



# **Trail Ridge Montessori School**

## **Parent Handbook**

### **2024-25 Academic Year**

## **Locations**

### **Main Campus - Elementary & Casa**

18 Elizabeth Street | Grimsby, Ontario | L3M 3K3

905-945-1490

### **Junior Campus - Casa & Toddler**

53 Ontario Street, Grimsby, Ontario | L3M 3H4

905-309-1490

## **Visit us at**

*[www.trailridge.ca](http://www.trailridge.ca)*

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\*Indicates more information below

Important Dates		
Occasion	Type	Date & Time
*Orientation Meetings	All Programs	August 29, 2024
*Open House	TRM Community	September 3, 2024
*First Day of School	All Programs	September 4, 2024
Before/After School Begins	All Programs	September 4, 2024
Family BBQ	TRM Community	September 20, 2024
Professional Development	School Closed	October 11, 2024
Thanksgiving	Holiday - School Closed	October 14, 2024
Term 1 Reports	All Programs	Week of December 9, 2024
Parent/Teacher Interviews	All Programs	Week of December 9, 2024
*Professional Development	Casa & Toddler	December 11, 2024
*Last Day of School	Half Day	December 20, 2024 @ 12:00pm
Winter Break	School Closed	December 23 - January 3, 2024
Return to School	All Programs	January 6, 2025
Enrollment Begins	All Programs	January 20, 2025
Family Day	School Closed	February 14 - February 17, 2025
Term 2 Reports	Elementary Program	Week of March 3, 2025
Parent/Teacher Interviews	All Programs	Week of March 3, 2025
*March Break	School Closed	March 10 - March 21, 2025
Return to School	All Programs	March 24, 2025
Easter Weekend	School Closed	April 18 - April 21, 2025
Professional Development	School Closed	May 16, 2025
Victoria Day	School Closed	May 19, 2025
Term 3 Reports	All Programs	Week of June 2, 2025
Parent/Teacher Interviews	All Programs	Week of June 2, 2025
* Last Day of School	All Programs	June 13, 2025

\* Trail Ridge Montessori is closed for all statutory holidays except for National Day for Truth and Reconciliation.

\* Trail Ridge Montessori is closed for the months of July and August.

\* **August 29, 2024** - Parent/Teacher Orientation Meetings. This will be done in person. All families are asked to have at least one representative attending. Elementary students can attend their meetings but it is not mandatory.

\* **September 3, 2024** - School Wide Open House from 8:30-11:30 am. Please come into your child's class and allow you and your child to make connections with their teachers, the classroom environment and other families. This is not a uniform day, please come as you wish!

\* **September 4, 2024** - First Day of School. There is before and after school offered on the first day. Full uniform!

\* **September 20, 2024** - TRM Family BBQ for all from 3:00-5:00 pm at the Main Campus.

\* **December 11, 2024** - Professional Development for Casa and Toddler Educators. The Toddler and Casa classrooms will be closed on this day. The Elementary program is open as normal.

\* **December 20, 2024** - Last Day before Winter break - Half Day Dismissal Time - All classes are dismissed at 12:00 pm. No After School.

\* **March 10-21, 2025** - Trail Ridge Montessori is closed each year for 2 weeks in March for the 'March Break'.

\* **June 13, 2025** - Last Day of School - Full Day. No After School.

# **Welcome to Our School**

## **Introduction**

Trail Ridge Montessori School (Junior and Main), nestled below the Niagara Escarpment, offers a warm and welcoming campus for children 18 months to 9 years of age. At Trail Ridge Montessori (TRM), we offer Toddler, Casa, and Elementary programs. Each classroom is inviting, bright, and filled with a vast array of Montessori materials. In each of our classrooms, you will find children actively engaged in real and meaningful work.

At Trail Ridge, we blend the philosophy and materials devised by Dr. Maria Montessori together with the four foundations of the How Does Learning Happen Pedagogy to create an extremely positive, rich and successful learning environment for every young child who walks through our doors.

## **How Learning Happens at Trail Ridge Montessori School**

Dr. Maria Montessori opened the first Montessori school in Rome, Italy in 1907. Today, there are tens of thousands of Montessori schools operating worldwide. Maria Montessori was Italy's first female Doctor of Medicine, a lifelong scholar, and a peacemaker. Through observing patients and children of all abilities, Montessori recognized universal developmental milestones in young children. She also sought to foster independence, responsibility, and respect for others in young children. In doing this, she developed a model of education. This model is based on three criteria: the environment, the materials, and the teachers' expectations. We believe that when exposed to the Montessori Approach, naturally competent and curious children are able to reach their own individual potential. A feeling of belonging, engagement, well-being, and expression are natural outcomes in our school environment.

## Program Statement

Our program statement is consistent with Ontario's policy statement on programming and pedagogy, "How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)". The 'How Does Learning Happen?' document guides Ontario licensed child care programs, including ours and in turn, the information outlined in our program statement.

***A Child's Journey of Learning at TRM - Children are competent, capable, curious and rich in potential...***

### ***Cultivating a Sense of Belonging and Contribution to The World Around Them***

At Trail Ridge, our students and families have a strong sense of belonging within our classrooms, to our school community and to the global village outside our doors. Trail Ridge Montessori School welcomes students and families of all race, colour, sexual orientation, international or ethnic origin. We welcome students of all capabilities. Maria Montessori was a strong proponent of peace, education and inclusivity. Montessori believed that her educational approach could reach children of all abilities and socio-demographic backgrounds and was witness to the widespread adoption of her philosophies in all corners of the globe. At TRM, we too believe in these tenets and interchange flags flown at both campuses. Flags that will be flown include the Provincial Flag of Ontario, the National Flag of Canada, the Progress Pride Flag, the Every Child Matters Flag, the International Day of Peace Flag and the Earth Day Flag. These flags are flown to welcome all families and promote peace towards all humankind and our living world. Respect for diversity, equity and inclusivity between students, parents, educators and administrators are part of the moral fabric of our school. All of our educators exude sincere warmth and unconditional acceptance when interacting with their students, and each child's individual needs – both personal and academics are the educator's ultimate priority. Within our classrooms, teacher's model actions of grace and courtesy. Such as, how to patiently wait their turn, respect someone else's space, take initiative in the classroom and recognize when to ask for assistance. The Montessori curriculum is globally-minded and contains lessons on countries from around the world, celebrations of different religions and the integration of a second-language into the classroom (French) are part of each child's experience at TRM. Within our classrooms, students feel a sense of responsibility and connection to their teachers, classmates and work. Students are encouraged to attend school regularly, ensuring that they're well-rested in order to have a productive day in the classroom. TRM places a high priority on regular attendance and punctuality.



### ***Developing a Sense of Self, Health and Well-Being***

At TRM, we guide and support children in daily life activities that support their personal health, safety, nutrition and physical and mental well-being. Educators prioritize establishing close, open lines of communication with their students, so children feel free to express themselves to their teachers which keeps teachers attuned to their students' needs. More practically speaking, self-care activities are integrated into a student's daily routine at TRM, including washing hands and checking for personal cleanliness upon entering the classroom, using the bathroom, and learning how to dress appropriately for outdoor time. This focus on guiding children to reach small self-sufficiency goals allows children to gain confidence and comfort in themselves and their place at TRM. Teachers will encourage children to listen to their own needs, respond to them independently if possible, and also help children acquire skills to resolve small conflicts at school.

At the Junior Campus children's nutritional needs are met daily as we offer a variety of healthy food choices for each snack break and a mid-day meal. Snacks and meals follow the age-appropriate guidelines from Canada's Food Guide and are posted for parents' viewing. Children are encouraged to listen and respond to their own personal hunger cues and join the snack table when they feel ready to eat. For our toddler-aged children, the snack is served family-style; where all children sit down to eat together. Even for classroom celebrations, healthy celebratory foods are encouraged, and when offered, treats are moderated in portion size and frequency. We ask children to bring a water bottle to school daily in order to stay adequately hydrated. The recommended balance of indoor/outdoor time is followed as part of our daily routine. Educators stay attuned to students' mental fitness by encouraging the free expression of ideas, concerns, and worries. Students view their classrooms as a safe and accepting environment. When a child expresses or exhibits signs of mental or emotional distress, educators have a wide variety of techniques and approaches to work through the challenge with the child and involve the parents in this care.

At TRM, our programs are developed to meet the recommendations of indoor and outdoor play, including active play, and rest/quiet time, all while considering the individual needs of each child. At TRM, every child spends some time each day outdoors. Our outdoor areas provide a good balance of natural elements (trees, artificial turf and flower gardens) with traditional playground experiences (balls, hoops, skipping ropes, bikes) meeting the needs of differing abilities. Children attending school for the full day spend at least two hours outdoors in periods of free play, or group experiences such as music, language lessons, science experiments, or storytelling. These same children are given time during their day to rest and/or sleep depending on their age and individual

needs. Organized physical activity and sport is incorporated into each of our programs as students receive scheduled weekly instruction in areas such as karate, hopscotch, movement education, yoga, gymnastics, dance and soccer, etc. Beyond the necessity to provide children with physical freedoms outdoors, we recognize the need for children to move, physically, within the classroom itself. The Montessori classroom environment was created with this goal in mind. As children engage in meaningful work within the classroom, they are free to walk from shelf to shelf exploring the prepared materials and moving between tables, the floor, or the peace corner without interference from an educator.

