White Oaks
MONTESSORI SCHOOL

EST·1989

Parent Handbook
2026-2027

October 2026

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White Oaks
MONTESSORI SCHOOL

Welcome

Welcome to White Oaks Montessori School.

We are committed to providing a safe, nurturing, respectful, and authentic Montessori learning environment where children are encouraged to develop independence, confidence, curiosity, and a lifelong love of learning.

This Parent Handbook has been prepared to provide families with important information regarding our programs, policies, procedures, and expectations. The information contained in this handbook supports a strong partnership between home and school and forms part of the enrolment agreement between White Oaks Montessori School and enrolled families.

We encourage families to review this handbook carefully and retain it for future reference.

VANIER CAMPUS (See Appendix A)

1200 Vanier Drive, Mississauga, Ontario L5H 4C7
905 278-4454
www.woms.ca
Email: admin@woms.ca

CLARKSON CAMPUS (See Appendix B)

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

MISSION, VISION, VALUES

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.

At White Oaks Montessori School, we value:

- Respect for self, others, and the environment
- Independence and responsibility
- Kindness and empathy
- Diversity and inclusion
- Lifelong learning
- Collaboration between home and school

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 Program. She graduated from Association Montessori Internationale, London, England, an international organization established by Dr. Maria Montessori. An ardent practitioner of the Montessori Program, 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.

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 Program along with Extended Care Programs.

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 Program at Vanier.

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

Our Vanier Campus houses two Toddler classes, four Casa classes, a Lower Elementary Program (Grades 1 through 3) and an Upper Elementary Program (Grades 4 through 6). In addition, we have a French Room and a Gymnasium. We provide a Summer Program at our Vanier Campus 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 five years. White Oaks continues to be an Accredited school.

We are very proud to be a Montessori Canada 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

THE MONTESSORI EDUCATION PHILOSOPHY

Using a Child's Enthusiasm to Learn

Montessori is a method of teaching that originated 120 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 both individually and in a group setting. 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 they did either hurt or infringe on the rights of others. Discipline is never physical.
- You can book a time to come and observe.

PROGRAM INFORMATION

Hours of Operation

School Hours 9:00 a.m. - 3:30 p.m.

Extended Care Hours

Before School Care (a.m.) 7:30 a.m. - 9:00 a.m. (September to December 2026)
Before School Care (a.m.) **8:00 a.m. - 9:00 a.m. (Beginning January 1, 2027)**
After School Care (p.m.) 3:30 p.m. - 6:00 p.m.

Enrolment in Extended Care (a.m./p.m.) is subject to staffing availability
Enrolment in Extended Care must have prior approval from the Registrar or Supervisor

Operational Hours 8:00 a.m. - 6:00 p.m.

PROGRAM 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? Ontario's Pedagogy for the Early Years (HDLH).*"** It is important to note that the 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 Program Statement, as required by section 46 of Ontario Regulation 137/15 under the Child Care and Early Years Act, 2014, is reviewed with all employees, students, and volunteers before they interact with children, annually thereafter, and whenever the Program Statement is modified.

White Oaks Montessori School holds the view that all children are competent, capable, curious and rich in potential. We also recognize the importance of fostering a sense of belonging, well-being, engagement, and expression for every child. We are committed to creating an environment where all children feel welcomed, valued, respected, and supported in their learning and development.

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

White Oaks Montessori School is committed to providing inclusive learning environments that respect and value the diverse abilities, cultures, languages, identities, family structures, experiences, and needs of the children and families we serve. We support equitable access, participation, and meaningful inclusion for all children, including children with medical needs and diverse learning needs.

We promote the health, safety, nutrition, well-being, and inclusion of the children in our care by diligently meeting the requirements of the Child Care and Early Years Act, 2014, Ontario Regulation 137/15, and all applicable Ministry of Education requirements.

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 White Oaks Montessori School 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** (Casa and Elementary). This three-year age grouping 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 educator or by another student. The Montessori educators 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. Educators 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 Montessori curriculum and materials that support children's learning, development, independence, and engagement. Learning experiences are adapted, where appropriate, to support the participation, inclusion, and success of all children.

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 ongoing communication and collaborative relationships with parents/guardians regarding the program and their children by offering curriculum reviews, parent meetings, workshops, classroom observations, conferences, monthly newsletters, and ongoing communication through Transparent Classroom and other communication methods. We believe that families are children's first and most important educators and value their contributions to their child's learning and development.

We involve local community partners and charitable organizations and work collaboratively to support community engagement, inclusion, and service initiatives. Opportunities may include community outreach projects, charitable giving initiatives, educational partnerships, and activities that help children develop a sense of social responsibility and citizenship. We welcome resource consultants, speech and language professionals, health care professionals, developmental specialists, community agencies, and other service providers who support children and families. We work collaboratively with parents/guardians and community partners to support children's learning, development, inclusion, and well-being. We accommodate them to work with our children during school hours when these children need extra support. We arrange to meet with the parents and these specialists whenever necessary.

We support continuous professional learning, reflective practice, and professional growth for all staff, students, and others who interact with children. At the beginning of each academic 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 also meet bi-weekly/monthly to discuss ongoing issues or topics of particular interest. Staff also have opportunities to observe other classrooms and engage in reflective practice to support continuous professional growth and the sharing of best practices.

We document and review the impact of the above approaches and strategies on children and their families through observation, pedagogical documentation, conversations, reflective practice, meetings, feedback, and ongoing program evaluation. This process supports continuous improvement and helps ensure our program remains responsive to the strengths, interests, needs, and experiences of the children and families we serve.

PROGRAMS OFFERED

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	(hula hoops, parachute)	Stringing beads

MONTESSORI TODDLER PROGRAM

Age eighteen (18) months to three (3) years

The Toddler Program is designed for children eighteen (18) months to three (3) years of age. The Program 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 Program 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 Program 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.

Program Goals
The Montessori Toddler Program 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 Program 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. Three small photographs (to be used to label his/her cubby and drawers)
9. Wet Dry Bag **(labeled)** (for dirty and soiled clothing to be sent home)

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).

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

PRIMARY CASA CURRICULUM

Age three (3) to six (6) years
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 Program 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:

<u>Oral Language</u>

- Listening
- Speaking

<u>Written Language</u>

- 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 Program 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 Program 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 Program 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 Program 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 Programs. 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 PROGRAM

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)

- 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)

LOWER ELEMENTARY CURRICULUM

Age six (6) through nine (9) years
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 Program 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 Program 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 Program: 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 Program enables students to develop a love of music through performing, creating and listening to music. The Elementary Music Program 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 Program 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.

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

Age nine (9) through twelve (12) years
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 Program 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 Program 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 helps 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 Program 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 Program 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

Program: 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 Program enables students to develop a love of music through performing, creating and listening to music. The Elementary Music Program 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 Program 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.

HOME-SCHOOL PARTNERSHIP

White Oaks Montessori School believes that a positive, respectful, and collaborative partnership between families and the School is essential to each child's success.

We recognize that parents/guardians are children's first and most important educators. By working together, families and educators can support each child's learning, development, health, safety, well-being, and inclusion.

Parents/guardians are encouraged to actively participate in their child's educational journey and to maintain open and respectful communication with teachers and school staff. Families are expected to support the School's mission, Montessori philosophy, policies, and Code of Conduct while contributing positively to the school community.

When questions, concerns, or challenges arise, parents/guardians are encouraged to communicate directly with the appropriate teacher or administrator through the School's established communication processes. Open, honest, and respectful dialogue helps ensure that concerns are addressed constructively and in the best interests of the child.

White Oaks Montessori School values collaborative relationships with families and works together with parents/guardians to:

- Support children's learning, development, and independence;
- Promote children's health, safety, and well-being;
- Foster positive behaviour, self-regulation, and social responsibility;
- Support inclusion and meaningful participation for all children; and
- Create a welcoming environment where every child experiences a sense of belonging, well-being, engagement, and expression.

Together, families and educators help create a safe, nurturing, respectful, and inclusive community where every child can learn, grow, and thrive.

PARENT/GUARDIAN CONDUCT

White Oaks Montessori School is committed to maintaining a respectful, safe, inclusive, and collaborative school community. Parents/guardians are expected to interact respectfully with children, families, staff, students, volunteers, and visitors at all times.

The School expects all members of the community to communicate in a courteous, professional, and constructive manner that supports a positive educational environment. Harassment, discrimination, intimidation, threatening behaviour, abusive language, retaliation, or other inappropriate conduct will not be tolerated.

Parents/guardians are expected to raise concerns directly with the School rather than through conduct that undermines the respectful resolution of concerns.

Respectful Communication and Confidentiality

White Oaks Montessori School values open dialogue and welcomes questions, concerns, and feedback. At the same time, all members of the school community have a responsibility to respect the privacy, dignity, and reputation of others.

Conduct that may be considered inconsistent with a productive school-home partnership includes, but is not limited to:

- Harassment, intimidation, threats, or abusive behaviour directed toward staff, students, volunteers, consultants, or other families;
- Repeated disruptive, hostile, aggressive, or inappropriate communications;
- Failure to comply with School policies, procedures, or reasonable directives;
- Breaches of confidentiality or privacy involving students, families, or staff members;
- Discussing, identifying, speculating about, or sharing information regarding another child, family, staff member, or member of the school community without authorization;
- Publishing, sharing, or distributing false, misleading, malicious, defamatory, or confidential information regarding the School, its employees, students, families, programs, or operations, including through social media platforms, websites, online reviews, messaging applications, group chats, email groups, petitions, or other public or private forums;
- Organizing, encouraging, or participating in conduct that significantly disrupts school operations, interferes with the School's ability to fulfill its educational mission, or undermines the safety, well-being, privacy, or reputation of members of the school community; and
- Any behaviour that results in a breakdown of the trust, cooperation, and mutual respect necessary for an effective partnership between the School and the family.

School Response

Where concerns regarding parent/guardian conduct arise, the School may take action it considers appropriate in the circumstances, including:

- Meeting with the parent/guardian to discuss concerns;
- Issuing verbal or written warnings;
- Requiring future communications to occur through designated administrative channels;
- Restricting access to school property, classrooms, volunteer opportunities, or school events;
- Suspending participation in school activities; and/or
- Reviewing the family's continued enrolment with the School.

White Oaks Montessori School reserves the right to determine, in its sole discretion, whether the conduct of a parent/guardian has compromised the trust, cooperation, safety, confidentiality, or respectful relationships necessary to maintain a positive and productive educational partnership.

Where the School determines that a positive and productive relationship can no longer be maintained, White Oaks Montessori School reserves the right to suspend or terminate a student's enrolment in accordance with its policies, contractual obligations, and applicable law.

The School's decision regarding enrolment shall be final.

Family Engagement and Parent Education

White Oaks Montessori School recognizes parents/guardians as partners in their child's education.

Throughout the year, the school may offer:

- Curriculum Nights;
- Parent Information Sessions;
- Workshops;
- Classroom Information Meetings;
- Community Education Events; and
- Other opportunities for family engagement.

These events provide valuable information about Montessori education, child development, curriculum expectations, and ways families can support learning at home.

Families are strongly encouraged to participate in these opportunities as part of our shared commitment to supporting each child's growth, learning, and well-being.

Consistent with the principles of **How Does Learning Happen?** and **CWELCC**, White Oaks Montessori School values collaborative relationships with families and recognizes that meaningful family engagement contributes to children's sense of belonging, well-being, engagement, and success.

INCLUSION AND FAMILY SUPPORTS

ACCESSIBILITY, INCLUSION, AND ACCOMMODATION

White Oaks Montessori School is committed to providing an inclusive, accessible, and welcoming environment for all children, families, employees, students, volunteers, and visitors.

