



Guelph Montessori School

151 WATERLOO AVE. GUELPH ON CANADA N1H-3H9

tel: (519) - 836 - 3810 fax: (519) - 836 - 9000 e-mail: guelphmontessori@rogers.com

PROGRAM STATEMENT

Guelph Montessori School

1. Overview: Age Groups, Hours of Operation, Year Calendar
2. Philosophy, Affiliation, Qualification
3. Understanding the Montessori Classrooms
4. Curriculums and Extra-Curricular Activities
5. Tuition Structure and Fee Information
6. Admission and Discharge – Enrollment Agreement
7. Parent Handbook – Procedures, Illness Policy, Expectations, Goals
8. Behaviour Management, Serious Occurrence, Supervision of
Volunteers and Students Policies
9. Personal Health Care – Staff
10. Personal Health Care - Students
11. Nutrition
12. Program Development
13. Parental Involvement

Mission Statement

At the Guelph Montessori School our Mission is to provide within a nurturing environment a well-balanced instructional Montessori program that will enable all students to reach their highest level of academic success.

The staff is committed to creating a student-centered educational environment that stresses high expectations and addresses the physical, social and emotional needs of children with a variety of ability levels and learning styles.

Our goal is to maintain an active partnership involving students, teachers, parents, community and staff to develop a love of learning while embracing our diversity and unique talents in a safe, challenging, respectful and supportive environment.

OVERVIEW

- GMS offers a Ministry of Education licensed Toddler/Pre-school half-day and full day programs for students 18 months to 4 years of age.
- 24 student capacity in the Pre-school half / full day program (Casa I) at a ratio of 1:8 and 15 student capacity in each of the two full-day Toddler programs at a ratio of 1:5 for a total of 54 students.
- GMS operates from September to June, from the first day after Labour Day weekend to the third weekend in June. Hours of operation – 7:45a.m.-5:30p.m. Monday to Friday. School is closed for Thanksgiving Monday, Two week Christmas break, Family day, March break, Good Friday, Easter Monday, Victoria day and the month of August. A number of Professional Development days will be posted online and handed to parents prior to the beginning of each school year. A summer program is available on a weekly basis during the month of July. (based on demand)
- GMS' full day program offers a catered lunch, morning and afternoon snacks, two hours of outdoor play in a designated licensed play area and an afternoon nap/quiet time of a maximum of two hours.
- All GMS staff hold an updated Standard First Aid and CPR certificates and are subject to the following: Police Vulnerable Sector Check, Monitoring Behaviour Management policy, Allergy and Anaphylactic policy, Medication Administration policy, Playground Safety policy and Supervision of Volunteers and Students Policy
- For further policies, schedules and school year calendar please see the GMS Parent Handbook, GMS Information / Enrollment package, posted information or visit our website at **www.guelphmontessori.com**

THE MONTESSORI DIFFERENCE (A.M.I.)

WHAT IS THE ASSOCIATION MONTESSORI INTERNATIONALE?

The Association Montessori Internationale – AMI – is the oldest international Montessori organization in the world. It was founded in 1929 by Dr. Maria Montessori and her son Dr. Mario M. Montessori. In founding this, Dr. Maria Montessori's aims were two-fold: to safeguard her original contribution on behalf of the child against diluting influences, and to maintain the standards of training for those wishing to apply or to teach her methods.

AMI has functioned without interruption since its foundation and is the most reliable authority on authentic Montessori theory and practice in existence. AMI is governed by a Board consisting of a Chairman and 21 members, of which two-thirds are educators. AMI is a non-subsidized organization, subsisting exclusively on membership fees, gifts, donations, a percentage of trainees fees from each AMI Training Centre and AMI recognition fees from schools. Much of AMI's international work is supported by affiliated Montessori Societies or Branch Offices in various countries. AMI is a non-governmental organization collaborating with others with similar aims, and admitted to UNESCO.

AMI training centres for people to work with children from birth to 3, 3-6, 6-12, handicapped and emotionally disturbed children, are established all over the world. For information please contact the head office.

AMI'S AIMS:

To promote, maintain and further the Rights of the Child more specifically by:

1. Promoting the Montessori method, spreading knowledge of the physical, intellectual, moral, social and mental development of the child, at home as well as at school and in society;
2. Demonstrating the importance of the child in and for the progress of civilization;
3. Safeguarding the real objectives of the educational method of Dr. Maria Montessori;
4. Promoting general recognition of the Rights of the Child, irrespective of race, religion or political conviction;
5. Co-operating with other bodies and organizations which fight for human Rights, for the development of the method of education and for the furtherance of peace.

ACCREDITATION

All teachers at GMS have an internationally recognized Montessori accreditation by A.M.I., A.M.S., M.A.C.T.E. or N.A.M.C.

Teaching Assistants are Registered Early Childhood Educators.

GMS holds memberships at N.A.M.T.A. BBB and EcoSchools of Ontario.

DR. MONTESSORI AND HER METHOD:

Maria Montessori was a medical doctor, anthropologist, and psychologist who became interested in the development and psychology of the young child. The teaching method she evolved stresses the individual growth of the physical, intellectual and psychological abilities of children. It is designed to allow children to progress at their own speed by their own motivation, within a carefully prepared environment, offering beauty, order and reality.

The goal of Montessori is not to fill the child with facts from some pre selected course of study, but rather to cultivate the child's own natural desire to learn.

THE ABSORBENT MIND – During the first years of life, the child possesses a unique aptitude for learning which Dr. Montessori identified as the absorbent mind. This means that the child absorbs knowledge from the environment like a sponge, simply by living in it, seemingly without effort. The process is particularly evident in the way in which a small child learns his native language without formal instruction and without the conscious, tedious effort which an adult must make to master a new language. Acquiring information in this way is a natural and delightful activity for the young child who employs all his senses to investigate his surroundings.

