

TMS

ESTABLISHED IN 1961

TMS
Family Handbook
Toddler and Children's House 1
Lower School

2023-2024

Family Handbook

August 2023

Welcome to TMS

Dear TMS Families,

As you and your children prepare to join TMS, I wanted to write a few words of welcome, and also to introduce myself to you. It is a pleasure to know that you and your family will soon become part of our community. You will be joining a school with a proud tradition of excellence, but also one that is engaged in an exciting process of renewal and growth in its facilities, programs and strategic mission. It was my distinct pleasure and privilege to join TMS with my family in the summer of 2021 after many years of teaching and managing international schools in various parts of the world. Our school is proud of its 60+ year history: we are rooted in the local environment of Richmond Hill, but at the same time we bring together students, faculty and staff with origins in many corners of the globe. Our diversity enriches our community, and we are delighted that you and your family will soon be part of the fabric of our school!

Our leadership team, faculty and staff work hard to ensure that our students are inspired to do their very best, to explore the world around them and to go beyond their limitations. But even more than this, we want learning to be fun, engaging, and focused upon helping our students to thrive and find fulfillment in the world they will inhabit in the years to come.

Our goal at TMS is to equip our students to meet the challenges of a complex world and to thrive as confident and empathetic adults, while receiving a well-rounded and world-class education. I am confident that your children will quickly discover what makes TMS such a special place to learn, grow and explore.

I look forward to getting to know you and your families, and until then please stay well, take care and do not hesitate to reach out to me at any time if I can be of assistance.

A handwritten signature in black ink that reads "Andrew Cross". The script is fluid and cursive, with the first letters of "Andrew" and "Cross" being capitalized and prominent.

Andrew Cross,
Head of School,
TMS

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Time, Talent & Treasure at TMS-Building a Culture of Giving

At TMS, we believe in the power and possibility of an engaged community. One of our key areas of focus is **Growing our Significance** and enriching the fullness of the TMS Community. We desire to actively engage our parents who are invested in TMS. The most effective way to do this is to build relationships across all parts of the School Community.

Growing our Significance means we value TMS as a true community that believes strongly in our role of caring for, supporting, guiding, nudging and celebrating our students. We engage our families who often make sacrifices to ensure their children are at TMS. We reach out to our alumni to make sure they always feel a connection to TMS. We seek out ways to make an impact on people and places in the extended community. This is work done best in partnership with our whole School Community.

Creating a Culture of Giving

We are committed to creating a Culture of Giving. We define a Culture of Giving as an “all in” culture that is evident through the whole TMS Journey and experienced in a similar way in all parts of the School. At the heart of this Culture of Giving is good connections with parents, building **I Am Known** into everything we do, providing clear communications and using inclusive language. A Culture of Giving clearly places equal value on the many ways in which our community can engage with the School. Our Culture of Giving focuses on the concept of **Time, Talent and Treasure**.

Time is a way to define and celebrate meaningful volunteer opportunities. We welcome the involvement of parents to help with a range of activities and events and to be active participants in the daily life of the School. We have a range of volunteer opportunities such as parent ambassadors, event organizers and committee members.

Talent refers to opportunities where parents lend us their expertise. Knowing we can count on parents' specific expertise or knowledge makes a big difference to the School. Examples of this in action are parents who offer career advice to our Upper School students or who take on committee positions such as finance and strategic planning.

Treasure, of course, refers to financial donations to TMS. We are an independent, not-for-profit organization with charitable status. This means that the majority of the school tuition is used to cover the costs associated with the School's day-to-day operations. TMS relies on the generous support of our families to raise funds to assist with the development of new and existing facilities and the enhancement of programs. TMS offers two ways to support financially.

- **Annual Giving** donations support a specific need at the School. **The Titan Fund** (TMS's Annual Giving program) includes some key focus areas as well as ways to support new and emerging opportunities throughout the year. The Fund will help to continue our growth as a leading independent school. The Titan Fund raises funds to support student-facing projects across all parts of the school that typically address key areas of priority. For example, in 2022/23, the Titan Fund supported projects in the areas of *Play, Sustain* and *Enrich*, all designed to enhance programs and spaces to enrich the student experience.
- **Capital Campaigns** are special appeals to raise large sums, typically for long-term improvements such as our Campus Master Plan. TMS is proud to have completed Phases 1 and 2 of the **Building our Significance** Capital Campaign,

unveiling amazing new spaces including Dining Halls at both campuses and a new Atrium, Gym and outdoor Grove area at the Lower School. These amazing new spaces were made possible by the generosity of our donors. Currently TMS is building a new Middle School on our Upper School campus with plans to build spaces to support innovation, the Arts and Athletics in the coming years. Please visit www.tmsschool.ca/buildingoursignificance to learn more about the Capital Campaign.

For more information about the Culture of Giving at TMS or to get involved with your time, talent or treasure, please contact:

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905-889-68882 Ext. 2238

Director of Development
development@tmsschool.ca



ABOUT TMS

Mission

Our mission is to provide an inclusive educational experience which encourages every learner to become compassionate, curious and connected citizens in a complex and changing world.

Vision

Inspiring a culture of innovation, service, and creative inquiry one student at a time.

I Am Known

I Am Known is a central tenet of TMS. This phrase seeks to capture an aspirational truth about education that is dear to us: only when a child is deeply and individually known within a teacher-student relationship can a child navigate their own unique journey towards personal excellence both in terms of the development of their character and their learning.

Three Pillars

Innovation

To promote a **mindset of innovation and a commitment to service** in our approach to teaching and learning, that is anchored within our school environment but is most impactful as learners contribute to and becomes drivers of positive social change.

Sustainability

To deepen our commitment **to engage in sustainable practices** both individually and as a school for the benefit of present and future generations.

DEI

To be a truly **diverse, equitable and inclusive** community which commits itself to preserving and enhancing the well-being of all.

School History

TMS was established in 1961 as Toronto Montessori Schools by Mrs. Helma Trass with an initial enrolment of 12 students. In 1964, TMS moved from a rented basement in Don Mills to Richmond Hill and opened its Bayview Campus with two Children's House classes and one Lower Elementary class. From these modest beginnings, TMS has grown to an enrollment of over 800 students. We now have a Toddler Program (18 months to 3 years), a Children's House Program (3 to 6 years) and an Elementary Program (Grades 1 to 6) located at our Lower School. In addition, our IB Middle Years Programme (Grades 7-10) and Diploma Programme (Grades 11 and 12) are located at our Upper School.

TMS creates an exceptional learning experience through the unique combination of two world-leading educational philosophies: Montessori and International Baccalaureate (IB).

Services Offered and the Age Categories Served

TMS offers programming for students aged 18 months through 18 years. Our School is divided into pedagogical groupings in line with Montessori and IB educational approaches. TMS' curriculum is age and stage appropriate, arranged according to the following age ranges: 18 months to 3 years, 3 to 6 years, Grades 1 through 6, Grades 7 through 10, and Grades 11 and 12.

Toddler Program: (18 months to 3 years): We recognize that the first three years of a child's life are the most formative as the child's physical, mental and emotional

development begin. The TMS Toddler Program is proven to deliver a solid foundational learning experience for young children as they commence their educational journey.

Our Toddler Program is a decisive entry point to our highly caring, nurturing and successful educational environment for the whole person. Each day we guide our toddlers in the growth of independence, movement skills and language abilities during a critical developmental time for these capacities. Students will develop gross motor skills through engagement in our specially designed environments, including our Outdoor Playground and Indoor Gross Motor Room. Music is critical at this age for language development. Parents and children have the opportunity to learn during our Music Keys program. The Toddler curriculum includes the following areas: Manipulatives, Practical Life, Language and Movement.

Our gifted Toddler teachers make every effort to fulfill each child's natural desire to learn. They engage all of the child's senses to allow them to absorb their surroundings and guide their interactions for constant learning and development through ongoing exploration. The TMS environment at this stage is a thoughtful extension of the home that works to respect the individuality of each child.

Your child's needs during this exceedingly important formative period of development are met in an environment that provides the routine, order and encouragement necessary for toddlers to be happy and thrive.

Children's House 1: The Children's House Program establishes an excellent foundation for students to become confident, thoughtful and independent as they continue their journey towards becoming capable, lifelong learners.

Current educational research and over 100 years of Montessori instruction demonstrates that 3 to 6 year old children possess an extraordinary capacity to absorb information from their surroundings and an innate desire to learn. Each Children's House classroom is equipped with a full complement of pristine Montessori educational materials that attract students' attention and engage their natural desire to learn. Our Montessori materials provide the students with the opportunity for hands-on learning with concrete representations of concepts which are essential for the development of a strong foundation of understanding. Each student learns in a calm and orderly environment that is prepared to meet the cognitive, physical, social and emotional needs of children from 3 to 6 years of age.

The Children's House curriculum includes the following areas: Practical Life, Sensorial, Language, Arithmetic and Culture. TMS Children's House students also receive French language instruction on a daily basis with French Specialists and Physical Education classes, throughout the 6 day cycle. In addition, CH 2/3 students receive lessons from music and visual art specialists.

Academic Program

A MONTESSORI START

Up to Grade 6, TMS curriculum is based on the core premise of a Montessori education: that students need to drive their own learning. Using materials and processes that make abstract ideas concrete, students initiate their learning and can assess their own progress. This balance between the freedom and responsibility of a child produces highly competent learners who are self-reliant and self-disciplined.

We follow Dr. Maria Montessori's developmental view of education: each stage of a child's life requires a particular focus and learning approach based on windows of opportunity called Sensitive Periods. The first stage from birth to six years is a time of

tremendous active growth. It is the period of the Absorbent Mind when the child literally absorbs their environment in order to become a citizen of their culture and society. The second stage from six to twelve years of age is a period of great intellectual growth motivated by a strong imagination and a sense of reason. The elementary child demonstrates the capacity to deal with abstraction and to develop a sense of morality.

While the content and approach of the stages are unique, there are consistent practices running through each:

- Children interact with students of various ages. This experience develops a sense of community with older children helping younger children, and with younger children looking forward to being able to reciprocate.
- Learning is individualized so children are challenged to maximize their potential.
- Children utilize the Montessori materials to understand abstract concepts.
- The teacher has completed an accredited Montessori course emphasizing child development thus enabling them to implement the program.