### ***Engaging Learners to Explore the World with Body, Mind, and Senses***

The prepared Montessori classroom, with its freedom of movement and choice, and wide variety of materials supporting all areas of learning creates positive learning environments and experiences in which each child's learning and development are supported. Our classrooms organically provide child-initiated and adult-supported experiences as Maria Montessori herself believed that "the first aim of the prepared environment is, as far as it is possible, to render the growing child independent of the adult." Our low student-to-educator ratios provide the framework for educators to support each student's individual needs within the classroom.

Students are invited to explore new materials (jobs) with an educator. Students watch the educator closely as she/he presents the material, and then are free to ask questions and work with the material themselves. Educators use a three-period lesson with students (naming, recognition, recall), which brings the educator and student together to learn the vocabulary, order and outcomes of each job. The introduction of a new job is collaborative. Once an educator recognizes a child's understanding of the job, the child is then free to continue working independently toward mastery and a sense of personal accomplishment. Within our classrooms, educators do not separate themselves from the actions of the students. Our educators do not have desks or designated areas for observation or instruction. You will often see our educators, like our students, moving freely in the classroom, sitting on the floor, pulling up a chair alongside a group of students, or joining a child in the peace corner.

Children are welcome to move freely around the classroom and choose activities following his or her own natural impulses. This freedom of choice in the classroom fosters a child's natural inclination to explore, pretend, question and master. Children can also choose to find a space in the classroom to work independently, explore alongside a

partner, in a small group or work directly beside an educator. The students begin to look at their activity in the classroom somewhat critically – determining for themselves what area of the classroom environment supports their work the best. This is another means for a child to get to understand him or herself better and build resiliency and self-awareness.

One of the Montessori classrooms is referred to as Casa meaning home, and as a home, our classrooms are bright, inviting and outfitted with a child's needs and size in mind. Maria Montessori believed that the classroom environment must be beautiful, safe and furnished in a size-appropriate manner. Our teachers ensure that classrooms are exciting and fresh, while at the same time, maintaining a feeling of simplicity in the classroom.

Each Montessori classroom is organized into five areas of learning: Math, Language, Sensorial, Cultural and Practical Life. Many Montessori materials are manipulatives often made from natural materials (wood, wicker, glass, stone), as it is proven that children prefer to work with materials that are present in the real world rather than with plastic replicas. These materials often address the needs of children in varying developmental stages. Many materials are self-corrective to enable independent learning as well as growth in self-confidence. Educators replenish and tidy the shelves daily and switch many of the seasonal or thematic materials on the shelves three times a year. Educators also prepare monthly individual lesson plans for each of their students to ensure that the material on the shelves adequately addresses each child's needs, and to ensure a steady progression of exploration and inquiry for each child.

Our classrooms operate with the belief that uninterrupted work periods provide the ultimate atmosphere for concentration and feelings of accomplishment for young children. This is one of the foundations of Montessori philosophy. Our educators keep this objective in mind and will closely protect the flow of the day, in order to allow their students to 'get lost' in their meaningful work.

### ***Fostering Expressive Positive Communicators***

At TRM, each child is viewed as a capable communicator who is able to express themselves in many ways. We value each child's individual voice, feelings, and opinions. Our students are encouraged to interact and communicate in a positive way while also learning the need to at times self-regulate. Upon entering the school each day, students are engaged in at least two one-on-one interactions between educator and student before they begin the day. At arrivals, an educator greets each child with a handshake

and warm welcome outside of the school or at their classroom door. Upon entering the classroom, another teacher offers a second sincere greeting and often a second handshake. These intimate connections ground a child's sense of belonging and also provide the child with an opportunity to share a feeling, a piece of news, or a concern with their teacher. To some, these interactions may seem inconsequential, but at TRM, we know how much a handshake, eye contact, and a heartfelt "How are you?" or "How is your morning going?" can mean the growth of self-worth and belonging for a child.

Children learn very early that words are their channel to clear communication. We encourage our students to embrace the power of words, and language is woven into the daily routine in each of our classrooms. Each child is exposed to literacy activities each day, such as phonetic recognition, word building, or reading to a peer or adult in the classroom. At TRM, we value children as individuals and as active competent contributors with their own interests and point of view. At the end of each class, teachers gather with their students as a group to read aloud, discuss the day's events/weather, or explore a monthly theme together. At these group gatherings, students are encouraged to initiate discussion, share their ideas and knowledge and question teachers freely.

At TRM, we also recognize the benefit of creative expression, so weekly, our students receive music and art class. Within the framework of these classes, children are free to explore their own ideas of beauty and expression. Students at TRM also learn to solve problems through active conflict-resolution activities in and out of the classroom. Each classroom has a peace corner, where children can find solace and quiet without leaving the classroom environment. Educators model expressive behaviour to children to encourage them to show feelings of unhappiness or concern through meaningful words. Children are then encouraged to use this same form of expression when engaged in a conflict with a peer. Educators often mediate these conversations between students or use resources such as a 'peace flower' to facilitate a meaningful resolution between peers. One child holds onto the silk flower while sharing his or her feelings. As long as a child holds that flower, the other child knows not to interrupt. The other child then gets the same opportunity. These types of activities teach active listening and peaceful resolution.

### ***Our Families***

At TRM, we understand that partnerships with families and communities are essential. We pride ourselves on building a strong connection with families, where their lifestyle

choices, traditions and experiences are reflected within our school. TRM is committed to fostering the engagement of ongoing communication with parents about the program and their children. Our approach to communicating to parents about their child's experience at TRM blends daily anecdotal verbal conversations, spontaneously written educator observations (both handwritten and via email) and scheduled progress reporting and documentation.

At TRM, every child is received and dismissed directly by an educator to their caregiver each day. This daily interaction provides the opportunity for parents and educators to have a quick discussion on a child's disposition that day or a special experience in the classroom. Educators and parents can then consider that information when considering the child's needs that day. Written observations of students are a keystone of Montessori philosophy, and educators at TRM provide written communication to parents in a variety of ways. Educators frequently send anecdotal emails and/or photographs to parents with notes on a child's progress, achievement, or a challenge their child is facing within the classroom. Parents are welcome to respond to these emails and further the conversation. Educators are also open to receiving email communication or telephone calls initiated by a parent. Once a year, educators "follow the child" for an entire day and provide a written recount of the child's day for parents to read and keep. These written observations include comments on the child's entry into the classroom, interaction with peers and classroom choices. On a broader scale, educators provide parents with multiple annual report cards and up to four scheduled parent-educator interviews, including an orientation meeting before the school year begins. For our youngest toddler-aged students, daily written communication gets passed back and forth between home and school each day by means of the Hi Mama application. This gives both educators and parents a chance to reflect on the child's part of the day that they do not see and also to document their own concerns and observations regarding the child. This form of daily communication is essential to ensure that the needs of children who cannot yet express themselves are fully met. Parents value receiving real-time feedback during the day, as well, regarding their child's activities, sleep and eating experiences.

As a school, we value parent involvement and provide many volunteering opportunities within the school such as field trips and many extra-curricular events to foster a strong relationship between child-school-parent. Parents are invited into the school to collaborate with their children in the classroom during Reading Buddy time, special art classes, and on Parent Education Nights, parents are allowed to 'act like a student' and try out the many materials that their children use every day. We also value their

feedback, and so each year, we ask for their reflections on the school year via parent surveys. We review these comments throughout the year and at our year-end staff meeting and integrate as many suggestions as possible into our school's policies and planning.

### ***Our Community***

TRM has been an important part of the local community providing early childhood education to the highest degree for over 20 years. Equally, individuals and organizations in our local community have been involved in supporting the children, families and staff at TRM. We collaborate with the Niagara Region and its Quality Childcare Niagara (QCCN) initiatives in regard to tracking the public health records, and development assessments for all students and professional development and support for our educators. TRM teachers are part of a larger community of educators of young children and are supported by the QCCN through a continuum of collaboration, training and use of developmental tools and in-class resources. QCCN allows us to honour our values of inclusivity by helping us support the needs of all children.<sup>1</sup>

We have forged a strong partnership with West Lincoln Resource Consultants to provide individualized support, either at home or school, for our students with special needs and from time to time we access services and support provided by the CCAC (Community Care Access Centre) to assist children in our school with unique needs – such as speech services or occupational therapy.

TRM supports local charities every year, primarily the Grimsby Benevolent Fund and McNally House, and embraces the local community by use of many of its services including the library, fire station, art gallery, museum, skating rink, and tennis courts. At TRM, we see the beautiful Town of Grimsby as an extension of our classroom and utilize it as much as we can.

### ***Our Educators***

At TRM, we value knowledgeable, responsive, and reflexive educators. Our educators evoke a sense of love, caring and understanding in each of their students. Educators act as guides within the classroom, gently modeling to children how to use a material, or offering a suggestion of an extension to move beyond a child's current understanding. The role of the educator is as a guide and partner in learning rather than to instruct.

TRM's faculty are highly qualified, committed and an energetic group. At TRM, employee health, wellness and happiness are paramount, as it directly correlates to the happiness and well-being of our students and families. Continued Professional Development is offered to staff each year to continue their intrinsic desire to learn and grow as educators. We also provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy.

<sup>1</sup> Quality Child Care Niagara Reflective Practice Institute, 2017.