SPONTANEOUS ACTIVITY – Since the child retains this ability to learn by absorbing until they are almost seven years old, Dr. Montessori reasoned that their experience could be enriched by a classroom where they could handle materials which would demonstrate basic educational information to them. Her theory that a young child can learn to read, write and calculate in the same spontaneous, natural way that they learn to walk and talk, has been proven by over seventy years of experience.

HOW THE YOUNG CHILD LEARNS – Dr. Montessori always emphasized that the hand is the chief teacher of the child. In order to learn there must be concentration, and the best way a child can concentrate is by fixing their attention on some meaningful task they are performing with their hands. The Montessori apparatus allows the child to reinforce his/her casual impressions by inviting them to use their hands for learning.

SENSITIVE PERIODS OF LEARNING – the effortless ability to acquire certain skills and abilities are called SENSITIVE PERIODS by Dr. Montessori. They correspond with the child's development. Most of the observed sensitive periods are involved with the child's senses – their learning tools. Their interest is spontaneous. From birth, they are interested in their surroundings and gradually they make order out of them. This spontaneous interest and inclination toward order is the basis of the Montessori apparatus.

THE LEARNING CYCLE – The youngest children begin the simple exercises based on those activities which all children naturally enjoy. The equipment which they use at three and four will help them to develop the concentration, coordination, and working habits necessary

for more advanced exercises they will perform at five and six. The entire program of learning is purposefully structured. Therefore, optimum results cannot be expected either for a child who misses the early years of the cycle, or for the one who is withdrawn before they finish the basic materials of the primary class.

ENRICHED ENVIRONMENT – A primary Montessori class is neither a daycare, babysitting nor a nursery/play school. Rather, it provides for a unique cycle of learning and is designed to take advantage of the child's sensitive years between two and a half and six years when they can absorb information from an enriched environment. A child who acquires the basic skills of reading and arithmetic in this natural way has the advantage of beginning their education without drudgery, boredom, or discouragement. By pursuing their individual interest in a Montessori classroom, they gain an early enthusiasm for learning – their key to real education.

SUGGESTED READING FOR PARENTS:

A Parent's Guide to the Montessori Classroom By Aline D. Wolf
The Secret of Childhood By Maria Montessori
Montessori Today By Paula Polk Lillard
The Discovery of the Child By Maria Montessori

THE TODDLER PROGRAM (Ages 18-30 Months)

As increasing demand for quality child care continue to grow, especially during the crucial first three years of life, the Guelph Montessori School offers a beautiful Montessori environment for toddlers between the ages of 18 – 30 months. The toddler class completes the classic cycle of Montessori education at GMS which begins with the toddlers through Pre-school and continues to Grade six.

Our toddler community provides an environment which is carefully prepared to meet the unique needs of this age group. Our classroom accommodates children 18 to 30 Months Old with one teacher for every 5 students. In this setting the children come to feel the classroom is their own peaceful, special space where they play a meaningful role in their own care and the care of their environment. All furniture is a size that allows maximum independence and the Montessori toddler materials are designed to be attractive and inviting to the children.

Taught by a certified Montessori toddler teacher, the program for the youngest group at GMS acknowledges that a child's mind is most absorbent during the first three years of life. Because of what Dr. Maria Montessori termed "the absorbent mind", children develop many language and motor skills without formal instruction, as long as their environment is rich with learning opportunities.

Since toddlers are especially committed to achieving independence, our teachers provide responsive individual attention as the child deals with positive experiences as well as frustration. Our curriculum takes advantage of the rapid growth of gross and fine motor skills at this stage of development.

The primary goal of our toddler program is to create a nurturing

and secure environment where young children can do what they do best – explore everything! The main focus is language and motor development, assisting the child in developing self-help skills (including toilet training), and helping children build trust in relationships. The entire toddler environment is designed to allow the children to explore and to develop concentration and coordination. The teachers observe the children each day and monitor their development and readiness. Social interaction, language skills, independence, food preparation, music and movement activities are integral to the Montessori toddler experience. The toddler program at GMS offers Full-day attendance, four or five days a week.

THE METHOD AND THE PRIMARY CURRICULUM (Ages 2 ½ - 6)

Dr. Montessori observed that children go through various sensitive stages in which they are very receptive to learning specific skills. She stressed the importance of developing the senses between the ages of two and six when the child naturally wishes to use and perfect his/her senses. Thus the materials used by the children are designed for them to learn by seeing, touching, hearing feeling and moving.

The Montessori prepared environment allows children to meet their needs through individual, spontaneous activities; the child's sensitivities guide his choice. The children work with scientifically selected materials to build concentration and self-discipline, while learning skills. Their education is an active rather than passive process – the child educates himself. Class time is an individual or small group format, although at some part of each day the entire group is together for singing, story telling and movement activities.

Dr. Montessori realized that if the child is guided during this crucial period to perfect his natural tools for learning (the senses, the hand, the intelligence) and to grow towards self-discipline and independence, then he/she will develop a sturdiness of character and natural love for learning that will last the child all their life.

CURRICULUM:

PRACTICAL LIFE: Attention is paid to practical life skills such as the care of plants, cleaning up a spill, polishing shoes, setting the table, fastening clothes, washing hands, using scissors, or washing linen (and even the smallest child is shown how to tidy up afterward).

These exercises offer the child the means of caring for himself and his environment. As well, they build confidence in the young child and allow their independent nature to flourish. The children are encouraged to form courteous habits and to be respectful of others and of their environment. These activities provide the very foundation on which the child approaches more academic exercises.