In accordance with the **Accessibility for Ontarians with Disabilities Act, 2005 (AODA)** and the **Child Care and Early Years Act, 2014 (CCEYA)**, we are committed to respecting the dignity, independence, integration, and equal opportunity of persons with disabilities while supporting the participation and inclusion of all children in our programs. [ontario.ca]

We believe that every child has the right to belong, participate, and engage meaningfully in their learning environment. We are committed to identifying, removing, and preventing barriers to accessibility and to working collaboratively with families to support each child's individual strengths, abilities, and needs.

As a participant in the Canada-Wide Early Learning and Child Care (CWELCC) system, White Oaks Montessori School is committed to providing high-quality, accessible, inclusive, and equitable early learning experiences for all children and families.

Inclusion of Children with Diverse Needs

White Oaks Montessori School supports the inclusion of all children, including children with diverse needs, in accordance with the CCEYA and its guiding principles of belonging, well-being, engagement, and expression. [ontario.ca]

We recognize that children may require accommodations, supports, or modifications to fully participate in the program. We will make reasonable efforts to support each child's meaningful participation while maintaining the health, safety, and well-being of all children.

Families are encouraged to share information regarding their child's strengths, interests, learning styles, developmental needs, medical requirements, and any supports that may contribute to their success in the program.

Where appropriate and with parental consent, White Oaks Montessori School may collaborate with community agencies, resource consultants, medical professionals, therapists, educational specialists, and other service providers to support a child's inclusion and participation.

Individualized Supports and Accommodations

When a child requires additional support, White Oaks Montessori School will work collaboratively with parents/guardians and relevant professionals to determine reasonable accommodations and develop individualized plans where required.

Individualized supports may be documented through individualized support plans developed in collaboration with families and community professionals where appropriate.

Individualized supports may address:

- Medical needs;
- Physical accessibility requirements;
- Communication needs;
- Developmental or learning needs;
- Behavioural or social-emotional supports;
- Safety requirements; and
- Recommendations provided by qualified professionals.

Individualized plans will be reviewed regularly and updated as needed to reflect the child's changing needs and ongoing development.

Accessible Communication

White Oaks Montessori School is committed to communicating with children, families, employees, students, volunteers, and visitors in ways that take into account their accessibility needs.

Upon request, Accessible formats and communication supports will be provided in a timely manner and at no additional cost to the individual requesting the accommodation, where required under the Accessibility for Ontarians with Disabilities Act, 2005.

Accessible communication options may include:

- Electronic documents;
- Email communications;
- Large-print documents where available;
- Verbal communication and clarification; and
- Other accessible formats or communication supports, where reasonable and appropriate.

Families who require accommodations related to communication are encouraged to speak with the Centre Supervisor.

Assistive Devices

White Oaks Montessori School welcomes the use of personal assistive devices that help individuals access our programs, services, and facilities.

Staff will make reasonable efforts to ensure that individuals who use assistive devices are able to participate fully in school-related activities and communications.

Service Animals

White Oaks Montessori School welcomes individuals with disabilities who are accompanied by a service animal in areas of the premises that are open to parents, guardians, visitors, and members of the public.

Where health, safety, licensing, or other legislative requirements restrict access to certain program areas, White Oaks Montessori School will work with the individual to determine alternative arrangements that support access to services whenever reasonably possible.

Support Persons

White Oaks Montessori School welcomes individuals with disabilities who are accompanied by a support person.

A person with a disability who is accompanied by a support person will not be prevented from having access to that support person while on our premises, participating in meetings, attending school events, or accessing services.

Notice of Temporary Disruptions

White Oaks Montessori School will provide notice of any planned or unexpected disruption to facilities, services, or accessibility features that are normally used by persons with disabilities.

Notice will include:

- The reason for the disruption;
- The anticipated duration, if known; and
- A description of any alternative facilities, services, or arrangements that may be available.

Notification may be provided through signage, email, parent communication platforms, the school website, or other appropriate means.

Equity, Diversity, Inclusion and Belonging

White Oaks Montessori School values equity, diversity, inclusion, and belonging and is committed to creating a respectful and welcoming community where all children and families feel valued and supported.

We strive to ensure that our programs reflect and respect the diverse backgrounds, cultures, languages, identities, abilities, and experiences of the children and families we serve.

Our goal is to foster an environment where every child:

- Feels a sense of belonging;
- Is treated with dignity and respect;
- Has opportunities to participate fully in the program;
- Is supported in achieving their individual potential; and
- Is recognized as a capable, competent, curious, and rich-in-potential learner.

Staff Training

White Oaks Montessori School provides accessibility and inclusion training to employees, students, and volunteers as required by legislation.

Training supports staff in understanding their responsibilities under accessibility legislation, promoting inclusive practices, and effectively supporting individuals with diverse abilities and needs.

Staff receive ongoing training when policies, procedures, or legislative requirements are updated.

Accessibility Feedback

White Oaks Montessori School welcomes feedback regarding the accessibility of our programs, services, facilities, communications, and practices.

Feedback helps us identify barriers, improve accessibility, and enhance the experiences of children and families.

Questions, comments, concerns, or requests for accommodation may be directed to:

White Oaks Montessori School
Email: admin@woms.ca

Feedback will be reviewed by the Supervisor or designate and addressed in accordance with the school's policies and procedures.

Questions About Accessibility

White Oaks Montessori School is committed to continuous improvement in accessibility, inclusion, and equitable access to services.

Families who have questions regarding accessibility supports, accommodations, individualized planning, or this handbook policy are encouraged to contact the Centre Supervisor.

We value collaboration with families and remain committed to ensuring that every child and family feels welcomed, respected, included, and supported within our school community.

PEEL INCLUSION RESOURCE SERVICES (PIRS)

Peel Inclusion Resource Services (PIRS) supports the inclusion of children with diverse needs in licensed child care programs throughout Peel Region by providing consultation, resources, training, and individualized supports that promote meaningful participation and inclusion. Families and educators may work collaboratively with PIRS and other community professionals to support children's learning, development, well-being, and successful participation in the program.

Where appropriate, and with parent/guardian consent, White Oaks Montessori School may collaborate with PIRS, resource consultants, and other community partners to support children with diverse learning, developmental, behavioural, communication, or medical needs.

For more information about PIRS and available supports, please visit:

https://peelregion.ca/services/services-children-who-need-extra-support-child-care

CHILD CARE SUBSIDY

Financial assistance may be available to help eligible families with the cost of licensed child care through the Region of Peel Child Care Fee Subsidy Program.

Families interested in applying for child care subsidy are encouraged to contact the Region of Peel directly to learn more about eligibility requirements, application procedures, and current funding availability.

Eligibility for subsidy is determined solely by the Region of Peel and may change from time to time based on program requirements, available funding, and provincial guidelines.

White Oaks Montessori School participates in the **Canada-Wide Early Learning and Child Care (CWELCC) System** and supports the goals of affordability, accessibility, inclusion, and high-quality early learning and child care.

For more information regarding child care subsidy, please visit:

https://peelregion.ca/children-parenting/child-care-subsidy

CANADA-WIDE EARLY LEARNING AND CHILD CARE (CWELCC)

White Oaks Montessori School's Vanier Campus and Clarkson Campus participate in the **Canada-Wide Early Learning and Child Care (CWELCC) System**.

As a CWELCC-enrolled operator, White Oaks Montessori School is committed to supporting the goals of the CWELCC System by promoting:

- Affordable child care for families;
- Equitable access to licensed child care services;
- Inclusion and meaningful participation for all children;
- High-quality early learning experiences; and
- Children's health, safety, well-being, and development.
-

White Oaks Montessori School complies with applicable CWELCC funding requirements and Ministry of Education directives related to participation in the CWELCC System.

Should there be any changes to the school's participation in CWELCC, families will be notified as soon as reasonably possible and provided with information regarding any resulting changes to program fees or enrollment.

HEALTH, ILLNESS AND MEDICATION

Promoting a Healthy Learning Environment

At White Oaks Montessori School, the health, safety, well-being, and inclusion of all children are our highest priorities. In accordance with the **Child Care and Early Years Act, 2014 (CCEYA)**, our health, illness, and medication procedures support a safe and healthy learning environment while promoting the well-being of all children. We also recognize the importance of supporting the CWELCC principles of belonging, well-being, engagement, and inclusion.

Maintaining a healthy environment is a shared responsibility between families and the school. Parents/guardians play an important role in helping to reduce the spread of illness by monitoring their child for symptoms of illness and keeping children home when they are unwell.

Health Information and Medical Records

Prior to commencing care, parents/guardians must complete all required enrolment and health documentation.

Each child must have a current Health Information Form on file that includes:

- Emergency contact information;
- Medical information relevant to the child's care;
- Allergy information;
- Information regarding medical conditions;
- Health care provider information, where applicable;
- Emergency medical procedures; and
- Any individualized plans required to support the child's health, safety, and well-being.

Parents/guardians are responsible for ensuring that all health information remains accurate and current throughout the school year.

Any changes to a child's:

- Medical condition;
- Allergies;
- Medications;
- Emergency contacts;
- Emergency action plans; or
- Health status

must be reported to the school immediately.

Immunization Requirements

In accordance with the CCEYA and applicable public health requirements, White Oaks Montessori School maintains immunization records or other required documentation for each enrolled child.

Prior to enrolment, parents/guardians must provide:

- A current immunization record appropriate for the child's age; or
- Documentation of a valid medical exemption or other exemption recognized under applicable legislation.

Parents/guardians are responsible for providing updated immunization information whenever additional immunizations are received.

White Oaks Montessori School follows the requirements and recommendations of Peel Public Health with respect to immunization, communicable diseases, outbreak management, and infection prevention practices.

Daily Health Assessment

Parents/guardians should assess their child's health before arriving at school each day.

Children should remain at home if they:

- Have a fever of 38°C or higher;
- Have vomited within the previous 24 hours;
- Have diarrhea within the previous 24 hours;
- Display symptoms of a communicable illness;
- Are unable to comfortably participate in regular classroom activities;
- Require more individual care and attention than can be provided while ensuring the health, safety, and supervision of all children; or
- Are not well enough to participate in outdoor play.

Staff conduct ongoing observations of children's health upon arrival and throughout the day.

White Oaks Montessori School reserves the right to refuse admission or request that a child be picked up if, in the opinion of staff, the child is too ill to participate safely in the program or may pose a health risk to others.

Illness During the School Day

If a child becomes ill while attending the program:

- Staff will monitor the child and provide appropriate care and comfort.
- Parents/guardians will be contacted and may be required to pick up their child.
- If a parent/guardian cannot be reached, emergency contacts will be called.

Parents/guardians are expected to arrange for their child to be picked up as soon as reasonably possible when contacted by the school.

If a medical emergency occurs, emergency medical services (911) will be contacted and the child may be transported to the nearest hospital.

Returning to School After Illness

Children may return to school when they:

- Are well enough to participate fully in all school activities, including outdoor play;
- Have been fever-free for at least 24 hours without fever-reducing medication;
- Have been free from vomiting or diarrhea for at least 24 hours;
- Meet any exclusion requirements established by Peel Public Health; and
- No longer pose a risk of transmission to others.

The school may request medical documentation where necessary to support a child's safe return to the program.

Communicable Diseases

White Oaks Montessori School follows the guidance and direction of Peel Public Health regarding communicable diseases, outbreaks, exclusion periods, infection prevention, and return-to-school requirements.

Parents/guardians must notify the school if their child has been diagnosed with, or is suspected of having, a communicable disease.

When required, families will be notified of communicable disease concerns or outbreaks while protecting the privacy and confidentiality of affected individuals.