### ***Our Commitment to Pedagogical Reflection and Growth***

All staff at TRM have a thorough understanding of our Program Statement and consider it a living document that can be used in many ways including during the admissions process to explain our philosophies and methodologies, in the classroom planning to ensure that all students' needs are being addressed and from a human resources perspective when we are considering the effectiveness and development of our staff. This Program Statement is a living document and will be referred to on an ongoing basis by all staff at TRM. Staff and administration collectively will take time each school year to reflect on the Program Statement's goals and strategies. During the year, we will ask parents to contribute their ideas and reflections directly to the Implementation Guide. This direct and candid parent feedback is invaluable to the evolution and efficacy of our Program Statement. The Implementation Guide is used as a source of observation, ideas, reflection and planning for all staff of TRM. The Program Statement is also reviewed with all parents (confirmed with written documentation) during the orientation meeting with our educators prior to a student starting classes at TRM. The Program Statement is made available to current and prospective parents as part of our Parent Handbook.

## **Main Goals of 2024/2025**

Every year TRM decides to pick a few goals to have a general focus on in order to help the student community as a whole. This year we have 3 goals and they include:

### **1. Building the TRM Community**

Now that the Junior and Main Campus are on the same side of Christie Street there will be a greater focus of building a sense of community this school year. You may see our toddler strollers in the playground at the Main Campus while they are out for a walk. Events like our Book Fair and Family BBQ will be shared between campuses as well as many assemblies that are teacher and student led. The older students will be travelling reading buddies throughout the year and be able to join our youngest students in the Toddler Program for work period visits. After School will be centralized at the Junior Campus and all Main Campus Students who are registered for the program will be walked to the new Junior Campus and finish their day there.

### **2. Environmental Issues and Solutions**

Every year all of our classrooms transform into a theme of some sort, this year each room is from the Insecta Family of animals. Each classroom will have materials that not only promote their insect of choice, but also environmental ones. How much waste does my classroom create a week? How can my classroom cut down on our carbon footprint? What is pollination and is my insect a pollinator? Teachers are committed to having materials and habits within your classrooms that continuously remind everyone what we can do as a school community to help keep the oceans blue, the planet green and the animals safe!

### **3. Practical Life**

The Practical Life curriculum is the cornerstone of the Montessori experience and is found in all 8 of our classrooms. Through work with these materials, children can foster and develop independence skills at their appropriate age level. Children love to help and feel purposeful and this is easily accomplished by taking care of their environment, whether it is their classroom or outdoors as well. Children of all ages learn grace and courtesy lessons every Fall that set the tone of what is acceptable while at TRM. Children learn very quickly that if they respect others, it will be returned. One of the most important tasks that a child will enjoy is if they can take care of themselves. They love showing others that they are self-sufficient and independent in day to day tasks. All of our classrooms will have individual materials and group lessons that foster Practical Life Skills that will evolve and change as the children progress throughout the year themselves.



## School Hours

### Arrivals:

All 8 classes are asked to arrive between 8:20am and 8:40am.

Coming late is not positive for the child's day and is distracting for the work period in all classrooms.

### Dismissals:

All Full Day students are asked to be picked up between 3:20pm and 3:40pm.

Half Day (morning) Casa students are asked to be picked up between 11:20am and 11:30am.

### Morning Arrivals:

A teacher will greet the students and help them with their arrival just outside/near their door or at the gate. Parents are asked not to open the doors or gates to the school and not enter the school or yard during arrivals or dismissals. **Please do not be late.** We want to lock our doors as soon as we can every day.

The TRM Staff would like to make a special mention to all parents and caregivers who are picking up or dropping off a child at school. If all arrivals and dismissals can be as meaningful and positive as possible it would be very beneficial to the child. Please refrain from being connected to a cell phone during arrivals and dismissals and say good-bye and/or greet your child in a joyful manner. Children love being picked up by someone and they look forward to the reunion, please take a minute to finish a call in your vehicle prior to collecting your child. It will mean the world to them and you will be helping the staff at TRM with ongoing grace and courtesy lessons.

## Our Programs

### Toddler Program - 18 months to 3 years

Toddler families will have the opportunity to use the application called 'Lillio' on their phones. This app allows you to receive updates on your child, such as how much and what they eat, when they use the washroom, and how long they have slept. It also allows teachers to send you pictures of your child. You will be able to message the teachers in the Toddler program through this app, for any questions regarding your child and their classroom. Please know that our top priority for your children is their safety.

Teachers will send pictures as often as possible, however, this will not be a daily occurrence, as we do not want the teacher's attention taken away from the children to use electronics. The majority of your child's report will be filled out during nap/rest time, as it will not take any time away from the children.

The Montessori Toddler classroom is suited for children ages 18 months to three years of age. Our teacher to student ratio in this class is 1:5, allowing teachers to connect closely with these youngest of students. This environment is carefully prepared to help the child achieve independence. Children who are now comfortably walking are free to move in a space that fits their growing physical needs. At this stage, we stress social interaction with other children, the development of language and practical life skills, music and movement activities. The curriculum also includes activities that allow young children to develop fine and gross motor coordination and visual discrimination through the senses. This curriculum prepares the toddler for advancement into the Casa classroom. A growing belief of "I can do it" grows within the child as they explore their learning environment and engage with a wide range of educational materials designed just for them.

Students are provided with a required catered lunch and snacks and a nap/rest period every day at 12:30 pm. The lunches rotate on a 4-week schedule, and the menu is updated multiple times a year. You can find a copy of the newest menu on our website. The catering program we use is called Wholesome Kids Catering and you can find out even more information about them on their website:

<https://wholesomekids.ca/about-us/purpose/>

### **Casa Program – 3 to 5 years (Junior and Main Campus)**

Our Casa classrooms, for three to five-year-olds, are carefully designed for children to "learn by doing." The Casa classroom is a welcoming, organized space designed to meet a child's individual needs. Our teacher to student ratio in the Casa programs are either 1:8 if there are 3 year olds in the room and 1:13 if there are only 4 and 5 year olds. Here, your child experiences a blend of freedom and discipline in a space specially designed for his or her optimal development. The most important function of the Casa program is to provide children with a foundation that includes a positive attitude towards school, inner security, and a sense of order. Casa students develop pride in the physical environment, habits of concentration, initiative and persistence, and a sense of responsibility to other members of the classroom. The Casa curriculum is divided into five areas of learning: Practical Life, Mathematics, Language, Sensorial and Culture.

All full day children in the Casa Program (Junior Campus only) are invited to receive catered lunches, if a family does not want to be part of this program, please notify us. The catered lunches rotate on a 4-week schedule, and the menu is updated multiple times a year. You can find a copy of the newest menu on our website. The catering program we use is called Wholesome Kids Catering and you can find out even more information about them on their website:

<https://wholesomekids.ca/about-us/purpose/>.

### **Casa Program – 4 to 5 years (Main Campus)**

Our Casa classrooms are carefully designed for children to “learn by doing.” The Casa classroom is a welcoming, organized space designed to meet a child's individual needs. Our teacher to student ratio is 1:13 in this program. Here, your child experiences a blend of freedom and discipline in a space especially designed for his or her optimal development. The most important function of the Casa program is to provide children with a foundation that includes a positive attitude towards school, inner security, and a sense of order. Casa students develop a pride in the physical environment, habits of concentration, initiative and persistence, and a sense of responsibility to other members of the classroom. The Casa curriculum is divided into five areas of learning: Practical Life, Mathematics, Language, Sensorial and Culture. Casa students may attend half or full day classes. Main Campus Casa students do not receive catered lunches.

### **Half-Day Morning Casa Program - 3 to 5 years (Main Campus)**

Half-day morning Casa students will spend five mornings a week in a multi-age Montessori classroom. Our teacher to student ratio is 1:8 in this program. This schedule offers children excellent exposure to the Montessori classroom environment while allowing them to spend the other part of the day at home. Half-day morning Casa students must be fully toilet trained, wear a uniform and bring a healthy morning snack from home.

### **Elementary Program – 6 to 9 years (Main Campus)**

The Elementary Program at TRM guides students from their Montessori foundation through an innovative educational experience that combines the full range of Lower Elementary Montessori materials with the best elements of the Ontario Primary Curriculum. Our classrooms encourage Elementary students to begin to think of the world outside our classroom windows and their special place in it. Our teacher to student ratio in this room is 1:16. Elementary students attend the Main Campus.

## Specialized Services

TRM believes in all children. Children who have a special need are always welcome to come and be introduced to our classrooms and the Montessori Method. If parents decide to enroll their child, they are treated with the same respect and given the chance to try out the Montessori way of learning. TRM staff is very open and has great communication with parents and will work as a team in helping every child succeed. Accommodations will be made in order to help any child. Parents will be notified if one on one support is needed and what steps need to be taken in order to achieve what is best for their child.

## General Information

### Label All Items

Please ensure that all items are labelled clearly. TRM is not responsible for the replacement of lost items. A highly recommended company to help parents with this is called Mabel's Labels. The labels can be ordered online and they are made with an adhesive that is laundry and dishwasher safe.

<https://mabelslabels.ca/fundraising/support>

### Extra Clothes

Please send in a labelled bag with a full set of extra clothes for your child. Please include socks and underwear and clearly label the items and the bag itself. It would be great if the bags were as small as possible (Ziploc). The extra clothes do not need to be uniform items.