SENSORIAL: Sensorial materials in the Montessori classroom are designed to sharpen the senses of the young child and enable him/her to understand the many impressions they receive through them.

Each of the sensorial materials isolates one defining quality such as colour, weight, shape, texture, size, sound and smell. Sound boxes, for example, are all the same size, shape, colour and texture; they differ only in the sounds which are made when a child shakes them. Other sensorial materials include geometric solids, fabrics, square Pythagoras, colour tablets, temperature bottles, cylinder blocks, etc. These materials help the child to distinguish, to categorize, and to relate new information to what he/she already knows. The child finds a sense of order in these materials and acquires the joy of learning that his environment has order. Their intellect is trained to make order out of a multitude of experiences, which is the learning process.

LANGUAGE: Our language program begins with Enrichment of Vocabulary. For example, it is not unusual for a child attending our school to understand such words as continent, obtuse, conjunction, etc. Children love beautiful language and we give them exact terms to name their environment and convey their thoughts. Reading and writing come naturally to the children after they have worked for some time with the Sandpaper Letters (which they trace and sound phonetically) and the Movable Alphabet (the formation of words by combining phonetic sounds). Further, the children work with the materials to concretely learn the Function of Words and finally experiment with Reading Analysis.

MATHEMATICS: Through Number Rods, Beads, Cubes and Number Cards the child builds a clear idea of the meaning of numbers using concrete examples. The children combine, separate, share, count and compare the concrete materials. With the help of tables, charts and arithmetic games we guide the child to the abstract. All of the math exercises help the child to an internal understanding of basic mathematical concepts and processes. At this age the children have an extreme sense of order and all of them find mathematics simple, enjoyable and extremely satisfying.

CULTURE AND GEOGRAPHY: Through our cultural activities the children gain a meaningful, involved first person acquaintance with plants and animals, music, basic science concepts, and art. Geography and earth science are introduced to the children as they work with jigsaw puzzle maps, model land & water forms, and culture pictures. These help the child towards becoming a knowledgeable, compassionate and loving citizen of the world.

Most of the materials are self correcting, enabling the children to work on their own without the constant correction or discouragement from another. The process is self-education, building self-confidence through competence.

EXTRA CURRICULAR ACTIVITIES at GMS

CORE FRENCH

At the preschool level from the age of 2.5, basic French words and phrases are taught through song and fun activities. The Elementary program introduces the students to French grammar, increases their vocabulary, and improves their oral expression. All students gain confidence and enjoyment from speaking French in a supportive learning environment.

SWIMMING

Elementary students take two, 10 week, Canadian Red AquaQuest sets of lessons (12 levels) – one in the fall and one in the spring. The lessons are one hour in length. The children are divided into multi-level groups and taught accordingly with continual evaluation. Each skill must be seen a minimum of three times by an instructor for it to be checked off as completed. It is possible for children to move through more than one level per session. At the end of the session the aquatic instructors complete a written evaluation and distribute badges to those who have completed the necessary requirements. Swimming is included in the elementary curriculum.

KARATE

This program is available for 4 and 5 year olds as well as elementary students. This all-year program, provided by an accredited local Karate School, is designed to develop self-discipline in young children. Lessons are included in the tuition. There is a one time charge of about \$35.00 for uniform.

YOGA

This program is available to all Toddlers and Casa students. The all-year program, provided by an experienced Kripalu Yoga Teacher, makes Yoga fun and accessible to young children. Lessons are included in tuition fees.

FOREST SCHOOL

Forest School is an outdoor education experience in which students visit the same local woodland on a regular basis over an extended period of time. At Forest School, young people have the freedom to explore, play, build, create, imagine, and use their senses to experience the woodland environment and to engage with one another. The ethos of Forest School allows learners the time and space to develop their interests, skills, and understanding through practical, hands-on experiences.

MUSIC (Elementary)

During the winter months, an hour long weekly music class is offered to all Elementary students. The program encourages students to work together, improving singing and vocal development. The students learn to listen and appreciate sound quality. The program explores different rhythms through movement and a variety of musical instruments. The Elementary Music program is alternating with Skating and included in the Elementary curriculum.

MUSIC (Toddlers and Pre School)

Musikgaren's programs awaken and develop your child's inborn joy and talent for making music. Through singing, chanting, moving, focused listening, musical games, exploring musical instruments, creative movement and storytelling your child will acquire all the necessary foundations for musical literacy in a fun, stimulating atmosphere. A sixteen week session is offered for ages 2½ – 5½ years – Toddler – Clap With Me, Cycle of Seasons – Spring and Music Makers – Woodlands.

COOKING AND BAKING

The school has a fully equipped kitchen and throughout the year, the children will find themselves making jam, baking or experimenting with preparing international foods.

GOING OUT PROGRAM

The Elementary students go out once per month to explore their community. A partial listing of places visited and activities follows:

Royal Ontario Museum	River Run Centre	Two Day Ski Trip to Duntroon
Maple Syrup Sugar Bush	Guelph Civic Museum	Wings of Paradise Butterfly Museum
Halton and Rockwood Conservation	Ontario Science Centre	Ripley's Aquarium of Canada

COMMUNITY SERVICE

Each year a community service project is chosen. The children are led in a discussion of the value of "the gift of giving" and with guidance, choose an activity that will contribute to the community. Some of the projects the school children have helped with include the Guelph General Hospital, Guelph Food Bank drives, sponsorship of children through World Vision, Red Cross, Children's Foundation - "Adopt a Family", Heart & Stroke Foundation and more.