AN IB FINISH

From Grade 7 onward, students are immersed in the International Baccalaureate (IB) Programme. Cultivating a full spectrum of human capabilities, the IB focuses on student-led inquiry, a balanced academic program and active citizenship. IB learners develop traits and skills essential for success in a complex and interconnected world, such as creative problem solving, open mindedness, commitment to others and the ability to adopt multiple perspectives.

The International Baccalaureate Organization (IBO) supports and accredits high quality programmes of international education to a worldwide community of almost 5000 schools in over 150 countries. At its heart, the IBO is motivated by a mission to create a better world through education. The IBO has a hard-earned reputation for quality, high standards, international focus, and pedagogical leadership. The IBO achieves its goals by working with partner schools and by actively involving its stakeholders, particularly teachers and students.

All students in Grades 7 to 10 participate in the IB Middle Years Programme (MYP) and all students in Grades 11 and 12 are enrolled in the IB Diploma Programme (DP). At TMS, these two programs meet the needs of the third stage of child development. They provide a challenging and inspiring program that promotes the intellectual, personal, emotional and social skills that our students will need to live, learn and work in a rapidly globalizing and changing world.

School Accreditations

TMS is committed to ongoing improvement as a means to realizing our Vision, and we regularly survey TMS families, faculty and staff to assist us in this effort. In addition, a number of accrediting bodies with exceptionally high standards provide outside eyes and expertise to assist us in our commitment to improvement. We are accredited by:

- Canadian Accredited Independent Schools (CAIS)
- Canadian Council of Montessori Administrators (CCMA)
- International Baccalaureate Organization (IBO)
- Ontario Ministry of Education

TMS is also an active member of the Conference of Independent Schools of Ontario (CIS).

School Governance

TMS is an independent school. It was incorporated as a non-denominational, non-profit organization in 1962 governed by a Board of Trustees which serves without remuneration (volunteer). It is recognized as a private school by the Ontario Ministry of Education. The purpose of the organization is entirely educational: to operate a Montessori/International Baccalaureate school and to provide opportunities for the development of the whole student.

As a not-for-profit independent school, TMS is not supported by government funding. Tuition pays for the basic costs of operating the School. Fundraising activities such as our Gala and Capital Campaigns support improvements and other capital projects. Annual Giving provides for desired enhancements which make a TMS education the best possible experience for each student.

The TMS Board of Trustees welcomes experienced and committed parents and others from the community to sit on the Board. Those who wish to share their time and talent to assist TMS by serving on a committee of the Board are encouraged to contact the TMS Board Chair or the Head of School to discuss their interest.

The TMS Board is at arm's length. The operation of the School is the responsibility of the Head of School, Andrew Cross who, with the support of the School's administrative team, oversees the daily operation, sets the pedagogical direction and implements TMS Board policies.

Program Statement

TMS' interpretation of Montessori pedagogy and programming is consistent with Ontario's Pedagogy for the Early Years as described in *How Does Learning Happen?* We support Ontario's commitment to strengthening the quality of early years programs and the statement that "children are competent, capable of complex thinking, curious and rich in potential" (p.6). At TMS, we recognize that the first six years of a child's life are the most formative as the child's physical, mental and emotional development begin and form strong connections. Current educational research and over 100 years of Montessori instruction demonstrate that young children possess an extraordinary capacity to absorb information from their surroundings and an innate desire to learn.

The Program Statement Policy (see Appendix A) and Ontario's Pedagogy for the Early Years, *How Does Learning Happen?* will be **reviewed annually** with all faculty, staff, student teachers, and volunteers in the Toddler and CH1 classes prior to interacting with children. If an amendment is made to either of these documents, faculty, staff, student teachers, and volunteers will be notified immediately and an additional review will be required.

Reviewing these documents will enable us to echo a shared understanding of the needs of young children.

The goals that guide the program at TMS include, but are not limited to, the following:

- **To promote the health, safety, nutrition and well-being of the children.** At TMS we work diligently to meet all of the requirements of Ontario Regulation 137/15. TMS' classrooms are beautiful, spacious environments with a full complement of Montessori materials. The needs of the young child during the exceedingly important formative period of development are met in an environment that provides the routine, order and encouragement necessary to be happy and thrive. Each student

learns in a calm and inviting environment that is prepared to meet the cognitive, physical, social and emotional needs of the children from 18 months onwards. The playgrounds provide spacious and safe areas for the children to develop their gross motor skills and an appreciation of the outdoors in spaces appropriate for each age. The outdoors provide an opportunity for continued learning about the world. When children learn about their world they are more apt to care for the environment. The children receive nutritious meals and snacks daily from an outside registered source. They are provided with the opportunity for rest on appropriately designed cots. Each child is provided with the essential requirements for emotional, physical and academic growth in a safe and nurturing school. At TMS we “nurture children’s healthy development and support their growing sense of self” (p. 13).

- **We support positive and responsive interactions among the children, parents, faculty and staff.** The home/school relationship is paramount in ensuring that children thrive and develop positively. At TMS, we encourage learning from peers. We introduce children to grace and courtesy and expect all members of the TMS community to be polite and courteous to others while following the school’s code of conduct. Adults should always be positive role models for the students in our school. These expectations are communicated in our Staff and Family Handbooks. At TMS we “cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults and the world around them” (p. 13).
- **We encourage the children to interact and communicate in a positive way and support their ability to self-regulate.** The *TMS Ideals* are: Respect yourself and others through graceful and courteous conduct; Strive for your best in all areas: academics, arts, athletics and citizenship; and Make Good Choices that have positive effects and productive outcomes. At TMS we “foster communication and expression in all forms” (p. 13). The Toddler and Children’s House Programs are designed as a natural extension of the home, a harmonious community in which each child is encouraged to reach his/her full potential. Developing relationships with adults and children outside of his/her own family, assists the child in developing social skills, independence and self-expression. Our children’s communities are based on a foundation of trust and respect where there is an atmosphere of positive self-guided discipline.
- **We foster the children’s exploration, play and inquiry** by having fully equipped Montessori classrooms and well equipped outdoor learning environments. The activities provide the children with opportunities to increase their independence; motor development – fine and large; enhance their senses; increase and refine their vocabulary; develop skills for reading and writing; develop number sense; numeracy; the introduction to mathematical operations; and a knowledge of the world in which we live through the cultural materials. The Montessori pre- school curriculum is interdisciplinary and interconnected. At TMS we “provide environments and experiences to engage children in active, creative and meaningful exploration, play and inquiry” (p. 13). We guide our students in the growth of independence, movement skills and language abilities during a critical developmental time for these capacities.
- **We provide child-initiated and adult-supported experiences.** A Montessori educator

is an advocate for the child. The directresses have keen observation skills and combined with knowledge of child development and the individual needs of each child, they provide opportunities for growth and development. "They listen, observe, document and discuss with others, families in particular, to understand children as unique individuals" (p. 19). Our exceptional teachers make every effort to fulfill each child's natural desire to learn. They engage all of the child's senses to allow them to absorb their surroundings and guide their interactions for constant learning and development through ongoing exploration. We are sensitive to the individual needs of the child. Children receive individual and small group lessons from their teachers to introduce them to concepts that are appropriate to their age and stage. At TMS the Montessori faculty and assistants support the children's needs in all areas of development – emotional, physical, social and academic. Educators use their "knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health and well-being" (p. 19).

- ***We plan for and create positive learning environments and experiences in which each child's learning and development will be supported.*** The TMS learning environment is a prepared environment that contains a full complement of Montessori materials and additional activities to support learning and creativity. Our faculty plan lessons for each individual child by week, based on the Montessori curriculum. Enrichment activities are also planned; for example, field trips and in-house visits from artists, scientists and other professionals. The environments, indoor and outdoor, are designed for young children and have furniture and equipment that are proportional to the children's physical size and needs. The classroom is a child-centered community. The classroom is designed to facilitate maximum independent learning and exploration by the child. The daily schedule provides time for uninterrupted work cycles and a limited number of transitions.
- ***We incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day and give consideration to the individual needs of the children.*** Our schedules provide the full day children the opportunity for activities indoor and out, rest and quiet time. Young children are in the sensitive period for movement and our environments encourage movement while completing many of the tasks. Children are afforded the opportunity to choose their own activities and balance their days with active and quiet play. The development of coordination, balance and strength are important components to our programs. The large gross motor playroom, outdoor playgrounds and Via Maria invite the children to explore and learn while developing control of their bodies.

All students enjoy nutritious snacks each morning, at a time that is chosen by them. Full day students also consume a wonderful lunch and afternoon snack daily. The full day students have an opportunity for rest each afternoon.

Full day students also have two outdoor activity times included in their schedules. Half Day students also enjoy the outdoors in the morning. All CH1 students also receive Physical Education classes, taught by a specialist.

- ***We foster the engagement of and ongoing communication with parents about the program and their children.*** At TMS, communication with parents is essential. "Fostering good relationships with children and their families" is a priority at TMS and

essential for a successful program (p. 24).

Parents have the opportunity to speak with the classroom teachers briefly each day at the door or playground gate during arrival and dismissal. Communication is also encouraged through telephone conversations, emails and parent teacher interviews.

Mandatory interviews are scheduled twice in the school year; typically, parents are permitted to have meetings with the teachers whenever they wish. These occur at 8:00 am and 4:00 pm.

Parent Education Workshops are conducted throughout the year to assist the parents in understanding the Montessori curriculum and child development. Written communication from the Head of Toddler and Children's House is sent electronically. This e-mail provides the families with information pertinent to their child's program and up-coming school events. Class pages are updated each week and provide information and celebrations pertinent to each class.

Celebrations of our School are communicated to parents through *The Going Beyond* magazine. We invite Children's House parents to come to our classrooms for Open Houses so that they may see the materials their children are engaged with and see their accomplishments first hand. Parents of Toddler Program students participate in Music Keys each month. We also have one way viewing windows in all of our classrooms so that parents may view their children's activities throughout the day and communicate their observations with the teachers.

It is imperative that each faculty member and assistant have a connection with their students. "A significant body of research indicates that positive, caring and respectful relationships are the foundation for optimal learning, development, health and well-being" (p. 24). At TMS, we pride ourselves in our home/school partnership.

