White Oaks
MONTESSORI SCHOOL

EST·1989

Clarkson Campus

Parent Handbook
2025-2026

December 31, 2025
Version 4

Table of Contents

MISSION STATEMENT 8
FACULTY 9
CLARKSON CAMPUS ADDRESS 9
Programme Hours and Days of Operation 10
PROGRAMME CLOSURES 10
OUR HISTORY 11
ABOUT OUR FOUNDER 12
PROGRAMME STATEMENT 13
MONTESSORI PHILOSOPHY 15
Using a Child's Enthusiasm to Learn 15
UNDERSTANDING THE MONTESSORI METHOD 15
TODDLER CURRICULUM 16
Practical Life Concept 17
Language 17
Movement 17
MONTESSORI TODDLER PROGRAMME 17
AGE Eighteen (18) Months to Three (3) Years 17
Programme Goals 18
Practical Life 18
Movement - Large Motor Area 18
Language 18
Sensorial 18
TODDLER SCHOOL ITEM REQUIREMENTS 19
THE MONTESSORI EARLY CHILDHOOD CURRICULUM (CASA) 3 to 6 years old 21
Personal Independence and Care of the Environment - Practical Life Exercises 21
Education of the Senses - Sensorial Exercises 23
Visual Sense 23
Tactile Sense 23
Auditory Sense 23
Complex Senses – Weight, Temperature, Shape, Smell, Taste 23
Language Curriculum 24
Math 25

Culture Studies 25
Supporting Smooth and Happy Goodbyes 26
How can I help my child before he goes to school? 27
Helpful Insights into Your Child's Day at School. 27
Learning Experience 27
Casa Student - School Item Requirements 28
LOWER ELEMENTARY CURRICULUM 6 through 9 years old 29
Language 29
Mathematics 30
Geometry 30
History 30
Geography 31
Zoology 31
Botany 31
Science and Technology 31
Arts 32
Music/Drama 32
French 32
Computer 33
Physical Education 33
UPPER ELEMENTARY CURRICULUM 9 through 12 years old 34
Language 34
Literature 34
Comprehension 34
Creative Writing 35
Grammar, Punctuation, Language Mechanics 35
Spelling and Vocabulary 35
Oral and Listening Skills 35
Mathematics 36
Geometry 36
History 37
Geography 37
Zoology 38
Botany 38
Science and Technology 39

Art 39
Music/Drama 39
French 40
Computer 40
Physical Education 40
Clarkson Campus Fee Schedule – Academic Year 2025-2026 41
Tuition Policies 41
Additional Fees (Base Fee Exclusions) 41
Administrative Fees 42
CWELCC Notice 42
TERMS AND CONDITIONS 42
Registration Administration 42
Tuition Administration 42
RELEASE, INDEMNITY AND DECLARATION AGREEMENT 43
EMERGENCY MEDICAL AUTHORIZATION 43
STUDENT MEDIA RELEASE CONSENT 44
CODE OF DISCIPLINE 45
COURTESY 45
DISCIPLINE 45
CONSEQUENCES 46
In-School Suspension 47
Misconduct Warranting Suspension/Expulsion *(This list is not exhaustive.)* 47
POLICIES AND PROCEDURES SERIOUS OCCURRENCES REPORTING 47
HOW TO IDENTIFY A SERIOUS OCCURRENCE 47
HOW TO RESPOND TO A SERIOUS OCCURRENCE 48
B. HOW TO REPORT A SERIOUS OCCURRENCE – Within 24 Hours 49
SERIOUS OCCURRRENCE ANNUAL SUMMARY AND ANALYSIS 50
ONGOING MONITORING 50
STAFF TRAINING 50
ALLEGATIONS OF ABUSE 50
COMPLAINTS 51
SERIOUS OCCURRENCES IN WHITE OAKS MONTESSORI SCHOOL 51
ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT 52
Our Commitment 52
CONSUMER PROTECTION INFORMATION 55

FINANCIAL STATEMENT 55
PROHIBITED PRACTICES POLICY 55
Discipline of children 56
Methods of Control: 56
Prohibited Behaviour Management 56
Policies and Procedures With Respect to Contravention of the Above Regulations 57
PARENT CONTACT INFORMATION 57
EMERGENCY MANAGEMENT AND PROCEDURES POLICY STATEMENT 58
Emergency Management 58
HEALTH AND ILLNESS POLICY 59
Health 59
Medical Information 59
Illness Policy 59
Fever 59
Medication 60
Arrival Health Appraisal 60
Communicable Diseases 61
Gym Programme Participation 62
ALLERGY POLICY 62
Identification of Children at Risk 63
Availability and Location of Epinephrine Auto-injectors (“auto-injectors”) 63
Emergency Protocol 64
Body Position 64
Training 65
Creating an Allergy-Safe School Environment 65
Strategies to Reduce the Risk of Exposure to Anaphylactic Allergens 65
LUNCH POLICY 66
Catering 67
Lunches from Home 67
Birthdays 67
Snacks 68
REPORT CARDS 68
Toddler and Casa 68
Elementary 68
Parent Teacher Interviews 68

Parent Education 68
SAFETY 68
School Closures 68
Criminal Record Search 69
Supervision of Volunteers and Students 69
Notice of Temporary Disruption 69
FIELD TRIPS 69
CLOTHING 70
REST PERIOD 70
OUTDOOR PLAY 70
SHOW AND TELL 70
TOYS 70
DIGITAL MEMORY ALBUM 71
UPCOMING EVENTS 71
WAIT LIST POLICY 71
PARENT ISSUES AND CONCERNS POLICY AND PROCEDURES 72
Purpose 72
Definitions 72
Parental Issues and Concerns Policy 72
Confidentiality 73
Conduct 73
Concerns about the Suspected Abuse or Neglect of a child 73
Procedures 74
Escalation of Issues or Concerns: 75
ABSENCE POLICY 76
Absences 76
ARRIVAL AND DISMISSAL 76
Drop Off 76
Lateness 76
Late Pick Up 76
EXTENDED CARE 76
SAFE ARRIVAL AND DISMISSAL POLICY AND PROCEDURES 77
Purpose 77
Policy 77
Procedures 78

Accepting a child into White Oaks Montessori School 78
Where a child has not arrived at school as expected 78
Releasing a child from care 78
Where a child has not been picked up as expected (before end of school day) 79
Where a child has not been picked up and the school is closed 79
Dismissing a child from care without supervision procedures 80
PEEL INCLUSION RESOURCE SERVICES (PIRS) 81
CHILD CARE SUBSIDY 81

White Oaks
MONTESSORI SCHOOL

MISSION STATEMENT

Through the development of a safe, nurturing environment we support the developing child in his/her quest for academic excellence, positive interdependent relationships and the skills necessary for a fulfilling life as an integral valued member of our society

FACULTY

Founder	Barbara Ward
Principal	Irene Stathoukos
Operations Manager	Robert Ward
Administrative Assistant	Kerri Cameron
Registrar	Anne Richmond
Clarkson Campus	
Supervisor	Parissa Laghaee
Toddler	Simran Kaur
	Nighat Ubaid
	Mayu Shangar
Casa	Ritika Gogia
	Clementina Sousa
	Pratibha Arya
French Teacher	Parissa Laghaee
Extended Care	Tara Ebrahim

CLARKSON CAMPUS ADDRESS

1338 Clarkson Road North, Mississauga, Ontario L5J 2W5
905 278-4454 **www.woms.ca**
email:admin@woms.ca

Programme Hours and Days of Operation

CLARKSON TODDLER & CASA P R O G R A M M E
ACADEMIC YEAR: September 2, 2025 to June 19, 2026
SCHOOL HOLIDAYS AND DATES TO REMEMBER

September 2, 2025	School year commences
September 11, 2025	Meet & Greet BBQ
September 17, 2025	Picture Day
October 10, 2025	Thanksgiving Feast
October 13, 2025	Thanksgiving Day - School closed
October 24, 2025	Lifelong Learning Symposium – School closed
November 5, 2025	Picture Retake Day - Vanier Campus
November 11, 2025	Remembrance Day
December 17, 2025	Christmas Concert
December 19, 2025	Last Day of Classes
December 22 to January 2, 2026	Christmas Break - School closed
January 5, 2026	School Resumes
February 12 & 13, 2026	Parent Teacher Interviews (afternoon)
February 16, 2026	Family Day - School closed
February 23 to 27, 2026	International Montessori Week
March 16 to 27, 2026 Inclusive	March Break – School closed
April 3, 2026	Good Friday - School closed
April 6, 2026	Easter Monday - School Open
April 24, 2026	Multicultural Day
May 8, 2026	Mother & Grandmother's Day
May 2026 TBA	Spring Picture Day
May 18, 2026	Victoria Day - School closed
May 29, 2026	Elementary Spring Concert & Graduation
June 12, 2026	Fun Day Picnic
June 15 to 18, 2026	Fun Week
June 19, 2026	Parent Teacher Interviews
June 22 to August 7, 2026	Summer Camp (Vanier Campus)

*All dates are tentative

P R O G R A M M E	**H O U R S**
School Hours	9:00 a.m. - 3:30 p.m.
Before School Care	7:30 a.m. - 9:00 a.m.
After School Care	3:30 p.m. - 6:00 p.m.

PROGRAMME CLOSURES

White Oaks Montessori School operates in an academic year from September 1 to June 19 of the following year. During this period, we provide licensed child care services Monday to Friday.

Core Montessori Hours: 9:00 am - 3:30 pm for Full Day Toddler & Casa
Toddler Half Day Hours: 9:00 am - 11:30 pm
Operating Hours: 7:30 am – 6:00 pm (Monday – Friday)

Our program will be closed on the following days and FEES ARE CHARGED to families:

· Labour Day: September 1, 2025
· Thanksgiving Day: October 13, 2025
· Christmas Day: December 25, 2025
· Boxing Day: December 26, 2025
· New Year's Day: January 1, 2026
· Winter break: December 22 to 31, 2025 and January 2, 2026
· Family Day: February 16, 2026
· March Break: March 16-20, 2026
· Good Friday: April 3, 2026
· Victoria Day: May 18, 2026

Fees for these closure dates are already included in your (monthly) fees.

We do not charge fees for the following closures:
· March Break: March 23-27, 2026
· Summer closure: June 22 to August 31, 2026.

Unplanned closures

> To keep you, your children, and our staff safe, we will close when the Peel District School Board schools close due to severe weather conditions. In the event that school is closed a notice will be posted on our website under school cancellations and on the answering system by 7:00 a.m. Individual phone calls will NOT be made by the staff. Refunds are not provided for missed days, including weather-related closures

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OUR HISTORY

White Oaks Montessori School opened its doors in September 1989. At its conception White Oaks consisted of one classroom at our Clarkson Campus with a morning class of seven students.

The initial dream was to provide children with an exceptional hands-on education, while also giving them skills that they could use for the rest of their lives.

As each year went by, our student and teacher population grew and our dreams for White Oaks expanded, encompassing a Lower Elementary Programme along with Extended Care Programmes.

By September 2000, White Oaks expanded again and opened a new campus, Vanier Campus. This location was completely altered and renovated, including the playground area. The goal was to expand to an Upper Elementary and Toddler Programme at Vanier.

At our Clarkson Campus we currently house a Toddler and a Casa Programme, a large gymnasium with a stage, and an outdoor playground.

Our Vanier Campus houses two Toddler classes, four Casa classes, a Lower Elementary Programme (Grades 1 through 3) and an Upper Elementary Programme (Grades 4 through 6). In addition, we have a French Room and a Gymnasium. We offer a Summer Camp Programme at this location.

In 2001, White Oaks Montessori was the first Montessori School in Mississauga to receive ACCREDITATION through Montessori Canada, formerly the Canadian Council of Montessori Administrators (CCMA). In order to be accredited, a Montessori School must pass through a process of evaluation established by Montessori Canada. This process takes approximately one year to complete and the school must meet all of the Montessori Canada criteria. All accredited schools are re-evaluated every 5 years. White Oaks continues to be an Accredited school.

We are very proud to be an Accredited school and are grateful to our Administrative Staff and our talented teachers who take pride in their work, and in so doing have made White Oaks Montessori School a distinctive name in the Montessori Community. White Oaks Montessori School has a reputation for excellence with a strong established name in the Mississauga, Etobicoke, and Oakville Communities.

Barbara S. Ward
Founder

ABOUT OUR FOUNDER

Ms. Barbara Ward is the Founder and Owner of White Oaks Montessori School Ltd. Ms. Ward has been a dedicated believer in the Montessori philosophy during her 45+ years association with the Montessori Programme. She graduated from Association Montessori Internationale, London, England, an international organization established by Dr. Maria Montessori. An ardent practitioner of the Montessori Programme, Ms. Ward is committed not only to observing standards of excellence in Montessori Education, set by the Association Montessori Internationale, she has also committed herself in preparing, providing, and nurturing the children in her school with the care and congeniality of the Montessori environment.

PROGRAMME STATEMENT

White Oaks Montessori School's approach to 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 and the same. This Ministry programme statement (Ministry Regulation 46) is reviewed with childcare staff and volunteers annually or whenever an amendment is made.

White Oaks Montessori School holds the view that all children are competent, capable, curious and rich in potential.

This Ministry statement describes our goals for children at White Oaks Montessori School and the approaches that we implement to meet those goals.

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

We support positive and responsive interactions among the children, parents, child care providers and staff by communicating, promoting and adhering to our '**Values**' and our '**Code of Conduct.**' These are communicated in our staff policies and in the Parent Handbook and monthly newsletters. They are applied to all members of the WOMS community – staff, students, parents, volunteers, observers and visitors.

We encourage children to interact and communicate in a positive way and we support their ability to self-regulate by having **mixed-age Montessori communities** where children remain with the same adults for three years (Casa and Elementary). This provides many opportunities for interactions with children older and younger than themselves, and with adults. We also have a **Code of Conduct** that is applied throughout the school 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 three ages in each room. There are activities that assist children to become independent or able to assist others in care of self, care of the environment and care of others (Grace and Courtesy); activities to explore and refine all the senses as well as discover sequencing and order; activities to increase vocabulary, encourage discussion, explore sounds, and begin to develop the process of writing and reading, and activities to develop number sense, numeracy, understanding of large quantities, the mathematical operations, and geometry and an abundance of other activities to introduce the world we live in. In addition, there are activities for cutting, colouring, painting, exploring colour, shape and texture, pasting, etc. Children understand where everything is kept, and they are able to choose and return things independently and with their peers.

We provide child-initiated and adult-supported experiences. All Montessori materials are introduced to a child by an adult or by another child. The Montessori adults are always observing to see what support each child may need, and they are very sensitive in allowing children their own initiative as this often results in children being deeply engaged and peaceful in what they are

doing. Adults are always trying to find the right moment to introduce a child to something new, so they can be gently challenged but also cautious to allow for enough time for the child to internalize a concept/movement, etc.

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

We incorporate indoor and outdoor play, as well as active play, rest and quiet time, and provide consideration to the individual needs of the children by allowing them to manage a great deal of their day. Children can choose to move throughout the class carrying objects 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. We also have a large, equipped, outdoor playground that children access in groups each day.

We foster the engagement of ongoing communication with parents about the programme and their children by having regular curriculum reviews, meetings or workshops with parents to explain what is happening in the classrooms, inviting parents to observe their children in class, writing monthly newsletters and sending home pictures or explanations of the creations that children bring home through our Transparent Classroom app programme. Parents can access their child's teacher by leaving messages on Transparent Classroom, chatting briefly at the door during arrival or dismissal or arranging one-on-one meetings with teachers.