Sample of Tuition Structure:

TUITION AND FEE INFORMATION MONTESSORI EDUCATION PROGRAMS FOR THE ACADEMIC SCHOOL YEAR SEPTEMBER 2016 TO JUNE 2017 SCHEDULE A

TODDLER FULL DAY PROGRAM

For children 18-30 months old.

Four days per week plus hot lunch.....8:45 a.m. to 3:30 p.m.

Annual tuition.....\$10,900.00

Five days per week plus hot lunch.

Annual tuition.....\$12,200.00

PRIMARY HALF DAY PROGRAM

Five half days per week, for children 2 1/2 to 4 years of age.

Mornings.....8:30 a.m. to 11:30 a.m.

Annual tuition.....\$6,300.00

Mornings **with Catered Lunch**.....8:30 a.m. to 1:00 p.m.

Annual tuition.....\$8,600.00

PRIMARY FULL DAY PROGRAM - For students born after Dec. 31. 2012

Five full days per week, mornings, afternoons and a supervised catered lunch period for children 2.5 to 3 years and 8 months old. This program offers the students the opportunity to further develop their interests in the academic areas of the classroom.

Includes hot lunch, snacks, two outdoor play periods and an afternoon quiet time daily.

Daily 8:30 a.m. to 3:30 p.m.

Annual tuition\$12,200.00

PRIMARY FULL DAY PROGRAM - For students born on or before Dec. 31. 2012 (JK Eligible)

Five full days per week, mornings, afternoons and a supervised lunch period for children 3 years and 8 months to 6 years of age. This program offers the students the opportunity to further develop their interests in the academic areas of the classroom, and prepare them for the elementary program.

Daily 8:45 a.m. to 3:30 p.m.

Annual tuition\$10,900.00

ELEMENTARY FULL DAY PROGRAM

For children 6 to 12 years of age. A full academic program conducted in an ungraded classroom environment that allows each child to independently function at his/her own achievement level. Includes a supervised lunch period.

Daily 8:45 a.m. to 3:30 p.m.

Annual tuition.....\$11,550.00

EXTENDED CARE

Additional care is available daily before classes beginning at 7:45 a.m. and after classes until 5:30 p.m.

Before and After School.....\$215.00 per month

Before School Only.....\$80.00 per month

After School Only.....\$150.00 per month

Occasional Use *Before Hours*.....\$7.00 per use

Occasional Use *After Hours*.....\$12.00 per use

PAYMENT PLANS

Plan A (Ten Installments)

A registration deposit of one tenth of the annual tuition is due upon submission of the Application For Enrollment and is non-refundable. The registration deposit covers the last month. (June 2017)

Nine installments submitted in the form of post dated cheques each representative of one tenth of the annual tuition must accompany the Application for Enrollment. Cheques are payable to Guelph Montessori School and should be dated consecutively for the first of each month beginning in September 2016 and ending in May 2017.

Plan B (Twelve Installments/Discount for Siblings)

Families sending more than one child to the Guelph Montessori School may take advantage of Tuition Plan B provided that at least one of the children is enrolled in either the Primary Full Day Program or Elementary Program.

This plan offers a 10% discount off the lower annual tuition fee. It also allows parents to defer the total annual tuition of all children over a period of twelve months (instead of ten months).

A registration deposit of one twelfth of the annual tuition (for all children) is due upon submission of the Application for Enrollment and is non-refundable. The registration deposit covers the last month (June 2017).

Eleven installments submitted in the form of post dated cheques each representative of one twelfth of the annual tuition must accompany the Application for Enrollment. Cheques are payable to Guelph Montessori School and should be dated consecutively for the first of each month beginning in September 2016 and ending in July 2017.

Plan C (Full Payment Upon Registration)

A 5% discount off the annual tuition fee will be given to parents who choose to pay the full yearly tuition by June 01, 2016. (no exceptions)

***Please note that Plan C cannot be used in conjunction with Plan B**

ENROLLMENT AGREEMENT

This agreement is made between GUELPH MONTESSORI SCHOOL LIMITED (845017 Ontario Inc.), hereinafter known as the SCHOOL and the Parent or Legal Guardian, hereinafter known as the PARENT.

ADMISSION REQUIREMENTS Each child will be judged on his or her own merits and suitability for entrance into the program. An informal interview will be required among the PARENT, child and teacher as part of the application procedure. Admissions are accepted only for the entire year or for the remainder of the academic year if enrolled after opening date. All Primary Program children must be two and one half years of age by the first day of the academic year and be **reliably toilet trained**. All Elementary applicants must have attained the age of six years by the 31st of December in their initial year of enrollment and provide a valid birth certificate.

APPLICATION PROCEDURES A PARENT shall apply to have a child enrolled in a program by: III) satisfying the admission requirements. III) completing, executing and returning this Application for Enrollment to the School; III) providing the registration deposit and post-dated cheques for the balance of the tuition, for the appropriate program, in accordance with Schedule A-Tuition and Fee Information.

ACCEPTANCE FOR ENROLLMENT The SCHOOL shall notify the PARENT of the child's acceptance into the program applied for, which acceptance shall be reserved to the absolute discretion of the SCHOOL. Upon acceptance of the child by the SCHOOL this agreement shall constitute a legally binding contract and the registration deposit herein referred to shall be non-refundable.

PROBATION PERIOD Each child's initial acceptance into a program shall be conditional for the period of one month commencing on the child's first day in attendance in the program of enrollment in order that the child's teacher may assess the child's ability to function within the program. The child's teacher will advise the PARENT of the child's inability to so function within the program prior to or at the end of the one-month period. The SCHOOL reserves the right to end enrollment during the school year if circumstances so warrant.