- **We involve local community partners and allow those partners to support the children, their families and staff.** Early Interventionists, Speech Therapists, Occupational Therapists, Hearing Specialists, and ABA Therapists who support the needs of our students are welcome at TMS. We have a designated space for services to be provided for our students. Specialists also work with and observe students in the classrooms. We provide our young students and families opportunities for citizenship by assisting others in the community, near and far. Our students donate food for local food banks, donate funds for various charities, donate toys for Toy Mountain and provide various supplies for the Yonge Street Mission each year.
- **We support our staff and others who interact with the children in relation to continuous professional learning.** School begins for our faculty and staff one week before the first day of school and ends one week after the final day of school in June. During this time, preparations occur for the school year; clean up from a successful school year is completed; professional development meetings occur school wide and at levels; all necessary documentation is completed for Ontario Regulation 137/15.

Performance Appraisals and Growth Plans are established for faculty members and staff; the TMS Professional Growth Framework is designed to encourage and promote open, transparent and mutually supportive dialogue and feedback, and to ensure that our faculty and staff members have the tools and resources they need to perform their roles effectively. Observations of faculty and staff are on-

going and meetings to communicate observations, areas for growth and reflections occur throughout the year with the Academic Heads and/or Program Director. For CCEYA, the Academic Head and/or designate (CCEYA Officer) will monitor each faculty, staff, student teacher and volunteer to assess whether policies, procedures and individualized plans are being implemented and followed accordingly. Compliance and Contravention formal evaluations occur during December and June of each academic year.

Scheduled staff meetings are conducted to promote communication, wellness, decision making and professional development.

TMS has four PD Days scheduled each academic year (October, November, January and May). These days are scheduled with school wide and department meetings and presentations.

Faculty and staff are encouraged and supported financially to attend professional development opportunities outside of the School. We are members of CCMA and CAIS and attend relevant meetings with both of these organizations.

- **We document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families".** We are continuously assessing our program and ensuring that we are following Montessori pedagogy and the strategies from Ontario's Pedagogy for the Early Years through observations, meetings, parent surveys and feedback from our Program Advisor and CCMA.

The foundational conditions of **belonging, well-being, engagement and expression** that create *How Does Learning Happen?* are also found in Montessori education.

"These foundations, or ways of being, are a vision for all children's future potential and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography or setting" (p. 7). At TMS, we establish an excellent foundation for students to become confident, thoughtful and independent as they continue their journey towards becoming capable, lifelong learners. At TMS, we strive for optimal learning AND care for each child!

Ministry of Education, Ontario, 2014, *How Does Learning Happen?* Ontario's Pedagogy for the Early Years

ADMISSIONS PROCESS

1. Submit the online application, and include a copy of your child's birth certificate or passport photo page. This is used to verify that your child is age-appropriate for our program.
2. Your child's application will be placed on the waitlist until the next available opening. Please note: siblings, alumni, and faculty/staff families are given priority on the waitlist. All other applicants will be offered admission based on the date the application was received.
3. The \$150.00 application fee is not required until after an offer of admission is made to your family.

Terms of Admission- Toddler Program and Children's House Program

1. Children are accepted into the Toddler Program beginning at 18 months. Between 18 months and 3 years of age parents have the option of the half day or

a full day program, subject to space availability.

2. Children are accepted into the Children's House-1 Program at age three and must be fully toilet trained. This means that students can use the washroom and manage their clothing and hygiene independently.
3. Toronto Montessori Schools (TMS) reserves the right to accept or reject this application and also to request the withdrawal of any child if, in the opinion of the teacher and Academic Head, this action is for the benefit of the child or for the benefit of the class as a whole. The acceptance of the student for one year does not indicate automatic acceptance into succeeding years.
4. TMS reserves the right to make such rules and regulations in the operation of the School as it deems appropriate, and it is a condition of attendance that these rules and regulations be observed.
5. If offered admission to the School, the Parental/Guardian Agreement must be completed.
6. As a not-for-profit organization TMS School relies on voluntary tax deductible charitable donations provided by our families to assist with the building of new spaces and programs. Each school year families make donations to our Annual Giving Program which provides students with enhancements to their learning in that school year. Donations typically range from \$1,000 to \$2,500. New families are encouraged to support this program by donating to the upcoming year's annual giving program at the time of enrolment.

Terms of Payment- Please Read Carefully

1. Each application must be submitted with a copy of the child's Birth Certificate or passport. For Children's House 2 through to Grade 12 there is a \$150.00 application fee (\$500 for International applicants). This fee is non-refundable and is not an indication that your child is accepted.
2. New families are required to pay a non-refundable \$6,000.00 Initial Registration Fee upon acceptance. This is a one-time fee and is in addition to the tuition.
3. You will be required to pay \$20.00 for each NSF cheque.
4. Fees may be paid by pre-authorized debit, credit card (subject to a 2.85% surcharge), post-dated cheques, or wire transfer.
5. All overdue payments are subject to and shall accrue interest at the lesser of the rate of 2% or the highest rate permissible under applicable law, calculated daily and compounded monthly, starting March 1st, and shall continue until the end of the month in which all the balances have been paid. TMS encourages families to pay all invoices on or before the due date. Re-enrolment for subsequent years will not be permitted and all school records, including but not limited to graduation certificates, will not be provided until all balances have been paid in full.
6. In order to receive a 4.5% discount on Plan 3, your payment must be received by the payment deadline.

Withdrawal and Refund Policy

All notices of withdrawal must be made in writing to TMS.

If the withdrawal occurs:

On or before April 1, 2023

Families are refunded 75% of all tuition fees paid to date

Between April 2 and May 1, 2023

Families are refunded 25% of all tuition fees paid to date

There is no refund for families withdrawing after May 1, 2023.

Note: For new students, the registration fee is non-refundable.

If a student leaves TMS before the April 1st deadline having paid partial/full tuition, there is no provision for that tuition to be transferred to another academic year. If a family has additional children remaining at TMS, any partially/fully paid tuition for the student who has left may be transferred to a sibling with the approval of the CAO, on or before April 1, 2023.

Program Fees for 2023/2024

Plan 1 10 payments	10 Payments February 1, 2023 – November 1, 2023	Total
Toddler and Children's House 1 Half Day Program	February 1: \$5,000 March 1- November 1: \$1,870	\$21,830
Toddler and Children's House 1 Full Day Program	February 1: \$5,000 March 1- November 1: \$3,050	\$32,450
Plan 2 3 payments A discount of over 2.5% from Plan 1	3 Payments February 1, 2023 May 1, 2023 September 1, 2023	Total
Toddler and Children's House 1 Half Day Program	\$7,095	\$21,285
Toddler and Children's House 1 Full Day Program	\$10,550	\$31,650
Plan 3 1 payment A discount of over 4.5 % from Plan 1	1 Payment February 1, 2023	Total
Toddler and Children's House 1 Half Day Program	\$20,850	\$20,850

Toddler and Children's House 1 Full Day Program	\$30,980	\$30,980
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Canada-wide Early Learning and Child Care (CWELCC) System

After careful consideration, TMS, like many other Montessori independent schools in the GTA/York Region, has taken the decision to opt-out of the Canada Wide Early Learning Child Care system (CWELCC).

We have spent many hours scrutinizing the details of the program, asking questions and considering what is best for the children in our care. Our conclusion is that implementing the CWELCC at TMS would be detrimental to our programming, our quality of care and ultimately the sustainability of our school. As a not-for-profit independent school, all of the fees that we collect from our families go to cover our operating expenses and to help us continue to provide an outstanding program with highly trained and experienced teachers and staff. Our commitment to providing high-quality early learning and care for your children is our top priority. A large part of this commitment is related to our ability to set our own pedagogy without undue restrictions from the government, and it is our strong desire to be able to continue in this way. We look forward to continuing to be part of your children's growth and development and maintaining our high-quality standards by offering an excellent, fully accredited Montessori early learning program.

Acceptance and Waiting List Policy – Students 18 months to 3.8 years

The following policy is used for the allocation of spaces at TMS School that are regulated under the *Ontario Child Care and Early Years Act, 2014* (CCEYA), specifically in the Toddler Program and Children's House – 1.

TMS uses Montessori pedagogy for students in these programs. This pedagogy is driven by child centred learning in an environment in which students are required to work both independently and with other students. This environment is not suitable for all students. As per the Enrolment Contract, TMS retains the right to remove from the School any student whose progress or conduct is unsatisfactory.

Current students who are succeeding in our programs are offered re-admittance for the following academic year. The re-enrolment forms and payments must be completed and returned to the School by the deadline specified in the re-enrolment package. Students not re-enrolled by the specified deadline may lose their space for the following year.

The largest number of open spaces occur in September, but spaces may and occur at other times during the academic year.

TMS is looking to develop long term relationships with its families, and students most likely to stay with the School from 18 months to Grade 12.

Applicants are selected based on the needs of each classroom. In each classroom we try to balance gender, age, and development.

The wait pool operates as follows:

1. If interested, parents will complete and submit an application for their child. Their application will automatically be added to the wait pool.

2. Each age group at the School has its own individual wait pool.
 3. If there are any changes to the parents' contact information, they will contact the school to update their file.
 4. There is no specified length of time that a family may be on the wait pool to be offered a space.
 5. Upon availability of a space in our Toddler or Children's House-1 program, the applicant's parents will be notified of acceptance by email.
 6. Parents must accept the offered space, including completion of all required documentation and payment of tuition and fees, by the deadline given in the offer, or the offer will expire and the next applicant on the wait pool will be offered a space.
 7. Families that do not accept an offer when provided will be removed from the wait pool.
- ❖ First priority for open spaces is given to siblings of current TMS students.
 - ❖ Second priority is given to children of TMS full time staff.
 - ❖ Third priority is given to children of TMS alumni.
 - ❖ Fourth priority is given to new families with multiple children whose children in aggregate best meet the needs of the classroom and the School.

The School may from time to time contact families to confirm whether they wish to remain in the wait pool. A non-response to such an inquiry may result in removal from the wait pool.

To maintain the privacy and confidentiality of the children listed on the waitlist, parents may make a written request to TMS Admissions to confirm their child's application is active in the wait pool. They will be provided with a written response indicating the child's position at that point in time. The response will note that there are many factors which determine whether a child is accepted for admission, as described in this policy, and that position in the wait pool can change without notice based on the needs of the school classroom.

