

BRASON ACADEMY

Montessori School

Parent Handbook



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Montessori Vision

Brason Academy Montessori School (BAMS) follows the Montessori method of education, which is a child-centered educational approach, based on scientific observations of children from birth to adulthood. It views the child as one who is naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. The Montessori approach values the human spirit and the development of the whole child—physical, social, emotional, cognitive.

The hallmarks of the Montessori education are multiage groupings that foster peer learning, uninterrupted blocks of work time, and guided choice of work activity. In addition, a full complement of specially designed Montessori learning materials is meticulously arranged and available for use in an aesthetically pleasing environment.

Our view of children

We believe that when children are given a stimulating, prepared environment they use their inner drives to explore, investigate and derive conclusions from their understanding. It fosters independence in them and such first-hand conclusions give them a very positive learning experience. We know that children are competent and able to question, examine and investigate a wide variety of topics and areas of interest.

Types of Programs

The fee schedule package explains the types of programs offered for:

Casa Program (Ages 2.5 -6 years)

Toddler Program (Ages 1.5 – 3 years)

Each program has a 20% mixed age ratio

The Montessori Method

We hope this information will give you a basic understanding of the method of Montessori teaching. We are very proud of the work we do at Brason Academy Montessori school and it is important to us that you feel confident, happy and secure leaving your child in our care.

- The Montessori Method is based on a profound respect for children. All activities and practices are designed to foster each child's self-esteem and independence.
- Children in our classrooms are of mixed ages. Mixed ages provide older children the opportunity to mentor and be responsible for their younger peers. By assisting the younger children in an activity our older children establish a sense of pride and confidence while reinforcing what they already know. The mixed ages also allow younger children to observe work they will be learning in the future and to set goals for themselves.
- The academic lessons are presented individually. This enables each child to work at his/her own pace and eliminates competition.
- Children learn new concepts when they are ready. They are encouraged to work but are not pushed beyond their ability. Children have "sensitive periods" in their development
- When children are interested and motivated to a new idea, they will absorb it effortlessly.
- Children have the freedom to choose their own work within a structured environment. They work on a particular activity for as long as they need. The Montessori Materials enable children to focus and expand their level of concentration while internalizing what they are learning.
- The classroom is filled with fascinating materials. In the beginning, children work on developing hand-eye coordination, control of their muscles and the ability to concentrate through the Practical Life exercises. Children also spend a great deal of time on Sensorial development as this is crucial to all aspects of their lives. As the children progress they begin to work on Language (phonetic alphabet, writing, reading), Mathematics (quantity, recognition of numerals and the understanding of mathematical concepts), Geography, Botany, Zoology, History and Science.
- Each child is expected to understand and follow the rules of the school. All directions are presented clearly at a level the child can comprehend.

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

Education Structure

At Brason a student's placement is based on an assessment of the stage of development and learning capabilities of the students rather than solely on his / her age. This child-centered individualized approach to evaluation and promotion makes full use of the child's learning capabilities. All Extended Care programming is non-Montessori Based and is combined with outdoor and indoor activities.

Casa Program: Ages 2.5 – 6 years uses a ratio of 1 Teacher: 8 Students. The Casa program runs for 10 months with an option of a summer Camp in the summer months. The summer camp is a mix of Montessori and Non- Montessori Theme Based Sessions (requires sufficient enrolment)

All the programs at Brason Montessori are led by a teacher directress, certified in Montessori, from a MACTE approved Montessori Teacher Training Institute. Other teachers are Registered Early Childhood Educators and some have both qualifications.

Toddler Program

"Help me do it myself"

Brason Montessori has a toddler program designed for children 18 months-3 years of age. The program operates full days, Monday to Friday and is a 12 month program, September- August. Toddler classrooms have a one to five, teacher-child ratio. The period from birth to three years of age is a crucial time in a young child's development. Children learn through the use of their hands and act upon what they find challenging and interesting in their environment. Our Montessori Toddler Program is designed to accommodate this period of the "absorbent mind" – a time when children learn by absorbing information and manipulating their environment.

A wide variety of mind-engaging experiences in the Toddler Program allow the child freedom in following his or her natural drive to learn and grow. Toddlers in our classroom continually develop their social skills, recognize and act on their emotions, and learn to take turns.