Examples of communicable illnesses that may require exclusion, medical assessment, treatment, monitoring, or additional public health measures include:

- Chickenpox (Varicella)
- Conjunctivitis (Pink Eye)
- Hand, Foot and Mouth Disease
- Fifth Disease (Parvovirus B19)
- Impetigo
- Influenza (Flu)
- COVID-19 and other respiratory illnesses
- Strep Throat
- Scarlet Fever
- Ringworm
- Head Lice (Pediculosis)
- Cold Sores (Herpes Simplex Virus)
- Mumps
- Measles
- Pertussis (Whooping Cough)
- Hepatitis A
- Meningitis
- Tuberculosis
- Scabies

Please note that exclusion requirements and return-to-school recommendations may change based on current public health guidance. White Oaks Montessori School will follow the most current direction provided by Peel Public Health and the Ministry of Health.

Public Health Requirements

White Oaks Montessori School follows the guidance and direction of **Peel Public Health**, the **Ministry of Health**, and the **Ministry of Education** regarding communicable diseases, outbreaks, exclusion periods, infection prevention and control, and emergency health measures.

The school reserves the right to implement additional health and safety measures, screening protocols, exclusion requirements, outbreak procedures, or infection prevention practices as directed by public health authorities or applicable legislation.

Outbreak Management

When advised by Peel Public Health, White Oaks Montessori School may implement additional infection prevention and control measures, including:

- Enhanced cleaning and disinfecting;
- Additional hand hygiene practices;
- Increased symptom monitoring;
- Classroom notifications;

- Temporary exclusion requirements; and
- Other measures directed by public health authorities.

Families will be informed of any significant health concerns or outbreak-related measures affecting their child's classroom or the school.

Medication Administration

Medication will only be administered in accordance with the CCEYA and White Oaks Montessori School's medication administration procedures.

Parents/guardians must:

- Complete all required medication authorization forms;
- Provide medication in its original container;
- Ensure prescription medication is labelled with the child's name, medication name, dosage instructions, and pharmacy label;
- Notify the school of any medication changes.

Medication must be given directly to a staff member and must never be left in a child's backpack, lunch bag, locker, or cubby.

Medication requiring refrigeration will be stored in a secured medication container in accordance with licensing requirements.

White Oaks Montessori School does not administer non-prescription medication unless appropriate authorization and documentation have been provided in accordance with school policy.

Children with Medical Needs

Parents/guardians must inform the school of any medical condition that may require ongoing support or emergency intervention, including:

- Anaphylaxis and severe allergies;
- Asthma;
- Diabetes;
- Seizure disorders;
- Cardiac conditions; or
- Other significant medical needs.

Individualized Plans for Children with Medical Needs

White Oaks Montessori School develops and maintains individualized plans for children with medical needs in accordance with Ontario Regulation 137/15. Individualized plans are developed in consultation with parents/guardians and revised as required.

Parents/guardians are responsible for providing all required medications, emergency action plans, and supporting documentation prior to their child's attendance.

Outdoor Play and Physical Activity

In accordance with the Child Care and Early Years Act, 2014, children participate in daily outdoor play and physical activity, weather permitting.

Parents/guardians are responsible for ensuring their child arrives dressed appropriately for weather conditions and outdoor play.

Children who are not well enough to participate in outdoor activities are generally not well enough to attend the program.

Daily outdoor play and physical activity support children's physical health, mental well-being, self-regulation, exploration, engagement, and overall development. Outdoor learning experiences form an important part of our Montessori program and support the vision of children as capable, competent, curious, and rich in potential.

ALLERGY, ANAPHYLAXIS, CHILDREN WITH MEDICAL NEEDS AND FOOD SAFETY

The health, safety, well-being, and inclusion of all children are our highest priorities. White Oaks Montessori School is committed to providing a safe, inclusive, and supportive learning environment for all children, including those with allergies, anaphylaxis, and other medical needs.

In accordance with the **Child Care and Early Years Act, 2014 (CCEYA)**, White Oaks Montessori School maintains policies and procedures to support children with medical needs, reduce the risk of exposure to allergens, and ensure staff are prepared to respond effectively in an emergency.

We recognize that every child has the right to participate fully in the program. Consistent with the principles of **CWELCC** and *How Does Learning Happen?*, we strive to promote each child's sense of belonging, well-being, engagement, and expression while maintaining a safe learning environment for all.

White Oaks Montessori School is a Nut-Aware School

White Oaks Montessori School maintains a **Nut-Aware Environment** to help reduce the risk of exposure to allergens that can cause severe and potentially life-threatening reactions.

While we make every reasonable effort to reduce exposure to allergens, White Oaks Montessori School cannot guarantee an allergen-free environment.

To help protect children with severe allergies, families, staff, students, and visitors must **not** bring:

- Peanuts or peanut products;
- Tree nuts or nut products;
- Foods containing peanuts or tree nuts;
- Foods labelled **"may contain peanuts," "may contain nuts,"** or **"processed in a facility that also processes peanuts or tree nuts";**
- Food products without a complete ingredient list; or
- Food products from sources that cannot verify ingredients or potential allergen contamination.

Parents/guardians are responsible for carefully reviewing ingredient labels before sending food to school.

Food sharing, trading, or exchanging among children is strictly prohibited.

Additional restrictions may be implemented based on the medical needs of children enrolled in the program.

Commercially Prepared Foods

Many commercially prepared foods, baked goods, coffee shop products, restaurant foods, and take-out items cannot guarantee the absence of allergens due to the risk of cross-contamination during preparation.

As some commercial food establishments, including **Tim Hortons®**, cannot guarantee that products are free from nut contamination or other allergen cross-contact, these products are not

permitted at White Oaks Montessori School unless ingredient information can be verified and approved by the school.

Food products brought to school without ingredient information may not be served.

Parents/guardians are encouraged to send foods in their original packaging whenever possible so that ingredient information can be verified.

Understanding Anaphylaxis

Anaphylaxis is a serious and potentially life-threatening allergic reaction that may be caused by:

- Foods;
- Insect stings;
- Medications;
- Latex; or
- Other allergens.

Common food allergens may include peanuts, tree nuts, sesame, shellfish, fish, eggs, dairy, wheat, and soy.

Even a very small amount of an allergen may trigger a severe reaction in some individuals.

White Oaks Montessori School maintains procedures to:

- Identify children at risk of anaphylaxis;
- Develop individualized plans for children with medical needs;
- Reduce the risk of exposure to allergens;
- Ensure staff training and preparedness;
- Promote awareness and education; and
- Respond quickly and effectively during an allergic emergency.

Confidentiality

White Oaks Montessori School respects the privacy and dignity of all children and families.

Information regarding a child's allergies, medical condition, individualized plan, emergency procedures, or medication requirements will be shared only with employees, students, volunteers, and others who require the information to protect the child's health, safety, and well-being.

Identification of Children at Risk

At the time of enrolment, parents/guardians must advise the school of any:

- Allergy;
- Anaphylactic condition;
- Asthma diagnosis;
- Medical condition; or
- Health concern requiring accommodation, monitoring, or emergency intervention.

Parents/guardians are responsible for:

- Informing the Supervisor of their child's allergy or medical condition;
- Completing all required health, medical, and emergency forms;
- Providing current emergency contact information;
- Completing an Individualized Anaphylaxis Emergency Plan where required;
- Informing the school of any changes to the child's condition, treatment, medications, or emergency procedures;
- Providing required emergency medication; and
- Replacing medications before their expiry date.

Families are encouraged to ensure that children wear medical identification, such as a MedicAlert® bracelet, when recommended by their health care provider.

Children with Medical Needs

White Oaks Montessori School recognizes that children may have life-threatening allergies or other medical conditions requiring support, accommodations, monitoring, or emergency intervention.

In accordance with the CCEYA, White Oaks Montessori School is committed to supporting the participation, inclusion, and well-being of children with medical needs and will make reasonable accommodations, where appropriate, to support each child's meaningful participation in the program while maintaining the health, safety, and well-being of all children.

Additional restrictions, accommodations, or precautions may be implemented at the classroom or school level based on the medical needs of enrolled children.

Where required, individualized plans will be developed, implemented, and reviewed in consultation with parents/guardians.

Parents/guardians will be informed when additional restrictions or safety measures are required to support the health and safety of children in the program.

Individualized Allergy and Anaphylaxis Plans

Every child identified as being at risk of anaphylaxis will have an Individualized Anaphylaxis Emergency Plan.

The plan may include:

- A recent photograph of the child;
- Known allergens;
- Signs and symptoms of a reaction;
- Medication requirements;
- Emergency response procedures;
- Emergency contact information; and
- Consent to administer emergency medication.

With parent/guardian consent, emergency plans may be posted or stored in strategic locations to support a timely emergency response.

Individualized plans will be developed, implemented, and reviewed in consultation with the child's parent(s)/guardian(s).

Plans will be reviewed at least annually and whenever there is a change to the child's:

- Allergy or medical condition;
- Treatment;
- Medication;
- Emergency procedures; or
- Accommodation needs.

Epinephrine Auto-Injectors (EpiPens®)

Parents/guardians of children at risk of anaphylaxis are required to provide **two current and unexpired epinephrine auto-injectors**, unless otherwise approved by the school and the child's health care provider.

Generally:

- One auto-injector will be maintained in the child's classroom or program area; and
- One backup auto-injector will be maintained in the office or another designated emergency location.

Where appropriate and in accordance with the child's individualized plan, children who are developmentally capable may carry their own auto-injector.

Additional auto-injectors and emergency plans will accompany the child on field trips, outdoor excursions, emergency evacuations, and other activities away from the classroom.

Parents/guardians are responsible for ensuring medications remain current and replacing expired medication immediately.

Emergency Response Procedures

White Oaks Montessori School maintains emergency procedures for responding to anaphylactic reactions.

If a child experiences a known or suspected anaphylactic reaction:

1. Epinephrine will be administered immediately at the first sign of a serious allergic reaction.
2. Emergency Medical Services (911) will be called immediately.
3. Parents/guardians and emergency contacts will be contacted.
4. A second dose of epinephrine may be administered if required and in accordance with the child's emergency plan or emergency medical direction.
5. Staff will continuously monitor the child until emergency responders arrive.

Following administration of epinephrine:

- The child will remain under continuous supervision;
- Emergency medical services will always be contacted;
- A staff member will remain with the child until care is transferred to emergency personnel and/or a parent/guardian.

Staff Training and Awareness

White Oaks Montessori School provides ongoing allergy and anaphylaxis training to employees, students, and volunteers.

Training includes:

- Recognition of signs and symptoms of anaphylaxis;
- Common allergens;
- Prevention and risk-reduction strategies;
- Emergency response procedures;
- Administration of epinephrine auto-injectors; and
- Review of individualized plans and emergency procedures.

Training is completed upon employment and reviewed at least annually, and whenever a child's individualized plan is updated.

Supply staff, occasional staff, students, and volunteers are informed of emergency procedures and relevant allergy information before assuming responsibility for children.

Creating an Allergy-Safe Environment

White Oaks Montessori School works proactively to reduce the risk of exposure to allergens and support the safety and inclusion of all children.

Strategies include:

- Maintaining current allergy and medical information;
- Keeping individualized plans current and accessible;
- Reviewing food ingredients before serving food;
- Requiring ingredient information for food brought from home;
- Not serving foods where ingredients cannot be verified;
- Not serving foods labelled "may contain" when restrictions apply to a child in the classroom;
- Promoting proper handwashing before and after meals and snacks;
- Cleaning and sanitizing eating surfaces before and after use;
- Ensuring food is not shared among children;
- Avoiding materials containing known allergens whenever possible;
- Communicating allergy information to staff while maintaining confidentiality;
- Bringing emergency medication and plans on field trips and evacuations;
- Reviewing and updating procedures as children's needs change;
- Placing food on plates or placemats rather than directly on tables; and
- Ensuring appropriate supervision during meals and snacks.

Where meals or snacks provided through the school cannot safely accommodate a child's dietary restrictions, parents/guardians may be asked to provide alternative foods for their child.

Communication with Families

Families will be notified when classroom-specific or school-wide food restrictions are required to support the health, safety, and well-being of children with allergies.