DRESS CODE AND STUDENT UNIFORMS

How our students dress and present themselves contributes to our shared identity and reflects pride in TMS. Our school uniform helps TMS students to meet certain standards of appearance, eliminates unnecessary competition, and sends a message to others that dressing appropriately is important.

Consequently, students are expected to wear their uniforms correctly at all times. The Dress Code at each level is to be adhered to by all students beginning the first day of school. The school uniform is to be worn each school day and at school functions. Parents and students will be notified of designated days when students need not wear the uniform. Faculty and staff understand the importance of acting as role models when it comes to how they present themselves.

Clothing and Uniform by Level

Toddler

Toddlers are not required to wear the school uniform. Loose fitting jogging suits are recommended to allow the students to move freely and safely through the environment. Velcro running shoes are considered appropriate footwear (no open toed sandals).

Children's House (Ages 3-6)

All Students: Mandatory Items

Description:

- Navy Crested Slim Sweatpants OR,
- Navy Crested APTUS Junior Training Pant.
- Navy or White Crested Premium Long Sleeve Polo Shirt OR,
- Navy or White Crested Premium Short Sleeve Polo Shirt.
- Navy Crested Full Zip Sweatshirt OR,
- Navy Crested V-Neck Sweatshirt.
- Navy Crested Book Bag

Uniform Pants: Parents may purchase any of the above items. It is not required to have all of the above uniform pieces.

Uniform Shirts: Parents may purchase any of the above items. It is not required to have all of the above uniform pieces.

Uniform Sweatshirt: Parents may purchase any of the above items. It is not required to have all of the above uniform pieces.

All Students: Optional Items

Description:

- TMS Tartan Junior Adjustable Skort
- TMS Tartan Triple Pleat Tunic
- Navy Crested Essex Short
- Grey Crested Mock Fly Pant
- Navy Crested Turtleneck (discontinued)
- Navy & Gold Crested Knit Cardigan
- Navy & Gold Crested V-Neck Knit Vest
- Navy Crested Swacket

Accessories: Optional

Description:

- TMS Tartan Scrunchies
- TMS Tartan Hard Headband
- Grey or White Socks
- Navy or Grey Knee High Socks
- Grey or Navy Tights

Uniform Shoe Requirements

The choice of shoes to be worn with the grey pants, skort, or tunic is left to the discretion of parents, but must be black dress shoe, with non-marking soles. Running shoes may be worn with the sweatpants or shorts. Please ensure that these shoes provide comfort and safety for your child on the playground; open toe sandals are not appropriate footwear. An additional pair of indoor running shoes, with non-marking soles, are required for Physical Education.

Parents and students will be notified of designated days when students need not wear the uniform, such as civvies days, which are all marked on the School Calendar. Faculty and staff understand the importance of acting as role models when it comes to how they present themselves.

InSchoolwear

For school uniforms, please visit [InSchoolwear](#) for the store's current hours and location or call 905-737-3031.

Titan Days

Periodically during the school year, Titan Days are held. The dress code for these days includes appropriate, casual, comfortable clothing with the following exceptions:

- No inappropriate t-shirt designs, slogans or names
- No ripped clothing
- No bandannas

Parents are asked to maintain the same appropriate sense of appearance, whether students are wearing civvies or uniform.

COMMUNICATIONS

The Home-School Partnership

TMS' Parent Issues and Concerns Policy and Procedures for Toddler and CH1 (see Appendix B)

At TMS, we recognize the paramount importance of an effective home-school partnership. Please do not hesitate to contact us at any time in person, by telephone, by email or with a note. We much prefer to hear about issues or address concerns immediately, as well as hear any positive feedback you may have. It is our belief that a successful partnership depends on good communication between the family and the School.

Channels of Communication

Your child's teacher is the first person to contact if you have questions about any situation concerning your child. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible. If your question is not answered to your satisfaction, please see the appropriate Academic Head, and ultimately you may contact the Head of School. When students, parents or staff members want to initiate an event, implement an idea, discuss an area of concern or have recommendations about an issue, they should contact the appropriate staff member (see below) via e-mail or voice mail to schedule a meeting.

An initial response to an issue or concern will be provided to parents/guardians within one business day. The person who raised the issue/concern will be kept informed throughout the resolution process. Investigation of issues and concerns will be fair, impartial and respectful to parties involved.

Under the Ontario's Working for Workers Act, faculty and staff have the opportunity to disconnect from work each day. In the case of TMS, this legislation means that employees cannot be expected to respond to digital communications outside of their working hours. TMS believes in the value of open and responsive communication between home and school in support of our students. We also believe that the ability of employees to disconnect from work is an important part of the school's wellness program.

Our commitment to supporting a positive work-life balance for our employees is one that we take seriously. We believe that the overall health and well-being of our staff impacts their ability to effectively support the learning needs of our students.

As a school, we recognize that our families have many different responsibilities and work obligations of their own which may impact the times when they are able to write notes and/or emails to the school. We ask for your understanding, however, that in most cases, communications received after hours will not be responded to until the next working day.

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 the Children's Aid Society).

Conduct

Our School maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party. If at any point a parent/guardian or staff member feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the Academic Head or Head of Schools.

ACADEMIC MATTERS: School Policy, Teachers, Classroom Activities, Curriculum, Field Trips, Student Progress, Student Status, Specialty Programs, Montessori Materials, Parent Concerns

Contact in this order:

- 1) The appropriate teacher
- 2) The appropriate Academic Head
- 3) The Head of School

Carolyn Reid, Head of Toddler/Children's House: creid@tmsschool.ca
905-889-6882 Ext. 2251

Andrew Cross, Head of School: across@tmsschool.ca,
Lower School: 905-889-6882 Ext. 2252 – Upper School: 905-780-1002 Ext. 3348

INDIVIDUAL STUDENT LEARNING STRATEGIES: Achievement Testing, Educational and Psychological Testing, Referral Process, Tutoring – please discuss all with appropriate Academic Head

ATHLETIC PROGRAMS: Teams, House Leagues, Individual Sports

David Cordner, Lower School Athletic Director: dcordner@tmsschool.ca
905-889-6882 Ext. 2372

LOGISTICS MANAGER: Extended Care, Extra Curricular

Blaine Seamone, Manager of School Logistics : bseamone@tmsschool.ca
905-889-6882 Ext. 2237

SAFE ARRIVAL/STUDENT ABSENCES

905-889-6882 (Press 1)

COMMUNITY DEVELOPMENT: Admissions/Advancement/Marketing &

Communications

Kirsten Eastwood, Executive Director: keastwood@tmsschool.ca
905-889-6882 Ext.2234

ENROLMENT MANAGEMENT: Records, Student Placement

Silvana Fazzari, Director of Enrolment
Management

sfazzari@tmsschool.ca

Lower School: 905-889-6882 Ext. 2230

Upper School: 905-780-1002 Ext. 3226

Assistant Director, Enrollment
Management

admissions@tmsschool.ca

905-889-6882 Ext. 2254

Advancement: Parent Engagement, Alumni, TMS Community Events

Rakesh Tripathi, Director, Alumni and Community Relations

rtripathi@tmsschool.ca

905-889-6882 Ext. 2248

Advancement: Parent Volunteers, TMS' Strategic Fundraising, Capital Campaign

Director, Development

development@tmsschool.ca

905-889-6882 Ext. 2285

MARKETING AND COMMUNICATIONS: Websites, e-Notifies, Annual Report, Publications/Newsletters, Marketing, Advertising, PR materials

Adnan Mohamedbhai, Director, Strategic Communications and Marketing:

amohamedbhai@tmsschool.ca

905-889-6882 Ext. 2261

FINANCE: Tuition, Financial Aid

Vince Haines, Chief Administration
Officer

vhaines@tmsschool.ca

905-889-6882 Ext. 2233

Fayyaz Masood, Controller

fmassood@tmsschool.ca

905-889-6882 Ext. 2229

Concerns about 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, Youth, and Family Services Act*.

Issues/Concerns Related to Compliance with the CCEYA 2014 and Ontario Regulation 137/15

If an individual has issues/concerns related to compliance with requirements set out in the Child Care and Early Years Act 2014 and Ontario Regulation 137/15 he/she should report his/her concern to the Ministry of Education's Child Care Quality Assurance and Licensing Branch. Issues/concerns may also be reported to other relevant regulatory bodies; for example, York Region Public Health, Ministry of the Environment, College of Early Childhood Educators, etc.

Communicating with Faculty and Staff

When not teaching, TMS faculty are readily accessible by telephone, email, written notes or in person. We strive to respond within one business day when we are contacted by parents.

Please note that immediately prior to the start of class, teachers are preparing to give their best effort to their students and can only casually chat or greet parents. Similarly, during dismissal, teachers are concerned with the wellbeing of students preparing to leave for the day.

TMS faculty are more than happy to schedule face-to-face meetings or telephone calls at times of the day when they are not focused on their students. While we recognize the importance of a true conversation in person or via telephone to discuss serious issues and concerns, there are times when an email is an effective and efficient way to raise a question. Teachers may then respond to emails from parents with serious concerns by scheduling a call or meeting.

In addition to personal communication regarding questions, concerns or compliments, the School has a number of vehicles to keep you informed.

Daily Report for Toddler & CH1

Each day a daily report is completed for each student and provided to the parents/guardians at the end of the day. This provides families with information pertaining to food consumption, toileting, sleep duration, and any important events from the day.

TMS Parent Portal

The TMS Parent Portal is our “one-stop” for all information at TMS. While some sections of the Portal are accessible without a password, others are password protected. Those sections are marked with a padlock and designed to protect proprietary school information.

Parents will be assigned a username and password once their child is enrolled at TMS. For new to TMS parents, this typically happens in August. A temporary password is issued in May so parents can access school information like forms and calendar dates. Parents can click on the Forgot Username or Password option if login information is forgotten, and the information will be sent by email.

Click [here](#) to access the Parent Portal or go to www.tmsschool.ca, select MY TMS tab at top of the Home Page, and then select Parent Portal. For any questions regarding the Parent Portal, please [email us](mailto:email_us) at website@tmsschool.ca.

TMS This Week

Every Monday morning, all TMS parents will receive an e-Notify “This Week” (email), letting you know about the newest content that has been posted to the Parent Portal (with links), as well as a summary of any upcoming events or special reminders. e-Notify messages are also used (in conjunction with other communication) to notify parents of any school closures (e.g. weather related).