We involve local community partners such as Toys for Tots, Tour for Kids, COMPASS, etc., and work with these partners to support local community endeavours. We welcome specialists from LHIN, PIRS, and Speech Pathologists from Erin Oaks or private organizations to work with the students who need extra support. We accommodate them to work with our children during school hours when these children need extra support. We arrange for meeting with the parents and these specialists whenever necessary.

We support our staff and others who interact with the children in relation to continuous professional learning by having an all-day staff meeting every August at which time all staff review and complete all necessary documentation required by ONTARIO REGULATION 137/15. At the beginning of each year, our staff also set goals for their classrooms and we plan how to support them in the achievement of those goals. We have a budget dedicated to Professional Development that any staff person can access depending on their particular needs. We have two Professional Development days set aside each year to meet as a whole staff and in smaller groups to review our work and plan for improvements. We also meet bi-weekly/monthly to discuss ongoing issues or topics of particular interest. Each staff member also spends time at least once a year observing in another's class.

We document and review the impact of the above strategies on the children and their families through observation, conversation, meetings, surveys, etc.

MONTESSORI PHILOSOPHY

Using a Child's Enthusiasm to Learn

Montessori is a method of teaching that originated 100 years ago by Dr. Maria Montessori, the first female doctor in Europe. At that time, she observed that children have a remarkable, almost effortless ability to absorb knowledge from their surroundings. Children teach themselves! She recognized that the most important years in the life of a human being are the years between birth and the age of six. During this period of development, a child learns more, learns faster and learns with greater ease than at any other period. The child is completely absorbed in building the person he/she is to be and by the age of six, the individual personality is firmly implanted.

Early childhood education has come to accept today what Dr. Maria Montessori discovered so long ago. The child under six, indeed, has the capacity for mental absorption. Never will this sensitive period of the child be more alive than in the preschool years.

During the early years, children pass through sensitive periods in their development, at which time they are particularly receptive to certain stimuli. Taking advantage of these sensitive periods, the teacher introduces the child to materials which are specially designed to develop and enhance the five senses and are intended to help the child focus his/her attention on one particular quality. Children work at their own pace, in a non-competitive environment where beauty and order are stressed. Children are given the freedom to choose and reveal their spontaneous love of "work." A busy, quiet atmosphere is noticeable in a Montessori classroom.

Everything in a Montessori classroom has a specific use or purpose, there is nothing in the prepared environment that the child cannot see or touch. For example, in the Toddler and Casa classrooms chairs, tables, shelves and materials are all scaled down to the child's size and are within his or her own reach.

Teachers are observers, always ready to guide and direct, their purpose is to feed the child's enthusiasm for learning and to guide it, without interfering with the child's need and effort to teach him/herself and become independent. In this joyful atmosphere of acceptance and respect, each child works through his/her individual cycles of activity and truly learns, according to his/her own unique needs and capabilities.

The Montessori approach to education allows the development of the whole personality of the child and within a framework of organization, freedom is promoted.

UNDERSTANDING THE MONTESSORI METHOD

This information is intended to help you understand the Montessori approach to learning as it is practiced at White Oaks Montessori School. We are deeply proud of the care and education we

provide and are committed to creating an environment where families feel confident, comfortable, and secure entrusting their child to us. Please reach out with any questions.

- The Montessori Method is based on a profound respect for children. All activities and practices are designed to foster each child's self-esteem and independence.

- Children in our classrooms are of mixed ages. Mixed ages provide older children the opportunity to mentor and be responsible for their younger peers. By assisting the younger children in an activity our older children establish a sense of pride and confidence while reinforcing what they already know. The mixed ages also allow younger children to observe work they will be learning in the future and to set goals for themselves.

- The academic lessons are presented individually. This enables each child to work at his/her own pace and eliminates competition.

- Children learn new concepts when they are ready. They are encouraged to work but are not pushed beyond their ability. Children have "sensitive periods" in their development. When children are interested and motivated to a new idea they will absorb it effortlessly.

- Children have the freedom to choose their own work within a structured environment. They work on a particular activity for as long as they need. The Montessori Materials enable children to focus and expand their level of concentration while internalizing what they are learning.

- The classroom is filled with fascinating materials. In the beginning, children work on developing hand-eye coordination, control of their muscles and the ability to concentrate through the Practical Life exercises. Children also spend a great deal of time on Sensorial development as this is crucial to all aspects of their lives. As the children progress they begin to work on Language (phonetic alphabet, writing, reading), Mathematics (quantity, recognition of numerals and the understanding of mathematical concepts), Geography, Botany, Zoology, History and Science.

- Each child is expected to understand and follow the rules of the school. All directions are presented clearly at a level the child can comprehend.

- Discipline is geared towards correction and not punishment. Logical consequences follow inappropriate actions or behaviour. Children quickly come to understand that he/she did either hurt or infringe on the rights of others. Discipline is never physical.

    - You can book a time to come and observe.

TODDLER CURRICULUM

Practical Life Concept

Grace & Courtesy	Sewing	Window washing
Care of self/dressing	Table Setting	Dusting
Dressing frames	Spooning/scooping	Sweeping/mopping
Blowing nose	Pouring	Scrubbing
Toilet learning	Open/close jars	table/chairs
Combing hair	Nuts & bolts/screwdriver	Care of environment
Shoe cleaning	Plant Care	Washing cloths
Folding laundry		Washing dishes

Language

Books/stories/conversation	Nomenclature	Questioning Exercises
Circle time/music	objects & cards	Self Expression
Calendar	Articulation Exercises	
	Rhythmic Language	

Movement

	Gross-motor room	Fine motor activities
Purposeful movement	Outdoor Play	Arts and crafts
Walking on the line	Large gym activities	Gluing / cutting
Music/Dancing	(hoola hoops, parachute)	Stringing beads

MONTESSORI TODDLER PROGRAMME

AGE Eighteen (18) Months to Three (3) Years

The Toddler Programme is designed for children eighteen (18) months to three (3) years of age. The programme operates full days, Monday to Friday. Toddler classrooms have a one to five ratio.

The period from birth to three years of age is a crucial time in a young child's development. Children learn through the use of their hands and act upon what they find challenging and interesting in their environment. At White Oaks Montessori School, we guide children as they explore order, language and movement. Our Montessori Toddler Programme is designed to accommodate this period of the "absorbent mind" – a time when children learn by absorbing information and manipulating their environment.

A wide variety of mind-engaging experiences in the Toddler Programme allow the child freedom in following his or her natural drive to learn and grow. Toddlers in our classroom continually

develop their social skills, recognize and act on their emotions, and learn to take turns. Toddlers begin to develop an awareness of their own and other's right's and limits. White Oaks Montessori concentrates on meaningful, manageable experiences with language.

Programme Goals

The Montessori Toddler Programme promotes a sense of self by focusing on Practical Life, Movement, Language and Sensorial skills. Skills such as listening, thinking, problem solving, imagining and creating are also encouraged and cultivated.

Practical Life

Practical Life exercises are the foundation of all Montessori environments. These exercises involve children in everyday living activities teaching them about responsibilities and giving them a sense of purpose, dignity and worth. Each activity involves a series of orderly steps that require concentration. Children learn to coordinate their fine motor skills, to take control and to make an impact in their environment. Through experience and repetition, children gradually increase their ability to concentrate, learn sequencing and coordinate their movements. Children develop confidence, independence, concentration and a sense of self, which enables them to move forward into other areas of learning.

Movement - Large Motor Area

For Toddlers, movement is extremely important because it strengthens their growing bodies. Research has shown that large motor activity brings oxygen to the brain, stimulates muscles and develops strength and coordination. White Oaks Montessori has supervised indoor and outdoor play areas. Activities are designed to help Toddlers build their large motor skills.

Language

Language is a key component of a child's life. During the first three years of life a child is in an acquisition phase of language development. By three years a child will begin to analyze and refine language skills, drawing from their earlier experiences. In a Montessori classroom, language is enhanced through materials, conversations, reading, story-telling, singing and music. Much attention is given in providing a rich language experience to children.

Sensorial

The Montessori Toddler Programme at White Oaks offers children opportunities to actively manipulate physical materials in a safe environment through the use of specially designed, age appropriate material; children can refine their senses and develop skills while involving their minds and their hands.

A SPECIAL PLACE

"*The preparation of the environment and the things in it, is the first external act of a deeper transformation which consists in leaving the child free to act, according to her or his natural tendencies*" Maria Montessori.

In preparing the classroom environment at White Oaks Montessori, special consideration is given to space, light, materials and colours. These are the four elements that define, shape and influence the human environment.

The Toddler's primary developmental needs are met in the prepared Montessori environment by promoting the child's sense of independence, coordination, concentration and order. Our classrooms are set up with Toddlers in mind. The furnishing, shelves, tables and chairs are Toddler height, the bathrooms and sinks are child sized. This environment allows the child to become increasingly independent in a positive, nurturing place.

Children take natural pleasure in learning to master their environment. Feeling competent in the classroom builds a sense of independence as children learn (and are allowed) to do things for themselves. The children acquire a strong sense of order because everything in the room has a designated place and events take place each day in the same predictable way. Routine, order and consistency help children to feel secure and in control.

Within the environment at White Oaks Montessori School, our Toddlers feel safe and nurtured; they begin to develop care and respect for themselves and their surroundings.

TODDLER SCHOOL ITEM REQUIREMENTS

All Items Must Be Labeled

1. A full change of clothing i.e. track pants, shirts, socks, shoes, underwear.
2. Diapers and diaper wipes.
3. Indoor shoes and outdoor shoes with velcro straps **(labeled). Crocs are not recommended; they are unsafe footwear.**
4. Clothing suitable for outdoor play, i.e. snow pants, hats, mittens and boots in the winter, sun hats in the summer **(labeled).**
5. Sunscreen with Natural Product Number NPN **(labeled)**
6. Sippy cup **(labeled).**
7. ***Small** blanket for nap time.
8. *Lunch (in thermos) (if not on catered lunch programme)
9. Three small photographs (to be used to label his/her cubby and drawers)
10. Wet Dry Bag **(labeled)** (for dirty and soiled clothing to be sent home)

* Full Day Students Only

NOTE: **DO NOT SEND BACKPACKS OR DIAPER BAGS**; it makes it difficult for children to access their belongings and their cubbies become very crowded.

We teach your child to be independent; we appreciate clothing that is easy for them to manage, i.e. track pants (avoid belts, suspenders and one-piece undershirts).

All children do not use baby bottles or pacifiers in the classroom.

We would appreciate plastic grocery bags; we reuse them when sending soiled clothing home

THE MONTESSORI EARLY CHILDHOOD CURRICULUM (CASA)

3 to 6 years old

The Montessori Curriculum for children between the ages of 3 and 6 years is based on the following five areas of learning:

1. **Personal Independence and Care of the Environment (Practical Life Exercises)**
2. **Education of the Senses (Sensorial Exercises)**
3. **Language**
4. **Math**
5. **Cultural Studies**

Children are placed in family age groups of three years e.g. 3, 4 and 5-year-olds work together, and the full curriculum is designed to be completed over a 3-year period.

Personal Independence and Care of the Environment - Practical Life Exercises

Children have an innate desire to become independent and take care of their own personal needs. The Montessori Curriculum supports this inner drive by providing an environment and the necessary materials to support the path to independence.

- Exercises in personal hygiene
- Dressing
- Care of clothing

These are an integral part of the early childhood Montessori classroom. Activities to support the many skills young children need to accomplish on the way towards independence are all taught as specific lessons, with their own set of materials e.g. dressing frames, hand-washing exercises.

In order to work independently in a mixed age group, children are taught the rules of the classroom and how to move and work successfully within it.

- Carrying and handling the Montessori materials
- Using floor mats
- Tidying up work
- Looking after classroom pets and plants
- Taking care of books
- Preparing snacks

These skills are presented as separate exercises that are designed to give children the freedom and confidence they need in order to work at their own individual pace in the classroom.

Exercises in Grace and Courtesy are presented daily during circle time and in small informal group lessons.

The children learn how to behave in certain situations and acquire the social skills essential for everyday living in society.

The children develop a sense of personal dignity, an understanding of their own culture and awareness and respect for people of all ages and traditions.

Having the appropriate social and language skills allows a child to engage positively in the classroom community and beyond. Early conflict resolution skills are presented, and attention is given to making good choices.

Exercises are designed to teach the child how to:

- Ask for something
- Wait one's turn
- Apologize
- Introduce oneself
- Offer help to others
- Make eye contact
- Shake hands
- Welcome visitors
- Work cooperatively
- Offer refreshments
- Walk with a partner
- Behave at the table
- Behave in public places

Through the social interaction involved in carrying out these exercises the children develop the ability to work harmoniously in a carefully prepared environment.

Exercises for the development of fine and gross motor skills are carefully developed as part of the practical life curriculum.

- Rolling mats
- Pouring liquids
- Threading
- Cutting
- Spooning
- Sweeping
- Carrying a chair
- Walking carefully
- Carrying materials to a work space

These activities develop dexterity and coordination and are closely linked to other areas of the curriculum.

The Practical Life component of the Casa Curriculum is the underlying foundation for success in the other four areas of the curriculum. Each task allows the child to gain independence, and to develop a sense of order, concentration, responsibility and coordination of movement. Children gain enormous freedom and confidence to work successfully both independently and cooperatively. The future success of the Elementary Programme is based in this core foundation of learning skills.

Education of the Senses - Sensorial Exercises

The Montessori Sensorial Curriculum allows the child to discriminate and order the impressions that have entered through each of his/her senses.

Scientifically designed materials that isolate each sense facilitate in the development of the intellect through hands-on exploration.

The child learns to separate and classify shapes, colours, textures, tastes, sounds and smells.

Exercises in this area refine the senses and develop skills in thinking, judging, concentrating, comparing and sequencing.

The materials offer unlimited opportunities for the development of vocabulary and the essential development of dexterity that will lead to writing and reading.

The Sensorial Curriculum is divided into the following areas:

Visual Sense

Children learn to discriminate by size, length, dimension, colour, similarity, difference.

Tactile Sense

Children learn to discriminate by touch. They match sandpaper and fabric of varying textures according to their similarities. They order material from rough to smooth and learn to contrast and compare.

Auditory Sense

Children continue the process of matching, ordering, contrasting and comparing, this time using various sounds, musical bells and instruments.

Complex Senses – Weight, Temperature, Shape, Smell, Taste

Children explore all of the above qualities by using carefully designed materials and exercises which sharpen their senses at a time when they have a particular developmental interest in this work; during their sensitive periods.

The Sensorial Exercises are designed to prepare the child for more complex learning in Language, Math and Cultural Studies.

Language Curriculum

Language in the Montessori Casa Curriculum focuses on the following areas:

Oral Language

- Listening
- Speaking

Written Language

- Reading
- Writing

The curriculum is designed to meet the young child's innate need to acquire language. Significant emphasis is placed on building vocabulary and oral competency. Through the use of the Montessori materials, children acquire a rich vocabulary for labeling, describing, comparing and contrasting their environment and the people in it. Precise terminology is used.

Discussion is encouraged, and the children are given the appropriate language to engage in a meaningful exchange as they continue with their work.