White Oaks Montessori School will communicate allergy-related precautions, restrictions, and safety measures as needed while respecting the privacy, dignity, and confidentiality of affected children and families.

Parents/guardians are encouraged to contact the school if they have questions regarding food restrictions, allergens, or allergy management procedures.

Monitoring and Review

White Oaks Montessori School regularly reviews allergy management procedures, emergency response practices, individualized plans, staff training requirements, and risk-reduction strategies to ensure they remain current and effective.

Individualized allergy and medical plans will be reviewed on an ongoing basis and updated whenever there is a change to a child's health needs.

The school will continue to review and revise its allergy, anaphylaxis, and food safety practices to reflect:

- The needs of enrolled children;
- Recommendations from health care professionals;
- Peel Public Health guidance;
- Ministry of Education requirements;
- Legislative requirements under the Child Care and Early Years Act, 2014; and
- Best practices for supporting the health, safety, well-being, inclusion, and participation of all children.

Partnership with Families

Creating a safe and inclusive environment for children with allergies is a shared responsibility between families and the school.

Participation in the program is subject to compliance with the School's allergy, anaphylaxis, and food safety requirements. Parents/guardians are responsible for reviewing and complying with all restrictions outlined in this handbook and the enrollment agreement.

Parents/guardians are expected to:

- Follow all allergy-related restrictions communicated by the school;
- Carefully read ingredient labels;
- Avoid sending foods that contain allergens or "may contain" warnings when restrictions are in place;
- Keep emergency medications current;
- Provide updated medical information when changes occur; and
- Support the school's efforts to reduce allergen exposure.

By working together, we can help ensure a safe, healthy, inclusive, respectful, and supportive learning environment where all children can participate fully and safely.

EMERGENCY MANAGEMENT

Emergency Preparedness and Response

White Oaks Montessori School has established emergency management policies and procedures in accordance with the requirements of the Child Care and Early Years Act, 2014 (CCEYA) and Ontario Regulation 137/15.

The safety, health, and well-being of children are our highest priorities. Our emergency management procedures are designed to support the protection and supervision of all children during emergency situations that may disrupt the normal operation of the school.

Emergency situations may include, but are not limited to:

- Fire or smoke emergencies
- Severe weather events
- Natural disasters
- Medical emergencies
- Hazardous environmental conditions
- Utility failures (power, water, gas, heating/cooling disruptions)
- Security incidents, lockdowns, or hold-and-secure situations
- Evacuations and relocation of children
- Community emergencies affecting the operation of the school

Parent Notification During Emergencies

In the event of an emergency, staff will take all necessary steps to ensure the safety and supervision of children.

Parents/guardians will be informed as soon as reasonably possible through one or more of the following methods:

- Telephone
- Email
- Transparent Classroom
- Other available communication methods

Parents/guardians will be provided with information regarding:

- The nature of the emergency;
- Actions taken by the school;
- The status and safety of children;
- Any evacuation or relocation that has occurred;
- Pick-up procedures, if applicable; and

- Information regarding the resumption of normal operations.

If children are evacuated and the school is not safe to re-enter, parents/guardians will be notified of the designated relocation site and pick-up procedures.

To support effective communication during emergencies, parents/guardians are responsible for ensuring that all contact information and emergency contacts remain current throughout the school year.

Child-Parent Reunification

In the event of an evacuation, relocation, or emergency requiring children to be moved from the school premises, White Oaks Montessori School will implement established reunification procedures.

Children will only be released to:

- A parent/guardian; or
- An individual authorized by the parent/guardian and identified on the child's registration records.

Parents/guardians may be required to provide identification prior to a child being released.

The safety, supervision, and accountability of all children will remain the school's highest priority throughout any emergency situation.

SERIOUS OCCURRENCES REPORTING

The safety and well-being of children is the highest priority at White Oaks Montessori School. We work diligently to provide a safe, nurturing, and enriching environment for every child. Despite the best precautions, serious occurrences can sometimes take place.

Under the **Child Care and Early Years Act, 2014 (CCEYA)**, licensed child care operators are required to report serious occurrences to the Ministry of Education and provide notification to parents and guardians through the posting of a Serious Occurrence Notification Form. [ontario.ca]

What is a Serious Occurrence?

A serious occurrence is defined under the CCEYA and includes:

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.
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 the child care centre. [ontario.ca]

Serious Occurrence Notification Forms

When a serious occurrence occurs, White Oaks Montessori School is required to submit a report to the Ministry of Education and complete a Serious Occurrence Notification Form. [ontario.ca]

The Serious Occurrence Notification Form will:

- Provide a summary of the serious occurrence.
- Describe the actions taken by the centre in response to the occurrence.
- Outline any follow-up actions taken to reduce the likelihood of a similar occurrence in the future.
- Protect the privacy and confidentiality of children, families, staff, students, and volunteers by not including identifying information. [ontario.ca]

The notification form will be posted in a conspicuous location within the centre for a minimum of ten (10) business days. If the notification is updated, the revised notification will remain posted for a minimum of ten (10) business days from the date of the final update. [ontario.ca]

Allegations of Abuse and Certain Complaints

In cases involving allegations of abuse or neglect, or where a complaint is under investigation, posting requirements may differ. Notification forms will be posted in accordance with Ministry requirements following the conclusion of applicable investigations and follow-up activities. [ontario.ca]

Commitment to Health and Safety

A serious occurrence does not necessarily mean that White Oaks Montessori School has failed to comply with licensing requirements or that children are at risk in the program. Serious occurrence reporting is one of the Ministry of Education's tools for monitoring the health, safety, and well-being of children in licensed child care programs. [ontario.ca]

White Oaks Montessori School reviews all serious occurrences to identify trends, improve practices, and support the ongoing health, safety, and well-being of children in our care.

Parents/guardians who have questions regarding a Serious Occurrence Notification Form are encouraged to speak with the Centre Supervisor.

SAFETY AND SECURITY

The health, safety, and well-being of children are our highest priorities at White Oaks Montessori School.

We are committed to maintaining a safe, secure, and well-supervised learning environment that supports children's development, inclusion, and well-being. We regularly review our health and safety practices, emergency procedures, supervision practices, and facility requirements to support a safe environment for all children.

Parents/guardians are encouraged to notify the school of any safety concern, hazard, maintenance issue, or condition that may affect the health, safety, or well-being of children, staff, or visitors.

School Closures and Severe Weather

In the event of severe weather or other unexpected circumstances affecting school operations, White Oaks Montessori School may close the school or modify program operations.

Parents/guardians should check the school's website at **www.woms.ca** before travelling to the school during severe weather conditions.

When the school is closed:

- A notice will be posted on the school website;
- Information will be available on the school's telephone message system; and
- Additional communication may be provided through email or other school communication platforms, where available.

Closure information will be posted as early as possible and, whenever feasible, no later than **7:00 a.m.**

Individual telephone calls will not normally be made regarding weather-related closures.

Criminal Reference Checks and Vulnerable Sector Screening

To support the safety and well-being of children, White Oaks Montessori School maintains required screening measures for employees and other individuals who may have direct contact with children.

Employees, students, volunteers, and other persons who may interact with children may be required to provide a current **Vulnerable Sector Check (VSC)** or other screening documentation as required by legislation and school policies.

Parents/guardians interested in volunteering within the school or participating in field trips may also be required to provide a current Vulnerable Sector Check prior to volunteering.

Information regarding the Vulnerable Sector Check process is available through the school office.

Supervision of Volunteers and Students

In accordance with the Child Care and Early Years Act, 2014 and Ontario Regulation 137/15, White Oaks Montessori School maintains policies and procedures regarding the supervision of volunteers and students.

To ensure the safety and well-being of children:

- Volunteers and students will not be left alone with children.
- Volunteers and students must be supervised by an employee at all times.
- Volunteers and students are not included in required staffing ratios.
- Only employees may have unsupervised responsibility for children.
- All volunteers and students will receive information regarding applicable school policies, procedures, and expectations before beginning their placement.
- Employees responsible for supervising students and volunteers are provided with guidance regarding their roles and responsibilities.

These requirements help ensure that all children remain appropriately supervised and supported at all times.

Visitor Safety

All visitors, contractors, consultants, and service providers are required to report to the office upon entering the school.

Visitors may be required to sign in and follow school safety procedures while on the premises.

The school reserves the right to restrict access to any individual whose presence may affect the health, safety, or well-being of children or staff.

Notice of Temporary Disruption

White Oaks Montessori School will provide notice in the event of a planned or unexpected disruption to facilities, services, accessibility features, or operations that families would normally access or rely upon.

The notice will include:

- The reason for the disruption;
- The anticipated duration, if known;
- Any alternative arrangements that may be available; and
- Any impact on program operations.

Notice may be provided through:

- Posting at the school;
- Email communication;
- The school website;
- Parent communication platforms; or
- Other appropriate methods.

White Oaks Montessori School will make reasonable efforts to communicate disruptions as quickly as possible and to minimize their impact on children and families.

Partnership with Families

Maintaining a safe environment is a shared responsibility between families and the school.

Parents/guardians are encouraged to:

- Keep emergency contact information current;
- Follow school safety procedures;
- Report safety concerns promptly;
- Review school communications regarding emergencies, closures, and disruptions; and
- Work collaboratively with the school to support the health, safety, and well-being of all children.

By working together, we help ensure that White Oaks Montessori School remains a safe, secure, and welcoming environment for every child.

PARENT/GUARDIAN CONTACT INFORMATION

Maintaining accurate and up-to-date parent/guardian contact information is essential to ensuring the health, safety, and well-being of all children.

Parents/guardians are responsible for notifying White Oaks Montessori School as soon as possible of any changes to:

- Home address;
- Telephone numbers;
- Email addresses;
- Place of employment;
- Custody or legal arrangements affecting the child;
- Emergency contact information; and
- Authorized individuals permitted to pick up the child.

If your child becomes ill, is injured, or requires emergency medical attention while attending the program, White Oaks Montessori School will make every effort to contact a parent/guardian immediately.

Parents/guardians must provide at least one emergency contact who is authorized and able to assume responsibility for the child if a parent/guardian cannot be reached. Emergency contacts should be available during program hours and able to arrive at the school within a reasonable period of time.

If there is an individual, other than the listed emergency contact, who may be required to pick up your child in the event of illness or emergency, please ensure this information is provided to the school and kept current.

Accurate contact information helps ensure that White Oaks Montessori School can respond promptly and appropriately in the event of an illness, injury, emergency, or other situation requiring immediate parent/guardian notification.

Custody and Court Orders

Where a custody order, parenting order, restraining order, or other legal document affects access to a child, the parent/guardian is responsible for providing White Oaks Montessori School with a current copy of the applicable documentation.

White Oaks Montessori School will follow the terms of any valid court order or legal document provided to the school. Until such documentation is received, the school will release the child in accordance with the authorized pick-up information on file.

Parents/guardians are responsible for notifying the school immediately of any changes to custody, access, or guardianship arrangements.

ABSENCE POLICY

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.**

SAFE ARRIVAL AND DISMISSAL

It is imperative that parents adhere closely to arrival and dismissal times. Children should arrive by 8:45 a.m. (excluding Extended Care) Parents say their goodbyes at the school's front door and the children are escorted to their classrooms by either the Elementary students or the staff. 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

Toddler, Casa, and Elementary students may be dropped off at the front door of the school.

Students are dismissed promptly at 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. Please avoid dropping off your child between 9:00 and 11:00 a.m. This is our main learning period, and fewer interruptions help children stay focused.**

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.

SAFE ARRIVAL AND DISMISSAL POLICY

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 contact the parent/guardian no later than 10:00 a.m. If contact is not made, a voicemail message will be left requesting an immediate return call back to 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 Supervisor or designate will assess the circumstances and determine the appropriate next steps, which may include contacting local authorities if there are concerns regarding the child's safety or well-being..
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.
    - Staff shall comply with any applicable custody order, parenting order, restraining order, or other legal document on file.