### Lack of Personal Belongings brought into TRM

Please **do not** allow your child to have multiple special comfort items in or hanging from their backpack, children will often show them to friends and it can be a big distraction to our classroom environment. Please only send essential items to school with your child. If your child is at TRM for a nap, their blanket, pillow (with a pillowcase) and comfort toy will always stay on their cot.

### Birthday Celebrations

Families are welcome to attend birthday celebrations and bring outside food in for

birthday celebrations. Teachers will celebrate in the traditional symbolic manner of “walking around the sun” as they always have, with your child holding the globe on their trips around the sun.

In the past, families did want to bring in something to share with the class. The following are options that are welcome but not mandatory:

- A book that your child enjoys at home that you would like to donate to the TRM library in honour of their birthday. Books do need to be new and not used and we will add a label to the inside so it will be known who donated it for years to come.
- A special treat that is nut free. Please connect with your child’s teacher if you would like to bring in a treat as there could be other allergies and intolerances that you should be aware of in your class. The main goal is that things are kept simple and having a treat at the party is appropriately sized and mindful.

### **Nut-Free Facility**

Anaphylaxis is a serious allergic reaction that can be life-threatening. It requires avoidance strategies and immediate response in the event of an emergency. TRM has policies and procedures in place to meet the needs and save the lives of children with severe allergies and provide relevant and important information on anaphylaxis to parents, staff, students, volunteers, and visitors at Trail Ridge.

Please notify our administration team if your child has an anaphylactic allergy so that they can forward you the appropriate forms to fill in before school begins.

### **Junior Campus Administrator:**

Cassidy Talarico [cassidy.talarico@trailridge.ca](mailto:cassidy.talarico@trailridge.ca)

### **Main Campus Administrators:**

Morning: Megan Soloman [megan.soloman@trailridge.ca](mailto:megan.soloman@trailridge.ca)

Afternoon: Addison De Tullio [addison.detullio@trailridge.ca](mailto:addison.detullio@trailridge.ca)

### **Attendance and Contacting the School**

Please email your child’s teacher by 8:00am if your child will be absent. If your email is unavailable for any reason please call your child’s campus. According to the Fire Regulations, TRM needs to know if a student is in attendance or not, in case of a fire.

### School Payments

TRM will not be accepting e-transfers for tuition payments. Additional costs for field trips, hot lunch and special events can be provided via cash, cheque or e-transfer.

Please use: [payment@trailridge.ca](mailto:payment@trailridge.ca)

### Lunch Details

This section is for all students at the Main Campus or for those who opt out of catering at Junior:

The staff at TRM are committed to assisting and encouraging children to enjoy their lunch. The teachers will observe and guide the children to make correct choices. Please note the following:

- **No garbage!** Please send your child's lunch in small containers. We are trying to teach the students how to be environmentally conscious. Garbage collection in downtown Grimsby is now bi-weekly making this request extra important to administration. This includes drinks as well. Post-it notes will be placed in your child's lunch box to remind you if necessary.
- There is no use of the microwave. Please send any warm items in a thermos that your child can open.
- The fridge is not available. All lunches should be in a thermal lunch bag. Students are required to have an ice pack in their lunch bag.
- Please send all of the needed cutlery and napkins if you feel your child needs one.

### Uniform Policy

*All Casa and Elementary Students, not Toddler.*

Trail Ridge Casa and Elementary students will follow a uniform policy.

All students are asked to be sent to school in clean and well-kept uniform items daily. Please know that all students are asked to attend school with basic needs accomplished at home prior. These needs include; clean hands, nails, hair and face. All students should have had their hair brushed before coming to school (with it pulled back or up if longer than eyebrows on the face) and the general cleanliness of outerwear and shoes.

All Casa and Elementary students are expected to attend school in TRM uniform each day unless it is an announced dress-down day or Coyote Day. Additionally, students will

be required to wear a 'Trail Ridge Tartan' clothing item on Tuesdays and Thursdays, known as "Tartan Days" for the entire school year. Some students love the tartan and are permitted to wear it on any day except Coyote Days.

All students, including Toddlers, are expected to purchase a Coyote t-shirt. These t-shirts will be worn for physical education days. There will be one Coyote Day per week this year and it is typically every Wednesday.

Students must conform to the following while at TRM:

- All students are asked to have uniform items that are in good repair and not faded/ripped/stained/soiled.
- Indoor shoes must be kept at school and are either black or blue shoes with rubber soles.
- Students may wear sandals in the warmer months as their outdoor shoes. Students do need to wear socks with their sandals as they will have to change into their indoor shoes. Crocs are not permitted as an option for outdoor shoes for safety reasons.
- TRM is not responsible for any lost items. Please label everything.

### ***Where do I buy the uniform?***

It is mandatory to purchase uniforms from McCarthy. Families are encouraged to start shopping through this company as soon as possible in order to get what your child needs. This company has tartan and high quality clothing that is superior to any other brands. The options have increased since last year giving families more options for pants and shirts. The TRM link that makes shopping very easy is the following:

<https://www.mccarthyuniforms.ca/shop/school/490#allProducts>

Please Note:

Students in the **Toddler Program** do not wear a uniform. They are only asked to wear their TRM coyote shirt on their coyote days.

### **Newsletters**

All newsletters will be posted on the website and emailed to all families monthly. Please visit it at your own leisure. Reminders of important events will be emailed to families

weekly. Please remember to notify guardians who do the majority of arrivals and dismissals about the reminders and in turn, ask them to pass on to you, as parents, any information that they may receive at the door in person about your child or school events.

### **School Closures**

If TRM has to close due to bad weather and poor driving conditions you will be notified by email and on Instagram by 7:00 am. If the school is closed for any other reason, including health related issues, you will be notified by email.

### **Scholastic Book Orders**

If you are interested in placing book orders for your family, please follow the instructions in our newsletters and your books will be sent right to your door. The school receives credits towards new materials and books for our classrooms through your support!

## **Activities off Premises/Field Trips**

Throughout the school year the children will participate in a variety of off premises activities such as the local library, Zacada and end of the year field trips. Once an activity off the premises is planned parents will be given a permission slip outlining details, price and a space to provide consent for their child to attend the outing. All parents will be required to return permission slips whether or not their child will be attending.

Staff who have planned the trip are required to fill out the Field Trip Planning and Safety Checklist (seen below) at least 3 days prior to the trip date and hand it into the Head of Schools for approval.



# Field Trip Planning and Safety Checklist

Please provide a completed copy of this document to Ada De Long, 3 days prior to the trip date

Destination:

Payment Details:

Date:

Time Departing School:

Return Time:

Designated Supervisor:

Mode of Transportation:

Bus Company:

Charter number:

Contact phone number:

Payment details:

Brief description of field trip events, including timeline:

Number of students attending:

Number of Staff attending:

Staff Names

Number of Parent chaperones attending:

Names:

Head of School Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Pre-Trip Checklist	
<input type="checkbox"/>	Permission forms sent out and all returned
<input type="checkbox"/>	Arrangements made for students not attending trip
<input type="checkbox"/>	Confirm with venue and bus day before event
<input type="checkbox"/>	Emergency contacts packed
<input type="checkbox"/>	Epi-pens, medication, first aid kit packed
<input type="checkbox"/>	Hard-copy timeline provided for parent chaperones
<input type="checkbox"/>	Parent chaperones debriefed as a group on logistics and timeline of event, cell phones away and no photographs of other children.
<input type="checkbox"/>	Staff provided with small attendance lists
<input type="checkbox"/>	List of all chaperones and groups
<input type="checkbox"/>	Students debriefed by the supervisor about venue, behaviour, safety and meeting place.

Trip Checklist	
<input type="checkbox"/>	Student headcount:
<input type="checkbox"/>	Meeting Place and Time:
	Notes:

## Admissions/Discharge Policy

When a position becomes available in one of our programs we reach out to the next family in line on the waitlist who is eligible for the position. We invite them to come in for a tour and bring the child who would potentially be taking the position. The tour is given by the school's administrator or by the Head of Schools. Once the tour is complete the family has 48 hours to accept or decline the position and return the child's application form along with their deposit and post-dated cheques. Once their form, deposit and post-dated cheques have been returned and approved by the school's administrator, their enrollment is considered complete and they are admitted into our school.

When a child needs to be dismissed due to misconduct (please see the TRM Student Conduct policy below) or extenuating circumstances (moving, new baby, etc), the school administrator will return all remaining uncashed post-dated cheques. Any payments that have already been made will not be returned. The administration/Head of Schools will set up an 'exit meeting' with the family via phone or in person. Once the child has officially been discharged the administrator will indicate on their application form with a date and signature.

## Health, Safety and Behaviour Policies

### Sun Safety

All students are asked to bring in a labelled hat in the warmer months. It is up to parents to apply sunscreen before school on their children. If you are sending sunscreen to school with your child please put a clear label on the bottle and recognize that other than the students in the Toddler program, students will be applying it themselves. Please do not send sunscreen that contains **shea butter or nut extracts or oils**, as we have students and teachers who are allergic. If you feel your child is of an age where they cannot apply it properly, please send a spray bottle or face stick to facilitate them doing it themselves.

### Personal Safety

All guardians are asked to follow the arrival and dismissal procedures and stay outside when they drop off and pick up their child. This rule is also applied when arrivals and dismissals happen from the playground. It is a much safer environment for the children if all parents follow these rules.