Classroom Pages

Classroom Pages is the platform we will use to communicate with you about the events in your child’s classroom at the Lower School. The Classroom Pages are designed specifically by the classroom teachers as a way to access updates, resources, and events. Specific information about your class schedule, trip letters and permission forms, major assignments and test dates, birthday lunches, celebrations and in-house visits will

all be included on the page. Each page will also feature an activity stream section where teachers will add reminders for school events such as Titan days. The Classroom Page is one of the main tools our classroom teachers use to communicate with you. We encourage you to please check your child's Classroom Page regularly. Homeroom teachers will update their Classroom Pages every Friday by 4:30 pm to provide information on activities, projects or events taking place the following week and celebrate the events of the current week.

While parts of the Parent Portal are not password protected, for obvious reasons, the Classroom Pages require a password. To access your child's Classroom Page, click [here](#) and login using your TMS username and password.

Headlines

Headlines is our news feature conveniently located on the [Parent Portal](#). This is constantly updated with all the events that take place at TMS. Every Monday, parents receive an email reminder (TMS THIS WEEK) to check out photos and stories about what happened at TMS and what's coming up.

Going Beyond

Our bi-annual magazine, *Going Beyond*, provides you with information about happenings, achievements and accomplishments of our students, School and alumni. We invite you to provide us with stories we can share. Comments, articles, and photos for *Going Beyond* can be sent to the editor@tmsschool.ca. A library of past and current issues is located [here](#) on the [Parent Portal](#) <http://www.tmsschool.ca/parent/going-beyond-magazine>. *Going Beyond* comes out in the Spring and Fall each year.

Paper Communications

Paper messages, forms, and other material may be sent home. In keeping with our efforts to "go green," letters that apply to all TMS students will be distributed to the youngest sibling in the family. Families will not get duplicate copies. Letters that are specific to the classroom will continue to be distributed to each child in that classroom in hard copy or on the Classroom Pages.

TMS Wall Calendar

The TMS printed calendar is distributed to all families during the first weeks of September. Please contact the Main Office if you do not receive one. A digital copy of the printed calendar and an updated electronic version are available on the Parent Portal. Please note that the calendar on the Parent Portal is updated each week so that version is the best one to check for any event changes or addition of new events.

Social Media Updates

Facebook

Handle: @tmsschoolofficial Address: <https://www.facebook.com/tmsschoolofficial>

Instagram

Handle: tmsschool Address: <https://www.instagram.com/tmsschool>

Youtube

Handle: TMS School Official Address: <https://www.youtube.com/user/TMSSCHOOLOFFICIAL1/videos>

LinkedIn

Handle: TMS School Official Address: <https://www.linkedin.com/school/tms-school-official>

Twitter Updates

Main Handle: @TMS\$CHOOL1 Academic Heads: @SheilaThomasTMS (Upper School), @RachelMarksTMS (Elementary) and @CarolynReidTMS (Toddler/Children's House)
Address: <https://twitter.com/tmsschool1>

Head of School Blog

This includes CrossWords and Vlogs

DAILY PROCEDURES

School Hours

Extended Care – Lower School (Bayview Campus)

7:15 – 8:30 am (Extended Care fee for service)

Toddler Program (Half day)

8:30 am – 11:50 am

Staggered entry 8:30 – 9:15 am

Staggered dismissal 11:30 – 11:50 am

Toddler Program (Full day)

8:30 am – 4:00 pm

Staggered entry 8:30 – 9:15 am

Staggered dismissal 3:00- 4:00 pm

Children's House Program (Half day)

8:30 am – 11:50 am

Staggered entry 8:30 – 9:15 am

Dismissal 11:50 am

Children's House Program (Full day)

8:30 am – 4:00 pm

Staggered entry 8:30 – 9:15 am

Staggered dismissal 3:00- 4:00 pm

Extended Care Program

TMS offers before school care from 7:15 – 8:30 am (7:15 – 8:15 am for Elementary), and after school care from 4:00 - 6:00 pm for a fee for service.

All students who arrive before or stay after regular school hours must be enrolled in the Extended Care Program. For more information please call the Manager of Extended Care at 905-889-6882 Ext. 2237 or visit our Parent Portal at www.tmsschool.ca/parent and click on the Student Life tab on the menu.

Extracurricular Programs

TMS offers a range of Extracurricular Programs to students from Children's House 2/3 to Grade 6.

At the present time, Extracurricular Programs are not available for Toddler or CH1 students.

Discovering new interests, finding hidden talent and committing to something bigger than oneself are important moments in the growth of any child. That's why we offer **optional** clubs and activities to engage the mind and excite the spirit. These programs run after school, some for five to eight weeks and international language programs for the full year. The programs range in cost from \$150 to \$1,200 depending on topic and length. Some programs are open to students in Children's House while others are for Elementary students only. Extracurricular Programs are **not** part of our in-class work and are completely optional. These are examples of Extracurricular programs TMS has offered in the past:

Aerospace/Robotics • Chess • Friends of the Community • Gymnastics Student Council (Grade 6) • Lego Brick Club • Yoga • Piano • MultiSports Stand up & Speak • Visual Art and Design • Tennis/Badminton Entrepreneurship Programs • Voice Jam • Robotics and Mechanical Engineering 3D Printing • Video Game Design • STEM Programs

Elementary Co-curricular Programs

The Lower School Co-Curricular Program is designed to complement the four TMS Pillars of Arts, Athletics, Academics and Citizenship. Each program has been created to support our students' desire to experiment, take risks and extend their knowledge. TMS students develop spirit and courage while they pursue new experiences such as helping communities in need, playing sax in the band, joining the robotics team, singing in the choir or perfecting a basketball layup. It is a place where students expand the depth of how they are known at TMS. In some cases students tryout or apply for these groups. These are examples of Co-Curricular programs TMS has offered in the past:

Elementary French Club • Elementary Science Club • Tutorials Environmental Club • Choirs (Grades 1 to 3 and 4 to 6) Junior & Senior Concert Bands • Drama Group • Art Club • Media Creation Team Friends of the Community • Student Council • Social Justice Club Elementary Intra-murals • Cross Country Running • Indoor Soccer Outdoor Soccer • Basketball • Badminton • Track and Field • Volleyball Upper Elementary Play Group

Holiday and School Closures

TMS is closed on all Statutory Holidays.

Thanksgiving: October 09, 2023

Midterm Break: November 13, 2023

Winter Break: December 21, 2023 through January 8, 2024 (January 9th return to school)

Mid-term Break: February 16, 2024

Family Day: February 19, 2024

March Break: March 09, 2024 through March 24, 2024 (March 25th return to school)

Easter: March 29, 2024 and April 01, 2024

Victoria Day: May 20, 2024

Professional Development Days (no school): Friday, October 6, 2023

Friday, November 10, 2023

Monday, January 08, 2024

Friday, May 17, 2024

Last day of school: June 14, 2024

Weather Closures

TMS will remain open during all but the most severe winter weather. If the decision is

made to close the School, an email will be sent to all parents and staff by 6:30 am, information will be recorded on the school telephone line 905-889-6882 (press 7), on the Home Page of our school website www.tmsschool.ca and available on radio stations 680 AM and CHFI 98.1 FM (social media). School closures are also listed on the Storm Centre of 680news.com.

Please note we will be listed as TMS and not Toronto Montessori Schools.

In bad weather, absences and lateness will be excused if severe weather makes it difficult for a family to travel.

Transportation

TMS does not provide bus service between home and school. If you want this service, arrangements may be made directly by parents with private carriers. TMS does not accept any liability for the use of a private carrier. Public Transit stops are located near both campuses.

Safe Arrival & Dismissal Procedures

TMS' Safe Arrival and Dismissal Policy and Procedures for Toddler and CH1 (see Appendix C)

TMS is committed to working with families to ensure student's safety during arrival and departure times.

1. For ANY planned or unplanned late arrival or absence, we ask that you call or email our centralized Safe Arrival reporting line:
905-889-6882 (press 1) or email SafeArrival@tmsschool.ca and **please ensure you indicate your child's first and last name, as well as their classroom number or teacher's names, when recording a message or leaving an email.**
2. During arrival and to ensure your child's safety, please drop off your child directly to their appropriate drop-off location and ensure the appropriate staff member acknowledges your child's arrival.
3. Staff will sign-in your child with the arrival time or indicate your child's absence on the classroom attendance.
4. The receptionist/CCEYA Officer/Head of Toddler and Children's House will share an additional mass attendance for all classes in Toddler and CH1 to keep track of student lateness and absences on a daily basis.
5. If a student's lateness/absence is unaccounted for (no voicemail/email left to Safe Arrival/classroom teachers), Safe Arrival staff will verify final numbers by 9:50 am each morning and will begin contacting parents/guardians by telephone and leave a voicemail if a parent cannot be reached.
6. A student's absence and reasoning is always written in the Daily Written Record and/or Illness Log, by the classroom teacher(s) for additional record keeping and follow-up (if required).
7. During dismissal, a student can be picked up by a parent/guardian or a person who

has received authorization to pick-up by the child's parent and is listed on the school's Medical/Emergency form. Please note, if a staff member is unfamiliar with the individual who is picking up, staff have the right to request identification upon arrival, to match the contact information on file.

8. If alternate arrangements have been made for pick-up, other than the person(s) listed on the Authorization to Pick-up section of the form, please ensure staff are aware when alternate arrangements for pick-up have been made by providing written confirmation (e.g., email or note) with the individual's full legal name and contact information. The individual will be required to provide identification upon arrival.
9. Staff will sign-out your child with the departure time on the classroom attendance.
10. If a **child is not picked up as expected**, the classroom teachers or Head of Toddler & Children's House contact the parent(s) by telephone to determine the parent's wellness, their whereabouts and the time they will arrive at school. For children enrolled in the full day program, if space is available in the Extended Care Program, the child is signed into Extended Care until the parent arrives to pick up the child; a bill will be sent to the parent for this additional care. If there is no space available in Extended Care, the classroom teacher or Head of Toddler & Children's House supervises the child until the parent arrives. If a parent is not able to pick up, within a reasonable timeframe, we request the parents to designate another authorized individual to pick up the child. The parent provides us with the name of the individual that will pick up the child via written authorization through email and the individual's identification is checked prior to dismissal.