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 contacts listed on the child's file, 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 Supervisor or designate will determine the appropriate next steps, which may include contacting emergency contacts, local authorities, or other appropriate agencies where there are concerns regarding the child's safety or well-being.
4. If all reasonable efforts to contact the parent/guardian, authorized individuals, and emergency contacts have been exhausted, the Supervisor or designate will contact Peel Children's Aid Society and follow their direction.

Release to Authorized Adult
Staff will only release children from care to the parent/guardian or other authorized adult.

Release Without Supervision
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.

This policy has been developed in accordance with the Child Care and Early Years Act, 2014 and Ontario Regulation 137/15.

EXTENDED CARE

White Oaks Montessori School extended care includes the following: Before school – 7:30 to 9:00 a.m.; As of January 1st 2027 Before school will start at 8:00 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. After 6:00 p.m. a charge of **Twenty Five Dollars ($25.00)** per fifteen-minute interval or portion thereof will be applied, to be billed at the end of the month.

REST PERIOD

Rest, Sleep and Quiet Activities

In accordance with the Child Care and Early Years Act, 2014, children receiving care for six hours or more are provided with a rest period that is responsive to their individual needs.

Children will be given opportunities to:

- Sleep;
- Rest quietly; or
- Participate in quiet activities, as appropriate.

White Oaks Montessori School recognizes that children's sleep and rest needs vary. Educators will work with families to support children's well-being while following licensing requirements and safe sleep practices.

The school provides cots or rest equipment and bedding as required. Parents/guardians are asked to provide a blanket, which will be sent home regularly for laundering.

OUTDOOR PLAY

Outdoor Learning and Physical Activity

Outdoor play is an important part of children's learning, development, health, and well-being.

In accordance with the CCEYA, children participate in daily outdoor play and physical activity, weather permitting.

Outdoor experiences support:

- Physical development;
- Mental well-being;
- Self-regulation;
- Exploration and discovery;
- Independence; and
- Connections with the natural environment.

Outdoor play may be modified, shortened, or cancelled during severe weather conditions or when outdoor conditions may pose a health or safety concern.

Parents/guardians are responsible for ensuring children arrive dressed appropriately for weather conditions.

Depending on the season, children may require:

- Indoor shoes;
- Rainwear;
- Hats;
- Sunscreen (where applicable);
- Snow pants;
- Winter coats;
- Waterproof boots; and
- Waterproof mittens or gloves.

Children who are not well enough to participate in outdoor activities are generally not well enough to attend the program.

CLOTHING

Children are encouraged to wear comfortable clothing that supports independence, movement, exploration, and participation in all program activities.

Toddler and Casa children are learning self-help skills and should wear clothing and footwear they can manage independently whenever possible.

Parents/guardians are asked to:

- Label all clothing and personal belongings;
- Provide indoor and outdoor footwear appropriate to the season;
- Keep a complete change of clothing at school; and
- Replace seasonal clothing as weather conditions change.

White Oaks Montessori School is not responsible for lost or misplaced personal belongings.

Any spare clothing borrowed from the school should be laundered and returned promptly so it remains available for other children.

LUNCH, NUTRITION AND MEALTIME POLICY

White Oaks Montessori School recognizes that healthy eating supports children's growth, development, learning, and overall well-being.

In accordance with the **Child Care and Early Years Act, 2014 (CCEYA)**, meals and snacks provided by the school are planned to support children's nutritional needs and promote healthy eating habits. Mealtimes are viewed as opportunities for children to develop independence, social skills, self-help skills, and positive relationships with food.

Consistent with the principles of **How Does Learning Happen?** and the **Canada-Wide Early Learning and Child Care (CWELCC) System**, we strive to create positive, inclusive, and respectful mealtime experiences that support children's sense of belonging, well-being, engagement, and expression.

School Lunch Program

White Oaks Montessori School provides a lunch program for children enrolled in the Toddler and Casa programs.

Currently, hot lunches are provided through **Kidssentials - The Catering Service for Kids** four days per week, and pizza is provided on Fridays when school is in session.

Menus are shared with families monthly. Lunch providers, menus, and meal offerings may be modified from time to time at the discretion of the school. Families will be notified of significant changes whenever possible.

All meals and snacks are planned with consideration for healthy eating and nutritional guidelines.

Alternative Lunch Arrangements

Families seeking an alternative to the school lunch program must submit a written request to the school outlining the reason for the request.

Requests may be considered for:

- Medical needs;
- Food allergies;
- Dietary restrictions;
- Religious requirements;

- Cultural practices; or
- Other special circumstances.

Where an alternative lunch arrangement is approved, parents/guardians are responsible for providing food that complies with all school nutrition, allergy, food safety, and medical requirements.

Food Allergies and Dietary Restrictions

White Oaks Montessori School is committed to maintaining a safe environment for children with allergies, anaphylaxis, and other medical needs.

All food brought into the school must comply with the requirements outlined in the **Allergies, Anaphylaxis, Children with Medical Needs and Food Safety Policy**.

Parents/guardians are responsible for reviewing ingredient labels and ensuring that any food brought to school complies with current allergy restrictions and school requirements.

Food sharing, trading, or exchanging among children is not permitted.

Additional food restrictions may be implemented at the classroom or school level based on the medical needs of enrolled children.

Lunches from Home

Where approval has been granted for lunches from home, parents/guardians are responsible for providing nutritious foods that support their child's health and development.

All lunch bags, containers, water bottles, and thermoses must be clearly labelled with the child's name.

Parents/guardians are encouraged to include:

- Water, milk, or other nutritious beverages;
- Fresh fruit and vegetables;
- Whole grain products;
- Protein-rich foods;
- Dairy products or suitable alternatives; and
- Nutritious snacks.

Examples of lunch items may include:

- Sandwiches or wraps;

- Pasta or rice dishes;
- Cheese and crackers;
- Yogurt;
- Eggs or omelets;
- Fresh fruits and vegetables;
- Approved nut-free snacks.

Parents are encouraged to include ice packs or insulated containers when necessary to maintain food safety.

Meal and Snack Supervision

Staff supervise all meals and snacks to ensure children's safety, support healthy eating habits, and promote positive social interactions.

Staff will:

- Encourage, but never force, children to eat;
- Respect children's appetites and food preferences;
- Promote independence and self-help skills;
- Model positive eating behaviours;
- Ensure children have adequate time to eat; and
- Support safe eating practices.

Food will never be withheld as a form of discipline, reward, or punishment.

Birthdays and Special Celebrations

White Oaks Montessori School recognizes that birthdays and special celebrations are meaningful events for children and families.

Families wishing to celebrate a birthday or special occasion at school are asked to make arrangements with classroom staff in advance.

Acceptable celebration items may include:

- Fresh fruit trays;
- Vegetable trays;
- Individually packaged foods with complete ingredient information; or
- Other foods approved by the school.

All foods provided for celebrations must comply with the school's allergy and food safety requirements.

Home-baked goods must include a complete ingredient list and may only be served with prior approval from the school.

Food items that do not comply with allergy restrictions or that do not contain complete ingredient information will not be served.

The school reserves the right to limit or prohibit food-based celebrations where necessary to support the health, safety, and well-being of enrolled children.

Supporting Children with Special Dietary Needs

White Oaks Montessori School recognizes that some children require accommodations related to allergies, medical conditions, religious observances, cultural practices, or dietary restrictions.

Where appropriate, the school will work collaboratively with families to support children's participation in the meal program while maintaining the health, safety, and well-being of all children.

Where the school's meal program is unable to safely accommodate a child's dietary needs, parents/guardians may be asked to provide alternative meals or snacks.

Partnership with Families

Creating a healthy and safe food environment is a shared responsibility between families and the school.

Parents/guardians are expected to:

- Follow all school food and allergy requirements;
- Inform the school of dietary restrictions and medical concerns;
- Keep medical and allergy information current;
- Review ingredient labels carefully; and
- Support the school's efforts to provide a safe and inclusive environment for all children.

By working together, we can help ensure that mealtimes remain safe, nutritious, enjoyable, and supportive of every child's growth, development, and well-being.

LEARNING AND COMMUNICATION

Report Cards

Toddler and Casa Programs

Families in the Toddler and Casa programs receive a written summary of their child's progress, growth, and development at the end of the school year in June.

Progress reports reflect each child's individual development and learning experiences within the Montessori environment and may include observations related to social-emotional, cognitive, language, physical, and practical life development.

Elementary Program

Families in the Elementary Program receive report cards twice annually:

- December
- June

Report cards provide information regarding each student's academic progress, personal growth, work habits, and overall development.

Elementary students may also participate in standardized assessments at designated grade levels, as determined by the school.

Parent-Teacher Conferences

White Oaks Montessori School values strong partnerships between families and educators. Open communication helps support children's learning, development, well-being, and success.

Formal Parent-Teacher Conferences are scheduled annually to discuss each child's progress and goals. Additional meetings may be arranged throughout the year as needed.

Parents/guardians are encouraged to contact their child's teacher or the school administration whenever they have questions, concerns, or information they wish to share regarding their child's development.

To ensure the safety and supervision of all children, families are asked not to engage teachers in lengthy discussions during arrival, dismissal, or at the classroom door. Meetings may be scheduled at a mutually convenient time before or after program hours.

SCHOOL COMMUNICATIONS

White Oaks Montessori School believes that strong communication between families and educators supports children's success.

Parents/guardians are encouraged to regularly review:

- School newsletters;
- Email communications;
- Transparent Classroom updates;
- Website announcements;
- School calendars; and
- Posted notices.

Important information regarding upcoming events, school activities, policy updates, closures, and school announcements will be communicated through these channels.

Parents/guardians are encouraged to visit www.woms.ca regularly for current information.

PHOTOGRAPHS, VIDEOS, AND MEDIA

White Oaks Montessori School may take photographs, videos, or other recordings of children participating in classroom activities, school events, field trips, performances, and other school-related experiences.

These images and recordings may be used for educational, communication, celebratory, or promotional purposes in accordance with the media consent selection completed by the parent(s)/guardian(s) during enrollment.

Parents/guardians may choose from available media consent options and may update or withdraw their consent by providing written notice to the School.

White Oaks Montessori School cannot control or assume responsibility for photographs, videos, or recordings taken by members of the public, visitors, or other families during school events or activities.

FIELD TRIPS

Field trips and community experiences are an important part of the Montessori curriculum and enhance children's learning by providing opportunities for exploration, observation, and hands-on experiences beyond the classroom.

Parents/guardians will receive advance notice of all scheduled field trips, including details regarding:

- The destination;
- Date and time of the trip;
- Transportation arrangements, if applicable;
- Supervision requirements; and
- Any costs associated with the trip.

Written parent/guardian consent is required before a child may participate in any off-site activity or field trip.

Where applicable, permission forms and associated fees must be returned by the specified deadline.

Parent volunteers may be invited to participate in field trips. All volunteers must meet the school's volunteer requirements, including the submission of a current Vulnerable Sector Check (VSC), where required.

Volunteer participation is determined at the discretion of the school based on supervision needs, program requirements, and available spaces.

Refer to the Annual Fee Schedule for current optional program costs and non-base fees.

SHARING LEARNING EXPEREINCES

SHOW AND TELL

Opportunities for children to share personal interests and learning experiences may be offered throughout the year.

Parents/guardians are encouraged to consult with their child's teacher regarding Show and Tell schedules and expectations.

Items brought to school should:

- Support learning and discussion;
- Be age-appropriate;
- Reflect a child's interests or experiences; and
- Be approved by the classroom teacher when required.

Educational items, books, artifacts, cultural items, nature collections, and special projects are encouraged.

TOYS AND PERSONAL BELONGINGS

To minimize distractions and reduce the risk of loss or damage, personal toys should not be brought to school unless specifically requested by a teacher for a classroom activity or special event.