REGISTRATION Upon receipt by the SCHOOL of a fully completed and duly executed Application for Enrollment, together with payment of the appropriate registration deposit and the delivery of post-dated cheques for the balance of the tuition fee, in accordance with Schedule A, registration will be considered complete.

TUITION FEES AND POSSIBLE REFUNDS: a) **The PARENT is required to pay the Registration and Tuition as stated in Schedule A for the full academic year from the first Tuesday following the Labour Day Statutory Holiday to the third Friday in June.** b) **Non-school time such as week-ends, statutory holidays, bad weather closings, professional development days, Christmas and Easter vacation and Spring Break are all part of the academic year.** c) **The SCHOOL reserves the right but is**

not obligated to refund tuition should the administrator decide it would be inadvisable for the child to continue in the program. All circumstances from pre-registration meetings to the time of the school's termination shall be considered with regard to any possible rebate. The decision of the SCHOOL and its administration regarding possible refund or partial refund of tuition shall be final and not negotiable. d) The PARENT who finds it necessary to withdraw their child from the program may do so. However, there will be no refund from the school. e) The PARENT agrees to pay GUELPH MONTESSORI SCHOOL the tuition charges for the school year as stated in Schedule A Tuition and Fee Information.

RELEASE INDEMNITY The PARENT understands that in the event of illness or accident, the SCHOOL or its agent are hereby authorized to seek medical attention or to have the child taken to the nearest hospital by staff vehicle or ambulance for treatment by a qualified medical attendant. The PARENT understands that young children, even under close supervision, will have occasional accidents. We, (I) the PARENT(S), release, indemnify and hold the SCHOOL, its agents and its employees harmless from any and all claims, damages, or other liabilities for injuries to my child which are not a direct result of negligence of the SCHOOL, its agents or employees. We give permission for the use of names and photographs in school newsletters, bulletin boards and promotional materials.

PARENT HANDBOOK

Starting in the Toddler Program

Welcome to Guelph Montessori School! We hope that you find your child's Montessori education a rewarding experience.

The main objective of Guelph Montessori School is to provide planned and stimulating environments to assist children in developing within themselves the fundamental habits, aptitudes, and skills necessary to maximize their full potential.

Please use this handbook throughout the year for guidance and support to help you and your child get the most out of our program.

Settling In...

Settling in during the first week:

It is everyone's intention to make the transition from home to school as positive and as smooth as possible, for all involved. During the first week of school, we will stagger the children's arrival times so that there is time for each child to settle in. When you arrive at the school we ask you to say a quick, sweet goodbye and leave your child at the door with a teacher. Children may cry upon seeing their parents leave, however, be assured that this crying will stop shortly once the child becomes involved in other activities. It is our experience that the more prolonged the goodbye, the more prolonged the crying. In the first few days of school your child will rely on you for reassurance. Your child's teacher will notify you of your child's drop off time for the first week.

Settling in after the first week:

Most toddler children have not attended school before, and it may take them some time to settle in to their new environment. In order to allow the class to adjust as quickly as possible and to provide the happiest environment for all of the children we ask you to observe the following points:

- At the beginning of the school year, it is common for children to cry when being dropped off. The crying almost always stops as soon as the child's parents are out of sight. While we understand any reluctance to leave a crying child, your child will settle into the class more quickly and easily if you say a quick, sweet goodbye at the door and leave quietly.
- Please remain outside of the school and away from the playground until it is time for your child to be picked up. Although it may be comforting to you, it may be confusing and/or disturbing for the children to see parents during class time.
- Children are very perceptive to nuance and their impressions are influenced by their parents. Therefore, it is very important that you always display a positive and encouraging attitude towards school.

School Hours

Before School Care (additional fee)	7:45 am - 8:45 am
Regular School Hours	8:45 am - 3:30 pm
After School Care (additional fee)	3:30 pm - 5:30pm

Toddler Program Daily Routine

Before School Care	7:45 am – 8:45 am
Regular Arrival Time	8:45 am – 9:00 am
Work Period #1	9:00 am – 10:00 am
Circle Time	10:00 am – 10:30 am
Outdoor Play	10:30 am – 11:30 am
Lunch	11:30 am – 12:00 pm
Nap	12:00 pm – 2:00 pm
Work Period #2	2:00 pm – 2:30 pm
Outdoor Play	2:30 pm – 3:30 pm
After School Care	3:30 pm – 5:30 pm

Pick Up Procedures

Only people listed on your child's emergency card and registration are permitted to pick up your child. If you need someone else to pick up your child please notify the teacher in writing in advance.

What to Bring to School

Indoor Shoes

Outdoor Shoes

Diapers*

Wipes

Sunscreen (optional)

Diaper Ointments (optional)

Any Medicine, Medications or Inhalers**

Nap time necessities (crib-sized sheet, blanket)

Backpack (small enough for your child to carry but large enough to hold the items he/she will take to and from school)

Seasonally appropriate clothing (SCHOOL FRIENDLY PLEASE!)

Tops x 3

Bottoms x 3

Socks x 3

Underwear x 3

Outdoor Clothing

Circle

Listening/following instructions

Taking turns

Vocabulary enhancement

What Not to Bring to School

Toys

Pens or markers

Stickers

Anything that may disrupt the classroom routine

Please make sure that ALL of your children's items are clearly labeled

Frequently Asked Questions

Toilet Training

Children in the Toddler Program do not have to be toilet trained. As a part of the Toddler Program we assist parents with the toilet training process. Parents need to discuss with the Head Teacher the stage of training your child is at. We will work together to make this transition as easy as possible.