Small group and circle activities are organized on a daily basis. These are opportunities for the children to enjoy a wide variety of language activities that are carefully designed to enrich their oral expression and strengthen their listening skills.

- Rhyming words
- Nonsense words
- Opposites
- Animal Families
- Nursery Rhymes
- Story telling
- Singing games
- Poetry
- Role-playing

In essence, language enrichment is embedded in the Montessori Curriculum and is a central point of focus when the teacher is giving a lesson in any of the other curriculum areas.

Written language is introduced to children at about 4 years of age. Skills are taught separately by careful use of specially designed materials.

- Pencil control
- Letter formation
- Sound/letter recognition
- Phonetic blending
- Word/picture matching
- Sentence construction

These exercises, when presented in sequence, lead the child to initial levels of competence in reading and writing skills.

Children are encouraged to write their own "books" and so experience the joy of communicating their thoughts to others.

Literacy skills develop rapidly as the child's own inner drive to learn is supported by a carefully prepared programme designed to meet this stage of activity.

Math

The Montessori Casa Math Curriculum is firmly based on learning through experience. Children use a wide variety of carefully constructed materials to lead them to an understanding of the value and sequence of numbers 1 to 10. From there they are introduced to larger amounts and learn the concept of making groups of units, tens, hundreds, thousands, (the decimal system).

Number notation and place value are taught as the child develops an understanding of number concepts.

Four and five year olds are introduced to the basic operations: addition, multiplication, subtraction, division at a concrete level so they can experience what these activities really mean.

Gradually they move towards an abstract understanding of the concepts.

Geometry is introduced in the Casa Programme through the use of materials which are classified according to qualities e.g. "these shapes have three sides, they are called triangles," "the four sides on these shapes are all the same size, they are called squares." The child learns to discriminate, classify and name circles, squares, rectangles and polygons, always using materials to guide her.

Fractions are introduced, again in concrete form, and an introduction to the concept of equal parts of a whole lay the foundation for further work in the elementary level.

Always, the child builds on what she already knows and systematically progresses from concrete to abstract. She discovers number patterns, sequences and rules by handling the materials.

On completion of the Casa Curriculum the child will demonstrate, through the use of materials, an understanding of the following:

- Number value, sequence and symbol 1 to 1,000
- The four basic operations
- Odd and even numbers
- Skip counting (early preparation for memorization of number facts)
- Reading and recording numbers for all of the above activities.

The programme has the advantage of being able to meet each child's individual learning style, and pace of development. Children who are not ready to complete the Casa Curriculum by the end of this cycle will continue the work at the Elementary level where there are special linkage materials that are used for this purpose.

Culture Studies

The Montessori Casa Programme also includes and is based on an integrated study of Geography, History, Science, Botany and Zoology.

Children are exposed to a rich, stimulating variety of activities based on hands on learning.

In keeping with the Montessori philosophy of education, the children first experience general rules of the universe, e.g. the division of land and water. These are gradually broken down into smaller parts: continents/oceans, countries, provinces and territories of Canada.

Stories of animals and children from other lands help the children to understand fundamental needs and how these are influenced by climate, environment and lifestyle.

Cultural differences and similarities are explored through music, dance, costume, food, and our annual Multicultural Event. Festivals and traditions e.g. Hanukkah, Christmas, Chinese New Year, Divali, St. Patrick's Day are celebrated through the Arts, Stories, Geography. Work with the cultural materials and the study of other cultures around the world help children become aware of the fact that they are part of the large family of humanity.

Simple science experiments that demonstrate the qualities of matter: sink/float; magnetic/non-magnetic; solid/liquid; living/non-living are made by the children as part of the study of their environment.

Weather observations and experiments help them to appreciate the variety of clothing, homes, food that exists to meet people's needs.

Materials are available to help the children label, compare and classify the parts of plants and animals. Emphasis is placed on having plants and pets in the classroom and around the school. The children learn how to take care of other living beings so they will thrive. They also undertake experiments to discover the needs of plants and seeds.

An understanding of the passage of time is developed using the clock, the calendar and personal time lines. This lays the foundation for an understanding of history in the elementary years.

Art, music and storytelling are explored through a variety of media and structured programmes. Children are encouraged to incorporate activities from these streams as part of their cultural project work.

The Montessori Method of Education introduces children to a wide variety of subjects in an integrated way and the information obtained is used as a base for further studies as the children mature through the elementary years and beyond.

CASA PROGRAMME

Supporting Smooth and Happy Goodbyes

After many years of experience, we have found it is best for the child if you (the parent) calmly say "good bye", along with a kiss and a hug and assure your child that you will be back shortly.

When you prolong your goodbye you are expressing to your child that you are apprehensive and concerned for him or her. The child may interpret this as "I should be worried too!" If you are upset or concerned after you leave in the morning, please call the office. We will inform you if your child has settled.

How can I help my child before he goes to school?

- Encourage your child to make choices. e.g. lay out three outfits and allow your child to choose from these three. A choice between three items is sufficient for a preschooler.
- Putting things back, taking turns, waiting for a turn, are classroom habits - you can model and encourage these same habits at home.
- Zipping, buttoning, etc..., are skills which will come out of the necessity to take care of oneself. Children will learn these skills as they observe older children doing it themselves. Adults can guide children into realizing that they are capable, competent human beings. Sometimes they need to be told, "I know you can do it".
- Remember our Motto – **"Help me to do it myself!!"**

Helpful Insights into Your Child's Day at School.

- Initially new Toddler and Casa students learn presentations through group situations. They learn Grace and Courtesy and Practical Life skills (e.g. pouring, tucking in one's chair, carrying mats, etc...) so their level of concentration and coordination can increase. We begin with the prepared environment in his/her school community.
- After class, many parents ask their child what they did at school. Don't be surprised if your child says, "I don't remember" or "I don't know". Children do not always have the language or vocabulary necessary to describe what they were doing. A better phrased question might be, "Did you have a good time?" or "What did you enjoy most?"
- Children cannot always express the wide range of feelings experienced when they begin school. They may even focus on negative incidents, "Billy got in trouble today", or "Sally had an accident today." When a child describes the events of the day do not take them literally - if you do not understand what has happened, please call and speak to your child's teacher.
- Children feel that school is different and they behave differently than at home. They are becoming members of a small community and this entails great effort and sometimes stress, when first adjusting. Therefore, children need down time when they come home from school.
- They may be overtired, or too stimulated to nap. Similarly, some children may be tired and fall asleep as soon as they get home.

Learning Experience

To facilitate the learning experience of the school, encourage the use of lower case letters of the alphabet when working with your child.

Casa Student - School Item Requirements

- Change of clothes (labeled)
- Indoor and Outdoor shoes **(Croc's or replicas are unsafe footwear and are not recommended)**
- Clothing suitable for outdoor play i.e. snow pants, hat, mittens and boots in the winter, sunhats
  in the summer
- Sunscreen with Natural Product Number (NPN)
- *Lunch for each day (if not on catered lunch programme)
- *Placemat
- *A blanket for naps (if your child naps, the blanket must be taken home every Friday for laundering)
- Wet Dry Bag **(labeled)** (for dirty and soiled clothing to be sent home)

*These items are required for full day only.

Note: Please do not send backpacks to school. They are too bulky and make it difficult for children to access their things and hang their coats.

LOWER ELEMENTARY CURRICULUM

6 through 9 years old

White Oaks Montessori's Lower Elementary Curriculum is designed to enhance the academic, social and emotional journey of students 6 through 9 years and is based on the following areas of learning:

Language	**Zoology/ Botany/ Science**	**French**
Mathematics/ Geometry	**Art**	**Physical Education**
History/Geography	**Music/Drama**	

Students are placed in mixed age groups (ages 6, 7, and 8) and work independently or in group settings. The Lower Elementary Curriculum is designed for three years, with emphasis placed on a holistic approach to education. Students develop strong work habits, time management skills and they learn to complete assignments to the best of their ability.

Language

In Language, the Lower Elementary Curriculum offers students a structured programme in reading, writing, oral and listening skills. The Language Curriculum includes:

Spelling	**Comprehension**
Grammar	**Sentence and Word Analysis**
Vocabulary	**Resource Usage**

Students create a deeper understanding of language by working with the Montessori Materials. These materials enable them to grasp an understanding of our language by exploring the History of the English language and writing through its etymology and word study, while enriching their vocabulary. Students build on the knowledge of what they have learned by working with various parts of speech, analyzing simple and complex sentences and understanding the syntax of a sentence. This enables students to develop and enhance their aptitude with interpretive reading, written composition, research skills and communication with their teachers and peers.

By the third year of Lower Elementary, students are expected to read fluently and understand simple chapter and resource books, gather and organize information from a variety of sources, use the conventions of writing accurately and make clear oral presentations to the class.

Mathematics

In Math, the Lower Elementary Curriculum is based on learning through hands on experiences. Specific areas of study include:

Place Value	**Operations**	**Measurement**
Sorting/ Data Management	**Fractions**	**Decimals**
Word Problems	**Money/Time**	**Equivalence**
Patterns	**Probability**	**Estimation**

Students are explorers who thrive on discovering the laws of their environment, and they are excited to work with massive numbers up to 9 million. They use a wide variety of carefully constructed materials to lead them to an understanding of mathematical operations and concepts. The students can apply math skills to daily activities such as baking, weather charts, map making and budgeting (bake sales).

The Math Curriculum is designed to meet all academic learning styles and abilities. Multi-aged groups offer a flexible time frame for reaching academic goals. The student who requires extra time to fully understand a concept will have that time; students who grasp concepts quickly and are ready for more challenging work can move forward.

Geometry

In Geometry, the Lower Elementary Curriculum exposes students to various shapes and lines and encourages exploration through construction and building. Specific areas of interaction include:

Congruency/Symmetry/ Equivalence	**Shapes (2 and 3 dimensional)**	**Lines**
Angles	**Triangles**	**Polynomials**
Introduction to Area/ Perimeter		

Students are encouraged to investigate and identify all Geometric figures and to associate their experiences with the outside world. They relate and connect their construction skills by building various structures such as bridges, towers and buildings. Geometry also provides students with natural adventure; they become keen observers of the beauty and wonders of Geometric forms.

History

History introduces the concept of time. Specific areas of study include:

Time	**Fundamental Needs of Humans**	**Timeline of Life**
Clock of Eras	**Century Timeline**	

The concept of "time" is abstract and often difficult to convey. Without application to something tangible, time does not exist and without a sequence of events, time cannot be measured. Montessori introduces time through the use of large Time Lines that give students a visual impression of
Pre-Historic Life, the World of Early Living Creatures (plants and animals) and an introduction to the Evolution of Humans.

Geography

In Geography, the Lower Elementary Curriculum explores and discovers a student's environment and surrounding boundaries. Some areas of interaction include:

Lithosphere	**Atmosphere**	**Hydrosphere**
Biosphere	**Seasons**	**Land/Water Forms**
Solar System	**Rocks/Minerals**	**Capitals/ Countries**

Geography materials and impressionistic charts help students develop a clear understanding of spatial awareness through interaction with their environment. This also encourages students to become aware of the topography of the land, natures power within, our Solar System and respect of other cultures and beliefs.

Cultural differences and similarities are also explored through our annual Multicultural Event. Students study their chosen country's language, history, music, dance, costume, and food. Work with the cultural materials and the study of other cultures around the world help children become aware of the fact that they are part of the large family of humanity.

Zoology

In Zoology, students research and analyze animals with regard to their classification and habitats. Some areas of study include:

Vertebrates/Invertebrates	**Five Kingdoms**	**Animal Body Parts**
Five Classes of Vertebrates	**Six Phyla of Invertebrates**	

Students are introduced to single and multiple celled organisms, and experiment and research of Kingdom Animalia. While learning about their favourite animals, students focus on animal habitats, the diversity of the land around them, and vital functions of each animal. Students present their research to their peers and carry out discoveries using appropriate analytical methods.

Botany

In Botany, Lower Elementary Students at White Oaks Montessori School study plants, which are one of the key components that sustain animal life on earth. Some areas of research include:

First Knowledge of Plants	**Needs and Function of Plants**	**Parts of a Plant**

The Botany curriculum plants a seed in every child creating a fascination with the world of plants. Students begin to appreciate the importance of plants and the role they play in shaping the environment where humans and animals live. Students focus on plant habitats and the diversity in the environment in which they live. Students are also given the opportunity to expand their research by examining various functions of the plant.

Science and Technology

White Oaks Montessori School's Science Programme is based on the Ontario Science and Technology curriculum and is further developed through extended theory and practical

demonstrations that follow the scientific method (e.g. questions, materials, procedures, conclusions, data and graphs). The students study:

- Chemical Science - Matter and Materials, Chemical bonds
- Biological Science - Biochemistry, Life Systems and Biological Science
- Physical Science - Magnets, Gases, Solids, Energy, Electricity, Motion, Light and Sound
- Environmental Science - Air and Water, Global Warming, Pollution
- Analytical Science - Paper Chromatography, Splitting Light, Separation of Solids, Liquids and Mixtures, Flame tests, Water analysis

The students relate Science and Technology to the outside world. They conduct research projects and design and develop models to communicate their knowledge. The students follow a five-step programme: oral presentation, experiment, lab report, discussions and written tests. Lessons are supported by experiments.

Arts

Students of White Oaks Montessori School produce two and three-dimensional works of art. Students are able to identify the elements of design such as colour, line shape, form, space and texture and apply their knowledge when responding to works of art and models. Students explore various Medias and use art materials and techniques correctly to create different effects. The student's artistic skills are demonstrated through paintings, sketches and in designing their projects.

Music/Drama

The Elementary Music Curriculum lays a strong foundation for Music appreciation and skill. Students learn the concepts, language, notation and vocabulary associated with Music as well as the History of Music and its composers. This programme enables students to develop a love of music through performing, creating and listening to music. The Elementary Music programme offers students instruction in a variety of disciplines such as Piano, Xylophone, Recorder and Ukulele.

In Drama, students are given the opportunity to explore the world of acting and develop a love of theatre and all the challenges it has to offer. The Drama programme trains students in character development, facial expressions, body language and scene study. As students' progress, their acting skills are enhanced, and their confidence grows. The Elementary productions provide students the opportunity to apply what they've learned in class and gain experience performing in public.

French

French lessons are based on the Accelerated Integrative Method (AIM), and the Ontario Core French Curriculum/French as a Second Language.

The Students of White Oaks Montessori School study oral communication, reading, writing, grammar and language conventions (syntactical and lexical aspects), and drama and engage in activities including building scale models (e.g. park, farm) and performing French plays.

Computer

The Elementary students of White Oaks Montessori School study many aspects of the computer. They are introduced to the fundamentals of computer hardware and software and they learn to identify the parts of the computer and peripheral devices. Students learn how to use the components within the operating system (e.g. control panel, system tools, start up menu, file searches, shortcut keys) as well as keyboarding skills and Internet searching. Students also work with Microsoft Office products, such as Word and Excel. The computer lab is open to the Elementary students for long-term projects and research.

Physical Education

Physical education emphasizes teamwork, coordination, and physical literacy. Students learn the fundamentals of multiple sports, developing movement skills, confidence, and sportsmanship. Activities promote lifelong habits of fitness and personal growth.