In a rare occurrence that a child is not dismissed after one hour of pick up time, and there is no communication from parents or emergency contacts, then staff will call YRCAS (York Region Children's Aid Society) for further direction; a full written report of the incident will be recorded in the child's file.

Reporting Lateness or Absences

The reporting of lateness and absences is intended to protect all students. For ANY planned or unplanned late arrival or absence, we ask that you call or email our centralized Safe Arrival reporting line: 905-889-6882 (press 1) or email SafeArrival@tmsschool.ca and **please ensure you indicate your child's first and last name, as well as their classroom number or teacher's names, when recording a message or leaving an email.**

Excessive Lateness or Absences

Lateness interrupts the learning of classmates and has a negative impact on all classes. Parents are asked to arrive at school on time.

Absences tend to put a child behind, frequently creating confusion and/or apprehension about what has been missed, negatively impacting the student's day and the learning of classmates

- Please schedule appointments outside of the regular school day if at all possible.
- Please schedule family holidays to coincide with the School's calendar of holidays.

Excessive lateness and absences have a negative impact on learning. TMS engages the student and the family in avoiding being late or absent from school.

Parents will be contacted if a student is often late. If the tardiness continues, parents will be required to come in to meet with the appropriate Academic Head to arrive at a solution to support punctuality and optimal teaching and learning for all.

Leaving School Early

If a student must leave school early, a note or a telephone call from the student's parent/guardian is required indicating the time and reason for early dismissal.

Visitors

In accordance with our Safe School Policy and to protect our students, parents/guardians are provided with a TMS identification badge and are asked to wear it at all times on school property.

All visitors, including parents without their badges, are required to report to the Main Office to sign in and obtain a visitor badge, which must be worn while in the School.

Individuals under the age of 18 years who wish to visit the School must be accompanied by a parent, unless prior arrangements have been made for their visit. Staff and parents are asked not to allow anyone into the School unless they are identifiable by their badge.

Meals

Half Day Students in Toddler and Children's House 1 receive one snack per day from Real Food For Real Kids. Full Day students in Toddler and Children's House 1 receive 2 snacks and lunch from Real Food For Real Kids. Menus are posted outside of the classrooms and on our website. These menus meet the recommendations set out in the Health Canada documents "Eating Well with Canada's Food Guide".

Drinking water and staying hydrated is important for good health. Toddler and Children's House 1 students are required to bring their own water bottle clearly labeled with their name.

In cases where a child has food allergies and the meals and snacks provided by TMS cannot meet the child's needs, the child's parent will need to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented and parents must ensure food brought to TMS have the child's full name labeled on the container. Staff will document in an **Incoming Food Log** all foods that are brought in for special dietary restrictions. The food container will be placed in a separate area and where food is provided from home for children, ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.

Cultural Celebrations and Birthdays

TMS is a non-sectarian school. As Montessori includes the study of many diverse cultures and religious events, these celebrations are dealt with from an historical and cultural perspective.

At the Lower School (Bayview Campus) we would like to help celebrate your child's birthday with a **simple** celebration that symbolizes your child's life and accomplishments. To honour your child's special day, parent of Toddlers may choose to donate a special book to the classroom. In Children's House 1 we welcome donation to the School Library to honor their birthdays. With every contribution, your child's name

will appear in the front of the book, inscribed on a personalized TMS bookplate. You may select a book of your choice, or allow the TMS Librarian to choose an age-appropriate book on your behalf. Due to life-threatening allergies and TMS' belief that students should be encouraged to eat healthy foods as often as possible; sweets, cupcakes or birthday cakes are not to be brought to school.

Loot bags are not permitted to be distributed at school.

Recess and Outdoor Activities

Outdoor activities (Toddler, Children's House 1) and Physical Education classes (Children's House 1) are viewed as an important part of the school day.

- All students are expected to participate outdoors
- Students must have appropriate footwear, outerwear and accessories for the day's weather conditions for activities taking place outdoors
- Full Day Toddler Program and CH1 students go outside everyday weather permitting for approximately 2 hours
- Any student who is too ill to go outside for recess, or Physical Education should be considered too ill to attend School
- The School provides an excellent ratio of adult to student supervision and carefully prepared areas for student activity
- Homeroom teachers regularly counsel and advise their students in advance with regard to safe and respectful play at recess and follow up when issues arise

Inclement Weather and Outdoor Activities

These are the School guidelines:

- Toddler and CH1 will monitor weather conditions on site and the duration of their outdoor time will be dependent on local conditions, including but not limited to, air quality, temperature, wind gusts, and wind chill. Students will not go outside when the temperature is minus 20 degrees Celsius and colder (with wind chill)
- Toddler and CH1 students will not go outside or will modify outdoor activities if a Weather Alert/Advisory has been issued by the York Region Medical Officer of Health (heat, wind, cold)

Lost and Found

Parents are strongly encouraged to label all clothing and belongings in order to assist children in finding their items without difficulty. Some suggestions:

- Clothing – the use of iron-on labels or marker on clothing tags is very helpful
- Shoes – please mark the inside of the tongue in permanent marker or use stickers with the child's name on the inside of the shoe (ball of the foot)
- Water bottles- sticker labels

Personal Belongings at School

Students are strongly encouraged to leave items that are not required for learning at home, such as electronic games and toys. If some of these items come to school, keep in mind that they should not be used during instructional time. In addition:

- Skateboards, Heelies, rollerblades and scooters may not be used
- Personal belongings will be put away if they are interfering with teaching and learning

Sleep Supervision Policy and Procedures

Children's sleep and rest play an integral part in a child's well-being and development.

The purpose of this policy and procedures described within is to provide staff, student teachers, and volunteers with rules and procedures to follow to safeguard children from harm, injury, or death while sleeping.

Procedures for monitoring sleeping children reduce the risk of harm or injury so that faculty/staff can look for and identify signs of distress and implement immediate responses to protect the health and safety of children.

Placement of Children for Sleep

- Full day students in Toddler and CH1 will be provided time to sleep for a period of no more than two hours each day, and are provided with a cot which is labeled with his/her name and blanket to enable them to have a comfortable rest in their classroom. The cots are sanitized and the linens are laundered by TMS.
- Students are not permitted to bring a stuffed/plush toy for comfort; unless it is able to remain at TMS each day.

Consultation with Parents

- All parents of children who attend the full day program in Toddler and CH1 at TMS will be advised of the school's policies and procedures regarding sleep at the time of their child's enrolment and/or any time the policies and procedures are revised, as applicable. This information will be available to parents in the Toddler and CH1 Family Handbook and be included in the welcome letter sent out to parents prior to their child(s) program start date.
- Parents are consulted respecting a child's sleeping arrangement and needs prior to the child being in attendance at TMS. Consultation with parents and faculty occurs throughout the school year and at periods of transition to another class or program.
- Written documentation will be kept in each child's file to reflect the sleep patterns identified by their parent (profile sheet), and the "Naps in Toddler and CH1" form. Any updates to the documentation will be made whenever changes are communicated to TMS.
- All sleep arrangements will be communicated to program staff by the supervisor or designate after meeting/consulting with the parent/guardian.
- Parents will be advised by the supervising staff of any significant changes in their child's behaviours during sleep and/or sleeping patterns.
- Staff will document their observations of changes in a child's sleep behaviours in the child's anecdotal notes and the daily report/record.
- Any observances of any significant changes in a child's sleeping pattern or behaviours will be communicated to parents by staff and after consultation will result in adjustments to the manner in which the child is supervised during sleep time.

Direct Visual Checks

- Direct visual checks are conducted every 30 minutes in the Toddler Program and in CH1 during the sleep period. Staff physically confirm that they perform periodic direct visual checks of each sleeping child by being physically present beside the child while the child is sleeping and looking for indicators of distress or unusual behaviours. Staff will document that a direct visual check is conducted on every child in the sleep log.
- 30 minutes is the minimum frequency of direct visual checks. Should a child have symptoms of illness (e.g. a cold) or if there are other issues or concerns related to the child's health, safety and well-being during sleep, the frequency of direct visual checks will be increased. The individual needs of each child during sleep as identified by the parent and/or the child's physician is followed at all times.
- Staff will ensure that all sleep areas have adequate lighting available to conduct the direct visual checks of sleeping children.
- Direct visual checks are not required for children engaging in quiet activities during nap, but these children will be supervised at all times.
-

Use of Electronic Devices

- Electronic Monitoring devices are not used at TMS.

Procedures

Procedures for Completing Direct Visual Checks
<ol style="list-style-type: none">1. Staff must:<ol style="list-style-type: none">i. be physically present beside the child;ii. check each child's general well-being by looking for signs of distress or discomfort including, at a minimum:<ul style="list-style-type: none">• laboured breathing;• changes in skin temperature;• changes in lip and/or skin colour;• whimpering or crying; and• lack of response to touch or voice.2. Where signs of distress or discomfort are observed, the staff who conducted the direct visual check must attempt to wake the child up. Where no signs of distress or discomfort are observed, proceed to step 3. <p>a) Where the child wakes up, staff must:</p> <ol style="list-style-type: none">i. attend to the child's needs;ii. separate the child from other children if the child appears to be ill;iii. document the incident in the daily written record and in the child's symptoms of ill health record, where applicable. <p>b) Where the child does not wake up, staff must immediately:</p> <ol style="list-style-type: none">i. perform appropriate first aid and CPR, if required;ii. inform other staff, students and volunteers in the room of the situation;

Procedures for Completing Direct Visual Checks

- iii. contact emergency services or, where possible, direct another individual to contact emergency services;
- iv. separate the child from other children or vice versa if the child appears to be ill;
- v. inform the supervisor/designate of the situation; and
- vi. contact the child's parent;

c) Where the child must be taken home or to the hospital, the supervisor or designate must immediately:

- i. contact the child's parent(s) to inform them of the situation and next steps.

d) Where the child's condition has stabilized, and/or after the child has been taken home and/or to the hospital, the staff who conducted the direct visual check and any staff who assisted with responding to the incident must:

- i. follow the serious occurrence policies and procedures, where applicable;
- ii. document the incident in the daily written record, anecdotal notes, and accident/incident report; as well as
- iii. document the child's symptoms of illness in the child's illness records.