### **Hand Washing Routines**

Each person entering TRM is expected to wash their hands upon entering the school. TRM provides liquid soap or whatever is recommended by Public Health at that time of year. Hand washing practices are the most effective strategy for controlling infections and germs.

### **Flu-Like Symptoms**

We have had a great history at TRM at monitoring and keeping up with sanitizing the facility. Students are not permitted to attend school if they:

- Have a fever of 38 degrees or higher in the last 24 hours.
- Experienced diarrhea in the last 48 hours.
- Experienced body and muscle aches in the last 24 hours.
- Seem overtired or drowsy.
- Show signs of respiratory infection in the last 24 hours.

TRM Staff is committed to observing the children daily for:

- Runny nose, cough, wheezing or difficulty breathing.
- Vomiting
- Diarrhea
- Dehydration
- Rash
- Fever
- Any change in skin colour.
- Any unusual behaviour. For example: unusually emotional, extreme fatigue.

### **Expectations of Behaviour**

All TRM Students are expected to treat their classrooms, peers and teachers with respect and follow general guidelines for appropriate behaviour. Students are expected to be courteous, non-violent and gracious towards others while at school. Every September each class has “Grace and Courtesy” lessons given by the teachers and is reinforced throughout the rest of the year. The Staff at TRM are well aware of the ages and expectations of students regarding behaviour and will take into account all age groups.

## **Prohibited Practices**

**At Trail Ridge Montessori School, any staff or volunteer is explicitly prohibited from the following practices:**

- corporal punishment of the child;
- physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other devices for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;
- inflicting any bodily harm on children including making children eat or drink against their will.

## **TRM Student Code of Conduct Policy**

The Staff of Trail Ridge Montessori School are committed to providing a learning environment where mutual respect and commitment to purpose exists. Students who act inappropriately or impede the rights of others shall accept the consequences of their behaviour. Even before "Step 1" would ever occur, please know that staff will have observed multiple moments where your child is involved and will have had multiple conversations with them already about their behaviour. It is when direct conversations with students are not working anymore when the following order of procedures is implemented.

**Step 1: Phone Call or In-Person at Dismissals**

The student's teacher will call home and speak to a guardian and describe what

happened at school. The parents are asked to hand in a brief written summary of what was discussed at home and suggest how the staff of TRM and guardians can work together to help the student bring desired behaviours to school. The student will be in the office while the phone call is occurring, and the call will be on speaker. If the conversation is in person at dismissals, it will be held in a manner that respects the privacy that the child deserves.

#### Step 2: Second Phone Call

The Supervisor will call home and speak to a guardian and describe what happened at school. The Supervisor will give notice that if the behaviour continues at school that a guardian will need to be prepared to pick up their child from school early. The parents are asked to hand in a brief written summary of what was discussed at home and how the staff of TRM and guardians can work together to help the student bring desired behaviours to school. The student will be in the office while the phone call is occurring, and the call will be on speaker.

#### Step 3: Early Pick-Ups (this could happen multiple times before Step 4)

Parents will be called by the student's teacher and asked to come to pick up their child immediately. The child is permitted to come to school the next day and there will be a meeting at the end of this day with all parties (child, guardians, teacher and Head of School). This meeting will clearly outline what is happening at school and how everyone can work together to bring the desired behaviours to school.

#### Step 4: Dismissal

Parents will be called by the Head of School and asked to meet with all parties to finalize the paperwork, as the student will be asked to withdraw from TRM. Guardians will be given all unpaid post-dated tuition fees back for the remainder of the year. Please note that any tuition fees that were deposited already will not be returned even when families are paying 2 months in advance.

### **Emergency Management**

TRM administration and staff are trained in the school's Emergency Management Policies and Procedures. These policies and procedures are in place to ensure that in the event of an unforeseen emergency, students' safety is maintained. Students are trained monthly with fire evacuation drills.

In the event of an emergency, where staff and students have evacuated the school,

parents will be notified directly by email, or phone with a clear description of the event and specific next steps for families to follow.

### **Parent Issues and Concerns Policy**

As outlined in our Program Statement, at Trail Ridge, we understand that partnerships with families are essential. At TRM, we pride ourselves on building strong connection with families, where their lifestyle choices, traditions and experiences are reflected within our school. TRM is committed to fostering the engagement of ongoing communication with parents about the program and their children. Our approach to communicating to parents about their child's experience at TRM blends daily anecdotal verbal conversations, spontaneous written educator observations (both handwritten and via email), annual parent surveys, open house feedback forms and scheduled progress reporting and documentation.

When a parent or guardian of a child has an issue or concern about their child's academic, social or emotional well-being, or an administrative manner at the school, we ask parents to use these steps:

1. Speak directly to your child's Head Teacher. Open and frequent communication is part of our school structure, and teachers are reachable daily by email, or voicemail. Teachers will respond to you within 24 hours, often by the end of the school day if it is an urgent or timely matter.
2. Contact the School Administrator or Licensee. If a parent requires more information or clarity regarding a concern or issue with their child, or if the matter is more administrative in nature, we encourage parents to either call the school office or contact the School Administrator or Licensee directly. Emails and voicemails will always be returned within 24 hours, at the latest.

### **Confidentiality**

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

### **Conduct**

Trail Ridge Montessori maintains high standards for positive interaction, communication and

role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

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

#### Concerns about the Suspected Abuse or Neglect of a Child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*. For more information, visit

[www.children.gov.on.ca/htdocs/English/childrensaids/reportingabuse/index.aspx](http://www.children.gov.on.ca/htdocs/English/childrensaids/reportingabuse/index.aspx).

#### Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:
Classroom Related  E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to -the Head Teacher directly  or -the School Administrator or Licensee.
General, School, Operations Related  E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to  - School Administrator or Licensee.
Staff or Licensee-Related	Raise the issue or concern to -the individual directly  or -School Administrator or Licensee.  All issues or concerns about the conduct of



	staff that puts a child's health, safety and well-being at risk should be reported to the Licensee as soon as parents/guardians become aware of the situation.
Student Teacher, Volunteer-Related	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>-the staff responsible for supervising the volunteer or student</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>-School Administrator or Licensee.</li> </ul> <p>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 Licensee as soon as parents/guardians become aware of the situation.</p>

Steps for Staff and/or Licensee in responding to issue/concern:	
<p>-Address the issue/concern at the time it is raised or within 24 hours, for issues requiring time to discuss with staff or contemplate appropriate response</p> <p>or</p> <p>-arrange for a meeting with the parent/guardian within 2 business days.</p> <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> <li>-the date and time the issue/concern was received;</li> <li>-the name of the person who received the issue/concern;</li> <li>-the name of the person reporting the issue/concern;</li> <li>-the details of the issue/concern; and</li> <li>-any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul> <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>	

Retain notes and documentation about the issue in the student's file and Ministry of Education file.

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern at any time directly to the Head of School.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch verbally or in writing: 1-877-510-5333 or [childcare\\_ontario@ontario.ca](mailto:childcare_ontario@ontario.ca)

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

## **Serious Occurrence Reporting Procedure**

The school is required to identify serious occurrences, follow through with immediate response procedure, report the serious occurrence with the expected steps and submit an annual summary and analysis report.

### **Identification of Serious Occurrences**

Trail Ridge defines a serious occurrence as:

- Death of a student while at child care/school
- Abuse, neglect or an allegation of abuse or neglect of a child while at child care/school
- A life threatening injury to or a life threatening illness of a child who attends child care/school
- An incident where a child goes missing or is temporarily unsupervised
- An unplanned disruption of the normal operations of the child care centre/school that poses a risk to the health, safety, or well-being of children receiving care (ie. fire, flood, gas leak, detection of carbon monoxide, outbreak, lockdown, Other Emergency Relocation or Temporary Closure).

### **Immediate Response Procedures**

TRM's follow-up response to a serious occurrence that has occurred or is suspected will include:

- Parents or guardians will be notified immediately
- Student will be provided with immediate medical treatment when warranted

- Appropriate steps taken to address any continuing risks to the student's health and safety
- Ensure local coroner is notified immediately in the cases involving death
- Staff or any other person witnessing or having knowledge of the occurrence shall report the matter to the person designated by the service provider to conduct preliminary inquiries
- The designated person shall conduct a preliminary inquiry immediately. The purpose of the preliminary inquiry is to gather information regarding actual or alleged occurrences.
- All persons having knowledge of the occurrence should be asked to remain on the premises until the designated person has interviewed them, or indicate that there is no need for their involvement anymore
- The information gathered by the designated person will form the basis of the later **Serious Occurrence Inquiry Report** and include all details:
  1. Describing occurrence
  2. Student's allegation (if applicable)
  3. Date, time, place where it occurred
  4. Time occurrence reported
  5. Reason for the occurrence (if known)
  6. People involved
  7. Action taken
  8. Current Status
  9. Parties notified: either coroner in the case of death, police/CAS if applicable, parents/other as appropriate
  10. Further action recommended: specific to the immediate situation, and/or related to potential underlying factors
- If on the basis of inquiry, there is reason to suspect that a student has been abused (and/or in need of protection, in case of a child), the designated person shall ensure immediate contact with: Children's Aid Society, and police as appropriate
- Supervisor or designated person will follow the CCLS procedure notifying the Program Advisor

Child care centres must ensure that their record keeping is up to date and that all records related to children, including those related to serious occurrence such as notification forms and an annual analysis report are kept in a secure location for a minimum of three years from the dates the records were made.