UPPER ELEMENTARY CURRICULUM

9 through 12 years old

White Oaks Montessori's Upper Elementary Curriculum is designed to enhance the academic, social and emotional journey of students 9 through 12 years and is based on the following areas of learning:

Language	**Zoology/ Botany/ Science**	**French**
Mathematics/Geometry	**Art**	**Computers**
History/Geography	**Music/Drama**	**Physical Education**

Students are placed in mixed age groups (ages 9, 10, and 11) and work independently or in group settings. The Upper Elementary Curriculum is designed for three years, with emphasis being placed on developing strong work habits, time management and organizational skills, and completing assignments to the best of one's ability. The teacher uses a student's curiosity, imagination, social skills and sense of community as natural motivators for learning.

Language

The goals of the 9-12 Language Programme are for students to effectively apply what was learned in the 6-9 level in order to further enhance their creative writing and comprehension skills, vocabulary, grammar and general knowledge.

Literature

- Students are encouraged to read for personal enjoyment.
- Through a variety of novel studies, students increase their vocabulary and general knowledge and express their thoughts in response to reading through discussions and creative book reports.
- Biographies - students can summarize the major events in the life of the subject and how other characters influence the subject.
- Students learn about the power of print and media.

Comprehension

- Comprehension skills are further developed through novel study groups and through the 9-12 reading list.
- Essay and research skills teach students how to formulate their thoughts on paper, extract the important facts from their reading and present them in their own words.
- Short tests/projects are given to students after a novel study to assess their knowledge.
- Novel study questions are directly related to the novel that is studied by the group.

- The purpose of this work is to help students develop comprehension skills, vocabulary skills and the ability to compose complete written answers.

Creative Writing

- At this level, students begin to focus on factual, descriptive and persuasive styles (in Lower Elementary they worked primarily on narrative or story-telling skills).
- Creative writing and its processes are taught through a variety of activities.
- Students continue to hone their writing styles and apply their skills through a variety of creative writing opportunities.
- Proofreading and editing skills are enhanced through peer editing.
- Students are given starters/ideas/lessons for writing each day.
- Teacher assigns writing rubrics for students to follow.
- Students must create a rough copy in draft form and the corrected final version typed at school. The purpose of this is to encourage students to take responsibility of their work and to pay attention to their writing.

Grammar, Punctuation, Language Mechanics (Writing Conventions)

- To demonstrate their knowledge of grammar usage students are given specific exercises.
- Written work is monitored by teachers and peers to ensure correct application of the rules.

Spelling and Vocabulary

- Students are given weekly units of spelling to learn.
- Vocabulary skills are extended through exercises that require understanding word meaning through context and using the dictionary and thesaurus.
- Weekly tests are given to review our students' knowledge of spelling rules and the meaning of new words taught.
- Students are tested on Fridays and they mark their tests together with their teacher.

Oral and Listening Skills

- Students are expected to read with animation, and make clear, articulate, oral presentations to their classmates, parents and community groups.
- Debating skills and public speaking are integral parts of the curriculum.
- Students learn to analyze media work and discuss local and global issues.
- Students are encouraged to ask and answer questions to clarify information being given.

Mathematics

The Upper Elementary Curriculum leads students to an abstract understanding of mathematical operations and concepts. Through a systematic series of activities and exercises, students internalize all information received, select an appropriate strategy and begin to solve the problem. The Upper Elementary Students are natural explorers and thrive on discovering the laws of their environment and universe. Students are encouraged to draw their own conclusions from data they collect and analyze.

Some areas of study include:

Patterns and Whole Numbers	**Operations**	**Fractions/Decimals**
Data Management	**Ratio and Rate**	**Percentage**
Positive/Negative Numbers	**Algebra**	**Square Root**
Squaring/Cubing	**Word Problems**	**Measurement**

Over a three-year period, students will:

- Internalize the four operations as they relate to whole, fractional and decimal numbers.
- Explore and work with positive and negative numbers.
- Experiment and grasp the rules for squaring and cubing numbers.
- Work with different formulas and compare various ratios and proportions.
- Study the fundamentals of algebra and apply concepts to daily questions.
- Problem Solve for distance, rate and time.
- Apply math skills to everyday situations: budgeting, banking, home decorating and cooking.
- Use computer applications to examine and interpret data in a variety of ways.
- Develop various concepts of probability and understand how probability can relate to the students' interests (e.g., sports and games of chance).
- Demonstrate a verbal and written understanding and the ability to apply accurate measurement strategies that relate to both the imperial and metric system.

The Math Curriculum is designed to meet all academic learning styles and abilities. The students in Upper Elementary are given the tools to explore, examine and make connections between Mathematics and other subjects. While working with mathematical concepts, students gain an ability to apply their knowledge in other subject areas, including Science and Language.

Geometry

The Geometry Curriculum presents students with Geometrical Analysis, Definitions, Etymologies and relationships with various lines, surfaces and solids. Some areas of study include:

Angles	**Equivalence/Congruency/Similarity**	**Area/Perimeter/Volume**
Formulas	**Three-Dimensional Geometry**	**Transformational Geometry**

Over a three-year period, students will:

- Measure area, volume, mass and capacity.
- Study the quantities of two and three-dimensional figures.
- Identify the parts and characteristics of lines, angles, triangles and polygons.
- Measure, bisect, reduce and enlarge regular and irregular shapes.
- Explore movement using flips, slides, reflections and rotations.
- Identify congruent, equivalent and similar figures.
- Understand, apply and analyze key concepts in transformational Geometry using concrete materials and drawings.

Students are encouraged to build upon their investigations and experiences from the past and relate it to the outside world. Students begin to understand that unusual and complicated shapes are merely extensions of basic shapes. The curriculum is designed to increase the students' awareness with architecture and design. Students then construct models for projects in other subject areas and experience challenges and successes. These challenges, through observation and peer communication, help reinforce geometric concepts used within the community.

History

In History, the Upper Elementary Curriculum explores the different ages of human civilization. Through the Timeline of Humankind I and II, students are provided with visual impressions of various periods, dates and characteristics throughout the ages. Students then examine different migration patterns of early humans, various ancient civilizations and how they developed, where civilizations were born, how they flourished and became powerful and finally, the decline and fall of the civilization.

Upper Elementary students study and relate knowledge to:

- Early civilizations, their political structure, laws of ownership, culture, religion, traditions, commerce, rural and urban lifestyles.
- Emphasis is placed on possible migration patterns and population of the world.
- Students demonstrate an understanding of diversity and develop a great appreciation for different cultures and traditions.
- Students develop awareness of human interaction by comparing their lives in their communities to the lives of other communities around the world.

While students are researching historical topics and working with material, emphasis is placed on the development of critical-thinking, including the ability to examine and listen to issues from more than one point of view.

Geography

The goals of the 9-12 Geography Programme are for students to effectively apply what was learned in the 6-9 level and further enhance their understanding of various cultures.

- Students investigate Earth's rivers, lakes, mountains, deserts and wealth of natural resources and the role they play in the lives of people.

- Students investigate the land, air and water phenomena: tornadoes, clouds, water cycle, hurricanes, typhoons and tidal waves. Students' record and study weather changes and look at how these phenomena impact people and their environment.
- Pollution, endangered species, global warming, deforestation, over-harvesting, erosion, and war are other areas of learning.
- Students learn to read and make maps using proper scales and legends.
- Students examine the interdependence of services and exchange of goods from barter to the use of money, taxes, government and common services.
- Economic Geography, such as product, resources, trade, import and export is discussed for each topographical and political map.

While the student explores the various topics presented within the Geography Curriculum, they learn about the science that explores the connections between humankind and the physical environment and how human beings are interdependent in society.

Cultural differences and similarities are also explored through our annual Multicultural Event. Students study their chosen country's language, history, music, dance, costume, and food. Work with the cultural materials and the study of other cultures around the world help children become aware of the fact that they are part of the large family of humanity.

Zoology

In Zoology, the students of White Oaks Montessori School further their study of animals with regard to their classification, structure and habitats. The students classify different categories, moving away from the general to the specific. The vital functions of animals studied are: nutrition, respiration, circulation, support and movement, sensitivity and reproduction.

Students study Ecology, which illustrates the relationship of plants to water, land and sun, as well as their interrelationship with animals and man. An ecosystem is the combination of all living organisms in their environment. It is a communication of living beings cohabitating. There are two factors to an ecosystem: Abiotic, without life, and Biotic, which relates to life or living things in the environment.

Students help plan trips, such as an Ecological Education Centre, where their studies are expanded.

Botany

Learning about Botany relates to many other aspects of our lives such as care of the environment (pollution control, composting, recycling), nutrition (organic foods) and employment (landscaping, florists and farms).

The Botany Programme is mostly research based. Students from White Oaks Montessori focus on the structure and function of plants and the importance of plants as providers. Students also investigate the use of plants from a historical perspective such as spears, wooden dishes, baskets, scrolls (papyrus, bark), and plants as natural dyes (dandelion leaves).

Students understand concepts being explored through outdoor experiences. For example, they may visit a zoo and explore how plants live, which is a reflection of where animals come from. Students identify continents that animals originate from and investigate which animal gravitates to which plant.

Science and Technology

White Oaks Montessori School's Science Programme is based on the Ontario Science and Technology curriculum and is further developed through extended theory and practical demonstrations that follow the scientific method (e.g. questions, materials, procedures, conclusions, data, and graphs).

Students of White Oaks Montessori School study:

- Chemical Science - e.g. matter and materials, chemical reactions
- Biological Science - e.g. biochemistry, life systems, biological science
- Physical Science - e.g. magnets, gases, solids, energy, electricity, motion, light and sound
- Environmental Science - e.g. air and water, global warming, pollution
- Analytical Science - e.g. paper chromatography, splitting light, separation of solids, liquids and mixtures, flame tests, water analysis

Students relate Science and Technology to the outside world. They conduct research projects and design and develop models to communicate their knowledge. Students follow a five-step programme: oral presentations, experiments, lab reports, discussions and written tests. Lessons are supported by experiments.

Art

Students of White Oaks Montessori School study, work with and produce two and three-dimensional works of art. Students are able to identify the elements of design such as colour, line shape, form, space and texture and apply their knowledge when responding to works of art and models. Students explore various medias and use art materials and techniques correctly to create different effects. Students' artistic skills are shown through paintings, sketches and in designing their projects. They apply the knowledge and skills learned in their study of the arts as they analyze art work representing various styles and different historical periods.

Music/Drama

The Elementary Music Curriculum lays a strong foundation for Music appreciation and skill. Students learn the concepts, language, notation and vocabulary associated with Music as well as the History of Music and its composers. This programme enables students to develop a love of music through performing, creating and listening to music. The Elementary Music programme offers students instruction in a variety of disciplines such as Piano, Xylophone, Recorder and Ukulele.

In Drama, students are given the opportunity to explore the world of acting and develop a love of theatre and all the challenges it has to offer. The Drama programme trains students in character development, facial expressions, body language and scene study. As students' progress, their

acting skills are enhanced and their confidence grows. The Elementary productions provide students the opportunity to apply what they've learned in class and gain experience performing in public.

French

French lessons are based on the Accelerated Integrative Method (AIM), Ontario Core French Curriculum/French as a second language.

Students at White Oaks Montessori School study oral communication, reading, writing, grammar and language conventions (syntactical and lexical aspects), drama, and engage in activities such as building scale models (e.g. park, farm). Students also perform French plays.

Computer

The Elementary students of White Oaks Montessori School study many aspects of the computer. They are introduced to the fundamentals of computer hardware and software and they learn to identify the parts of the computer and peripheral devices. Students learn how to use the components within the operating system (e.g. control panel, system tools, start-up menu, file searches, shortcut keys) as well as keyboarding skills and Internet searching. Students also work with Microsoft Office products, such as Word and Excel. Each Upper Elementary student is assigned a personal laptop for the academic year to support learning and projects.

Physical Education

Physical education emphasizes teamwork, coordination, and physical literacy. Students learn the fundamentals of multiple sports, developing movement skills, confidence, and sportsmanship. Activities promote lifelong habits of fitness and personal growth. Grade 3 to 6 students participate in the Snow Education Program at Hockley Valley Resort, they receive 3 to 4 lessons each year dependent on the weather.

Clarkson Campus Fee Schedule – Academic Year 2025-2026

Programmes			CWELCC Base Fees			
			Deposit Due January 15 or on Acceptance	**Plan A Balance Due** 5 payments Aug 1 - Dec 1	**Plan A Balance Due** 4 payments Jan 1 - Apr 1	**Total Tuition (Base Fees)**
Toddler (Full Day)	**Plan A**	Monthly Payment	$478.50	$478.50	$478.50	$4,785.00
Toddler (Half Day)	**Plan A**	Monthly Payment	$438.50	$438.50	$438.50	$4,385.00
Casa (Full Day)	**Plan A**	Monthly Payment	$478.50	$478.50	$478.50	$4,785.00
New Family Fee with CWELCC Discount			$0.00			

Core Montessori Hours: 9:00 am - 3:30 pm for Full Day Toddler & Casa
Toddler Half Day Hours: 9:00 am - 11:30 pm
Operating Hours: 7:30 am – 6:00 pm (Monday – Friday)

Extended Care Programs (included in Base fees)

- Before School Care (AM): 7:30 am – 9:00 am
- After School Care (PM): 3:30 pm – 6:00 pm
- Enrollment in Extended Care must have prior approval from Registrar or Principal
- Enrollment in Extended Care is subject to Staffing Availability

Tuition Policies

- CWELCC Tuition and Extended Care are based on our Academic Year (September – June)
- September to December 2026: Tuition Fees are noted above (subject to change by Region of Peel)
- January to June 2027: Region of Peel will provide further updates in 2026
- Fees for closure dates such as Statutory holidays are charged to families
- Method of payment is debited through Tuio billing system
- Catered Lunch and Pizza Friday: Included for all students
- School is closed for all Statutory Holidays, Winter, Spring, and Summer Breaks
- Sibling Discount is not available
- Refunds are not provided for missed days, including weather-related closures
- Credits may be issued directly to your bank account through our Billing System
- Fee Subsidy for children under 3.8 years is available to qualified applicants through the Region of Peel

Additional Fees (Base Fee Exclusions)

Tuition covers school supplies, classroom materials, and equipment.
Additional programs and activities are billed separately, including:

- Field trips requiring bus transportation

Administrative Fees

- NSF Charge: $40 per returned payment
- Late Payment Fee: 1.5% per month (18% annually)
- Late Pickup charge after 6 pm: $25

CWELCC Notice

White Oaks Montessori School Clarkson Campus is part of the Canada-Wide Early Learning and Child Care (CWELCC) program. The school reserves the right to leave the CWELCC program at any time. Should this occur, families will receive 30 days' notice along with an updated fee schedule.

TERMS AND CONDITIONS

Registration Administration

- Placement with White Oaks Montessori School Ltd. is for the entire school year September to June. Completion of the Application Forms and confirmation of a reserved enrollment constitutes a contract between the family so named and White Oaks Montessori School Ltd.
- Registrations will only be accepted when White Oaks Montessori Ltd. registrar has received a TUIO Signup or alternate methods of payment. Failure to do so will result in the loss of the student's placement.

Tuition Administration

- The parent(s)/legal guardian(s) or others accepting financial responsibility are ACCOUNTABLE FOR THE FULL YEARLY FEES if you withdraw your child during the school year.
- Tuition will be prorated as of the FIRST DAY of the month of enrollment for students enrolling after September.
- In the event White Oaks Montessori School Ltd. requires the withdrawal of your child, a refund will be issued in proportion to the remaining portion of the academic year.
- The parent(s)/legal guardian(s) agree to provide two (2) months' written notice of their intention to withdraw their child from the program; fees remain payable during notice period.
- White Oaks Montessori School Ltd. will be closed all Statutory Holidays, Christmas, Spring and Summer Breaks.