Curriculum

The Montessori Toddler Program promotes a sense of self by focusing on Practical Life, Movement, Language and Sensorial skills. Skills such as listening, thinking and self-care are emphasized. Our classrooms are set up with Toddlers in mind. The furnishing, shelves, tables and chairs are Toddler height, the bathrooms and sinks are child sized. This environment allows the child to become increasingly independent in a positive, nurturing place. Toilet learning is introduced to parents and the children as teachers work with the families to attain this milestone. Children take natural pleasure in learning to master their environment.

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

Casa Program

“Help me do it myself”

The Casa program is designed for children ages 2.5-6 years and has a ratio of 1:8 teacher-child. The full curriculum is designed to be completed over a three year cycle. In this plane of development, children are expected to be reliably toilet trained. The following 5 areas of learning can be seen distinctively in the Casa environment:

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

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

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

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

These skills are presented as separate exercises that are designed to give children the freedom and confidence, they need in order to work at their own individual pace in the classroom. Exercises in Grace and Courtesy are presented daily during circle time and in small informal group lessons. The children learn how to behave in certain situations and acquire the social skills essential for everyday living in society.

The children develop a sense of personal dignity, an understanding of their own culture and awareness and respect for people of all ages and traditions. Having the appropriate social and language skills allows a child to engage positively in the classroom community and beyond. Early conflict resolution skills are presented, and attention is given to making good choices.

Exercises are designed to teach the child how to:

Ask for something; Wait one's turn; Introduce oneself; Offer help to others; Make eye contact; Shake hands and greet; Welcome visitors; Work cooperatively; Walk with a partner; Behave at the table

Through the social interaction involved in carrying out these exercises the children develop the ability to work harmoniously in a carefully prepared environment. Exercises for the development of fine and gross motor skills are carefully developed as part of the practical life curriculum.

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

These activities develop dexterity and coordination and are closely linked to other areas of the curriculum. The Practical Life component of the Casa Curriculum is the underlying foundation for success in the other four areas of the curriculum. Each task allows the child to gain independence, and to develop a sense of order, concentration, responsibility, and coordination of movement. Children gain

enormous freedom and confidence to work successfully both independently and cooperatively.

Sensorial:

The Montessori Sensorial Curriculum allows the child to discriminate and order the impressions that have entered through each of his/her senses. Scientifically designed materials that isolate each sense facilitate in the development of the intellect through hands-on exploration. The child learns to separate and classify shapes, colours, textures, tastes, sounds and smells. Exercises in this area refine the senses and develop skills in thinking, judging, concentrating, comparing and sequencing. The materials offer unlimited opportunities for the development of vocabulary and the essential development of dexterity that will lead to writing and reading.

The Sensorial Curriculum is divided into the following areas:

Visual Sense where children learn to discriminate by size, length, dimension, colour, similarity, difference.

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

Auditory Sense where children continue the process of matching, ordering, contrasting and comparing, this time using various sounds, musical bells and instruments.

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

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

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

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

Oral Language- Listening, Speaking,

Written Language- Reading, Writing

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

appropriate language to engage in a meaningful exchange as they continue with their work.

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

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

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

Written language is introduced to children at about 4 years of age. Skills are taught separately by

careful use of specially designed materials.

Pencil control

Letter formation

Sound/letter recognition

Phonetic blending

Word/picture matching

Sentence construction

These exercises, when presented in sequence, lead the child to initial levels of competence in reading and writing skills. Children are encouraged to write their own “books” and so experience the joy of communicating their thoughts to others.

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

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

Four and five year olds are introduced to the basic operations: addition, multiplication, subtraction, division at a concrete level so they can experience what these activities really mean. Gradually they move towards an abstract understanding of the concepts. Geometry is introduced in the Casa Programme through the use of materials which are classified according to qualities e.g. “these shapes have three sides, they are called triangles,” “the four sides on these shapes are all the same size, they are called squares.” The child learns to discriminate, classify and name circles, squares, rectangles and polygons, always using materials to guide her. Fractions are introduced, again in concrete form, and an introduction to the concept of equal parts of a whole lay the

foundation for further work in the elementary level. Always, the child builds on what she already knows and systematically progresses from concrete to abstract. She discovers number patterns, sequences and rules by handling the materials.