Accidents and Injuries

While we take the utmost care with the children during their time with us, we also feel it is important to allow the children the opportunity to “play”. On occasion, we do have minor incidents involving injury of one child by another or injury by falling. In the case of minor accidents, you will be notified when you pick up your child.

Parent Conferences

Parent/Teacher conferences will be held twice a year. Toddler students do not receive any written progress reports. We welcome parent observations after **January** when the settling in process for all the children is complete. If at any time you would like to discuss your child’s progress please feel free to make an appointment with the Head Teacher.

Classroom Queries

Please address questions or concerns about your child or his/her classroom to the Head Teacher, as she will provide the best insights and complete information.

Birthday Celebrations

A child’s birthday is a time of celebration and we welcome the opportunity to celebrate this occasion with your child in the classroom. The child is welcome to bring a special snack to share with the class.

Illness Policy

The school places *extreme importance* on the health of the children, and it is the responsibility of all members of the school community (parents and teachers alike) to keep the children healthy. A child should not be brought to school if they show signs of illness or fever. Out of consideration for the health of the other students a child should not be sent to school if they have a heavy or persistent cough, severe runny nose, vomiting or diarrhea. **In the case of vomiting or diarrhea the child needs to remain symptom free for 24 hrs before returning to school.** If your child has pink eye they will be excluded from class until they have received prescription drops for **24hrs**. If you choose to treat with over the counter medication or natural solutions the child will be excluded until all symptoms have subsided. If many children are ill with the same symptoms a note will be sent home informing families that their children must remain healthy for **48 hrs** before returning to class.

Communicable Disease Exclusion Regulations

Disease	Quarantine of Patient
Chicken Pox	Scabs must be off
Measles	5 days from appearance of rash
German Measles (Rubella)	7 days from appearance of rash
Mumps	9 days or until swelling subsides
Meningitis	24hrs after starting antibiotics
Strep Throat	24 hrs after starting antibiotics
Conjunctivitis (pink eye)	24 hrs after starting prescription antibiotic drops
Whooping Cough	24-48 hrs after medication begins
Impetigo	5 days after treatment begins
Vomiting	Must be symptom free for 24 hrs
Diarrhea	Must be symptom free for 24 hrs and had 1 solid bowel movement
Fever	Must be fever-free without medication for 24 hrs
Hand, Foot & Mouth Disease	Must be fever-free without medication for 24 hrs

**** A *Consent to Administer Medication Form* must be filled out for every medication that we keep at the school for your child.**

Classroom Areas and Goals

Practical Life

- Independence
- Concentration level
- Organizing/sorting
- Fine motor development

Sensorial

- Visual/perceptual development
- Organizational development
- Sequencing

Art

- Creative expression
- Exploration of various colours and mediums

Language

- Spoken language
- Exposure to proper grammar structure
- Development of listening skills
- Vocabulary
- Learning everyone's name
- Pre-writing exercises
- Letters/Sounds

Personal Care

- Help to dress oneself
- Brush teeth
- Tidy toys

Eating

- Eating with a spoon, fork independently
- Using a regular cup
- Sit at a table with other members of the family

Verbal expression

- Express oneself through means other than crying/grunting/screaming
- First words, begin to put words together to convey thoughts
- Listen to stories
- Identifying objects in the environment
- Enjoy listening to music
- Wave goodbye/greetings
- Introduce, please and thank you

Gross Motor

- Running, jumping
- Roll or toss a ball
- Climbing stairs independently

Summary of Toddler Goals

Arrival/Dismissal

- Change shoes independently
- Hanging up coat independently
- Positive separation, saying goodbye

Classroom Routine

- Developing independence
- Sense of order
- Making choices
- Sharing/patience/turn taking
- Develop a love of learning
- Self esteem/self confidence

Toilet Training

- Wearing underwear and using the toilet daily
- Undressing and dressing in the bathroom
- Proper hand washing

Math

- Concept of counting
- Concept of Quantity
- Number symbols

Culture

- Exposure to the community/world around us
- Nature/animals

Music (Musikgarten Program)

- Singing
- Listening to sounds and music
- Exposure to musical instruments

Grace and Courtesy

- Development of proper eating habits
- Greetings and farewells
- Manners

Playground

Social development
Parallel play/peer play
Gross motor development

Toddler Home Expectations and Responsibilities

Daily Routines

Routine is very important to a young child. It helps to provide the child with a sense of order, expectation, sense of the passage of time and consistency. Routine can also help with reducing temper tantrums as, in general, a tantrum is caused by a change of expectation between the child and his/her environment.

Regular waking, meal times, nap times, outdoor play opportunities, and bedtime routines are all very important to try to keep the same schedule as much as possible day to day, in order to help your child build a sense of self and understand how the world around them functions.

Individual Support Staff for Special Needs

GMS is working with CMHA, KidsAbility and Wee Talk to identify and plan a course of action when needed. The support staff available to all students includes an Occupational Therapist, Physiotherapist, Speech- Language Pathologist, Social Development Consultant and Early Childhood Resource Consultant. GMS staff must obtain a written consent of parents to request Consultant assistance. Every support staff visit is booked in advance, documented and copies of the reports are given to parents, teachers and administration.

Behaviour Management Policy

All GMS supervisors, employees, interns and volunteers are required to read, understand and sign the GMS Behaviour Management Policy prior to commencing employment.