In consideration of the acceptance of this application for admission, I/WE agree to pay school tuition fees and disbursements promptly, and I/WE agree to adhere to the rules governing the school. I/WE have read the fee schedule and rules of this application and agree that the said rules and regulations are to be incorporated as terms of the agreement entered into herein.

I/WE have downloaded, understood and agreed to the terms and conditions in the Contract Agreement Document. I/WE understand that the First Installment/Deposit is NON-REFUNDABLE.

RELEASE, INDEMNITY AND DECLARATION AGREEMENT

I/We agree to release academic, social, medical and psychological information regarding my child to White Oaks Montessori School Ltd. and their referral sources including Ministry of Education and Province of Ontario.

I/WE realize that young children, even under close supervision, will have occasional accidents. Therefore we hereby release, indemnify and hold White Oaks Montessori School Ltd., its Agents and Employees harmless from any and all claims, damages, or other liabilities for injuries to my child which are not a result of negligence of White Oaks Montessori School Ltd., its Agents or Employees or are entirely beyond the control of the school, its agents or employees.

I/WE give permission for my child to accompany the staff of White Oaks Montessori School Ltd. on various excursions, walks and/or activities during the course of this academic year. I/WE agree to allow my child to participate in other recreational activities during these excursions. Further I/WE release White Oaks Montessori School Ltd. and its staff involved in such excursions, of any liabilities for injuries to my child which are not a result of negligence of White Oaks Montessori School Ltd., its Agents or Employees other than the normal and expected care of my child.

I/WE have read, understood and agree to the items listed in the above Release, Indemnity and Declaration Agreement section.

EMERGENCY MEDICAL AUTHORIZATION

In the event of an emergency resulting from illness or accident, where immediate medical attention is required and the parent(s)/legal guardian(s) cannot be reached without delay, I/WE hereby authorize White Oaks Montessori School Ltd., its agents, and/or employees to contact emergency services and/or the physician named in my/our child's records, as deemed necessary

I/WE further authorize White Oaks Montessori School Ltd., its agents, and/or employees to arrange for my/our child to be transported by ambulance or other appropriate means to the nearest medical facility or hospital emergency department

I/WE authorize the attending physician or qualified medical professional to examine, hospitalize, and administer any emergency medical treatment deemed necessary for my/our child, including but not limited to diagnostic procedures, medications, injections, anesthetics, or surgery

I/WE understand and agree that all costs associated with emergency medical treatment and transportation are the responsibility of the parent(s)/legal guardian(s)

I/WE, the parent(s)/legal guardian(s), acknowledge that I/WE have read, understand, and agree to the terms of this Emergency Medical Authorization

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STUDENT MEDIA RELEASE CONSENT

I/we understand that White Oaks Montessori School Ltd. may take photographs, videos, or other recordings of my/our child's name, image, work, and performance (collectively, "Works") for educational, celebratory, or promotional purposes. I/we waive any right to approve these Works now or in the future and release the school from any claims, royalties, or liability related to their use. I/we also acknowledge that the school is not responsible for media captured by others without permission or for Works shared through school-approved platforms that may be distributed further beyond the school's control. Consent may be revoked at any time by providing written notice to the school. Please select only one option:

Level 1 (Recommended): Full Consent Including Promotional Use - Yes, I/we consent to photographs, videos, and recordings of my/our child and their work being taken by White Oaks Montessori School teachers and staff on school premises and during all school-related activities (e.g., concerts, field trips, annual family picnic). These Works may be shared with White Oaks Montessori School families through secure, approved platforms (e.g., Transparent Classroom, email, text messaging), included in the Year-End Class Video and Picture Day, and used for promotional purposes on the school's official website and social media platforms (e.g., Instagram, Facebook, LinkedIn). Students will not be tagged by name. I/we understand that the school is not responsible if these Works are further shared beyond its control.

Level 2: Basic Consent for Internal Use Only - Yes, I/we consent to photographs, videos, and recordings of my/our child and their work being taken by White Oaks Montessori School teachers and staff on school premises and during all school-related activities. These Works may be shared with White Oaks Montessori School families through secure, approved platforms and included in the Year-End Class Video and Picture Day. They will not be used for promotional purposes outside the school community. I/we understand that the school is not responsible if these Works are further shared beyond its control.

Level 3: No Consent - No, I/we do not consent to photographs, videos, or recordings of my/our child or their work being taken by White Oaks Montessori School teachers or staff on school premises or during school-related activities.

Disclaimer - White Oaks Montessori School Ltd. assumes no responsibility or liability for photos that are taken by others during our events.

CODE OF DISCIPLINE

A school is an environment in which students come to learn. Order, civility, safety and a sense of security provides students with an environment that allows them to reach their optimal potential. To promote these goals, there must be a proper atmosphere in which to do so. At White Oaks Montessori School, we believe that to discipline means to teach. Discipline is about helping children prepare for all of the choices they will be making and ensuring they are ready to manage them. Students must respect the right of each other to learn and must accept each other's individuality. At White Oaks Montessori School, everybody has the right to feel safe, both emotionally and physically.

In the Classroom - Students are expected to contribute to the proper learning atmosphere by respecting the classroom rules.

On the Playground - Students will use the time on the playground for exercise and enjoyment and allow others to do the same.

Students have the right to be in school, and along with that goes the responsibility of respecting the rights of others and for being actively and productively involved in his or her learning.

COURTESY

Respect for human dignity is a hallmark of behaviour and is expected from every person in each encounter with another person, whether child or adult. Students are to be courteous and thoughtful to every member of the faculty, office, volunteers, maintenance personnel, all guests and visitors and each other. This courteous interchange must also be modeled for the students in the respect with which they are treated.

DISCIPLINE

Directing children in the fullest development of their human capacities requires a manner of dealing with them which respects their dignity and uniqueness and recognizes positive behaviour whenever possible.

This implies respect and politeness to all classmates, parents, teachers and staff members. Teachers are individually and personally responsible for the guidance of their own classes and are collectively responsible for the overall discipline of the school.
Consistency between what the school expects of students and what the parents expect of their children at school should result in fewer discipline problems. Open communication through proper channels between parents and teachers is encouraged.

The learning environment must exist in all areas of the school, including the playground, hallways, gym and classrooms. Students, who do not co-operate with rules of conduct, will be addressed by

their teachers or the administration.

CONSEQUENCES

Consequences for Elementary students may include privileges or independent choices removed, behaviour report written by student, meeting with parents, student, teacher, etc. Parents will be notified in advance when such a meeting is required. Students are responsible for informing their parents when a negative incident has occurred.

Consequences for Casa students may include privileges removed, a visit to the office, or a meeting with the parents. Consistency on behaviour and respect for surrounding peers and teachers is essential for the development of the child.

The environment at White Oaks Montessori helps students reach their potential, honours effort and forgives mistakes. Mistakes are only a stepping stone to success. All students are accepted, valued and recognized, and good discipline is expected to be the norm. Everyone has the right to feel emotions (happiness, anger, sadness); however, they need to learn how to express these emotions, appropriately.

Misconduct That May Lead to Consequences (This list is not exhaustive)

- Disrespect or disobedience to any teacher/supervising adult
- Ridicule or any other disrespect toward another student or teacher
- Conduct which is disruptive to class
- Failure to submit school assignments or perform work in class
- Bringing any object to school that **disrupts the learning environment**, such as electronic games, toys, iPods, etc.

Misconduct Warranting Automatic Consequence (This list is not exhaustive)

- Bullying - Bullying is a form of aggression in which one or more students physically or verbally harass another student repeatedly. Types of bullying include but are not limited to physical, verbal, emotional, or sexual.
- Hitting
- Stealing
- Forging - a student shall not sign the name of another person
- Fighting or physical assault
- Throwing an object such as snowballs, rocks, playground equipment, pencils, etc. in an unsafe manner
- Cruel or excessive ridicule
- Use of profane, vulgar, or abusive language (written or spoken) or gestures toward school personnel, students, volunteers, visitors
- Insubordination—failure to accept corrective action or discipline

In-School Suspension

In-school suspension will take place when a student performs 'misconduct warranting automatic consequences' over the course of the year or for just cause. The length and day(s) of the suspension will be determined by the seriousness of the offence. Parents will receive a verbal or written notification. The parents and child must meet with the teacher and administration in order for the child to return to class.

Out-of-school suspension will take place for just cause. The length of the suspension will be determined by the seriousness of the offence. Parents will receive a written notification. The parent(s) and child must meet with the teachers and administration in order for the child to be readmitted.

Misconduct Warranting Suspension/Expulsion ***(This list is not exhaustive.)***

- Possession of weapons, real or otherwise, or the use of any object as a weapon.
- Malicious destruction or marring of property, whether school or personal
- Any student found directly responsible for any damage is responsible for payment of repair or replacement of the damaged object
- Taking another person's property by force or threat of force
- Sexual assault or harassment—Sexual harassment includes unsolicited language, touching, or innuendo of a sexual nature, not necessarily repetitive
- False fire alarms, bomb threat, or emergency call
- Breaking and entering school property
- Committing any criminal offense at school or on the school property

***The school reserves the right to dismiss a student and change this policy as needed. ***

POLICIES AND PROCEDURES

SERIOUS OCCURRENCES REPORTING

PURPOSE

White Oaks Montessori School is responsible for delivering services which promote the health, safety and welfare of the children being served. This responsibility in turn requires White Oaks Montessori School to be accountable to the Ministry, specific to demonstrating that their service delivery is consistent with relevant legislation, regulations and/or Ministry policy.

HOW TO IDENTIFY A SERIOUS OCCURRENCE

Within the parameters of the following definitions, White Oaks Montessori School is responsible for determining whether an incident is deemed to be a serious occurrence as defined by these procedures and whether, therefore it must be reported to the Ministry.

The following Serious Occurrences will be reported to the Ministry:

1. The death of a child who received child care at a child care centre.

2. Abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a child care centre.

3. A life-threatening injury to or a life-threatening illness of a child who receives child care at a child care centre,

4. An incident where a child who is receiving child care at a child care centre goes missing or is temporarily unsupervised, or

5. An unplanned disruption of the normal operations of a child care centre that poses a risk to the health, safety or well-being of children receiving child care at a child care centre. ("incident grave") O. Reg. 126/16, s. 1 (2, 7, 9).

HOW TO RESPOND TO A SERIOUS OCCURRENCE

A. Serious Occurrence Response – Immediate Actions by White Oaks Montessori School
Actions to be taken if a serious occurrence has occurred or is suspected include the following:

1. The child will be provided with immediate medical attention when warranted.

2. Appropriate steps will be taken to address any continuing risks to the child's and/or other children's health or safety.

3. If there is reason to suspect that a child has been abused and/or is in need of protection, the Principal or designated person will ensure immediate contact with the Children's Aid Society, and/or police. It is the person who has reasonable grounds to suspect that a child is or may be in need of protection, who is legally obligated to make a report to the CAS.

4. In all cases involving death, regardless of the location or circumstances, the local Coroner is
notified immediately.

5. The staff or any other person witnessing or having knowledge of the occurrence shall report the
matter to the Principal or the person designated by the Principal to conduct a serious occurrence inquiry.

6. The Principal or designated person shall immediately begin a serious occurrence inquiry, in accordance with the following steps. The purpose of the inquiry is to gather information regarding actual or alleged occurrence(s).

7. The inquiry information gathered by the designated person will form the basis of the later *Serious Occurrence Initial Notification Report (IN) and the Inquiry Report (IR)*, and therefore should include as many of the following details as possible at this time:
    - Description of the occurrence
    - Person's allegation (if applicable)
    - Date, time, place where it occurred
    - Time occurrence was reported
    - Reason for the occurrence (if known)
    - People involved
    - Action taken
    - Current status
    - Parties notified (president, police, CAS, Coroner, parents/others as appropriate)
    - Further action recommended
    - Specific to the immediate situation; and/or
    - Related to potential underlying factor (e.g. review of particular internal policy/procedure, review of program, staff training need, modification of physical plant etc.)

B. HOW TO REPORT A SERIOUS OCCURRENCE – Within 24 Hours

When a serious occurrence is deemed to have taken place, White Oaks Montessori School shall ensure that:
The parent or guardian of the child is informed immediately, unless the person to be notified is alleged to have abused the child.

1. Within 24 hours, file a *Serious Occurrence Report* using the Child Care Licensing System (CCLS).

2. Within 24 hours generate and complete a *Serious Occurrence Notification Form in CCLS.*

3. Print and post the Serious Occurrence Notification Form in a conspicuous place highly visible to parents for at least 10 days from the date of the final update.

   Note: The exception is in the case of allegations of abuse or unverified complaints, which will be posted at the completion of follow up / investigation.

4. If necessary update the *Serious Occurrence Notification Form* online (i.e. when new information is available or Programme Advisor requests an update.

5. Retain *Serious Occurrence Notification Form* on file for at least two years.

SERIOUS OCCURRRENCE ANNUAL SUMMARY AND ANALYSIS

A summary and analysis report will be completed annually. It is required to be completed even if there have been no serious occurrences during the year. This report is intended to summarize the operator's Serious Occurrences over the year and identify issues, trends and actions taken.

The summary report is not required to be submitted to the Ministry but White Oaks Montessori School

a) shall retain the report and the summary of the report in accordance with section 82. O. Reg. 126/16, s. 25 (1, 2) and for future reference.
b) keep records of the actions taken in response to the analysis. O. Reg. 126/16, s. 25 (3).

Please note: In addition to ongoing reviews and follow-ups of Serious Occurrences, licensing staff will review the reports during licensing inspections.

ONGOING MONITORING

White Oaks Montessori School will monitor their performance in-year, on an ongoing basis, with respect to the reporting, management, and follow-up of serious occurrences. Serious occurrence reporting is one of many tools that provides an effective means of monitoring the appropriateness and quality of service delivery. Monitoring also includes an ongoing review of practices, procedures, and training needs. Ministry staff will also monitor White Oaks Montessori School performance and are available for support or assistance, where required. Compliance with Ministry requirements will be reviewed at license renewal time.

STAFF TRAINING

These procedures will be reviewed with all staff upon employment and at least annually thereafter.

ALLEGATIONS OF ABUSE

Timing of posting:

Seri*ous Occurrence Notification Forms* pertaining to allegations of abuse are posted when the following have been concluded:

- The Children's Aid Society (CAS) has concluded its investigation and the allegation is either verified or not verified; **or**
- CAS has determined that an investigation will not be conducted; **and**
- The Ministry has investigated any associated licensing non-compliances.

Information to be included:

- Once investigations are completed, the form should provide clear, concise information for the parent.

- The Description section will include information about whether CAS conducted an investigation into the report, and identify that the ministry conducted an investigation into compliance with related licensing requirements.

The form will identify whether:

- CAS verified the allegation;
- CAS has not verified the allegation;
- White Oaks Montessori School has taken action on any other directions given by CAS, if applicable;
- White Oaks Montessori School has addressed any associated licensing non-compliances identified by the Ministry, if applicable.