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

understanding of the following:

Number value, sequence and symbol 1 to 1,000

The four basic operations

Odd and even numbers

Skip counting (early preparation for memorization of number facts)

Reading and recording numbers for all of the above activities.

The program has the advantage of being able to meet each child's individual learning style, and pace of development.

Culture: The Montessori Casa Program also includes and is based on an integrated study of Geography, History, Science, Botany and Zoology. Children are exposed to a rich, stimulating variety of activities based on hands on learning. In keeping with the Montessori philosophy of education, the children first experience general rules of the universe, e.g. the division of land and water. These are gradually broken down into smaller parts:

continents/oceans, countries, provinces and territories of Canada.

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

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

Simple science experiments that demonstrate the qualities of matter: sink/float; magnetic/non-magnetic; solid/liquid; living/non-living are made by the children as part of the study of their environment. Weather observations and experiments help them to appreciate the variety of clothing, homes, food that exists to meet people's needs. Materials are available to help the children label, compare and classify the parts of plants and animals. Emphasis is placed on having plants and pets in the classroom and around the school. The children learn how to take care of other living beings so they will thrive. They also undertake experiments to discover the needs of plants and seeds. An understanding of the passage of time is developed using the clock, the calendar and personal time lines. This lays the foundation for an understanding of history.

Art, music and storytelling are explored through a variety of media. Children are encouraged to incorporate activities from these streams as part of their cultural project work. The Montessori Method of Education introduces children to a wide variety of subjects in an integrated way and the information obtained is used as a base for further studies as the children mature.

Hours of Operation

Monday - Friday 7:30am - 5:30pm

Before Care: 7.30-9.00

Programming time: 9-3.30

After Care: 3.30-5.30

By following and respecting these guidelines, you can be confident that you and your child will have a positive learning experience at our school. Please contact the school supervisor/administrator at any time with questions or concerns. Together we can make this an enjoyable and rewarding experience for your child.

Changes in policies may occur from time to time. Parents will be notified of such changes through newsletters or emails.

Communication

All day to day, program related emails can be directed to the teaching staff at toddler@brasonmontessori.ca or casa@brasonmontessori.ca . All administrative concerns and questions may be directed to the administrator or the supervisor. Immediate concerns can be emailed to info@brasonmontessori.ca.

Dress Code

Please note that Brason promotes a non-competitive environment and therefore adheres to a uniform policy. The mandatory dress code for students are the following:

- Navy pants/leggings, shorts or skirts
- White collared dress shirt or polo (full or half sleeves)
- School Navy vest or sweater (mandatory)
- Black rubber soled shoes

The uniform must be sourced by the parent except for the school sweater which should be bought from the school. All children should have both indoor and outdoor shoes and one complete change of clothes kept at school at all times. All items should be clearly labelled with child's full name.

Please note every Friday is casual day and children may come to school in regular attire.

Enrolment and Registration

In order to be enrolled in the Brason Academy Montessori School program, parents or guardians must complete a Registration Package and fill in all required forms presented in the enrolment package, accompanied with other documents. Upon receipt of such documents along with appropriate non-refundable deposit, a child's enrolment will be confirmed. Please note that the school reserves the right to enrolment. OneList Waterloo Region is the centralized website for parents to find and apply for early learning and child care programs in the Region of Waterloo. To apply for a space in our program or to add your child to our waitlist, please go to OneList Waterloo Region and set up an account.

Please note that it is a requirement to tour the school, before the space is offered to your child.

Outdoor Play

Outdoor play is an important part of our program and the CCEYA requires that children are outdoors for a minimum of 2 hours per day, if they are attending the program for more than 6 hours. Therefore, weather appropriate clothing should be at school, such as winter/sun hats, coats, snow/splash pants, winter/rubber boots, 2 pairs of waterproof mitts, neck warmer, (scarves are not permitted) etc.

Here are some clothing tips to help your child play and learn:

- Make sure your child knows it is ok to get dirty. Children often refuse to take part in a messy activity because they are afraid they will get dirty
- Dress your child in comfortable, washable clothes
- Make sure your child has a change of indoor and outdoor clothing in their cubby at all times, in case of accidents.
- Please help keep your child safe by removing strings from your child's clothing (jackets/hoods etc.) to prevent choking/strangulation
- Label all clothing so they can be easily identified, all items without a name will be placed in the "lost and found" and after a period of time unclaimed items will be donated

- Send your child with clothing that encourages independent dressing and that is easily laundered
- SHOES - It is recommended that running shoes be worn for your child's safety.