3. Staff must:

- i. adjust blankets as needed;
- ii. ensure the child's head is not covered;
- iii. ensure there are no other risks of suffocation present;
- iv. document the date, time and initial each direct visual check on the room's sleep log. In CH1, initials are not required as one consistent staff member is dedicated to conduct direct visual checks (if staff is absent, supply will initial); and
- v. verbally inform other staff in the room that the check has been completed.

DROP-OFF, PICK-UP AND PARKING PROCEDURES

Traffic Safety Policy

Student safety is the first and foremost consideration in determining how students are dropped off and picked up at our campuses. The TMS community must ensure that these guidelines are followed by all students, parents and staff with no exception to the rules.

Parent Fobs (entry/exit)

- Students in Toddler and CH1 must be escorted to their entry doors or playground
- Parents will receive fobs which will provide access to enter Via Maria (pathway to the playground). Only parents of Toddlers and CH1 will have access to this entrance/exit.
- Parents MUST have a fob in order to enter and exit.
 - Teachers will dismiss your child to you from the Toddler or CH1 playgrounds.
 - Please ensure you are wearing your TMS Parent identification when in the school.
 - During Inclement weather your child will be dismissed from their classrooms.

Toddler Arrival/Drop Off

Doors Open:

8:30 am. Only siblings of students in Grades 1 and above may arrive at school at 8:15 am, the same time as their older siblings.

*For this earlier arrival time, the children will be greeted at their entrance doors and then travel to the playground with their classroom teachers.

Building Entrances by Class:

- Toddlers - enter via the gates at the top of the Via Maria path (Entrance 1).
- Weather permitting- Toddlers will begin their day outside for our full day students.
- In inclement weather- escort your child to the exterior door closest to their classroom (on Via Maria) and a staff member will transition your child safely to their class.
 - Toddler class 211, 213 (door #12)
 - Toddler class 224 (door #11)
- Half-day students- Class 215 will begin their day in their classroom. Please escort your child to Door #12 on Via Maria and a staff member will transition your child safely to their class.

Toddler Dismissal/Pick-Up

Schedule	Level/Class	Location
First week (Sept 5-8)	ALL Dismissals	At their entrance and classroom doors.
Regular School Day	Full-day Toddler Students	Playground
	215 will spend latter part of the morning in Via Maria	Via Maria
Inclement Weather	All Toddlers	Enter through Bayview entrance or come to your child's entry door and retrieve him/her from their classroom door

Children's House 1 Arrival/Drop Off**Doors Open:**

8:30 am *TMS staff will greet you and your children and escort them to their classrooms.

Building Entrances by Class

- Class 116 Students enter school through the Grove (Entrance 6).
- Class 117 Students enter school through the Grove (Entrance 6).
- Class 216 Students enter school through the gates at the south west

corner of the building (Entrance 1-Via Maria) and then through entry door #12. TMS staff will greet you and your child(ren) and escort them to their classrooms.

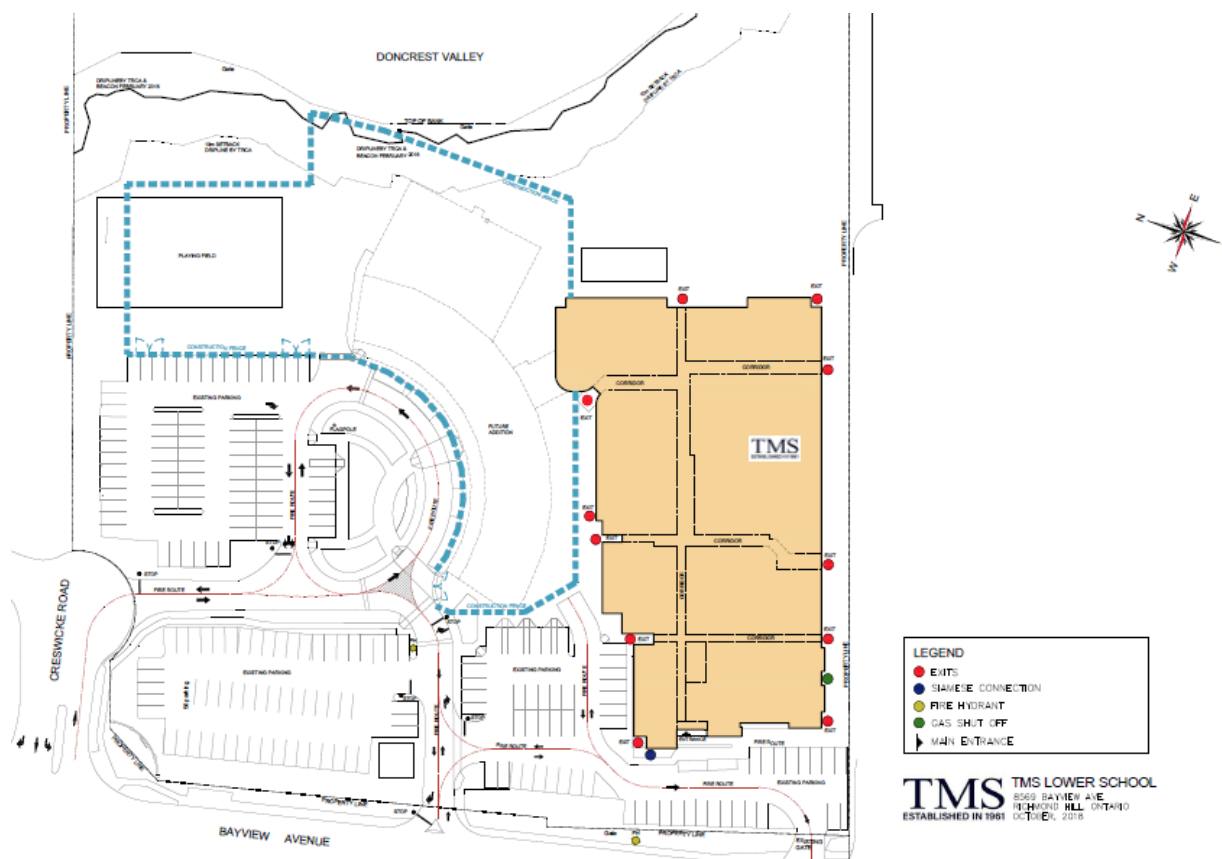
*Only siblings of students in Grades 1 and above may arrive at school at 8:15 am, the same time as their older siblings.

Children's House 1 Dismissal/Pick-Up

Schedule	Level/Class	Location
First week (Sept 5-8)	Class 116 and 117 Class 216	Grove Doors Classroom Door
Regular Full-day Regular Half-day	Children's House 1 Children's House 1	Playground Class 116 and 117 Gove Doors Class 216 Classroom Door
Inclement weather	Class 116 and 117 Class 216	Grove Doors Classroom Door. Please enter the school through the Bayview entrance

Drop-Off Zone (CH2/3- Grade 6)

- Please do not leave vehicles unattended in the "Drop-Off Zone" (Kiss and Go area) or in the "No Parking Zone". This zone is a fire route and parked vehicles are subject to being tagged or towed (please refer to photo on next page)



Please:

- Do not stop in the marked pedestrian crossing
- Do not stop in left lane next to the "Drop-Off Zone"
- Circle and park to pick up your child when a spot becomes available

Pedestrian Crossing

- Please yield to pedestrians at the designated crossing
- Cross only at the designated pedestrian crossing

Signage, Lane Marking and Traffic Calming

- Read and obey the traffic signs and respect the lane markings
- Maximum speed is posted at 20 km/h

Parent Parking – Lower School

- All students in Grade 6 or lower must be accompanied by an adult when in the parking lot
- Please do not park in fire routes, Accessible spaces (without a permit) or expectant mothers' spaces. Violators may be tagged or towed
- Please do not double park or park in unmarked spaces

Parking and Traffic Enforcement

- Parking is available only in designated areas
- Vehicles parked in No Parking zones (including fire routes), the Drop-Off Zone/Kiss and Go area, or Accessible spaces without a permit may be ticketed and/or towed by the town of Richmond Hill which enforces municipal by-laws
- TMS cannot prevent the Town of Richmond Hill from enforcing the by-Laws and issuing tickets, nor will TMS pay for tickets which have been issued.

HEALTH AND WELLNESS

Illness

The School needs to be advised by a parent or guardian if a student is unable to attend classes because of any illness, including Covid-19. Parents are asked to assist the School in preventing the transfer of communicable illnesses by keeping children home when they are ill. A daily health check of each student is made when receiving the child in order to detect possible signs and symptoms of ill health and follow all health protocols. If a student appears to be ill during the day, the child is separated from other children and the symptoms of the illness are recorded. The child is isolated from other children in the Nurse's office, Isolation Room, or the Academic Head's office until the child is released to the designate allowed to pick up the child. Families must follow the TMS Health Policy to determine when a child is permitted to return to school.

The TMS Health Policy:

Fever – staff/students should remain at home if he/she has a temperature of 38 degrees Celsius (100.4 degrees Fahrenheit) or above. Staff/students may not return to school until he/she has been fever free, without the aid of any fever reducing medications for 24 hours and symptoms are improving

Conjunctivitis (Pink Eye) – staff/students must be on antibiotics for at least 24 hours prior to returning to school

Ear Infection – students must be on antibiotics for at least 24 hours prior to returning to school

Stomach Ache – staff/students may not attend school until he/she has regained their appetite and has normal bowel movements

Nausea/Vomiting/Diarrhea – staff/students should remain at home if experiencing vomiting or diarrhea until symptoms are improving for 48 hours

In all circumstances of absence for medical reasons, seek the advice of your child's doctor to determine an appropriate time for your child to return to School.

All students in Toddler and CH1 have immunization records and a record of previous communicable diseases on file. These records are received prior to the child attending TMS.

Immunization/Communicable Diseases and Conditions

York Region Public Health (YRPH) requires that your child's immunization records be kept up-to-date. Parent/guardian(s) of Toddler and CH1 students are required to provide a copy of their child's immunization record to the CCEYA Officer at TMS; this is a requirement before the start of school. Should York Region Public Health contact you regarding any missing information, immunizations or records, please take notice of their requests. They have the legal right to suspend students from school who are in violation of these rules and the school must adhere.

Parent/guardian(s) wishing to access more information on immunization requirements for students attending school can do so by going to

<https://www.york.ca/health/immunizations/update-immunization-information> and select the tab "Immunization Requirements for Licensed Child Care".