### **Reporting the Serious Occurrence**

TRM will ensure if a serious occurrence happens the school will:

- Report the Serious Occurrence in CCLS within 24 hours.

- Inform the parents/guardian/advocate and, where applicable, the person or agency who placed the student within 24 hours unless immediate notification is contraindicated (e.g. the person to be notified is alleged to have abused the student)
- Generate a Serious Occurrence Notification Form in CCLS.
- Submit any related follow-up outcome report(s) to the Regional/Corporate Office, in accordance with approved timelines, follow up is within 7 days.
- A serious Occurrence Notification Form, which will serve notice to the public/parents, will be posted in a conspicuous place within 24 hours (ensure no identifying information appears on form). Should updates to the form be made, a New Notification Form will be posted in the same location. Posting of the form will be for a minimum of 10 business days for the first notification and any follow up will be posted for an additional 10 days, should any inquiries by the public/parents take place, staff are not to enter into discussion regarding the matter and are to refer to individual(s) to the Supervisor.

### **Child Abuse Reporting Requirements**

When anyone at TRM has reason to suspect on the basis of inquiry, that a student has been abused (and/or in need of protection) anyone who suspects abuse is to call the CAS, and police as appropriate. Anyone who suspects abuse and has reasonable grounds to suspect that a child is/or may be in need of protection, he/she is to call CAS. A copy of the Duty To Report can be accessed on the ministry website OR CAS.

## **Anaphylactic Policy and Procedures**

### **Purpose**

Anaphylaxis is a serious allergic reaction that can be life-threatening. It requires avoidance strategies and immediate response in the event of an emergency. These policies and procedures are intended to help meet the needs and save the lives of children with severe allergies and provide relevant and important information on anaphylaxis to parents, staff, students, volunteers and visitors at the school.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for an anaphylactic policy for both TRM Campuses. The requirements set out in this policy align with [Sabrina's Law, 2005](#).

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

## **Policy**

### **Individualized Plans and Emergency Procedures for Children with Life-Threatening/Anaphylactic Allergies**

- Before attending TRM, the supervisor/designate will meet with the parent of a child to obtain information about any medical conditions, including whether the child is at risk of having or has anaphylaxis.
- Before a child attends TRM or upon discovering that a child has an anaphylactic allergy, an individualized plan and emergency procedures will be developed for each child with anaphylaxis in consultation and collaboration with the child's parent, and any regulated health professional who is involved in the child's care that the parent believes should be included in the consultation.
- All individualized plans and emergency procedures will include a description of symptoms of an anaphylactic reaction that are specific to the child and the procedures to be followed in the event of an allergic reaction or other medical emergency based on the severity of the child's symptoms.
- The individualized plan and emergency procedures for each child will include information for those who are in direct contact with the child on a regular basis about the type of allergy, monitoring and avoidance strategies and appropriate treatment.
- All individualized plans and emergency procedures will be made readily accessible at all times to all staff, students and volunteers at TRM and will be kept in each classroom binder, in the stroller binder, on each classroom's wall, in each bathroom, in each kitchen area, in the office, in the students file and in the Ministry of Education binder located in the office desk.
- All individualized plans and emergency procedures will be reviewed with a parent of the child every 6 months to ensure the information is current and up to date.
- Every child's epinephrine auto-injector must be carried everywhere the child goes.

### **Strategies to Reduce the Risk of Exposure to Anaphylactic Allergens**

The following strategies to reduce the risk of exposure to anaphylactic causative agents must be followed at all times by employees, students and volunteers at TRM.

- Do not serve foods where its ingredients are not known.
- Do not serve items with 'may contain' warnings on the label in a room where there is a child who has an individualized plan and emergency procedures specifying those allergens.

- Ask the caterer or cook to provide the known ingredients for all food provided. The ingredients will be reviewed before food is served to children to verify that causative agents are not served to children with anaphylactic allergies.
- In cases where a child has food allergies and the meals and snacks provided by TRM cannot meet the child's needs, ask the child's parent to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented.
- Where food is provided from home for children, ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.
- Encourage parents who serve foods containing allergens at home to ensure their child has been rid of the allergens prior to attending TRM (e.g. by thoroughly washing hands, brushing teeth, etc.)
- Do not use craft/sensory materials and toys that have known allergens on the labels.
- Share information about anaphylaxis, strategies to reduce the risk of exposure to known allergens and treatment with all families enrolled in TRM.
- Make sure each child's individual plan and emergency procedure are kept-up-to-date and that all staff, students, and volunteers are trained on the plans.
- Refer to the allergy list and ensure that it is up to date and implemented.
- Update staff, students, and volunteers when changes to a child's allergies, signs and symptoms, and treatment occur and review all updates to individualized plans and emergency procedures.
- Update families when changes to allergies occur while maintaining the confidentiality of children.
- Update or revise and implement the strategies in this policy depending on the allergies of children enrolled at TRM.

### **Rules for Parents Who Send Food with their Child**

- Ensure that parents label food brought to TRM with the child's full name and if applicable, the date the food arrived at TRM.
- Parents must advise TRM of all ingredients in food supplied by the parent or any ingredients to which children may be allergic.

### **Communication Plan**

The following is our communication plan for sharing information on life-threatening and anaphylactic allergies with staff, students, volunteers, parents and families.

- Parents will be encouraged not to bring foods that contain ingredients to which children may be allergic.
- Parents and families will be informed about anaphylactic allergies and all known allergens at TRM verbally during their orientation meeting.
- A list of all children's allergies including food and other causative agents will be posted in all cooking and serving areas, in each play activity room, and made available in any other area where children may be present.
- Each child with an anaphylactic allergy will have an individualized plan and emergency procedures that detail signs and symptoms specific to the child describing how to identify that they are having an allergic reaction and what to do if they experience a reaction.
- Each child's individualized plan and emergency procedures will be made available and accessible wherever the child may be present while receiving child care.
- The caterer, cook, individuals who collect groceries on behalf of TRM and/or other food handling staff, where applicable, will be informed of all the allergies at TRM, including those of children, staff, students and volunteers. An updated list of allergies will be provided to the caterer or cook as soon as new allergies are identified. The supervisor or designate will communicate with the caterer/cook about which foods are not to be used in food prepared for TRM and will work together on food substitutions to be provided.
- TRM will communicate with the Ministry of Education by reporting serious occurrences where an anaphylactic reaction occurs in accordance with the established serious occurrence policy and procedures.
- This communication plan will be continually reviewed to ensure it is meeting the needs of TRM and that it is effectively achieving its intended result.

### **Drug and Medication Requirements**

- Where drugs or medications will need to be administered to a child in response to an anaphylactic reaction, the drug and medication administration policy will be followed including the completion of a parental authorization form to administer drugs or medications.
- Emergency allergy medication (e.g. oral allergy medications, puffers and epinephrine auto-injectors) will be allowed to remain unlocked or carried by children with parental authorization so that they can be administered quickly when needed.

## Training

The supervisor will ensure that all staff, students and volunteers receive training from a parent of a child with anaphylaxis on the procedures to follow in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer emergency allergy medication.

- Where only the supervisor/headteacher has been trained by a parent, the supervisor/head teacher will ensure training is provided to all other staff, students and volunteers at TRM.
- Training will be repeated annually, and any time there are changes to any child's individualized plan and emergency procedures.
- A written record of training for staff, students and volunteers on procedures to be followed for each child who has an anaphylactic allergy will be kept, including the names of individuals who have not yet been trained. This will ensure that training is tracked and follow-up is completed where an individual has missed or not received training.

## Confidentiality

- Information about a child's allergies and medical needs will be treated confidentially and every effort will be made to protect the privacy of the child, except when information must be disclosed for the purpose of implementing the procedures in this policy and for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

**Procedures to be followed in the circumstances described below:**

Circumstance	Roles and Responsibilities
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<p>A) A child exhibits an anaphylactic reaction to an allergen</p>	<ol style="list-style-type: none"> <li>1. The person who becomes aware of the child's anaphylactic reaction must immediately:               <ol style="list-style-type: none"> <li>i. implement the child's individualized plan and emergency procedures;</li> <li>ii. contact emergency services and a parent/guardian of the child, or have another person do so where possible; and</li> <li>iii. ensure that where an epinephrine auto-injector has been used, it is properly discarded (i.e. given to emergency services, or in accordance with the drug and medication administration policy).</li> </ol> </li> <li>2. Once the child's condition has stabilized or the child has been taken to hospital, staff must:               <ol style="list-style-type: none"> <li>i. follow the child care centre's serious occurrence policies and procedures;</li> <li>ii. document the incident in the daily written record; and</li> <li>iii. document the child's symptoms of ill health in the child's records.</li> </ol> </li> </ol>
<p>B) A child is authorized to carry his/her own emergency allergy medication.</p>	<ol style="list-style-type: none"> <li>1. Staff must:               <ol style="list-style-type: none"> <li>i. ensure that written parental authorization is obtained to allow the child to carry their own emergency allergy medication;</li> <li>ii. ensure that the medication remains on the child (e.g., fanny pack, holster) and is not kept or left unattended (e.g. in the child's cubby or backpack);</li> <li>iii. ensure that appropriate supervision is maintained of the child while carrying the medication and of children in their close proximity so that other children do not have access to the medication; and</li> <li>iv. Where there are safety concerns relating to the child carrying his/her own medication (e.g. exposure to other children), notify the centre supervisor/designate and the child's parent of these concerns, and discuss and implement mitigating strategies. Document the concerns and resulting actions in the daily written record.</li> </ol> </li> </ol>

## TRM Bagged Snack/Lunch Policy

### General Guidelines

All students who are bringing their own lunch follow the bagged snack/lunch policy.