Fees

Fee schedule for various types of programs offered along with fee payment and refund policies are presented separately. It is necessary to abide by these policies in order to ensure continued enrolment in accordance with the school policies. Please note fees are based on the annual tuition fee and broken down into monthly payments for convenience.

Parents are responsible for the entire tuition fees based on the program(s) selected. Fees are prorated based on time of entry into the school. Please note all fees are due by the 1st of every month. Pre authorised withdrawal is the preferred mode of payment. All late fees incur a charge of 1% per day late. All cheques returned with non-sufficient funds (NSF) will incur bank charges of 45.00 plus the late charges.

Subsidized Childcare Spaces

Brason has a contract with the Region of Waterloo by which we can offer subsidized childcare spaces. If you are a parent that needs a subsidy, please contact the Region's subsidy office. Please talk to the supervisor for more information. Once your child is signed up for a particular schedule, we presume that the schedule will be constant. We require at least 2 weeks' notice prior to the end date of the subsidy to notify us of any changes e.g. withdrawal of the child or extension of the subsidy. If the notice is not provided, then we cannot guarantee that we will be able to accommodate the changes to the child's schedule.

Absences

If your child is absent from school for any reason, please notify the school by phone/email stating the reason. Fees are due on the first of every month regardless of the number of days a child is absent due to illness, inclement weather; early pick up, vacation, school, or statutory holidays. Should a child be absent with a communicable disease, a doctor's certificate stating that the child is free and clear of the disease will be required for re-admission.

Withdrawal

Registration is a commitment for the full academic year (September-June for Casa and September - August for toddlers). Should parents decide to withdraw their child in the middle of the academic year they need to give the school a minimum of 30 days' notice failing which the next month's fee will become payable. In addition to this, every withdrawal will be subject to a \$500 withdrawal charge.

Evaluation Period

The school has a two-week probationary period in which observations of each child are made to determine suitability to the program. Our school environment should always be a positive one for our students. Therefore, we reserve the right to dismiss any child from Brason Academy Montessori School who does not seem to be benefiting from the programs we offer and encourage.

Movement Between Programs

Once your child is old enough to move into the next age group, we will offer you the next available space that meets your schedule in that age group. This can take time and not all children will move right away. Children in our centre remain in their younger age grouping until there is an appropriate space for them in the next age group, and families continue to pay for the program that they are currently in.

Schedule Change Request

Once your child is signed up for a particular schedule, we presume that the schedule will be constant. If your child attends the centre part time, additional days may be added, provided there is space available. 30 days' written notice is required if you wish to change your child's schedule (by email to the Supervisor)

Change of Information

Should your telephone number, address at home or your place of business change, please notify the school immediately. Any emergency contacts that should be added or changed should also be noted/changed on the student form in the office.

Custody Arrangements

If your child has formal custody arrangements, the school requires that you provide copies of these arrangements for your child's file. Should your child's custody arrangements change at any time while attending Brason, you are required to provide the school with notarized copies of those documents as soon as they are available. Failure to provide these documents in a timely manner places your child and the school in a difficult situation and may result in the loss of your child's space at Brason.

Tax Receipts

Official School Tax receipts will be issued to the parent by the first week of March for the preceding year.

Parent Involvement

As we truly value input from families, we strive to provide systems of communication that will ensure parent-to-staff contact and facilitate response to family needs. Opportunities for daily communication (verbal and or / written), formal meetings, curriculum workshops, parent-teacher conferences, centre visits, and various other parent participation in our program are offered and encouraged. In addition, there are specified opportunities each year for parents to provide a brief evaluation of their child's program. However, comments and suggestions are welcome anytime throughout the year at your convenience.

Parent Issues and Concerns Policy

As supported by our program statement, we support positive and responsive interactions among the children, parents, childcare providers and staff to foster ongoing communication about the program and the children. All issues and concerns raised by parents will be addressed and resolved to the satisfaction of all parties and as soon as possible. An initial response to concerns will be provided to parents within 5 business days. Every issue will be treated confidentially to protect the privacy of parents, children and staff. If a parent or guardian expressed concern that a child is being abused or neglected, the parent will be advised to contact the local children's aid society directly. For more information go to our website and read the full policy.