The school cannot assume responsibility for lost, damaged, or misplaced personal items.

Parents/guardians are asked to keep valuable items and unnecessary personal belongings at home.

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 the loss of privileges or independent choices, the completion of a behaviour reflection report written by the student, a meeting with parents/guardians and staff, or, in serious or ongoing circumstances, the termination of school enrolment. Parents/guardians will be notified in advance when such a meeting is required. Students are expected to take responsibility for their actions and to inform their parents/guardians when a behavioural incident has occurred.

Consequences for Casa students may include the temporary loss of privileges, a visit to the office, a meeting with parents/guardians, or, in serious or ongoing circumstances, the termination of school enrolment. Consistency in behaviour and respect for peers, teachers, and the learning environment are essential to the child's social, emotional, and academic development.

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

School Suspension

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.

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 terminate a student's enrolment and change this policy as needed.

PROHIBITED PRACTICES AND POSITIVE GUIDANCE OF CHILDREN

White Oaks Montessori School is committed to providing a safe, caring, inclusive, and respectful environment where every child is valued and treated with dignity and respect.

Our approach to guiding children's behaviour is based on the Montessori philosophy, the principles outlined in *How Does Learning Happen? Ontario's Pedagogy for the Early Years*, the Child Care and Early Years Act, 2014 (CCEYA), and our Program Statement.

We believe children are capable, competent, curious, and rich in potential. Positive relationships, responsive interactions, consistency, and supportive learning environments help children develop self-regulation, independence, empathy, responsibility, and respect for others.

Our educators support children through encouragement, redirection, problem-solving, conflict resolution, and age-appropriate guidance that promotes each child's social, emotional, cognitive, and physical development.

Positive Guidance Practices

At White Oaks Montessori School, educators use positive and proactive strategies to support children's learning and behaviour, including:

- Creating a calm, prepared, and engaging environment that promotes independence and success;
- Establishing consistent routines and clear expectations;
- Building caring and responsive relationships with children;
- Modelling respectful communication and behaviour;
- Recognizing and responding to children's individual developmental needs;
- Encouraging self-regulation and emotional awareness;
- Supporting children in developing problem-solving and conflict-resolution skills;
- Redirecting children to appropriate activities when necessary;
- Helping children express feelings and needs in respectful ways;
- Providing choices and opportunities for decision-making;
- Encouraging cooperation, responsibility, and respect for others; and
- Working collaboratively with families to support children's growth and development.

When behavioural concerns arise, staff work with parents/guardians to develop consistent and supportive strategies that promote positive outcomes for the child.

Prohibited Practices

In accordance with **Section 48 of Ontario Regulation 137/15 under the Child Care and Early Years Act, 2014**, White Oaks Montessori School strictly prohibits the use of any prohibited practice with a child receiving care. [ontario.ca]

The following practices are not permitted under any circumstances:

1. Corporal Punishment

Corporal punishment includes any action intended to cause physical discomfort or pain as a means of discipline.

Examples include, but are not limited to:

- Hitting
- Spanking
- Slapping
- Shaking
- Pinching
- Pushing
- Pulling
- Grabbing
- Kicking
- Squeezing
- Biting

These actions are strictly prohibited.

2. Physical Restraint

Children will not be physically restrained for the purposes of discipline or in place of appropriate supervision.

Physical restraint may only be used when necessary to prevent immediate harm to the child or another person and only until the risk of injury has passed, as permitted by legislation. [ontario.ca]

3. Confinement or Isolation

A child will never be:

- Locked in or confined to a room or area;
- Confined without adult supervision;

- Locked inside or prevented from exiting a room for disciplinary purposes.

Emergency procedures may require temporary protective actions in accordance with emergency management policies. [ontario.ca]

4. Harsh, Degrading, or Humiliating Treatment

No child shall be subjected to:

- Threats;
- Humiliating or embarrassing comments;
- Harsh or degrading treatment;
- Derogatory language;
- Verbal intimidation;
- Ridicule, shaming, or public humiliation;
- Behaviour that undermines the child's self-respect, dignity, self-worth, or emotional well-being.

Respectful interactions are expected at all times.

5. Deprivation of Basic Needs

Children will never be deprived of basic needs as a form of discipline or behaviour management.

This includes withholding:

- Food;
- Water or drink;
- Shelter;
- Clothing;
- Bedding;
- Sleep or rest;
- Access to toileting facilities.

6. Infliction of Bodily Harm

No person shall inflict bodily harm on a child, including forcing a child to eat or drink against their will.

7. Sexual Abuse or Sexual Misconduct

Any form of sexual abuse, sexual misconduct, sexual exploitation, or inappropriate sexual behaviour toward a child is strictly prohibited and will be addressed immediately in accordance with legislative reporting requirements and child protection obligations. [ontario.ca]

Accountability

The prohibited practices outlined above apply to all:

- Employees;
- Registered Early Childhood Educators;
- Supervisors;
- Students on placement;
- Volunteers; and
- Any other persons who interact with children at White Oaks Montessori School.

All staff receive training regarding prohibited practices, positive guidance strategies, child development, and the requirements of the Child Care and Early Years Act, 2014. These expectations are reviewed upon hire and at least annually thereafter.

STUDENT INTEREST POOL (WAITING LIST)

White Oaks Montessori School maintains a Student Interest Pool (waiting list) for families interested in future enrolment. There is no fee to place a child's name in the Student Interest Pool.

Families wishing to be considered for enrollment must submit an application that includes:

- Parent/guardian name(s)
- Contact phone number(s)
- Email address
- Child's full name and date of birth
- Desired start date
- Program of interest (Toddler, Casa, or Elementary)
- Names of any siblings currently enrolled at White Oaks Montessori School

Enrolment Priorities

Current students are offered re-enrollment opportunities before spaces are made available to new families.

Children with siblings currently enrolled at White Oaks Montessori School may receive priority consideration when spaces become available.

How the Student Interest Pool Works

Once a program reaches capacity, applicants will be placed in the Student Interest Pool for that program.

As a Montessori school, White Oaks Montessori School strives to create balanced learning environments that support the developmental, social, emotional, and educational needs of all children. While the date an application is received is considered, enrolment decisions are not determined solely on a first-come, first-served basis. Admission decisions are made using a variety of factors to ensure that available placements appropriately support the needs of the child and the classroom community.

When a space becomes available, White Oaks Montessori School reviews the Student Interest Pool and may consider factors including:

- The date the application was received;
- The child's age and eligibility for the available space;
- Availability within the requested program;
- Desired start date;
- Maintaining appropriate age groupings and classroom balance within the Montessori environment;
- Sibling enrolment at White Oaks Montessori School;
- The needs of the classroom community;

- The ability of the school to meet the child's individual needs within available program resources;
- Licensing requirements and staffing considerations; and
- Other factors necessary to support the operation of the program and the well-being of all children.

White Oaks Montessori School maintains records of all applications in the Student Interest Pool. Families may contact the school office to inquire about the status of their application. To protect the privacy of applicants, information regarding the placement or status of other children and families will remain confidential.

Placement in the Student Interest Pool does not guarantee admission.

Required School Visit

Prior to enrolment, all prospective families are required to participate in a school visit.
The visit provides an opportunity for families to:

- Learn about the Montessori philosophy and programs;
- Meet members of the school community;
- Become familiar with the classroom environment and daily routines; and
- Ask questions regarding the school's programs, policies, and expectations.

The visit also assists the school in determining whether the available placement is appropriate for the child and supports the needs of the classroom community.

Offers of Enrolment

When an appropriate space becomes available, White Oaks Montessori School will contact the family using the contact information provided on the application.

Families will have **24 hours** from the time the offer is made to accept or decline the placement.

Enrollment is confirmed only when:

- The required school visit has been completed;
- All enrolment forms and supporting documentation have been submitted;
- Applicable fees and deposits have been paid; and
- The school has formally confirmed the child's placement.

If a family declines an offered placement, does not respond within the 24-hour timeframe, or is unable to accept the available start date, the application will be removed from the Student Interest Pool.

Families wishing to be considered for enrolment in the future must submit a new application to rejoin the Student Interest Pool.

White Oaks Montessori School reserves the right to offer the available space to another applicant after the 24-hour response period has expired.

Confidentiality

Families are welcome to contact the office regarding their enrolment inquiry. To protect the privacy of all applicants, information regarding other children and families in the Student Interest Pool is confidential and will not be shared.

TUITION, FEES AND PAYMENT INFORMATION

White Oaks Montessori School publishes an annual Tuition Fee Schedule for each campus. Current tuition rates, payment schedules, program hours, closure dates, and campus-specific information are included in the applicable appendix to this handbook.

Tuition and Fees

- Tuition is based on enrolment and the reservation of a child's space within the program, not on attendance.
- Tuition fees are due according to the payment schedule selected during enrolment and are processed through the School's approved payment platform.
- Tuition fees may be adjusted from time to time in accordance with School policies, applicable funding agreements, and government requirements.
- Families enrolled in a CWELCC-funded program are subject to applicable CWELCC requirements and eligibility criteria.
- No refunds, credits, or fee reductions will be provided for absences, vacations, holidays, weather-related closures, or other missed program days unless otherwise required by law or outlined in a written agreement.

Deposits and Withdrawal

- A tuition deposit may be required at the time of enrolment.
- Written notice is required for withdrawal from the program.
- Deposit, withdrawal, refund, and notice requirements are outlined in the enrolment agreement and annual tuition schedule.

Additional Fees

Certain optional programs, services, and activities may be subject to additional fees, including:

- Field trips;
- Transportation;
- Optional extracurricular activities;
- Special events; and
- Other optional programs offered by the School.

Refer to the Annual Fee Schedule for current optional program costs and non-base fees.

Administrative Fees

Current administrative fees, including NSF charges, late payment fees, and late pick-up fees, are published in the applicable campus appendix and enrolment agreement.

Child Care Subsidy

Additional fee assistance may be available through the Region of Peel Child Care Fee Subsidy Program. Eligibility and funding are determined by the Region of Peel.

CONSUMER PROTECTION INFORMATION

Parents and legal guardians may obtain information about their rights as consumers through Ontario's consumer protection resources available from the Government of Ontario.

For information regarding consumer rights, contracts, and consumer protection, please visit:

Ontario Consumer Protection https://www.ontario.ca/page/consumer-protection-ontario

Questions regarding consumer protection may also be directed through ServiceOntario.

FINANCIAL INFORMATION

White Oaks Montessori School is an independent school and is not required by legislation to disclose its financial statements to parents or legal guardians.

The school's financial statements are considered confidential and are not made available to parents, guardians, or members of the public. This statement is provided in accordance with requirements respecting disclosure policies for independent schools.

Questions regarding tuition, fees, payment schedules, or financial policies may be directed to the school administration.

PARENT ISSUES AND CONCERNS POLICY AND PROCEDURES

White Oaks Montessori School is committed to maintaining positive and responsive relationships with children, families, staff, students, volunteers, and community partners.

The purpose of this policy is to provide a transparent and consistent process for parents/guardians to raise issues and concerns and for White Oaks Montessori School to address them in a timely, respectful, and collaborative manner.

Parental Issues and Concerns Policy

Parents/guardians are encouraged to take an active role in White Oaks Montessori School and are welcome to discuss their child's experiences, learning, development, and well-being with staff at any time. Consistent with our Program Statement and the principles of *How Does Learning Happen?*, we support positive and responsive interactions, respectful relationships, and ongoing communication between families and educators.

We recognize that families are children's first and most important educators and value their perspectives, contributions, and feedback.

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 **two (2) business days**. The person who raised the issue or 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 or concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students, volunteers, and visitors, except when disclosure is required by law.

Information may be shared with regulatory or legal authorities when required, including the Ministry of Education, the College of Early Childhood Educators, Peel Children's Aid Society, law enforcement agencies, public health authorities, or other organizations with legal authority.