### Bagged Snacks and Lunch

Students who are not part of the catering program are asked to bring all of their snacks and lunches in a lunch bag that has an ice-pack inside.

Back Up Plan: If a child forgets their snacks and lunch, a teacher will ask a parent to drop it off before 10:00am.

### Sample Menu for Snacks and Lunch

<b>Option 1</b> Apple and Cheese String Thermos with pasta and meatballs, with grated cheese Yogurt Sliced cucumbers with dip Granola Bar	<b>Option 2</b> Sliced cucumbers and fishy crackers Ham and cheese sandwich on whole wheat bread Apple Sliced red peppers with hummus Cookies
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### Allergy Awareness Procedures (include prohibited foods)

All students are asked within the application process and at their annual orientation meeting whether or not they have allergies/sensitivities/intolerances. If a student has any of the above all information is gathered and is posted in all classrooms of the school. Information that is posted includes: Name of Child, Allergy/Condition, Intolerance/Preference and Instructions.

If a child is anaphylactic to anything it is noted as well on the same information sheet and an Anaphylactic Action Plan is created for the student. The location of the Epi-Pen is described on the posted information sheet. Parents are required to give all necessary documents and drugs before the first day of school and all documents are signed off on by the parents.

All families registered at TRM are verbally informed every year at their orientation

meeting that there are children and staff who have anaphylactic allergies. All families are also notified in the newsletters and in the Parent Handbook. Volunteers at TRM are trained on the action plans of all children/staff who have anaphylactic allergies at the start of each school year.

## **Trail Ridge Student Medical Needs Policy and Procedures**

### **Purpose**

Every licensee shall develop an individualized plan for each child with medical needs who receives child care at a child care centre it operates. The individualized plan shall be developed in consultation with a parent of the child and with any regulated health professional who is involved in the child's health care and who, in the parent's opinion, should be included in the consultation. O. Reg. 126/16, s. 27.

These policies and procedures are intended to help meet the needs of children with underlying medical needs and provide relevant and important information on these needs to parents, staff, students, volunteers and visitors at Trail Ridge.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for a medical needs policy for child care centres.

### **Policy**

#### **Individualized Medical Needs Action Plans and Emergency Procedures for Children with Underlying Medical Conditions**

- Before attending Trail Ridge, the Head Teacher will meet with the parent of a child to obtain information about any medical conditions
- Before a child attends Trail Ridge or upon discovering that a child has a medical need, a Medical Needs Action Plan will be developed in consultation and collaboration with the child's parent, and any regulated health professional who is involved in the child's care that the parent believes should be included in the consultation.
- All Medical Needs Action Plans will include details of the condition including symptoms that are specific to the child as well as:
  - a) steps to be followed to reduce the risk of the child being exposed to any causative agents or situations that may exacerbate a medical condition or cause a medical emergency,
  - b) a description of any medical devices used by the child and any instructions related to its use,
  - c) a description of the procedures to be followed in the event of a medical emergency,

d) a description of the supports that will be made available to the child in the child care centre and

e) any additional procedures to be followed when a child with a medical condition is part of an evacuation or participating in an off-site field trip. O. Reg. 126/16, s. 27; O. Reg. 174/21, s. 1.

- The Medical Needs Action Plan for each child will include information for those who are in direct contact with the child on a regular basis about the type of condition and prevention and monitoring strategies and any emergency care or treatment.
- All Medical Needs Action Plans will be posted in the child's classrooms, food preparation areas and also to be kept in the teacher's and office's emergency contact binders.
- The Medical Needs Action Plan will be reviewed with a parent of the child at the August orientation meeting and the March Parent-Teacher interview to ensure the information is current and up to date.

### **Communication Plan**

The following is our communication plan for sharing information on Medical Needs of students with staff, students, volunteers, parents and families.

- Head Teachers will be informed about Medical Needs of students as necessary through direct communication from parents and families at orientation meetings.
- A list of all medical needs will be posted in all cooking and serving areas, classrooms, offices, and made available in any other area where children may be present.
- Each child with a medical need will have a Medical Needs Action Plan that details their condition and symptoms and how to prevent and support this child as well as what to do in the case of an emergency.
- Trail Ridge will communicate with the Ministry of Education by reporting serious occurrences where an emergency related to the Medical Need occurs in accordance with the established serious occurrence policy and procedures.
- This communication plan will be continually reviewed to ensure it is meeting the needs of Trail Ridge and that it is effectively achieving its intended result.

### **Drug and Medication Requirements**

Emergency medication (e.g. oral allergy medications, puffers) will be allowed to remain unlocked, in classroom medical Go Bags, with parental authorization so that they can be administered quickly when needed, for Toddler and Casa students.

## Training

- Trail Ridge Administration will ensure that the Head Teacher of a child with a Medical Need receives training from his/her parents on the procedures to follow in the event of a child having an emergency situation related to their medical need, including how to recognize the signs and symptoms of an emergency.
- Where only the Head Teacher has been trained by a parent, she will train all other staff, students and volunteers at Trail Ridge. Administration will ensure this occurs.
- Training will be repeated annually, and any time there are changes to any child's Medical Action Plan.
- A written record of training for staff, students and volunteers on procedures to be followed for each child who has a medical need will be kept, including the names of individuals who have not yet been trained. This will ensure that training is tracked and follow-up is completed where an individual has missed or not received training.

## Confidentiality

Information about a child's medical needs will be treated confidentially and every effort will be made to protect the privacy of the child, except when information must be disclosed for the purpose of implementing the procedures in this policy and for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

### *Procedures to be followed in the circumstances described below:*

Circumstance	Roles and Responsibilities
A) A child exhibits signs or symptoms of their medical need.	<ol style="list-style-type: none"> <li>1. The person who becomes aware of the child's symptoms must immediately:               <ol style="list-style-type: none"> <li>i. implement the child's Medical Needs Action Plan;</li> <li>ii. If necessary, contact emergency services and a parent/guardian of the child, or have another person do so where possible; and</li> </ol> </li> <li>2. Once the child's condition has stabilized and/or the child has been taken to hospital, staff must:               <ol style="list-style-type: none"> <li>i. follow Trail Ridge's serious occurrence policies and procedures;</li> <li>ii. document the incident in the daily written record; and</li> <li>iii. document the child's symptoms of ill health in the child's records.</li> </ol> </li> </ol>

## **Waiting List Policy and Procedures**

### **Purpose**

This policy and the procedures within provide for waiting lists to be administered in a transparent manner. It supports the availability of information about the waiting list for prospective parents in a way that maintains the privacy and confidentiality of children.

The procedures provide steps that will be followed to place children on the waiting list, offer admission, and provide parents with information about their child's position on the waiting list.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for a child care centre that maintains a waiting list to have related policies and procedures.

### **Policy**

- Trail Ridge Montessori will strive to accommodate all requests for the registration of a child at TRM.
- Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed.
- No fee will be charged to parents for placing a child on the waiting list.

#### **Additional Policy Statements**

- It is the responsibility of the site's supervisor to manage the waitlist.

### **Procedures**

#### **Receiving a Request to Place a Child on the Waiting List**

1. The supervisor will receive parental requests to place children on a waiting list via email, telephone or directly through our website.

#### **Placing a child on the Waiting List**

1. The supervisor will place a child on the waiting list in chronological order, based on the date and time that the request was received.
2. Once a child has been placed on the waiting list, the supervisor will inform parents of their child's position on the list on request.

#### **Determining Placement Priority when a Space Becomes Available**

1. When space becomes available in the program, priority is first given to children of staff, then children who are currently enrolled and need to move to the next age grouping and then to siblings of children currently enrolled.
2. Once these children have been placed, other children on the waiting list will be prioritized based on program room availability and the chronology in which the child was placed on the waiting list.

## **Offering an Available Space**

1. Parents of children on the waiting list will be notified via email that a space has become available in their requested program.
2. Parents will be provided a timeframe of one week in which a response is required before the next child on the waiting list will be offered the space.
3. Where a parent has not responded within the given timeframe, the supervisor will contact the parent of the next child on the waiting list to offer them the space.

### **Responding to Parents who inquire about their Child's Placement on the Waiting List**

1. The supervisor will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list.
2. The supervisor will respond to parent inquiries and provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program.

## **Maintaining Privacy and Confidentiality**

1. The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents.
2. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

## **Safe Arrival and Dismissal Policy and Procedures**

### **Purpose**

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

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 receiving care, including what steps are to be taken when a child does not arrive at TRM 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 care.

## Policy

- Trail Ridge Montessori will ensure that any child receiving child care at TRM is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization to TRM of who can release the child to.
- Trail Ridge Montessori will only dismiss children into the care of their parent/guardian or another authorized individual. TRM will not release any children from care without supervision.
- Where a child does not arrive in care 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 care

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.
- Ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). 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 on their application form (listed under 'emergency contacts') 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 in care as expected

1. Where a child does not arrive at the child care centre 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 Head Teacher of the child's classroom and they must commence contacting the child's parent/guardian no later than 10:00am. The Head Teacher shall send an email to the child's parent/guardian by 10:00am asking about the child's attendance. The Toddler Head Teacher will reach out via the communication app 'Lillio'. If they do not hear from the parent/guardian by 12:00pm the Head Teacher shall call the parent/guardian via telephone and leave a message if no response.
  - If there is no response from the parent/guardian by 1:00pm the Head Teacher shall inform the Supervisor who will then call then make efforts to contact the parents/guardian via email and telephone.