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in Responding to the Issues/Concerns:
<p>Program related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements,etc</p> <p>General, School or Operations-Related</p> <p>E.g: Program fees, hours of operation, staffing, waiting lists, menus, etc</p>	<p>Raise the issue or concern to - the classroom teacher directly. If the issue or concern cannot be resolved by the teacher then please speak to the supervisor</p> <p>Raise the issue or concern to the supervisor.</p>	<p>- Address the issue/concern at the time it is raised or arrange for a meeting with the parent/guardian within 5 business days.</p> <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern and the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern <p>and/or information given to the parent/guardian regarding next steps or referral.</p>
<p>Staff, teacher, volunteer, student, parent, Supervisor, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <i>or</i> - the supervisor or director <p>All issues or concerns about the conduct of staff, teacher parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the issue/concern.</p>	<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 5 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 concern.</p>

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Director/Supervisor.

Volunteering and Student Teachers

The Ministry requires that all parents, guardians, or individuals wishing to volunteer at the school in any capacity (classroom, presentations, or field trips, teaching placements) must submit a recent clear criminal reference check at

their own expense prior to volunteering. Volunteers are not part of ratios and may not have unsupervised access to children at any times.

Communication

An open and flowing communication is encouraged between the school and the families. Daily communication is done via daily online sheets for toddlers. Apart from this, photos and videos from different program rooms are shared by the teachers daily, which enables parents to get a glimpse into their child's day at the school. Reminders and announcements are posted on the online platform and/or emails. A monthly newsletter will be sent home to the parent/guardian, announcing upcoming learning events, curriculum and notification of any changes. Newsletters will serve the purpose of learning events, important school and classroom information. This will ensure more effective communication between parents, teachers and administration. Parent feedback is important to our school. Parents are always welcome to meet with the supervisor/administrator regarding any concerns or inquiries.

Arrival and Departure

To minimize classroom disruption and to give the student a sense of order and punctuality, it is important for all students to arrive on time for the academic program that begins promptly at 9:00 am and ends at 3:30 pm. Children arriving on time are more prepared for the day of learning. A late arrival for the class is both disruptive and distracting for the ongoing learning presentations. Children also miss out on the introduction of new topics and materials presented by their teachers. To ensure your child's safety, upon arrival, please accompany your child to a staff member, and remain with your child, until the staff has assumed responsibility for supervision. It is advisable to inform the staff of any changes in routine or behaviour that may affect your child's participation in the program. When picking up your child, please ensure that a staff member is aware of your departure.

Once a child has been picked up, the parent assumes the legal responsibility for that child. If a parent is unable to pick up their child, it is essential that the school be notified at the earliest of the name of the person who is to do so in writing.

The school assumes no responsibility for children once they are picked up by a person authorized by the parent (i.e. relative, an emergency contact, child care provider, etc.). It is the school's policy not to release children to siblings or others under the age of 12 years even with parental permission.

Releasing Students

When anyone other than the parent/guardian, who ordinarily takes the student home, is asked to pick up a student from the school, the following procedure must be followed:

The teacher must be given a signed letter or an email update from the parent/guardian stating the full name and identification of the person, who will be picking up the child. Anything short of this information will not be acceptable, to ensure the security of your child. At pick up time, the teacher will ask the adult picking up for their identification to verify.

Late Pickup

Parents are reminded to make every effort to pick-up their children by 12.00 am for half day programs; 3:30 pm for full day programs and 5.30 pm for children enrolled in after care. There is a late fee charge of \$1.00/ minute after these times. Late fee charge is not an option that should be used regularly. If this continues then possible termination of your child's enrolment may occur.

Emergency Notification

In the event of an emergency requiring hospital visit, your child will be immediately taken to the closest hospital where you can meet your child and the supervisory staff. In the event that you cannot be reached, your emergency contact will be notified. Please ensure that this person is aware of this responsibility. Please make sure that the school has all the correct contact names, information and numbers. Brason Academy Montessori School has an Emergency Management Policy and Procedure. In the event that the school has to be closed due to unforeseen circumstances, we will notify parents by email or by telephone. In the event there is a disruption of service during the day and Brason Montessori programs are required to relocate to emergency location, families will be notified via email by the supervisor. The email communication will include the relocation name, address and contact information.