Behavior Management Policy of non-permitted disciplinary practices:

The Operator of Guelph Montessori School shall not permit,

- a) Corporal punishment, including but not limited to striking a child, directly or with any physical object, shaking, shoving, spanking, or other forms of aggressive contact, requiring or forcing the child to repeat physical movements or forcing food on a child.
- b) Deliberate harsh, belittling or degrading, measures or responses of any form, including verbal, emotional and physical, that would humiliate a child or undermine a child's self esteem or self respect.
- c) Denial of usual comforts including shelter, clothing, food and drink or bedding.
- d) Confinement in a locked or lockable room or structure to confine or isolate a child who has been withdrawn from other children.
- e) Locking for the purpose of confining a child, the exits of a day nursery
- f) Should any staff member abuse a child or in any way contravene any of the above mentioned points (a through (e) employment will be terminated immediately, and

a report may be issued to the Ministry of Community and Social Services by the Operator.

Written Procedure:

1. Each new employee working at the Guelph Montessori School must read the Behavior Management Policy of permitted and non-permitted disciplinary practices at the commencement of employment, and sign and date it.
2. Further, this policy must be reviewed once a year there after.
3. The above two points must be recorded in a logbook and signed and dated by the operator and the employee.
4. Twice a year each employee working in the Day Nursery will be observed and assessed by the operator of the Guelph Montessori School to ensure each employee is adhering to the defined Behavior Management policy of permitted and non-permitted disciplinary practices.
5. A short interview will take place at the end of the observation session to review with the employee the observations made by the operator and to confirm the employee's understanding of permitted and non-permitted disciplinary practices.
6. The observation notes will be signed and dated by the Operator and by the employee.
7. This record of signed observations as well as the signing of the initial policy by the employee and Operator will be kept on file for two years.

Serious Occurrence Policy

All licensed child care programs are responsible for delivering services that promote the health, safety and well-being of the children. Child care operators are accountable to the public and the Ministry to demonstrate that their services are consistent with relevant legislation, regulations and policies.

Serious Occurrence reporting is one of many tools that provide licensed child care programs with an effective means of monitoring the appropriateness and quality of service delivery. Monitoring includes an ongoing review of practices, procedures and training needs.

Following a serious occurrence, the supervisor at GMS will complete and report a full and detailed description of the incident to the program advisor as per the reporting procedure of the CCEYA.

A Serious Occurrence notification form with anonymous details of the incident, actions taken and status will be posted for 10 consecutive days in a conspicuous place in the school for all parents and staff.

Supervision of Volunteers and Students

Policies and Procedures under the CCEYA applicable to Volunteers and Students provide that:

- a) Behaviour management policies and procedures are reviewed with volunteers or students who will be providing care or guidance at GMS before they begin providing that care or guidance and at least annually afterwards;

- b) There is a written procedure for monitoring the behaviour management practices of volunteers or students who provide care or guidance at GMS ;
- c) The individual plan for a child with anaphylaxis and the emergency procedures are reviewed by volunteers and students who will be providing care or guidance at the GMS before they begin providing that care or guidance and at least annually afterwards;
- d) Criminal reference checks with PVSC are required for all volunteers having direct contact with children in licensed child care programs and for all persons usually on the premises of GMS;
- e) The ministry criminal reference check policy does not apply to students placed in the child care program by an educational institution; however criminal reference checks with PVSC are routinely required by community colleges and universities prior to students beginning a placement in child care.
- f) Policy will be reviewed annually, signed and dated by all employees and volunteers;

Personal Health Care - Staff

GMS ensures that each employee, prior to commencing employment, submit a health assessment recommended by the medical officer of WDG Public Health unit, confirming that there is no physical evidence to prevent employee from performing her/his duties.

Assessment to include a confirmation of the following immunization:

- **Tetanus, Diphtheria, Pertussis (Tdap)** – one dose is needed by adults followed by Tetanus Diphtheria (Td) every ten years.
- **Measles, Mumps and Rubella (MMR)** – two doses of MMR vaccine for adults born in or after 1970; adults born before 1970 can be considered immune.

Tuberculosis (Tb) screening is no longer required

Exemptions – If a staff member does not have an Immunization Record on file, GMS require a written objection on the grounds that the immunization conflicts with their sincerely held convictions based on their religion or conscience.

What happens to exempt staff during an outbreak?

If the disease causing the outbreak can be prevented by a vaccine affected by legislation (tetanus, diphtheria, polio, measles, mumps, rubella (German measles), meningococcal disease (meningitis) and pertussis (whooping cough), employees who are not immunized or who have incomplete records will be excluded from attending the childcare program until the outbreak is over.

Personal Health Care – Students

In order to attend licensed childcare in Wellington-Dufferin-Guelph, all children must have up-to-date immunizations as outlined in the *Publicly Funded Routine Immunization Schedule for Ontario* for the following diseases:

- Tetanus, diphtheria, polio
- Measles, mumps, rubella (German measles)
- Meningococcal disease (meningitis)
- Pertussis (whooping cough)

- Varicella (chickenpox)

All children at GMS need to provide one of the following **prior to the first day of attendance**:

- A photocopy of a valid up-to-date immunization record **OR**
- A valid statement of immunization exemption

Immunization Records Collection

GMS must use the *Immunization Information for Licensed Child Care Settings* form to collect information. Copies of the *Immunization Information for Licensed Child Care Settings* form and valid up-to-date immunizations records or statements of exemption must be forwarded to Wellington-Dufferin-Guelph Public Health at time of enrolment.

Enrolment Lists

To ensure that Public Health maintains current information on all children attending licensed childcare programs within the Wellington-Dufferin-Guelph area, GMS must submit a current enrolment list three (3) times a year:

- January
- June (if program runs over the summer)
- September

Each list must include the following information for each child currently attending GMS

- First and last name
- Date of birth
- If child attends a before school program, after school program, or both

This information not only assists in meeting requirements for our program's license, but also allows for timely follow up in the event of a vaccine preventable disease outbreak or distributing an important health notice. In the event of an infectious disease exposure, it may be necessary to assess the risk for each child by reviewing immunization records.