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 child care 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/authorized individual.
- Where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

### **Where a child has not been picked up as expected (before school closes)**

1. Where a parent/guardian has previously communicated with the staff a specific time or time frame that their child is to be picked up from care and the child has not been picked up 15 minutes following the arranged time, the Head Teacher shall contact the parent/guardian via telephone and advise that the child is still in care and has not been picked up and leave a message if no response.

- Where the staff is unable to reach the parent/guardian, staff must wait an additional 15 minutes and then call a second time. 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 call the emergency contact listed on the child's application form and inform them of the situation.

### **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 5:00pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first

and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.

3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact authorized individuals listed on the child's application form under 'emergency contacts'.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 5:30pm, the staff shall proceed with contacting the local Children's Aid Society (CAS) (Phone number: (905) 937-773).
5. Staff shall follow the CAS's direction with respect to next steps.

### **Dismissing a child from care without supervision procedures**

1. Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

## **Supervision of Students and Volunteers Policy**

### **Purpose**

Trail Ridge Montessori welcomes both placement students and volunteers into the various programs offered in our child care program. We believe it is a valuable part in gaining experience in a child care environment. Volunteers and students also play an important role in supporting staff in the daily operation of child care programs.

This policy will provide supervising staff, students and volunteers with a clear understanding of their roles and responsibilities.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding volunteers and students for child care centres.

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

### **Policy**

- Students and volunteers will always be supervised by an employee and never permitted to be alone with any child or group of children who receive child care.
- Students and volunteers will not be counted in staff to child ratios.

Student and Volunteer Supervision Procedures: Roles and Responsibilities

The licensee/designate must:

- Ensure that all applicable policies, procedures and individual plans are reviewed with students and/or volunteers before they start their educational placement or begin volunteering, annually thereafter and when changes occur to the policies, procedures and individualized plans to support appropriate implementation.
- Ensure that all students and/or volunteers have been trained on each child's individualized plan.
- Ensure that all students and/or volunteers have a health assessment and immunization as directed by the local medical officer of health.
- Ensure that a vulnerable sector check (VSC) and annual offence declarations are on file for all students and/or volunteers in accordance with the child care centre's criminal reference check policy and procedures and Ontario Regulation 137/15.
- Ensure that expectations are reviewed with students and/or volunteers including, but not limited to
  - how to report their absence;
  - how to report concerns about the program;
- Inform students and/or volunteers that they are never to be included in staff to child ratios or left alone with children.
- Appoint supervising staff to the students and/or volunteers, and inform them of their supervisory responsibilities.
- Inform students and/or volunteers of their duty to report suspected child abuse or neglect under the Child and Family Services Act.

The supervising staff must:

- Ensure that students/volunteers are never included in staff to child ratios.
- Ensure that students/volunteers are supervised at all times and never left alone with children.
- Introduce students and/or volunteers to parents/guardians.
- Provide an environment that facilitates and supports students' and/or volunteers' learning and professional development.
- Provide students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy.
- Provide students and/or volunteers with feedback on their performance.
- Work collaboratively with the student's practicum supervising teacher.

- Monitor and notify the centre supervisor/director of any student and or volunteer misconduct or contraventions with the centre’s policies, procedures, prohibited practices or individual plans (where applicable) in accordance with the child care centre’s written process for monitoring compliance and contraventions.

Students and/or volunteers must:

- Maintain professionalism and confidentiality at all times, unless otherwise required to implement a policy, procedure or individualized plan.
- Notify the supervisor or designate if they have been left alone with children or have any other concerns about the child care program (e.g. regarding staff conduct, program statement implementation, the safety and well-being of children, etc.).
- Submit all required information and documentation to the licensee, supervisor or designate prior to commencing placement or volunteering, such as a valid VSC, health assessment and immunization.
- Review and implement all required policies, procedures and individualized plans, and sign and date a record of review, where required.
- Review allergy lists and dietary restrictions and ensure they are implemented.
- Respond and act on the feedback and recommendations of supervising staff, as appropriate.
- Report any allegations/concerns as per the “Duty to Report” under the *Child and Family Services Act*
- Complete offence declarations annually, no later than 15 days after the anniversary date of the last VSC or offence declaration (whichever is most recent) in accordance with the child care centre’s criminal reference check policy.
- Provide an offence declaration to the supervisor/designate as soon as possible any time they have been convicted of a Criminal Code (Canada) offence.

## **Tuition and Fees**

The Trail Ridge Montessori Junior Campus has taken part in the Canada-Wide Early Learning and Child Care initiative. The Canada-Wide Early Learning and Child Care (CWELCC) system supports quality, accessibility, affordability, and inclusivity in licensed child care. It was initiated and funded by the Government of Canada and CWELCC is a five-year plan to reduce the cost of child care to an average of \$12 per day by 2026.

**Trail Ridge Montessori Junior Campus tuition fees are as follows:**

<b>Program</b>	<b>Birth Year</b>	<b>Plan A (Monthly payments dated the first of every month from July 1<sup>st</sup>, 2023 to April 1<sup>st</sup>, 2024)</b>
Toddler	2021 & 2022 (before March)	745.00
Full Day Three Casa	2020	745.00
Full Day Casa	2019 & 2018	685.00

\*These are the base fees and they include catering costs as well.

**Trail Ridge Montessori Main Campus tuition fees are as follows:**

<b>Program</b>	<b>Monthly Payment Structure (Monthly payments dated the first of every month from July 1<sup>st</sup>, 2024 to April 1<sup>st</sup>, 2025)</b>
Full-Day Fours and Full-Day Fives	694.00
Half-Day Morning Fours and Fives	369.00
Full-Day Threes (Older than 44 Months)	760.00
Half-Day Morning Threes	418.00
Elementary	1,385.00

\*These are the base fees.

**Additional non-base fees at both campuses include:**

- Before school care (\$6.00 per use).
- After school care (\$12.00 per use).
- Fee for late pick up in after school care (5:00pm is the latest time for pick-up. Families will be charged \$20 per child per 15 minutes after 5:00pm).
- Field trips.
- Uniforms/coyote t-shirts.
- Hot lunch days (Main Campus only).
- Bounced cheque fee (\$25).

## Frequently Asked Questions

Item of Discussion	How is this being handled in the Fall of 2024
Volunteering	<p>All parent volunteers need to have a current Vulnerable Sector Check in order to volunteer and submit a copy of their full immunization records.</p> <p>If you have and can provide a VSC that is less than 5 years old, you are able to sign an offence declaration form in September. This will be emailed to families in August.</p>
Cooking Club	Cooking experiences and sharing of food will be classroom driven and teacher led.
French	Madame Abbas is back in the class 3 days a week Toddler, Casa and Elementary classes.
Music	We are extremely delighted to have Miss. Carr travel twice a week from class to class at both schools. Miss. Carr will be offering private lessons to any interested Elementary students.
Coyote Days (Physical Education)	All students are asked to come in runners and their coyote shirts every Wednesday this year. Our physical education program will be offered by either a classroom teacher or by an outside trained coach (martial arts, yoga, dance, circus/ninja etc).
Before School	<p>Before School is offered at both schools from 7:45am to 8:15am. Families can just show up and not sign up prior. This will help guardians at the last minute. There will always be a teacher ready for any child in Before School. This teacher will take attendance daily and families will be notified 3 times a year to follow up with the payments.</p> <p>Before School is \$6.00 per day per child.</p>
After School	<p>Afterschool is offered for all children from both campuses but will be centralized at the Junior Campus from 3:40pm to 5:00pm every Monday, Tuesday, Wednesday and Thursday. <b>There will not be Afterschool on Fridays.</b></p> <p>Parents are asked to sign up for Afterschool via the google form found on the TRM website by Friday at 4pm for the next week. We</p>

need to arrange and organize the staff before the weekend and would like to know numbers the week before. All Main Students who are in After School will be walked over by a Main Staff at 3:40pm daily.

After School will be \$12.00 per day per child. Billing for After School will be done 3 times a year.

Please be aware that 5:00pm is the latest time for pick-up. Families will be charged \$20 per child per 15 minutes after 5:00pm. Please respect the above schedule as it can be a long day for teachers at this point.

#### **References**

- Ministry of Education. Child Care Early Years Act (CCEYA) 2014.  
 Ministry of Education. How Does Learning Happen? Ontario's Pedagogy for the Early Years. 2014.  
 Montessori, Maria, and Claude A. Claremont. The Absorbent Mind. New York: Dell Pub. Co., 1969. Print.  
 Montessori, Maria and Anne E. George. The Montessori Method. New York: Schocken Books, 1964. Print.  
 The American Montessori Society. Website. [www.amshg.org](http://www.amshg.org)  
 The Canadian Council of Montessori Administrators. Website. [www.ccma.ca](http://www.ccma.ca)  
 North American Montessori Training Center. Website. [www.montessoritraining.net](http://www.montessoritraining.net)