Health and Medication

The teachers at Brason Montessori perform a daily health check upon each child's arrival at the school. The school follows the protocols outlined by the Public Health for illness and exclusion. Children showing signs of illness (e.g., fever, excessively overtired, diarrhea, vomiting, alarming coughs, etc.) must stay home for their own as well as other's well-being. The following protocol must be followed in these common illnesses:

Diarrhea: The child must be away from the program 24 hours after the last diarrhea

Vomiting: The child must be away from the program 24 hours after the last vomit.

Rash: any unidentified rash, the child must be seen by a doctor (a note may be required for the child to return to program)

Pink Eye: Must be diagnosed by a doctor and the child may not return to the program 24 hours after drops have been administered

Parents will be called if their child becomes ill at school. Should this occur, please pick up your child as soon as possible. This is for the benefit of all our children, including your own. Parents must be prepared to make other arrangements for their children when they are ill.

Should a parent feel that their child is unable to participate in outdoor activities, then the child is too ill to be in attendance at the school. Please ensure that all proper medical forms are current and inform the supervisor/administrator of any changes in vital information occur. This will ensure that our school can take the appropriate measures in the event of an emergency.

Designated staff will administer current medication when a parent provides daily written authorization. In accordance with the CCEYA, all medication be in its original container with the pharmacy name and number, clearly labeled with the child's name, name of the medication, dosage, the date of purchase and instructions for storage and administration of the drug. A Medication Administration Permission Form must be filled out by the parent(s) for any staff member to administer any medications to a child. If a child requires fever-reducing medicine, he/she is still considered ill and must remain at home.

Lunch, Snack and Nutrition

Students at Brason are provided with 3 nutritious snacks and a hot meal daily, cooked by our very own in-house cook. The menu is prepared following the recommendations from Canada Food Guide. Should a child require a special diet due to food allergies (eggs, wheat, dairy, etc), philosophical, or religious reasons, parents must provide a written letter indicating such as well as complete the “Individual Special Requirement Form”. Every effort will be made to accommodate all dietary needs, allergies, and preferences, however if the child has dietary restrictions that can’t be met by the school, e.g., anaphylaxis or multiple allergies etc, then please speak to the Supervisor **as all outside food requirements must be approved**. The supervisor along with the parents will make a plan where the child will be allowed to bring food from home. Parents must ensure they are providing enough nutritious items for their child’s duration at school if their child has very special/specific requirements. Hot lunches are available for full day students. Snacks are available for all students.

Allergies

As there are children who are allergic to peanuts and nut products, our school is peanut free environment. We ask parents to refrain from sending any food products with peanuts as an ingredient. For precautionary purposes, any food that is sent to school parties must be pre-packaged and contain a list of the ingredients. Children with severe allergies are required to keep an epinephrine pen at school in case of emergency. It is imperative that our school supervisor/administrator is made aware of any allergy or other medical concerns, which your child may have. If your child requires an Epi-pen, you will be required to fill out an Individual Anaphylactic Plan, available at the office upon registration. Please see [Anaphylactic policy](#)

Please note any parent sending in special food specific for their child, due to dietary restrictions, or any other situations (previously arranged with the administration office) must label their child’s food and containers clearly with his or her full name. Failure to label child’s food item will result in that item being stored and returned. As per the CCEYA, all items/bottles must be clearly labeled in order to be served to your child.

Damage to School Materials And Property

Our school environment should always be a positive one for our students. School Materials and Property are to be treated with both respect and care. Should any material or property be deliberately damaged by a student, it is the responsibility of the parent(s)/guardian(s) to ensure the materials are repaired and/or replaced at their cost.

Termination Policy

Behaviour Related : This policy recognizes that Brason Montessori might not always be appropriate for all children. This could be a result of severe physical disabilities, developmental delays, behaviour problems, or early life experiences. This termination policy is meant to protect the child, staff of the childcare centre and other children from physical and or mental stress brought on by the social and behavioural difficulties experienced by a child. A decision to terminate a child's space will be made in consultation with parents and a decision will be made on a case-by-case basis. Brason believes in providing and maintaining a work environment in which all employees are free from violence, threats of violence, intimidation, bullying, unkind comments and other disruptive behaviour or actions which belittle, threaten, offend, embarrass, humiliate or diminish another's self-esteem, whether deliberate or unintentional, including sexual harassment and discrimination. Such actions are not tolerated, will be addressed immediately and may result in the termination of the child's spot or other consequences (for example: police contact).