Immunization Exemptions

Children who are unimmunized due to religious or conscientious reasons or for medical reasons must provide one of the following statements of immunization exemption:

- A letter from the parent or legal guardian stating that immunization conflicts with their religion or conscience **OR**
- A written statement from a legally qualified medical or nurse practitioner giving medical reasons why the child should not be immunized

The above immunization exemptions **do not** need to be notarized by a Commissioner of Oaths.

What happens to exempt children during an outbreak?

If the disease causing the outbreak can be prevented by a vaccine affected by legislation (tetanus, diphtheria, polio, measles, mumps, rubella (German measles), meningococcal disease (meningitis) and pertussis (whooping cough), children who are not immunized or who have incomplete records will be excluded from attending the childcare program until the outbreak is over.

GMS - Child Care Nutrition

Good nutrition is vital to children's learning and physical development. The GMS' child care nutrition policy has been designed to encourage the development of good eating habits that will last a lifetime.

Meals and Snacks

A wide variety of nutritionally balanced, high quality foods are prepared and served by a fully licensed catering service each day. The food is carefully packed and delivered to GMS by the caterer's staff. A morning snack is offered just after arrival at 9:30 a.m. Lunch is served at 11:30 a.m. with an afternoon snack to follow nap time at 2:30 p.m. Meal and snack times are planned so that no child will go more than three hours without being offered food.

Child Care Nutrition Considers Allergies

Food allergies are becoming more common among young children. It is important for us to work together to provide a safe environment for your child. Our caterer is experienced in reading ingredient lists and accommodating special diets, however, since we have no way of knowing what happens when your child is at home, we rely on you to keep us updated about any changes in your child's allergies.

Accommodations for food allergies will be made on a case-by-case basis. If the allergy is not severe or life-threatening, reasonable substitutions will be made to the menu. If the allergy is severe and life-threatening, the specified foods will not be served. In the case of an allergy so severe that it is dangerous for the child to come into contact with small amounts of the food or breathe in its odour, we will take reasonable precautions to prevent an allergic reaction, with the understanding that complete protection is not possible. Allergies and Dietary Limitation list is posted in every classroom.

Child Care Nutrition Accommodates Special Diets

If your child has religious or lifestyle dietary restrictions we will make reasonable adjustments to the menu in order to accommodate his/her needs. For example, a vegetarian child may be offered meatless spaghetti sauce while the other children have meat sauce. In most cases our caterer is able to provide alternative choices. However, in the unlikely event that our caterer is unable to accommodate a special diet an exemption note from a physician should be submitted and kept on file. A special arrangement will be made for food to be sent from home. In that case every item must be clearly labelled with the child's name and kept separate from the rest of the food.

Child Care Nutrition Includes Special Treats

A well-balanced child care nutrition plan includes occasional treats, and what better time for treats than a birthday or holiday. Birthday and holiday treats help make these days even more special for the children. We appreciate to know in advance if a special birthday or holiday treat is sent in.

We ask that parents keep nutrition in mind when deciding on a treat - party mixes, snack crackers and fruit and cheese snacks are all favourites and healthier alternatives to traditional party food.

GMS - Seasonal Menus

The seasonal menus are planned with optimal nutrition in mind. Each menu is designed to provide a wide variety of foods that are different in colour, shape, size and texture. Menus include a wide variety of foods, including those that are the children's favourites, new or unfamiliar, culturally diverse, and seasonally appropriate. In addition, menus are planned with children's ages and developmental abilities in mind. A three-week rotation of menus changes seasonally to provide the children with a balance of variety and familiarity. Menus are posted outside each class so parents can clearly check what type of snack and lunch has been served each day.

Program Development

Early Childhood Educators have a lasting, positive impact on the development of children, and provide an essential support for families, communities, and society. Early literacy and numeracy, socialization, indoor and outdoor physical activities, and creative experience in art, music, movement, and dramatic play are some of the areas students at GMS are involved with daily.

The usual work environment for ECEs involves daily indoor and outdoor activity. Being in good health and having, energy, patience, physical stamina, good communication and interpersonal skills are assets that will benefit both teachers and students alike.

To maintain high standards of early childhood education in a Montessori environment, at GMS we encourage all staff to attend meetings, workshops and conferences to further enhance their knowledge base. The County of Wellington offers workshops and training sessions on various subjects to challenge ECE's and to introduce new effective solutions to their work environment. As a Montessori daycare/school we also benefit from Montessori workshops and conferences. Although limited in Canada (more accessible to US residents) GMS staff is encouraged to attend such events. T.M.I., M.T.C., C.C.M.A., N.A.M.T.A. and A.M.I. are a few of the Montessori organizations offering professional development to Montessori teachers and teaching assistants. GMS sponsors all workshops and conferences and alerts staff to all relevant events in our region.

Parental Involvement

Parental involvement inside the Montessori classroom is limited. While the Montessori classroom offers many of the same elements of the known traditional daycare, it is still very unique and requires specific approach and familiarity with Montessori materials and precise presentations. Outside the classroom parents at GMS can and should be involved in a variety of school events and activities. If an activity takes place off school premises, parent volunteers accompany students based on an outdoor required ratio.

GMS has an active Parent Committee who meets once a month to plan and promote community events. The Parent Committee is also involved in purchasing high price items for school and to approve school projects. In addition, parent volunteers play an active role in school community events such as our Welcome BBQ, Winter Concert, Book Club, EcoSchool Assembly, Spring Fling and Graduation. Parents might also contribute by presenting specific skills in form of presentations to appropriate age groups.