COMPLAINTS

Timing of posting:

- When the operator has filed a serious occurrence report about a complaint, verified the complaint and has taken actions to address the issue, the *Serious Occurrence Notification Form* is posted within 24 hours of the occurrence.
- When an operator has filed a serious occurrence report to the ministry about a complaint, but has not taken action because the complaint has not yet been verified, the serious occurrence will not be posted within 24 hours.
- Once the complaint has been verified or not verified, the *Serious Occurrence Notification Form* is posted.

If White Oaks Montessori School is unsure about when to post the *Serious Occurrence Notification Forms*, they are encouraged to contact their local Ministry office.

SERIOUS OCCURRENCES IN WHITE OAKS MONTESSORI SCHOOL

Dear Parent/Guardian:

The safety and well-being of our children in White Oaks Montessori is the highest priority. We work diligently to provide a safe, creative and nurturing environment for each child. In spite of all the best precautions, serious occurrences can sometimes take place.

The Ontario government has introduced a new policy that requires White Oaks Montessori School to post information about serious occurrences effective August 29, 2016. To support increased transparency and access to information, a "Serious Occurrence Notification Form" must be posted at the school in a visible area for 10 days.

A serious occurrence could include:

1. The death of a child who received child care at a child care centre.

2. Abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a child care centre.
3. A life-threatening injury to or a life-threatening illness of a child who receives child care at a child care centre,
4. An incident where a child who is receiving child care at a child care centre goes missing or is temporarily unsupervised, or
5. An unplanned disruption of the normal operations of a child care centre that poses a risk to the health, safety or well-being of children receiving child care at a child care centre. ("incident grave") O. Reg. 126/16, s. 1 (2, 7, 9).

We are already required to report serious occurrences to the Ministry of Education, which is responsible for child care licensing. This policy requires schools to post information in their facilities so that parents also have access to it.

This posting will give parents information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved. Longer-term actions taken by the operator will also be included to help prevent similar incidents in the future, where applicable.

Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that an operator is out of compliance with licensing requirements or that children are at risk in the child care program.

This new policy supports the government's efforts to increase access to information about licensed child care programs in Ontario. This includes the recent launch of child care licensing inspection findings on the Licensed Child Care Website: http://www.ontario.ca/ONT/portal61/licensedchildcare.
We encourage you to speak to us for more information about serious occurrences and the new Serious Occurrence Notification form posting policy.

ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT

Policy For White Oaks Montessori School Students

Our Commitment

In fulfilling our mission, White Oaks Montessori School strives at all times to provide its services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our services and allowing them to benefit from the same services, in the same place and in a similar way as other students.

Providing Goods and Services to People with Disabilities

White Oaks Montessori School is committed to excellence in serving all students including those

with disabilities and we will carry out our functions and responsibilities in the following areas:

Communication

We will communicate with people with disabilities in ways that take into account their disability.

We will train staff who communicate with students on how to interact and communicate with people with various types of disabilities.

Customer Service Policy Statement:

Providing Goods and Services to People with Disabilities

Telephone Communications

We are committed to providing fully accessible telephone service to our students. We will train staff to communicate with students over the telephone in clear and plain language and to speak clearly and slowly. We will offer to communicate with students by e-mail, if telephone communication is not suitable to their communication needs or is not available.

Assistive Devices

We are committed to serving people with disabilities who use assistive devices to obtain, use or benefit from services. We will ensure that our staff is trained and familiar with various assistive devices that may be used by students with disabilities while accessing our services.

Billing

We are committed to providing accessible invoices to all of our parents. For this reason, invoices will be provided in the following formats upon request: hard copy, large print or e-mail.

We will answer any questions parents may have about the content of the invoice in person, by telephone or e-mail.

Use of Service Animals and Support Persons

At this time, we are not able to accommodate people with disabilities who are accompanied by a service animal in the classrooms. On the parts of our premises that are open to the public and other third parties, as well as our office area, we will accommodate people with disabilities who are accompanied by a service animal. We will also ensure that all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

We are committed to welcoming people with disabilities who are accompanied by a support person. Any person with a disability who is accompanied by a support person will be allowed to

enter White Oaks Montessori School's premises with his or her support person. At no time will a person with a disability who is accompanied by a support person be prevented from having access to his or her support person while on our premises.

Notice of Temporary Disruption

White Oaks Montessori School will provide students with notice in the event of a planned or unexpected disruption in the facilities or services usually used by people with disabilities. This notice will include information about the reason for the disruption, its anticipated duration, and a description of alternative facilities or services, if available.

The notice will be placed at all public entrances and service counters on our premises.

Training for Staff

White Oaks Montessori School will provide training to all employees, volunteers and others who deal with people with disabilities. This training will be provided as required by enrolled students.

Training Will Include the Following:

- The purposes of the Accessibility for Ontarians with Disabilities Act, 2005 and the requirements of the customer service standard
- How to interact and communicate with people with various types of disabilities
- How to interact with people with disabilities who use an assistive device or require the assistance of a support person
- How to use an assistive device that are required by our students
- What to do if a person with a disability is having difficulty in accessing the classroom or any teaching materials therein
- White Oaks Montessori School's policies, practices and procedures relating to the customer service standard

Applicable staff will be trained on policies, practices and procedures that affect the way services are provided to people with disabilities. Staff will also be trained on an ongoing basis when changes are made to these policies, practices and procedures.

Feedback Process

The ultimate goal of White Oaks Montessori School is to meet and surpass customer expectations while serving students with disabilities. Comments on our services regarding how well those expectations are being met are welcome and appreciated. Please submit any comments to admin@woms.ca.

Feedback regarding the way White Oaks Montessori School provides services to people with disabilities can be made by email at admin@woms.ca. All feedback will be directed to the Principal. Students can expect to hear back in 5 business days. Complaints will be addressed according to categories already established in our school complaint management procedures.

Modifications to This or Other Policies

We are committed to developing customer service policies that respect and promote the dignity and independence of people with disabilities. Therefore, no changes will be made to this policy before considering the impact on students with disabilities.

Any policy of White Oaks Montessori School that does not respect and promote the dignity and independence of people with disabilities will be modified or removed.

Questions About This Policy

This policy exists to achieve service excellence to students with disabilities. If anyone has a question about the policy, or if the purpose of a policy is not understood, an explanation should be provided by, or referred to the Principal.

CONSUMER PROTECTION INFORMATION

Parents and legal guardians can obtain information relating to their rights as consumers from the Ministry of Consumer and Business Services at www.cbs.gov.on.ca or by telephone at 416-326-8800.

FINANCIAL STATEMENT

The financial statements of the school are not available to parents or legal guardians. Independent schools are not required to disclose financial statements to parents or legal guardians. Schools are only required to state their policies on providing such information.

PROHIBITED PRACTICES POLICY

All teachers and staff are guided by the Montessori Philosophy and Best Practices set out by Montessori Canada formerly the Canadian Council of Montessori Administrators (CCMA) along with our Ministry Programme Statement, and the CCEYA. All staff annually review and are periodically reminded of our Behaviour Management Guideline and our Programme Statement. In accordance with our School Policies and the CCEYA, staff are not permitted to administer any

form of corporal punishment or harsh and belittling verbal language in response to a child. Every staff member **must** adhere to the following:

Discipline of children

Discipline should be:

- related to the nature of the troublesome behaviour
- appropriate to the developmental level of the child
- used in a positive and consistent manner
- designed to assist the child to learn appropriate behaviour
- implemented as soon as possible after troublesome behaviour
- discussed with a parents(s) if a difficult situation arises with a child

Methods of Control:

- have the environment always ready so as to avoid problems as much as possible
- activities should be continually available to children and waiting should be minimized; if waiting is necessary, one teacher should be available to redirect or oversee the children
- take a positive approach in a contentious situation. Look for the true cause of the difficulty and, if in doubt, take a neutral stand
- help the child find an alternate mode of behaviour
- help children find ways of expressing themselves in words
- help the child understand other children's points of view; reflect her/his own feelings back to her/him and show understanding
- help her/him to learn to wait and understand that she/he can't always have what she/he wants

Prohibited Behaviour Management

Under no circumstances may a child be:

- punished corporally
- treated in a harsh or humiliating manner
- be deprived of food, clothing, shelter or bedding
- locked in a room
- sat far away from the group

No form of corporal punishment will be allowed at any time:

- NO hitting
- NO spanking
- NO grabbing
- NO kicking
- NO squeezing
- NO pushing
- NO pulling
- NO shaking
- NO pinching
- NO biting

ANY TEACHER WHO CORPORALLY PUNISHES A CHILD WILL BE DISMISSED IMMEDIATELY.

Policies and Procedures With Respect to Contravention of the Above Regulations

For teachers who have difficulty putting methods of control into practice or who habitually refuse to do so, the following steps will be taken:

1. Discussion with the supervisor to:
   - identify the difficulty and reason for it
   - discuss the implications with respect to the child
   - specify ways of employing positive methods of behaviour management
   - commit the results of the above discussion in writing and have both parties sign it

2. A trial period will be enforced whereby the teacher improves her management methods and the Principal observes. Further discussions and results will again be committed to writing and signed by both parties.

3. If no improvement is shown over a two-week period and if the teacher does not appear to be trying, or if the teacher clearly disagrees with the above philosophy, then termination of employment will be required.

I have read the above and clearly understand all of its implications.

_____ _____

Employee's Signature Date

_____ _____

Principal's Signature Date

PARENT CONTACT INFORMATION

If your child is ill or injured, we must know where to contact you. Therefore, it is essential that the information we have on file be current and accurate.

In case of illness, if you are unable to come for your child or you cannot be reached, we must have a person on file that would be willing to collect your child. If this person is different than the emergency person, please let us know.

EMERGENCY MANAGEMENT AND PROCEDURES POLICY STATEMENT

Emergency Management: Under s. 68.1 of O. Reg. 137/15, licensees of child care centres are required to develop and implement policies and procedures regarding the management of emergencies. White Oaks Montessori School has developed this policy to meet these requirements as set out by the **Ministry of Education**.

This Emergency Management Policy will help staff better prepare for the possibility that an emergency may occur that will cause disruption to our daily schedule or force an evacuation of the school. In the event that such a situation occurs parents will be contacted and informed either by telephone, email, Transparent Classroom or all of the above. If we do not have access to computers or electrical power, White Oaks Montessori School will inform parents by telephone. If White Oaks Montessori School has access to computers we will inform parents by email and Transparent Classroom. If the evacuation or emergency is of serious nature, the media will also be contacted.

As soon as possible White Oaks Montessori School will notify parents of the emergency situation and measures the school is taking to ensure the safety and supervision of all children.

- If situation is **'all clear'** parents will be notified of the situation and that the 'all clear' has been given.
- Where disasters have occurred that did not require evacuation of the school WOMS will provide parents with information as to when and how normal operations will resume as soon as this is determined.

If emergency has forced school to evacuate and school is unsafe to return WOMS will notify parents by phone with the following information

- White Oaks Montessori School will notify parents of the emergency situation, evacuation and the location to pick up their children.
- Where possible, White Oaks Montessori School staff will update the school's voicemail as soon as possible to inform parents that the school has been evacuated and include details of the evacuation site location and contact information in the message.

HEALTH AND ILLNESS POLICY

Health

Upon enrollment, parents **must** complete the health form supplied by the school prior to commencement of childcare services. All the students must be immunized according to the Ontario Ministry of Health regulations. Immunization records are checked by the Ministry of Community and Social Services.

Medical Information

Each child must have on file a current Medical Form with a record of up-to-date immunizations and the child's source of medical care.

Illness Policy

In order to ensure the overall health and safety of all the children, we ask that you not bring your child to school if he/she has:

- Received medicine for a fever on that day
- An elevated temperature of over 38°C
- Vomited within 48-hour period
- Diarrhea (2 consecutive loose bowels) within 48 hours
- Eyes/ears that have any kind of discharge
- Any coloured discharged from the nose
- Visible rashes that have not been diagnosed by a physician
- A severe cough, and/or congestion
- Any communicable disease including: Impetigo, Coxsackie Virus, Fifth Disease, German Measles, Hepatitis A or B, Meningitis, Measles, Mumps, Pertussis (Whooping cough), Scabies, Scarlet fever, Tuberculosis. The child will be allowed back at the school following a doctor's examination and provision of a note indicating that the child is free of any illness.
- Bronchitis or pneumonia

Fever

A child who has a fever (38°C or higher) **must not** be at school and will be sent home. Children must stay home for a minimum of 24 hours after the fever breaks without the use of fever reducing medications (Advil, Tylenol, etc.).

Should your child develop a temperature of 38°C or higher during the day, the staff will contact you immediately. Your child must **be symptom-free for 24 hours** before returning to school without the use of fever reducing medication.

When the child, in the opinion of the staff, becomes ill during the day, you are expected to pick up your child within the hour. In the event we are unable to reach you, we will call the emergency contact to pick up your child.

It is a licensed requirement that all children play outside, weather permitting. Your child should return to school well enough to participate in outdoor activities. Children are not permitted to stay inside, during regular outdoor play times, as staffing does not allow for this.

In order to ensure the overall health of all children White Oaks Montessori School will post signs at classroom doors when we are experiencing any illnesses in a class such as pink eye, fever, vomiting, diarrhea, etc. When we suspect an outbreak of any such illnesses signs will be posted on all classrooms doors and school bulletin board.

Medication

White Oaks Montessori School is not permitted to administer any over the counter medication that is not specifically prescribed for your child. Before a staff member is able to administer any prescribed medication, a **Medication Form** must be filled out and filed in the office. The medication must be in the original bottle and labeled with the student's name, the name of the prescription and the Doctor's name. The school must be notified if your child is on medication that is administered at home. This includes epipens, asthma puffers, Tylenol (doctor prescribed), etc.

Staff members have the right to refuse any child who appears to be sick upon arrival at school. Parents and/or emergency contacts will be contacted if a child's condition worsens during the day.

1. All medication must be brought to the office, do not leave any medication in child's lunch bag or cubby**.** Administration of prescription medication to students must be handled very carefully.
2. Medication will either be refrigerated in a locked medicine box in fridge or in a locked medicine box in the office.
3. White Oaks Montessori School staff will administer the drug and write the time given, amount given and sign "Drug/Medication" form.
4. **NON-PRESCRIPTION MEDICINE CANNOT BE ADMINISTERED BY TEACHING STAFF**, unless accompanied by a doctor's prescription or parental permission.

Arrival Health Appraisal

1. Before each child enters the classroom and starts interacting with the other children, teachers must appraise his or her health in order to detect possible symptoms of illness.
2. If staff identify a child whom they believe has a communicable disease, such as measles, mumps or chickenpox, or shows signs of fever, diarrhea or vomiting staff must immediately contact the office or Principal. Do not admit the child to the classroom (or if the child has already been admitted to the classroom) have him or her taken to the office. This will help to prevent the spread of disease to other children.
3. If a student becomes ill during school hours, staff must speak to the office or Principal before contacting the parents and sending the student home.

4. Any child sent to the office with illness must have illness recorded in illness log.

In accordance with Day Nursery Legislation, all medication must be placed in a lockable medicine box in the refrigerator. Should the medication be required in the evening, it is the parent's responsibility to take it home at the end of the day. Any medication that is not to be refrigerated will be placed in the medication box in the office.