White Oaks Montessori School is committed to maintaining a respectful, inclusive, and supportive community. Parents/guardians are expected to communicate respectfully with one another and to protect the privacy and dignity of all children, families, and staff. Concerns regarding the program, staff, children, or school operations should be raised directly with the

school through the Parent Issues and Concerns Process rather than through social media or public forums.

Conduct

White Oaks Montessori School is committed to fostering a safe, respectful, inclusive, and welcoming environment for all members of the school community.
Harassment, discrimination, intimidation, threatening behaviour, abusive language, or disrespectful conduct will not be tolerated.

If at any time a parent/guardian, staff member, student, volunteer, or visitor feels uncomfortable, threatened, intimidated, abused, or belittled, the interaction may be ended immediately and reported to the Supervisor and/or Licensee for follow-up.

Duty to Report

Under the Child, Youth and Family Services Act, 2017, any person who has reasonable grounds to suspect that a child is in need of protection must report the suspicion directly to a Children's Aid Society.

Any person who has reasonable grounds to suspect that a child is or may be in need of protection has an individual legal obligation to report directly to a Children's Aid Society. This responsibility cannot be delegated to another person.

Employees, students, volunteers, and members of the public who become aware of such concerns are required to make a report in accordance with the Child, Youth and Family Services Act, 2017**.**

Information regarding a report to a Children's Aid Society will remain confidential except as required by law.

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>Program 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 Supervisor</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.</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 Supervisor</td></tr>
<tr><td>Staff, Supervisor, and/or Licensee-Related</td><td>Raise the issue or concern to
- the individual directly
OR
- Supervisor

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 Supervisor 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 - Supervisor 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.	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

ESCALATION OF ISSUES OR CONCERNS

If a parent/guardian is not satisfied with the response or outcome of an issue or concern, the matter may be escalated verbally or in writing to the Licensee, Owner, or Designate of White Oaks Montessori School.

Concerns related to compliance with the **Child Care and Early Years Act, 2014 (CCEYA)** or **Ontario Regulation 137/15** may also be directed to the Ministry of Education, Licensed Child Care Quality Assurance and Licensing Branch.

Concerns may also be reported to other appropriate authorities where applicable, including public health authorities, police services, fire services, the Ministry of Labour, the College of Early Childhood Educators, or other regulatory bodies.

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

School Contact
White Oaks Montessori School, admin@woms.ca, 905-278-4454



Barbara S. Ward
Founder

Monique Kampherm, Ph.D.
Executive Director

APPENDIX A

VANIER CAMPUS INFORMATION

Vanier Campus and Clarkson Campus Leadership and Faculty Directory

Founder	Barbara Ward
Executive Director	Monique Kampherm, Ph.D.
Director of Operations	John Hogenbirk
Family Relations & Registrar	Anne Richmond
Program Lead	Christina Koutrouliotis
Office Administrator	Kerri Cameron

Vanier Campus Teaching Staff

Toddler 3	Dawn Farias Mahak Verma Duleeni Ratnayaka Erin Bogdan (Sept-Dec) Janessa Elvie (Jan -)
Toddler 2	Dinci Patel Manuela Comsa Solange Leite
Casa 2	Mouna Mutasim Ambreen Faheem Michelle Andrews
Casa 3	Diana Goncalves Jerrica Lalonde Parvaneh Rostami
Casa 4	Uzma Khan Yoni Chan Shathu Sivagnanam
Casa 5	Abiola Akesode Saira Rehman
Lower Elementary 1	Riddhi Dedhia

Lower Elementary 2	Arooj Ahmad Shaheen Hussain
Upper Elementary	Michael Mahmadi
Casa/Elementary French Teacher	Tina Laghaee
Casa/Elementary Music Teacher	Anne Richmond
Elementary Physical Education Teacher	Michael Power
Extended Care	Matthew Chung Kena Hinds Voula Stavropoulos

Vanier Campus Tuition Fee Schedule

Toddler & Casa 2026-2027

Annual Tuition Base Fees	Tuition Deposit due upon enrolment	Toddler	Casa	Elementary (Without Catered Lunch Program)	Total
Single Payment 2026-2027 Annual Program September 7, 2026 to August 31, 2027	$2,000.00	$22,770.00	$22,770.00	N/A	$24,770.00
Monthly Installments (x12) 2026-2027 Annual Program September 7, 2026 to August 31, 2027	$2,000.00	$1,897.50	$1,897.50	N/A	$24,770.00
Single Payment (Discount Applied) 2026-2027 Academic School Year September 8, 2026 to June 18, 2027	$2,000.00	N/A	N/A	$15,595.00	$17,595.00
Monthly Installments (x10 Aug 1-May 1) 2026-2027 Academic School Year September 8, 2026 to June 18, 2027	$2,000.00	N/A	N/A	$1,660.00	$18,600.00
New Family Fee (One-time, non-refundable)		$250.00	$250.00	$250.00	

CWELCC Reduced Annual Tuition Base Fees*	Tuition Deposit due upon enrolment	Toddler	Casa	Elementary	Total
Single Payment 2026-2027 Annual Program September 7, 2026 to August 31, 2027	$478.50	$5,263.50	$5,263.50	N/A	$5,742.00
Monthly Installments (x11) 2026-2027 Annual Program September 7, 2026 to August 31, 2027	$478.50	$478.50	$478.50	N/A	$5,742.00
New Family Fee	$0.00	$0.00	$0.00	N/A	

NEW Tuition Fees

Hours of Operation

Core School Hours	9:00 a.m. - 3:30 p.m.
Before School Care (a.m.)	7:30 a.m. - 9:00 a.m. (September to December 2026)
Before School Care (a.m.)	**8:00 a.m. - 9:00 a.m. (Beginning January 1, 2027)**
After School Care (p.m.)	3:30 p.m. - 6:00 p.m.
Operational Hours	8:00 a.m. - 6:00 p.m.

- Enrolment in Extended Care (a.m./p.m.) is subject to staffing availability

- Enrolment in Extended Care must have prior approval from the Registrar or Program Lead

White Oaks Montessori School's Vanier Campus CWELCC Tuition Policies

- Enrolment at White Oaks Montessori School's Vanier Campus is a 12-month commitment. CWELCC tuition rates are based on enrolment in the Campus's annual program (September 7, 2026, through August 31, 2027). To retain a child's placement for the following school year, families must maintain continuous enrolment and remain financially committed to the full annual program.
- A tuition deposit equal to one month's tuition is required upon enrolment. This constitutes a security deposit and is non-refundable.
- If you must withdraw from the School, written notice must be received at least thirty (30) days before the first day of the month in which the withdrawal is to take effect. Tuition and all applicable fees remain payable during the notice period. Withdrawal from the annual program does not relieve families of their financial obligations during the required notice period. Provided the required written notice has been received and all financial obligations to the School have been satisfied, the deposit will be applied to the child's final scheduled month of tuition.
- Monthly tuition payments are due on the first day of each month and are processed through the School's TUIO billing system. No processing fee applies to payments made by Canadian bank accounts using direct debit.
- Credit card and debit card payments are subject to a processing fee of $0.75 plus 3.5% per transaction, plus applicable HST. An additional 1% fee applies to American Express and international credit cards. These fees are charged directly to the parent or guardian by TUIO or its payment processor (Paysafe) and are non-refundable and ineligible for reimbursement or account credit, including where tuition is subsequently refunded or credited.
- *CWELCC tuition fees are subject to change in accordance with funding agreements, policies, and directives issued by the Region of Peel and/or the Government of Ontario. CWELCC is available for eligible children between the ages of 18 months and 6 years.
- The School is closed for Statutory Holidays, a two-week Winter break, and a one-week March break.
- The CWELCC reduced daily rate of $22.00 applies to twenty (20) paid closure days throughout the calendar year. These paid closure days include the School's scheduled Statutory Holidays, Winter Break, and March Break closures.
- A Catered Lunch is included four (4) days per week for Toddler and Casa students. For Elementary students, catered lunch is available on an optional basis for an additional fee.
- Pizza Friday is included for Toddler, Casa, and Elementary students.

- As required by CWELCC guidelines, sibling discounts and other tuition discounts are not available for students enrolled in CWELCC-funded programs.
- Tuition fees are based on enrolment and the reservation of a child's space within the program, not on attendance. No refunds, credits, or fee reductions will be provided for student absences, holidays, weather-related closures, or other missed program days.
- Additional fee subsidies may be available to eligible families through the Region of Peel.
- Any credits owing to a family's account will be processed through the School's TUIO billing system and deposited into the bank account associated with the family's account.
- If White Oaks Montessori School requires a child's withdrawal, any tuition paid in advance for the period following the child's effective withdrawal date will be refunded on a prorated basis.

Additional Fees (Base Fee Exclusions)
Tuition covers school supplies, classroom materials, and equipment.
Additional programs, services, activities, and optional offerings may be billed separately, such as:

- Specialized school programs
- Field trips
- Bus transportation
- Optional extracurricular activities
- Special events

Additional fees may also apply for other optional programs and services offered by White Oaks Montessori School from time to time.

Administrative Fees

- NSF Charge: $40 per returned payment
- Late Payment Fee: 1.5% per month (18% per annum)
- Late Pick-Up Fee after 6:00 p.m.: $25

Canada-Wide Early Learning and Child Care (CWELCC) Program

White Oaks Montessori School's Vanier Campus participates in the Canada-Wide Early Learning and Child Care (CWELCC) program. The school reserves the right to withdraw from the CWELCC program at any time. If this occurs, families will receive 60 days' notice along with an updated fee schedule.

Payment Schedules

White Oaks MONTESSORI SCHOOL

Vanier Campus: 12-Month Program Payment Schedule 2026 - 2027

CWELCC Reduced Annual Tuition Payments	Tuition Deposit due upon enrolment	September 2026	October 2026	November 2026	December 2026	January 2027	February 2027	March 2027	April 2027	May 2027	June 2027	July 2027	August 2027	Total
Toddler / Casa Monthly Installments*	$478.50	$478.50	$478.50	$478.50	$478.50	$478.50	$478.50	$478.50	$478.50	$478.50	$478.50	$478.50	2026-27 Tuition Deposit Applied	$5,742.00
Toddler / Casa Single Payment*	$478.50	$5,263.50											2026-27 Tuition Deposit Applied	$5,742.00

2026 Paid Closure Days		**2027 Paid Closure Days**	
September 7, 2026	Labour Day	January 1, 2027	Winter Break
October 12, 2026	Thanksgiving	February 15, 2027	Family Day
December 21, 2026	Winter Break	March 15, 2027	March Break
December 22, 2026	Winter Break	March 16, 2027	March Break
December 23, 2026	Winter Break	March 17, 2027	March Break
December 24, 2026	Winter Break	March 18, 2027	March Break
December 25, 2026	Winter Break	March 19, 2027	March Break
December 28, 2026	Winter Break	March 26, 2027	Good Friday
December 29, 2026	Winter Break	May 24, 2027	Victoria Day
December 30, 2026	Winter Break	July 1, 2027	Canada Day
December 31, 2026	Winter Break	August 2, 2027	Civic Holiday

Vanier Campus Tuition Fee Schedule

Elementary 2026-2027

Annual Tuition Fees	Tuition Deposit due upon enrolment	Elementary (Without Catered Lunch Program)	Total
Single Payment (Discount Applied) 2026-2027 Academic School Year September 8, 2026 to June 18, 2027	**$2,000.00**	**$15,595.00**	**$17,595.00**
Monthly Installments (x10 Aug 1-May 1) 2026-2027 Academic School Year September 8, 2026 to June 18, 2027	**$2,000.00**	**$1,660.00**	**$18,600.00**
New Family Fee (One-time, non-refundable)		**$250.00**	

Optional Extended Hours	Hours	Monthly September to June	Annual Fee Single Installment Sept 15
Before School Care (AM)	8:00 am - 9:00 am	$160	$1,600
After School Care (PM)	3:30 pm - 6:00 pm	$270	$2,700
Note: Each one of these programs is available on a $20 per use basis			

Hours of Operation

Core School Hours:
Lower Elementary 8:45 a.m. - 3:30 p.m.
Upper Elementary8:30 a.m. - 3:30 p.m.
Before School Care (a.m.)7:30 a.m. - 9:00 a.m. (September to December 2026)
Before School Care (a.m.)**8:00 a.m. - 9:00 a.m. (Beginning January 1, 2027)**
After School Care (p.m.)3:30 p.m. - 6:00 p.m.
Operational Hours8:00 a.m. - 6:00 p.m.