Non-Compliance with General Policies and Payment Provisions:

Failure to comply with any of the school policies, including any payment provisions, may in the school's sole discretion result in termination of space, in addition to any other available legal remedies. When a parent fails to pay the monthly fee by 1st of the month then weekly reminder emails will be sent. If the fee is still not paid for the month that has passed then a final reminder will be sent by 15th of the second month and if the fee still remains unpaid then the child will be terminated from the school at the end of the second month.

A decision to terminate a child's space will be made in consultation with parents and a decision will be made on a case by case basis. Brason Montessori reserves the right to make additions or changes to these policies at its discretion. Notice of 30 days will be given informing the parents of any changes.

Shaping the behaviour

Children appear to learn best when they are given reasonable limits and freedom to choose. Discipline is planned to assist the child to become self-disciplined through the use of choices and logical consequences. Children are guided in a positive manner at a level that is appropriate to their action and their ages. Methods of behaviour management are discussed at staff meetings and consistent emotional development and guidance measures are agreed upon. Staff and parents/guardians are welcome to exchange ideas during parent-teacher interviews when needed. Teachers would very often engage in problem solving techniques, to help children deduce the resolution to a conflict. Montessori principles of shaping a child's behaviour includes setting very clear and firm boundaries; having rules and systems which are consistent and always followed through; modelling appropriate ways of interaction; positive reinforcement when children make good choices and decisions; Giving some reflection time by moving the child to a different supervised setting for a short period of time to reduce stress and provide calming time.

Prohibited practices:

In accordance with the Ministry of Education regulation 137/15 ss. 48, does not permit:

- (a) corporal punishment of the child;
- (b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the school for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such

confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;

(d) 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;

(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

(f) inflicting any bodily harm on children including making children eat or drink against their will.

Should a child's behavior affect the health and safety of another child, the child will be sent home.

Continued behavior management issues affecting the wellbeing, health, and safety of other children, will result in suspension of the child in question. The school reserves the right at its discretion, to withdraw/expel a child for continued behavior management issues. This right is also observed for parents and guardians who are unable to respect the policies and procedures of the school.

Conflict Resolution Guidelines for Escalation of Behaviour:

The Incident is recorded and child(ren) involved are spoken to using appropriate behaviour management guidelines.

The parents are informed and action plan determined

Repeated incident affecting health & safety of children, will result in suspension for 3 days.

Inability to change behaviour will result in the withdrawal of the child from the program

Water Play and Standing Water Policy

The school prohibits the access by its students to all standing bodies of water (e.g. ponds) and recreational in-ground/above ground swimming, portable/"kiddie"/inflatable wading-type, and hydro-massage pools, hot tubs, and spas located anywhere on the premises; for children under the supervision/care registered at the school during operating hours. The school does support and encourages play-based learning and sensory exploration as

well as the use of sprinklers, hoses, water tables, or splash pads at the premises during operating hours.

Duty to Report

Every person in Ontario is required under the Child and Family Services Act (CFSA) to report his or her belief that a child may be or is in need of protection to a Children's Aid Society, Family and Children's Services, a Catholic Children's Aid Society or the Jewish Family and Child Services. Child and Family Services Act 1984 Section 72 (1) Item: Professional or Official Duties, Suspicion of Abuse or Child Protection Concerns.

Child and Family Services Act Section 72 (2):

Ongoing Duty to Report: The duty to report is an ongoing obligation. If a person has made a previous report about a child, and has additional reasonable grounds to suspect that a child is or may be in need of protection, that person must make a further report to a Children's Aid Society.

Child and Family Services Act Section 72 (3):

Persons Must Report Directly: The person who has the reasonable grounds to suspect that a child is or may be in need of protection must make the report directly to a Children's Aid Society. The person must not rely on anyone else to report on his or her behalf.