In case of illness, if you are unable to come for your child or you cannot be reached, we **must** have a person on file that would be available to pick up your child. If this person is different than the emergency person, please let us know. **If a medical emergency occurs, your child will be taken to the closest hospital.**

Communicable Diseases

The Public Health Act (Section 84) requires that children who are suffering from communicable diseases be excluded from school. If your child is on medication by prescription, he/she must be kept home for **48 HOURS.** For communicable diseases, parents are is encouraged to consult their family physician before their child resumes attendance. It would be appreciated that the school be notified of any communicable disease so that other parents can look out for symptoms.

Region of Peel Public Health gives the Principal and Assistants the authority to exclude children who are suffering or are suspected of suffering from a communicable disease. The periods of exclusion that we follow are listed below:

Chicken Pox - Contagious from 1 to 2 days before onset of rash and up to 5 days after, child can return to school when he/she feels well enough to participate in all activities.

Cold Sores - You can catch the virus if you come into direct contact with the cold sore blisters or the fluid inside them. This can easily happen through touching the hands of someone who has touched their blisters. It can also occur through sharing, cups, cutlery, cloths, or other personal items that have been contaminated with fluid from the blisters. A cold sore must be covered if the student is in school. Once the blisters have stopped oozing or have crusted over, the person is no longer contagious.

Fifth Disease (Slap Cheek) - Contagious before onset of rash and probably not contagious after onset of rash, hand washing is important.

Pink Eye (Conjunctivitis) - Exclude the child if the eye is watery and red or if there is a pus-like yellow discharge from the eye(s) until at least 24 hours after the first dose of antibiotic treatment.

Hand, Foot, Mouth Disease - Blisters may occur for 7 to 10 days on palms, finger and soles of feet. Once diagnosed by a physician, the child can return if well enough to participate in activities.

Head Lice (Pediculosis) - Children are excluded until treated and the nits are removed from hair. You must consult a Physician before applying special pediculosis shampoos or lotions to a child under 2 years of age. A child must attend the office before admittance to the class is allowed.

Ringworm - (Fungal skin infection) - Child must be excluded from school until treatment is started. While at school affected area must be covered.

Impetigo - Exclude the child from school from onset until lesions are dry or 24 hours after the first dose of antibiotic treatment. While at school affected area must be covered.

Strep Throat, Scarlet Fever - Contagious from onset until 24 hours after beginning of treatment. Once the fever breaks, if the child is well enough to participate in activities, he/she can return to school.

Mumps - Exclude child from school. Child can be re-admitted 9 days after the onset of swollen glands or once swollen glands have returned to normal size.

Influenza - Contagious for 3 to 5 days from the onset of the symptoms, up to seven days in young children.

The **H1N1 virus** is a flu virus that causes symptoms similar to seasonal flu. These symptoms include fever greater than 38C (100 F), sore throat, cough, shortness of breath, muscle aches, fatigue and a lack of appetite. Some people may also develop vomiting and diarrhea.

Gym Programme Participation

All students are expected to participate in the gym programme unless certified as unfit by a physician. Physical Education has proven to influence the growth and development of all children in a positive way. For this reason, all children are expected to participate.

ALLERGY POLICY

White Oaks Montessori School is A Nut Aware School

- The most serious allergies are anaphylactic reactions to **bee stings, sesame seeds, shellfish, peanut butter and nut products**. **Peanut butter and nut products can be fatal**. Even if a residue of nut oil is left on furniture or utensils and a child with an allergy touches the items, the child can have a serious reaction. **White Oaks Montessori School's policy is NOT TO ALLOW PEANUT BUTTER or NUT PRODUCTS** to be brought to school by any child or staff member**,** thus avoiding a tragedy. Please check the ingredient list on all packages for nuts or may contain traces of nuts. Food products brought into the school that do not have an ingredient list WILL NOT be served. Please check the ingredient list on all packages for **nuts or may contain traces of nuts.**

- Each child who is allergic must provide two (2) Epipens, one for the classroom and one for the office. If the child has a severe reaction, the teacher tends to the child first, and then notifies the office immediately.

- Tim Horton's cannot guarantee that their products are NUT FREE. These items are not allowed in the school. Food products brought into the school that do not have an ingredient list **WILL NOT** be served.

White Oaks Montessori School's Anaphylactic Policy

In our school, we have several children who are at risk for potentially life-threatening allergies. Some children are at risk for insect sting allergy, while most are allergic to food, most often nuts. Food-allergic individuals can experience a life-threatening reaction from ingesting a very small amount of their allergen. Exposure through skin contact or inhalation can cause allergic reactions, but generally not anaphylaxis. Anaphylaxis (pronounced anna-fill-axis) is a severe allergic reaction that can be caused by foods, insect stings, medications, latex or other substances. While anaphylaxis can lead to death if untreated, anaphylactic reactions and fatalities can be avoided. Education and awareness are key to keeping students with potentially life-threatening allergies safe.
Our school's anaphylaxis plan is designed to ensure that children at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.

Identification of Children at Risk

At the time of registration, parents are asked about medical conditions, including whether children are at risk of anaphylaxis and asthma. All staff must be aware of these children.
It is the responsibility of the parent to:

- Inform the school principal of their child's allergy (and asthma).
- Complete medical forms and the Anaphylaxis Emergency Plan which includes a photograph, description of the child's allergy, emergency procedure, contact information, and consent to administer medication. The Anaphylaxis Emergency Plan should be posted in key areas such as in the child's classroom (posted on the wall or inside a cupboard door), the office and staff room (bulletin board), the teacher's child index file and in the before and after care binder. Parental permission is required to post the child's plan.
- Advise the school if their child has outgrown an allergy or no longer requires an epinephrine autoinjector. (A letter from the child's physician or primary healthcare provider is suggested)
- Have the child wear medical identification (e.g. MedicAlert® bracelet). The identification could alert others to the child's allergies and indicate that the child carries an epinephrine auto-injector. Information accessed through a special number on the identification jewelry can also assist the local emergency medical services (e.g. paramedics) to access important information quickly.

Availability and Location of Epinephrine Auto-injectors ("auto-injectors")

- Children at risk of anaphylaxis who have demonstrated maturity can carry one auto-injector with them at all times and have a back-up available in the school. For younger children, we request 2 auto-injector's, one will be stored in the office and the other in child's class. Section: Anaphylactic Policy Policy Number: E-1.5 Sub-section: Care of

Children Effective Date: September, 2015 Subject: Safety of Children Revision Date: September, 2021 Page: 1 of 3

- Posters which describe signs and symptoms of anaphylaxis and how to give an epinephrine autoinjector will be placed in relevant areas, e.g. classrooms, office, staff room, lunch room. Additional auto-injectors and all relevant medical plans and protocols must be brought on field trips OR whenever that child is off school property. This includes during times that school is evacuated for emergencies. It is recommended that the organizer of the field trip carry a cell phone and know the location of the closest medical facility.

Emergency Protocol

- An individual Anaphylaxis Emergency Plan can be signed by the child's physician, if required. With parental permission, a copy of this Plan will be placed in designated areas such as the classroom and office.
- Adults must be encouraged to listen to the concerns of the child who usually knows when a reaction is occurring, even before signs appear. It cannot be assumed that children will self-administer their autoinjector. When giving epinephrine, it is recommended to have the person sit or lie down. When administering to a child, it may be helpful to support or brace their leg to reduce movement.
- To respond effectively during an emergency, a routine has been established and practiced, similar to a fire drill.

During an emergency:

1. Give epinephrine auto-injector (e.g. EpiPen® or Allerject™) at the first sign of a known or suspected anaphylactic reaction.
2. Call 9-1-1 or local emergency medical services. Tell them someone is having a life-threatening allergic reaction.
3. Give a second dose of epinephrine in 5 to 15 minutes IF the reaction continues or worsens.
4. Go to the nearest hospital immediately (ideally by ambulance), even if symptoms are mild or have stopped. The reaction could worsen or come back, even after proper treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4-6 hours).
6. Call emergency contact person (e.g. parent, guardian).

Body Position

After giving epinephrine, place the person on their back with their legs raised. If they feel sick or are vomiting, they should be placed on their side so that the airway is clear and they do not choke on vomit. It is important to avoid having an individual immediately sit up or stand after receiving epinephrine as these sudden changes of position may lower their blood pressure, worsen their condition, and potentially result in death. Additionally, emergency responders should be directed to the person's location and transport the person on a stretcher. The person should not be made to walk to emergency responders.

Important notes

- A person should stay with the child at all times.
- It is important to note the time of administration of the first epinephrine auto-injector so that you know how long it has been since the child received the first dose of epinephrine.
  Section: Anaphylactic Policy Policy Number: E-1.5
  Sub-section: Care of Children Effective Date: September, 2015
  Subject: Safety of Children Revision Date: September, 2021
  Page: 1 of 3
- The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child, even if epinephrine was not required.
- If an anaphylactic emergency occurs, both the school anaphylaxis plan and the child's Anaphylaxis
  Emergency Plan should be reviewed and amended as necessary.

Training

- Each year there will be training for staff which includes an overview of anaphylaxis, signs and symptoms and a demonstration on the use of epinephrine. Staff will have an opportunity to practice using an auto injector trainer (i.e. device used for training purposes) and are encouraged to practice with the auto injector trainer throughout the year, especially if they have a student at risk in their class.
- Supply teachers will be advised to review the Anaphylaxis Emergency Plan for children in their class. The principal will speak with supply staff about the procedure for responding to emergency situations.
- Students will learn about anaphylaxis in a general assembly or special class presentations.

Creating an Allergy-Safe School Environment

Individuals at risk of anaphylaxis must learn to avoid specific triggers. The school community must always be aware of any food coming into the school. Special care is taken to avoid exposure to allergy causing substances. Teachers are to inform parents which foods cannot be brought into their classrooms. The risk of accidental exposure to a food allergen can be significantly diminished by means of such measures.

Strategies to Reduce the Risk of Exposure to Anaphylactic Allergens

- The following strategies to reduce the risk of exposure to anaphylactic causative agents must be followed at all times by employees, students and volunteers at the child care centre.
- Do not serve foods where its ingredients are not known.
- Do not serve items with 'may contain' warnings on the label in a room where there is a child who has an individualized plan and emergency procedures specifying those allergens.
- Ask the caterer or cook to provide the known ingredients for all food provided. The ingredients will be reviewed before food is served to children to verify that causative agents are not served to children with anaphylactic allergies.

- In cases where a child has food allergies and the meals and snacks provided by the child care centre cannot meet the child's needs, ask the child's parent to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented.
- Ensure that parents label food brought to the child care centre with the child's full name and the date the food arrived at the child care centre, and that parents advise of all ingredients.
- Where food is provided from home for children, ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.
  Section: Anaphylactic Policy Policy Number: E-1.5
  Sub-section: Care of Children Effective Date: September, 2015
  Subject: Safety of Children Revision Date: September, 2021
  Page: 1 of 3
- Encourage parents who serve foods containing allergens at home to ensure their child has been rid of the allergens prior to attending the child care centre (e.g. by thoroughly washing hands, brushing teeth, etc.)
- Do not use craft/sensory materials and toys that have known allergens on the labels.
- Share information about anaphylaxis, strategies to reduce the risk of exposure to known allergens and treatment with all families enrolled in the child care centre.
- Make sure each child's individual plan and emergency procedure are kept-up-to-date and that all staff, students, and volunteers are trained on the plans.
- Refer to the allergy list and ensure that it is up to date and implemented.
- Update staff, students, and volunteers when changes to a child's allergies, signs and symptoms, and treatment occur and review all updates to individualized plans and emergency procedures.
- Update families when changes to allergies occur while maintaining the confidentiality of children.
- Update or revise and implement the strategies in this policy depending on the allergies of children enrolled at the child care centre.
- Not share food, utensils or containers.
- Place food on plate or place mat and not on table.

LUNCH POLICY

White Oaks Montessori School is a nut free facility. As per the Ministry Licencing Requirements, White Oaks Montessori School provides a lunch program included in the Tuition Fee. White Oaks Montessori School provides daily catered lunch through Kidssentials (4 days per week) for students 18 months to Casa. White Oaks Montessori School provides Pizza every Friday that we are in school.

Parents who do not want the Lunch Programme from our caterer, **must provide request for exemption** to White Oaks Montessori School **with a letter including their reasons**. As an alternative you may pack a lunch for your children under specific conditions.

Parents who bring food into the school must be aware of our Nut Aware Policy.

White Oaks Montessori School's policy is NOT TO ALLOW PEANUT BUTTER OR NUT PRODUCTS to be brought to school by any child or staff member, thus avoiding a tragedy. **PEANUT BUTTER** and/or **NUT PRODUCTS** CAN BE FATAL. Even if a residue of peanut oil is left on furniture or utensils and a child with an allergy touches the item, the child can have a serious reaction.

Catering

Kidssential The Catering Service for Kids is our supplier for hot, nutritious lunch time meals for our students. All meals and snacks meet the recommendations of Health Canada Food Guide. The menu is emailed to parents monthly. Catering services, menus, and providers are subject to change at the school's discretion. The school will make reasonable efforts to notify families of any changes in advance.

Lunches from Home

Parents who send lunch from home for their child(ren) must follow the school's guidelines below:

Lunch bag (backpack, container etc) must be labelled and clearly visible with the child(ren)'s name.

Suggestions for lunch bag items are as follows:

- Ice Packs
- 1 container or bottle of water, juice or milk (no pop)
- 1 container (or thermos) of a main course which may include pasta or rice with protein, meat, eggs/omelets, sandwich, etc.
- 1 container of sliced fruit or vegetables
- 1 nutritious snack, (nut free granola bar, yogurt, rice pudding, etc)

Birthdays

Children enjoy sharing snack with their friends on their birthday. You are welcome to send in a platter of fruit or veggies. No store bought bakery cakes or cupcakes will be served. Cupids, Dolled Up and Rashmi are nut free bakeries that we suggest when ordering cupcakes. **DO NOT BRING OR MAKE ANYTHING WITH PEANUT BUTTER or NUT PRODUCTS** as some children are **SEVERELY ALLERGIC TO THESE FOOD PRODUCTS. All home baked goods must have an ingredient list.**

White Oaks Montessori School **DOES NOT ALLOW ANY PEANUT/NUT PRODUCTS, WE DEPEND ON PARENTS TO BE VIGILANT.**

Snacks

Parents may contribute to our snack calendar if they wish. Please view your child's monthly snack menu and choose an item you wish to contribute. Examples of nutritious snacks fruit, veggies, cheese & crackers, hummus and crackers, raisin bread, etc. **REMEMBER OUR SCHOOL IS PEANUT/NUT AWARE**, we do not accept products that may contain or are manufactured in a facility that also processes nuts.

REPORT CARDS

Toddler and Casa Report Cards are sent home in June.

Elementary Report Cards are sent home in December and June. Elementary Students will be given the Canadian Tests of Basic Skills once in Grade 3 and once in Grade 6. The CTBS is a form of standardized testing, which covers a broad range of subject areas and indicates what a student's level is at the time of testing. These tests are conducted during the Spring term and are used mainly to confirm the level of each student.

Parent Teacher Interviews

Scheduled interviews are conducted once a year. If you have specific concerns or information that you wish to share, please call, email or Transparent Classroom to make an appointment for a mutually convenient time. Teachers may be available either early in the morning, before 8:45 am or after 3:45 pm. Please remember that during the school day, the teacher is responsible for the care of all children. We ask that parents not engage teachers in conversation or discussion at the classroom door. Responsibility during class time is to the children in their care.

