive mandate, under the Child and Family Services Act, to investigate allegations of child abuse or neglect and to deliver child protection services.