Day Nurseries Act Section 0202 - 07: Reporting of Child Abuse:

It is the legal responsibility of every person who performs professional or official duties with respect to a child, to report abuse or any suspicions of child abuse encountered in the course of one's work, to the Children's Aid Society. This responsibility is extended to include any volunteers, students or support staff that have contact with the children. Persons failing to report suspicion of child abuse are subject to legal action and a fine if convicted. Suspected cases of child abuse by a staff member of the day nursery must be reported to the Ministry of Education, as well as the Children's Aid Society.

Duty to Report means that every staff member at Brason Academy Montessori School has a legal responsibility to report any and all suspicions of child abuse or neglect. While it is our duty to report suspicions, it is the responsibility of Family and Child Services (F&CS) to investigate. The results of this investigation are confidential between Family and Child Services and the family involved. The staff at Brason Montessori contacts Family and Child Services directly to report a suspicion. The staff will not contact the family involved to discuss suspicions before calling F&CS or contact the family to notify them that a report has been made.

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.

Report Cards

Students are assessed daily by their teachers. This is done through observation, written work as well as oral expressions. Report cards will be administered twice a year. The initial observation report will be completed four weeks after the children have been enrolled. The final report card will be administered in June. The reports include teacher's comments on children development, attitude, work habits, effort, and progress. Parent-Teacher interviews are held after the report cards have gone home. You can request an interview at any time. If a parent at any time has a concern regarding their child's progress, they should contact the supervisor/administrator.

French and Music

French is a part of our Montessori curriculum and is taught during language circle twice a week in Casa. Children mainly learn new language through songs and games. New vocabulary is introduced using props, visual aids etc and then practiced through fun songs and games.

Music and movement is an integral part of our daily program and is incorporated into our Montessori Programming, both toddlers and Casa.

Field Trips

Each Academic year, the school offers its students two field trips. Transportation to and from is by school bussing. Toddlers must be transported and supervised by their parent(s) for safety.

Summer Camps

Brason Academy Montessori School offers its CASA students a summer session, provided there is sufficient enrolment for programming. Should insufficient enrolment be determined by end of the school year, the school reserves the right to cancel the Summer Camp. Please note Summer Camps do not require a dress code and programming is not Montessori based. Separate guideline is available for Summer Camps. Registration is for the full session.

Rest Periods

As per the CCEYA, every child in attendance at the school who is 5 years of age or less and is in attendance for more than 6 hours, must have a rest period. The school has scheduled rest periods on a daily basis. All students must have their own sheet, blanket and pillow (optional) for this rest period. All items must be clearly labeled.

Bedding and Linen

All the children have their personal, labeled cot and are required to bring their own bedding to school. All bedding will be sent home with children on Friday to be laundered and brought back to school on Monday for use by the child for the week. It is the parent's responsibility to ensure their child's belongings are clearly marked with child's name. The school is not responsible for lost items.

Clothing

Children should be dressed in clothing that is appropriate for physical activity, the weather and the season. A complete change of clothing must be kept at the school in case needed. Remember to bring in a set of clean clothes, if previous

ones are taken home to be washed. All clothing must be clearly labeled with your child's name.

Toys

Toys may not be brought to school unless with the teacher's permission (show and share days), to avoid being misused or broken. The school is not responsible for lost or broken toys brought to school.

Birthdays

If you would like your child to celebrate his/her birthday in the classroom let the teacher know well in advance or at least 2 weeks before.. Birthdays can be celebrated with treats that can be served to all the other children, such as, fruit, cupcakes, cake, and cookies. All treats must be accompanied with an original list of all the ingredients, prepackaged and nut free.

Staff Solicitation

Please note all staff are employees of the school and may not be solicited for personal child care needs or services as long as they are employed by the school. This policy extends for our summer months as well. We thank parents in advance for their cooperation and consideration.

School Closures

Weather Related: The school may be closed due to severe or inclement weather conditions. Parents will be notified as soon as decisions are made via email.

Please read the full [Inclement Weather Policy here.](#)

The school is closed every year for 1 week for March break, 2 weeks for Winter/Christmas Break, and 1 week in late August/ early September. We will be also closed on the following statutory holidays:

- Thanksgiving
- Labour Day
- Family Day
- Civic Holiday
- Good Friday
- Easter Monday

- 4-5 PD days per year
- Victoria Day
- Canada Day

Also see...

[Our Fee Schedule](#)

[Our Waitlist Policy](#)

[Our Program Statement](#)