Parent Education

Parents MUST attend Workshops and Curriculum Nights offered in the Toddler, Casa and Elementary classes. **Parents are required to attend and support us in the education of your child(ren).**

SAFETY

We try diligently to keep White Oaks Montessori School safe and free from hazards. If you observe anything you feel we should know, please inform the office.

School Closures

Before coming to school on stormy days, listen to 680 AM News or City TV regarding school closures or check our Facebook page, and/or our website at, www.woms.ca. In the event that school is closed a notice will be posted on our website under school cancellations and on the

answering system by 7:00 a.m. Individual phone calls will NOT be made by the staff.

Criminal Record Search

White Oaks Montessori School has a Criminal Record Search on file for each individual employed or associated with White Oaks Montessori School who comes into regular contact with pupils. **Parent Volunteers** are also required to provide a **Vulnerable Sector Check (VSC)** if they wish to volunteer in the school or on field trips. White Oaks Montessori School has specific forms that must be filled out and taken directly to one of the Community Stations listed on the back of the form. These forms are available in **our office only.**

Supervision of Volunteers and Students

All student teachers and volunteers are required to produce a Vulnerable Sector Police Records Search (Over 18 years). White Oaks Montessori School supervision policy for volunteers and students includes:

a) no child is supervised alone by a person under 18 years of age;
b) employees will have unsupervised access to children;
c) volunteers and students may not be counted in staffing ratios;
d) the policy is to be reviewed with all staff, volunteers and students prior to their start date and at least annually each year afterwards;
e) there are roles and responsibilities for WOMS and supervising staff;
f) expectations of volunteers and students will be reviewed prior to their start date

Notice of Temporary Disruption

White Oaks Montessori school will provide students with notice in the event of a planned or unexpected disruption in the facilities or services. This notice will include information about the reason for the disruption, it's anticipated duration, and a description of alternative facilities or services, if available.

FIELD TRIPS

Field trips are an important part of our programme. Parents will receive advance notice of forthcoming field trips. Permission slips must be signed and trip money must be returned to school if the child is to participate. All volunteers must submit a **Vulnerable Sector Check** (VSC) before they can be considered for a trip. Volunteers are chosen on a first come basis. Parents who have never been on a trip are given special consideration.

CLOTHING

Toddler and Casa children are encouraged to wear clothing that does not inhibit their activity and ability to care for themselves. Students learn to manage their own clothes at school (including shoes). Please **LABEL** all items (including boots). Toddler and Casa students should keep a change of clothing in a bag at school.

Spare clothes borrowed from school should be laundered and returned within 48 hours in order to be available when needed.

REST PERIOD

Each child who receives child care for six hours or more in a day has a rest period not exceeding two hours in length. Each child is permitted to sleep, rest, or engage in quiet activities based on his/her needs. The school provides beds and sheets and we ask that each child bring a blanket (which is sent home weekly for washing).

OUTDOOR PLAY

Students are taken outdoors daily unless it is raining, the temperature is -20 degrees Celsius or colder (with or without the wind chill) or temperatures exceed 30 degrees Celsius. Please ensure that your child is dressed appropriately (outdoor shoes are required). During the winter months a snow suit, hat, waterproof gloves and boots must be at school at all times. No child is exempt from outdoor activity. If your child is not well enough to go outside, your child should stay home.

SHOW AND TELL

Students are encouraged to bring "Show and Tell" items to school. Please check with your child's teacher if your child's class has a scheduled Show and Tell Day. Items for Show and Tell **MUST** be of an educational nature such as books, artifacts and articles of interest. **NO TOYS ALLOWED.**

TOYS

Toys should <u>not</u> be brought to school as they are a distraction in class. Umbrellas should stay with the parent.

DIGITAL MEMORY ALBUM

White Oaks Montessori School uses photographs, recordings and videos of children to represent the school. This includes the "Digital Memory Album" of all students at White Oaks Montessori School, which is shared digitally to each student and staff member at the end of each year.

UPCOMING EVENTS

It is the responsibility of parents to read our newsletters and check our bulletin board each week. This will keep you informed of upcoming events or changes to our programme. Remember to log on to our web site **www.woms.ca**.

WAIT LIST POLICY

White Oaks Montessori School does not accept any fees to place a child's name on our wait list. All applicants are required to submit an application form in order to place their child on our waitlist.

Please remember to include the following information:

- Parents first and last name
- Best contact phone numbers where you can be reached
- Email address **clearly written**
- Child's name and date of birth
- When you wish your child to start
- What programme you wish to enroll in, i.e. Toddler, Casa, Elementary
- *Name of sibling(s) already enrolled at the school

*Please note - children who have siblings enrolled in the school are given first priority for September enrollment up until February 1st of that calendar year (re-enrollment deadline for existing families)

Waitlist procedures are as follows:

1. Current families receive re-enrollment forms in early January.
2. Once returning students' placement has been confirmed enrollment for new families will be received.
3. A waitlist will be formed once White Oaks reaches full capacity for each programme.
4. In order to have a child added to our wait list, parent and child must first have a tour of White Oaks first and review our enrollment package.

5. Children will be accepted into a programme on a first come first served basis once placement becomes available in the required programme (Toddler, Casa, Elementary). Priority is established by the date of the tour or waitlist request.
6. Once space becomes available, the family at the top of the waitlist for that specific programme will be contacted and invited to accept placement. Once family accepts placement they are removed from the waitlist and others will be bumped up. If they decline, the next person on the waitlist will be contacted until placement is accepted.
7. Placement is confirmed once enrollment forms have been signed, dated and payment has been received. We encourage parents book a morning visit before child's start date in order to have parents and child meet teachers, ask questions, receive necessary forms, learn what supplies they need to bring the first day and to observe the classroom routine.

Parents are welcome to call the office for updates of their child's status on the waiting list. Names on waitlists are kept private and confidential and are not disclosed to parents.

Thank you for your interest in adding your name to our waiting list.

PARENT ISSUES AND CONCERNS POLICY AND PROCEDURES

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, White Oaks Montessori School and its teachers and staff to use when parents/guardians bring forward issues and/or concerns.

Parent Issues and Concerns*: Under s. 45.1 of O. Reg. 137/15, licensees of child care centres and home child care agencies are required to develop and implement policies and procedures that set out how parents' issues and concerns will be addressed.*

Definitions

Licensee: White Oaks Montessori School
Staff: Teachers, Assistants, Administrators, support staff employed by White Oaks Montessori School

Parental Issues and Concerns Policy

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

All issues and concerns raised by parents/guardians are taken seriously by White Oaks Montessori and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally, in an email or in writing. Responses and outcomes will be provided verbally with a meeting 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 3 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, teachers, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society). **White Oaks will not tolerate parents talking negative about other children in the school on social media groups ie;WhatsApp**

Conduct

Our school maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the principal and/or owner of White Oaks Montessori.

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 Peel Children's Aid (CAS) directly.

Persons, including teachers and staff 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/childrensaid/reportingabuse/index.aspx

Procedures

<table>
<tr><th>Nature of Issue or Concern</th><th>Steps for Parent and/or Guardian to Report Issue/Concern:</th><th>Steps for Staff and/or Licensee in responding to issue/concern:</th></tr>
<tr><td>Programme Related
E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</td><td>Raise the issue or concern to
- the classroom teaches directly
OR
- the Principal</td><td rowspan="3">- Address the issue/concern at the time it is raised
or
- arrange for a meeting with the parent/guardian within 3 business days.

Document the issues/concerns in detail. Documentation should include:
- the date and time the issue/concern was received;
- the name of the person who received the issue/concern;
- the name of the person reporting the issue/concern;
- the details of the issue/concern; and
- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.

Provide contact information for the appropriate person if the person being notified is unable to address the matter.

Ensure the investigation of the issue/concern is initiated by the appropriate party within [3] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.

Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</td></tr>
<tr><td>General, School or Operations-Related
E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</td><td>Raise the issue or concern to
- Administration or the Principal</td></tr>
<tr><td>Staff, Supervisor, and/or Licensee-Related</td><td>Raise the issue or concern to
- the individual directly
OR
- Principal

All issues or concerns about the conduct of teachers, staff, etc. that puts a child’s health, safety and well-being at risk should be reported to the Principal as soon as parents/guardians become aware of the situation.</td></tr>
</table>

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Student / Volunteer-Related	Raise the issue or concern to - the staff responsible for supervising the volunteer or student OR - Principal All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to Barbara Ward, owner and operator of White Oaks Montessori School.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act., 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, Fire department, College of Early Childhood Educators, Montessori Canada etc.) where appropriate.

Contacts:
White Oaks Montessori School, Irene Stathoukos, Principal - 905 278-4454 admin@woms.ca

Montessori Canada formerly the Canadian Council of Montessori Administrators (CCMA) – 905 896-9094

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

ABSENCE POLICY

Absences

Parents are asked to give us verbal notice in advance of appointments requiring absence from class, **or written notice** if a child is to be dismissed to someone other than a parent. **We cannot dismiss any child without a written consent by the parent.** If a child is absent**,** please notify the school by **9:30 a.m. to indicate the type of illness and length of expected absence.**

ARRIVAL AND DISMISSAL

It is imperative that parents adhere closely to arrival and dismissal times. Children should arrive by 8:45 a.m. or 1:00 p.m. (excluding Extended Care) and proceed to their classroom. We request that parents say their goodbyes at the school's front door. Teachers cannot conduct interviews at the door, however, parents are welcome to set up a mutually convenient time for an interview with the teacher.

Drop Off

All Toddlers should be taken directly to the classroom and placed directly in the care of the staff. Casa and Elementary students may be dropped off at the front door of the school.

Students are dismissed promptly at 11:30 a.m. and 3:30 p.m. Parents should wait for their child to be dismissed from class. Early pick-up should be arranged through the office. Students are permitted in their classroom once a supervising teacher is present. At no time will a student, having arrived at school, be allowed to leave school grounds unless accompanied by a parent/guardian. No child may leave the property with **any other person** unless the school has been given **permission in writing and proper identification shown.**

Lateness

Please endeavor to have your child at school on time. We look upon punctuality as an important life long habit. **Classes start promptly at 9:00 a.m.**

Late Pick Up

We understand that from time to time, situations occur that prevent you from picking up your child at dismissal. Please call our office before 3:00 p.m. to advise us of this fact so we may inform your child. Extended Care can be arranged for emergencies.

EXTENDED CARE

White Oaks Montessori School extended care includes the following: Before school – 7:30 to 9:00 a.m.; after school 3:30 to 6:00 p.m. Emergency Extended Care is available upon request at the office. Students not picked up at the appropriate dismissal time will be charged for supervision.

A child remaining after 6:00 p.m. incurs a charge of **Twenty Five Dollars ($25.00)** each fifteen-minute period, to be billed to the parents at the end of the month.

SAFE ARRIVAL AND DISMISSAL POLICY AND PROCEDURES

Date Policy and Procedures Established: January 1, 2024
Date Policy and Procedures Updated:

Purpose

This policy and the procedures outlined within will help support the safe arrival and dismissal of children attending White Oaks Montessori School (WOMS).

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children attending school at WOMS. This includes what steps are to be taken when a child does not arrive at WOMS as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in school care.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

White Oaks Montessori School will ensure that any child attending White Oaks Montessori School is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization to the school and may release the child to.

- White Oaks Montessori School will dismiss children into the care of their parent/guardian or another authorized individual. The school will not release any children from care without permission from parent/guardian
- A parent/guardian may request that a child who is 9 years old or older be released from the school without supervision. Parents/Guardians must provide written and signed authorization and instructions for the release of the child including the time of dismissal.
- Where a parent/guardian provides written instructions for the release of their child from White Oaks Montessori School without supervision, the parent/guardian is aware that the school is no longer responsible for that child upon their dismissal.

Where a child does not arrive at school as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Procedures

Accepting a child into White Oaks Montessori School

1. When accepting a child into care at the time of drop-off, program staff in the room must:
    - greet the parent/guardian and child.
    - Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed in our SIS system, i.e. TUIO or Transparent Classroom OR where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
    - document the change in pick-up procedure in the daily written record.
    - sign the child in on the classroom attendance record.

Where a child has not arrived at school as expected

1. Where a child does not arrive at school and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
    - inform the office and they must commence contacting the child's parent/guardian no later than **10:00 a.m.** Office staff shall call parent/guardian, if no one answers, staff shall leave voice mail to primary guardians to please call back and inform us why the child is not at school.
    - If school has not made contact with parent/guardian, it must be noted, and an attempt to call back. If no response, the office will call emergency contacts until they have made contact with someone. In the event no contact has been made the school shall call local authorities to advise as to how to proceed and an email sent out by end of day.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written

authorization that the school may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),

- confirm with another staff member that the individual picking up is the child's parent/guardian or authorized individual.
- where the above is not possible, ask the parent/guardian or authorized individual for photo identification and confirm the individual's information against the parent/guardian or authorized individual's name on the child's file or written authorization.

Where a child has not been picked up as expected (before end of school day)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up [**by 6:00 p.m**., staff shall proceed with contacting parent/guardian], the aftercare supervisor or office admin shall contact the parent/guardian **by phone** and advise that the child is still in care and has not been picked up.
    - Where the staff is unable to reach the parent/guardian, staff must leave a message through voice mail and make several attempts to contact other parent/guardian or emergency contact. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
    - Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child, the staff shall contact emergency contact, wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed").

Where a child has not been picked up and the school is closed

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by **6:15 p.m.** , staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.

3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact authorized individuals listed on the child's file, etc..
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 7:00 p.m., the staff shall proceed with contacting the local Children's Aid Society (CAS) at 905 363-6131. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Option 1: Staff will only release children from care to the parent/guardian or other authorized adult.

Option 2: Where a parent/guardian has provided written authorization for their child to be released from care without supervision, one staff in the program must be responsible for dismissing the child from care. Prior to dismissing the child from care, the staff shall review the written instructions for release provided by the parent/guardian and release the child at the time set out in the instructions. The staff shall document the time of departure from care and as well as their initials on the attendance record.

Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the school staff in writing that they can pick-up their child from care.

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

Regulatory Requirements: Ontario Regulation 137/15
Safe arrival and dismissal policy

50. Every licensee shall ensure that each child care centre it operates and each premises where it oversees the provision of home child care has a policy respecting the safe arrival and dismissal of children that,
(a) provides that a child may only be released from the child care centre or home child care premises,
(i) to individuals indicated by a child's parent, or
(ii) in accordance with written permission from a child's parent to release the child from the program at a specified time without supervision; and
(b) sets out the steps that must be taken if,
(i) a child does not arrive as expected at the centre or home child care premises, or
(ii) a child is not picked up as expected from the centre or home child care premises.

PEEL INCLUSION RESOURCE SERVICES (PIRS)

Peel Inclusion Resource Services (PIRS) is a free service that helps children who need extra support to participate fully in licensed child care. PIRS resource consultants will develop a plan with you and your child care provider that focuses on your child's strengths and areas of development. A diagnosis is not needed. This service helps ensure a child's experience is positive and inclusive. Learn more at https://peelregion.ca/services/services-children-who-need-extra-support-child-care#info

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CHILD CARE SUBSIDY

Peel Region has help for low-income families with the cost of licensed child care for children 12 years or younger. Learn more at https://peelregion.ca/children-parenting/child-care-subsidy

This Parent Handbook has been provided in an effort to answer many of your questions. For further information, please contact the office.

Barbara S. Ward
Founder and Owner

Irene Stathoukos
Principal

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