White Oaks Montessori School's Vanier Campus Tuition Policies

- A non-refundable tuition deposit is required upon enrolment to secure the student's placement.
- Tuition, Catered Lunch Program and Extended Care fees apply to the Academic Year from September through June.
- Monthly tuition payments are due on the first day of each month and are processed through the School's TUIO billing system.
- Tuition is based on enrolment and the reservation of a student's placement, not attendance. Except where otherwise stated in this policy, tuition is non-refundable. No refund, credit or fee reduction will be provided for absences, holidays, weather-related closures, transfers, withdrawals or other missed program days.

- The Elementary program is closed for statutory holidays, two professional development days, a two-week Winter Break, and a one-week March Break.
- The Catered Lunch Program is optional for Elementary students and is available for an additional fee. Pricing and ordering details will be provided separately to Elementary families.
- Pizza Friday is included in Elementary tuition.
- Elementary Sibling Discount: A 5% tuition discount applies to the second and third sibling enrolled concurrently in the Elementary Program. The discount applies to tuition only and excludes additional fees, optional programs and services.
- Families withdrawing a student must provide written notice at least sixty (60) days before the first day of the month in which the withdrawal will take effect. Tuition and all applicable fees remain payable throughout the notice period. Withdrawal does not relieve a family of its financial obligations during this period.
- No processing fee applies to payments made by direct debit from a Canadian bank account.
- Card payments are subject to a processing fee of $0.75 plus 3.5% per transaction, plus applicable HST. An additional 1% fee applies to American Express and international cards. These fees are charged directly to the parent or guardian by TUIO or its payment processor, Paysafe, and are non-refundable and ineligible for reimbursement or account credit, including when tuition is subsequently refunded or credited.
- Fee subsidies may be available to eligible families through the Region of Peel.
- Any credit owing to a family will be processed through TUIO and deposited into the bank account associated with the family's account.
- If White Oaks Montessori School requires a student's withdrawal, any tuition paid in advance for the period following the effective withdrawal date will be refunded on a prorated basis.

Additional Fees

Tuition covers school supplies, classroom materials, and equipment.

Additional programs, services, activities, and optional offerings may be billed separately, such as:

- Extended Care Program (Before School/After School)
- Field trips requiring bus transportation
- Elementary ski trips, overnight trips, and other enrichment activities

Administrative Fees

- NSF Charge: $40 per returned payment
- Late Payment Fee: 1.5% per month (18% per annum)
- Late Pick-Up Fee after 6:00 p.m.: $25

Payment Schedules

White Oaks
MONTESSORI SCHOOL

Vanier Campus: Elementary Academic Year Program - Payment Schedule 2026 - 2027

Annual Tuition Payments	Tuition Deposit due upon enrolment	August 2026	September 2026	October 2026	November 2026	December 2026	January 2027	February 2027	March 2027	April 2027	May 2027	June 2027	July 2027	Total
Elementary Monthly Installments	$2,000.00	$1,660.00	$1,660.00	$1,660.00	$1,660.00	$1,660.00	$1,660.00	$1,660.00	$1,660.00	$1,660.00	$1,660.00	$0	$0	$18,600.00
Elementary Single Payment*	$2,000.00	$15,595.00												$17,595.00

APPENDIX B

CLARKSON CAMPUS INFORMATION

Clarkson Campus Leadership and Faculty Directory

Founder	Barbara Ward
Executive Director	Monique Kampherm, Ph.D.
Director of Operations	John Hogenbirk
Family Relations & Registrar	Anne Richmond
Program Lead	Christina Koutrouliotis
Office Administrator	Kerri Cameron
Clarkson Campus Supervisor	Amanpreet Lidher

Clarkson Campus Teaching Staff

Toddler	Simran Kaur Nighat Ubaid Mayu Shangar
Casa	Ritika Gogia Clementina Sousa Hilary Neale
Extended Care	Tara Ebrahim Suditi Arya

Clarkson Campus Tuition Fee Schedule

Toddler & Casa 2026-2027

Annual Tuition Base Fees	Tuition Deposit due upon enrolment	Toddler	Casa	Elementary (Without Catered Lunch Program) VANIER CAMPUS ONLY	Total
Single Payment 2026-2027 10 Month Program September 7, 2026 to June 30, 2027	$2,000.00	$18,640.00	$18,640.00	N/A	$20,640.00
Monthly Installments (x10) 2026-2027 10 Month Program September 7, 2026 to June 30, 2027	$2,000.00	$1,864.00	$1,864.00	N/A	$20,640.00
Single Payment (Discount Applied) 2026-2027 Academic School Year September 8, 2026 to June 18, 2027	$2,000.00	N/A	N/A	$15,595.00	$17,595.00
Monthly Installments (x10 Aug 1-May 1) 2026-2027 Academic School Year September 8, 2026 to June 18, 2027	$2,000.00	N/A	N/A	$1,660.00	$18,600.00
New Family Fee (One-time, non-refundable)		$250.00	$250.00	$250.00	

CWELCC Reduced Annual Tuition Base Fees*	Tuition Deposit due upon enrolment	Toddler	Casa	Elementary	Total
Single Payment 2026-2027 10 Month Program September 7, 2026 to June 30, 2027	$478.50	$4,306.50	$4,306.50	N/A	$4,785.00
Monthly Installments (x9 Sept 1-May 1) 2026-2027 10 Month Program September 7, 2026 to June 30, 2027	$478.50	$478.50	$478.50	N/A	$4,785.00
New Family Fee	$0.00	$0.00	$0.00	N/A	

Hours of Operation

Core School Hours: 9:00 a.m. - 3:30 p.m.
Before School Care (a.m.): 7:30 a.m. - 9:00 a.m. (September to December 2026)
Before School Care (a.m.): **8:00 a.m. - 9:00 a.m. (Beginning January 1, 2027)**
After School Care (p.m.): 3:30 p.m. - 6:00 p.m.
Operational Hours: 8:00 a.m. - 6:00 p.m.

Enrolment in Extended Care (a.m./p.m.) is subject to staffing availability
Enrolment in Extended Care must have prior approval from the Registrar or Program Lead

White Oaks Montessori School's Clarkson Campus CWELCC Tuition Policies

- Enrolment at White Oaks Montessori School's Clarkson Campus is a 10-month commitment. CWELCC tuition rates are based on enrolment in the Campus's 10-month program (September 7, 2026, through June 30, 2027). To remain eligible for priority re-enrolment for the following school year, a child must remain enrolled through June 30, 2027, and the family's account must be in good standing.
- A tuition deposit equal to one month's tuition is required upon enrolment. This constitutes a security deposit and is non-refundable.
- If you must withdraw from the School, written notice must be received at least thirty (30) days before the first day of the month in which the withdrawal is to take effect. Tuition and all applicable fees remain payable during the notice period. Withdrawal from the 10-month program does not relieve families of their financial obligations during the required notice period. Provided the required written notice has been received and all financial obligations to the School have been satisfied, the deposit will be applied to the child's final scheduled month of tuition.
- Monthly tuition payments are due on the first day of each month and are processed through the School's TUIO billing system. No processing fee applies to payments made by Canadian bank accounts using direct debit.
- Credit and Debit card payments are subject to a processing fee of $0.75 plus 3.5% per transaction, plus applicable HST. An additional 1% fee applies to American Express and international credit cards. These fees are charged directly to the parent or guardian by TUIO or its payment processor (Paysafe) and are non-refundable and ineligible for reimbursement or account credit, including where tuition is subsequently refunded or credited.
- *CWELCC tuition fees are subject to change in accordance with funding agreements, policies, and directives issued by the Region of Peel and/or the Government of Ontario. CWELCC is available for eligible children between the ages of 18 months and 6 years.
- The School is closed for Statutory Holidays, a two-week Winter break, and a one-week March break.
- The CWELCC reduced daily rate of $22.00 applies to twenty (20) paid closure days throughout the calendar year. These paid closure days include the School's scheduled Statutory Holidays, Winter Break, and March Break closures.
- A Catered Lunch is included four (4) days per week for Toddler and Casa students. For Elementary students, catered lunch is available on an optional basis for an additional fee.
- Pizza Friday is included for Toddler, Casa, and Elementary students.
- As required by CWELCC guidelines, sibling discounts and other tuition discounts are not available for students enrolled in CWELCC-funded programs.
- Tuition fees are based on enrolment and the reservation of a child's space within the program, not on attendance. No refunds, credits, or fee reductions will be provided for student absences, holidays, weather-related closures, or other missed program days.
- Additional fee subsidies may be available to eligible families through the Region of Peel.
- Any credits owing to a family's account will be processed through the School's TUIO billing system and deposited into the bank account associated with the family's account.

- If White Oaks Montessori School requires a child's withdrawal, any tuition paid in advance for the period following the child's effective withdrawal date will be refunded on a prorated basis.

Additional Fees (Base Fee Exclusions)

Tuition covers school supplies, classroom materials, and equipment.

Additional programs, services, activities, and optional offerings may be billed separately, such as:

- Specialized school programs
- Field trips
- Bus transportation
- Optional extracurricular activities
- Special events

Additional fees may also apply for other optional programs and services offered by White Oaks Montessori School from time to time.

Administrative Fees

- NSF Charge: $40 per returned payment
- Late Payment Fee: 1.5% per month (18% per annum)
- Late Pick-Up Fee after 6:00 p.m.: $25

Canada-Wide Early Learning and Child Care (CWELCC) Program

White Oaks Montessori School's Clarkson Campus participates in the Canada-Wide Early Learning and Child Care (CWELCC) program. The school reserves the right to withdraw from the CWELCC program at any time. If this occurs, families will receive 60 days' notice along with an updated fee schedule.

Payment Schedules

White Oaks MONTESSORI SCHOOL

Clarkson Campus: 10-Month Program Payment Schedule 2026 - 2027

CWELCC Reduced Annual Tuition Payments	Tuition Deposit due upon enrolment	September 2026	October 2026	November 2026	December 2026	January 2027	February 2027	March 2027	April 2027	May 2027	June 2027	Total
Toddler / Casa Monthly Installments*	$478.50	$478.50	$478.50	$478.50	$478.50	$478.50	$478.50	$478.50	$478.50	$478.50	2026-27 Tuition Deposit Applied	$4,785.00
Toddler / Casa Single Payment*	$478.50	$4,306.50									2026-27 Tuition Deposit Applied	$4,785.00

2026 Paid Closure Days		2027 Paid Closure Days	
September 7, 2026	Labour Day	January 1, 2027	Winter Break
October 12, 2026	Thanksgiving	February 15, 2027	Family Day
December 21, 2026	Winter Break	March 15, 2027	March Break
December 22, 2026	Winter Break	March 16, 2027	March Break
December 23, 2026	Winter Break	March 17, 2027	March Break
December 24, 2026	Winter Break	March 18, 2027	March Break
December 25, 2026	Winter Break	March 19, 2027	March Break
December 28, 2026	Winter Break	March 26, 2027	Good Friday
December 29, 2026	Winter Break	May 24, 2027	Victoria Day
December 30, 2026	Winter Break		
December 31, 2026	Winter Break		