If your child has not been immunized, the parent/guardian must provide one of the following: CCEYA Statement of Medical Exemption Form completed by a qualified medical practitioner, or complete the Statement of Conscience or Religious Belief Form signed by a Commissioner for taking affidavits. All letters of exemption are received prior to the child attending TMS and kept on file.

Please be aware that students, who have an exemption of immunization either for medical, conscience or religious reasons, will be excluded from school if there is an outbreak of a disease for which the student is not immunized.

If your child contracts a communicable disease (e.g. Chicken Pox, Measles, etc.), you must keep your child at home for the length of time recommended by YRPH and immediately report this to the Main Office at TMS. This will enable faculty and staff to watch for symptoms in other students and to inform a student's parents and the office if symptoms emerge. We will work to keep all students healthy and safe.

An e-mail will be sent to parents and a notice posted outside of the classroom when there is a public health requirement to inform regarding an illness in a given class or the School.

Head lice (Pediculosis)

Head lice are common and communicable. They may spread in any situation where individuals gather and are in close contact. From time to time, students in school may be identified with head lice. It is important to note that the presence of head lice on a student is not a reflection of the level of cleanliness or parenting skills in a home. Head lice are primarily a social nuisance and do not transmit disease. They are NOT a health problem.

When a student is identified as having head lice, the parent/guardian of that individual is informed and provided with an information package. The student is sent home and if the student has a sibling, the school nurse/designate will also check the sibling. A letter of notification and the York Region Department of Health information sheet is sent to all parents of children in classrooms where head lice have been identified.

Students are NOT to return back to school until:

- Treatment is completed by a professional lice screening agency (information can be obtained from the school nurse).
- Parents obtain a note of clearance stating the student may return to school.

Student Medication

The School needs to be informed about any medication a student is taking. The protocol for taking physician-prescribed medication must be arranged amongst parents, teachers and the School Nurse.

All prescribed medications administered by TMS must be:

- Prescribed by the child's doctor
- In the original labeled container supplied by the pharmacist which indicates the child's name, the name of the medication, dosage of medication to be administered, date of purchase, instructions for storage and administration
- Accompanied by the Medication/Treatment Record form, which must be signed by the parent and indicates instructions.

Non-prescribed medications can only be administered when accompanied by a Medication/Treatment Record form completed by the child's parent/guardian. Each non-prescribed medication is labeled with the child's name and classroom number, product name, expiry date, storage requirements, dosage and date of purchase.

All medications are to be inaccessible to other students. They are to be stored securely in the Nurse's office. Medication must be up-to date, properly labeled, with the exact dosage and the time that it is to be administered. With the exception of: epinephrine auto-injectors, asthma inhalers, and medications requiring refrigeration, medications shall be kept in a locked area that meets the conditions of storage (temperature and exposure to light, etc.). Medications requiring refrigeration are kept in a locked box in the fridge in the Nurse's office. All medications are to be handed directly to a staff member when the child arrives at school. A staff member will return the medication to the parent/guardian at dismissal. **Medications are administered by the School Nurse or her designate.**

Medical Forms

It is crucial for each student's wellbeing that a parent/guardian provide TMS with their child's most recent health information, including current medical conditions, allergies and any other health related concerns. It is very important that every student's health

records be updated whenever there is a change to their health status, contact numbers or address. Medical forms are mailed out to all parents in April and must be returned to the Main Office by June.

Prevalent Medical Conditions

To promote the safety and well-being of students, the Ministry of Education requires all schools to have guidelines in place to support students with anaphylactic allergies, asthma, diabetes and seizure disorders, all of which can result in a medical occurrence or emergency requiring immediate response. In addition to the annual health update, students with a diagnosed prevalent acute/chronic medical condition must have a completed Individualized Medical Plan to outline the details around condition management at school. Using the information provided in the annual update, a blank copy of the plan will be shared with identified families to be completed before the start of the school year.

Allergies and Anaphylactic Emergency Procedures

Life Threatening Allergy Alert

Anaphylaxis is a serious allergic reaction that can be life-threatening. Many people suffer from extreme life-threatening allergies to certain foods, medications, insect stings or non-food materials, such as latex. For them, exposure to even a minute amount of the substance to which they are allergic can trigger an anaphylactic reaction. Although peanuts and nut products are the most common foods to cause anaphylaxis, shellfish, fish, eggs, sulphites, milk, sesame seeds, insect venom (bees, wasps, etc.) or any other food can cause this dangerous condition. These policies and procedures are intended to keep children with potentially life-threatening allergy safe and to provide relevant and important information on anaphylaxis to parents, staff, student teachers, volunteers and visitors at the school.

TMS' policies and procedures are in accordance with [Sabrina's Law, 2005](#).

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

Individualized Emergency Plans and Procedures for Students with Life-Threatening/Anaphylactic Allergies

- Upon registration at TMS, the Program Supervisor/Program Supervisor Designate/School Nurse ensures that parents/guardians provide information on any life-threatening allergies of the student.
- Before a student attends TMS or upon discovering that a student has an anaphylactic allergy, an individualized emergency plan and procedures will be developed for each student in consultation and collaboration with the student's parents/guardians, and any regulated health professional who is involved in the student's care that the parent/guardian believes should be included in the consultation.
- All individualized emergency plans and procedures will include a list of symptoms and a description of an anaphylactic reaction that are specific to the student

and the procedures to be followed in the event of an allergic reaction or other medical emergency based on the severity of the student's symptoms.

- The individualized emergency plan and procedures for each student will include information for those who are in direct contact with the student on a regular basis. In specific the individual emergency plan should include:
 - description of the student's allergy;
 - monitoring and avoidance strategies;
 - signs and symptoms of an anaphylactic reaction;
 - action to be taken by TMS staff in the event the student has an anaphylactic reaction;
 - whether parent/guardian consent for the student to self-administer allergy medication has been granted;
 - whether parent/guardian consent for TMS staff to administer the allergy medication has been granted; and
 - emergency contact information (parent/alternative emergency contact/emergency services).
- Licensees/Designate must review individual emergency plans, including the procedures, with TMS staff, student teachers and volunteers.
- All individualized emergency plans and procedures are in each student's file, student's classroom, Nurse's office, emergency backpacks, department Head's office (program supervisor), CCEYA Officer's office, and Extended Care.
- Every student must have two doses of epinephrine on site at all times (monitoring expiry dates). Students in Toddler-CH3 have one in the classroom and one in the Nurse's office; Grade 1-6 students have one on his/her person and one in Nurse's office and the Upper School students have one on his/her person and one in the First Aid Room by the reception.
- Every student's epinephrine auto-injector must be carried everywhere the student goes (ex. Phys. Ed. classes, recess, Extended Care, Gross Motor Room and other offsite trips and activities).
- Additional EpiPens will be kept in the Nurse's office, reception and in the dining hall.

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 staff, student teachers and volunteers at TMS.

- The school will adopt a policy whereby the class environment will be adapted to accommodate anaphylactic students. The school cannot assume responsibility for providing a completely allergen-free environment.
- Do not serve foods where its ingredients are not known.

- For students in Toddler and Children's House 1, Real Food for Real Kids will be informed of all allergies and dietary restrictions. Once parents complete the comprehensive "Allergy and Dietary Restriction Form", the supervisor or designate will transfer the information onto RFRK's online system. Their software scans through their menu items and identifies which days the student will require a substitute, and selects an appropriate substitute. Each student who requires substitutions gets a "Summary of Dietary Restrictions" that lets staff know when to expect alternative items. Each student under this allergy/dietary restriction program will receive specially made, individually portioned substitute(s) for the part of the meal they are restricted from, on days they need them. It will be labelled with the student's name, the name of the item, and the date it's to be eaten. RFRK sends an updated "Summary of Dietary Restrictions" for each student every month and regularly audits their system to ensure accuracy.
- For students in Children's House 2 – Grade 12, Aramark will be informed of all allergies and dietary restrictions. Once the parents complete the medical form including all allergies/dietary restrictions, the receptionist inputs the information in the K12 system and exports a list for Aramark of all students with allergies and dietary restrictions. Lunches are delivered to the classrooms for students in CH 2/3. Students with allergies/dietary restrictions are served with pre-platted food labeled with student's name and their allergens/dietary restrictions prepared by the chef which meets their requirements. Grade 1-3 students are served with pre-platted food in the dining hall at their designated class room table. Students with allergies/dietary restrictions are served with pre-platted food labeled with the student's name and their allergens/dietary restrictions prepared by the chef which meets their requirements. Students from Grades 4-12 go through the server in the dining hall to be served. Students are instructed to let the server know of their allergens/dietary restrictions.
- In cases where a student has food allergies and the meals and snacks provided by RFRK/Aramark cannot meet the child's needs, the student's parent is asked to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented.
- Ensure that parents label food brought to TMS with the student's full name on the container. Staff documents in a log book all food that are brought in for special dietary restrictions. The food container will be placed in a separate area.
- Where food is provided from home for students, ensure that appropriate supervision of students 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 the school (e.g. by thoroughly washing hands, brushing teeth, etc.)
- Do not use craft/sensory materials and toys that have known allergens on the labels.

- The playground areas will be checked and monitored for insects, such as wasps. Maintenance will be notified immediately and students will be forbidden to play in this area until the situation is rectified.
- Personal food items are not permitted on the playground during recess. Thorough inspections of the playground by maintenance staff are conducted daily prior to the students using the outdoor environment.
- Anaphylactic students will not be permitted to share musical instruments that go in the mouth.
- School fund raising activities involving food will avoid products containing allergens wherever possible.
- Anaphylactic students should not be involved in garbage disposal, yard clean ups or other activities that could bring them into contact with food wrappers, containers or debris.
- Anaphylactic students must learn to avoid specific triggers. While the key responsibility lies with anaphylactic individuals and their family, in the case of an anaphylactic student, the school community must also be aware. The approach is to regularly educate the parent community, solicit the co-operation of families and to set in place procedures that are designed to safeguard the anaphylactic student.
- Conduct food safety discussions with all students at the beginning of the year and at regular intervals throughout the year while exercising sensitivity regarding the impact on the relevant students' need for privacy. This includes monitoring lunches and ensuring that students do not share foods/utensils; the importance of hand-washing before and after eating, etc.
- Work with staff, students and parents/guardians to determine and implement reasonable and appropriate avoidance strategies based on the nature of anaphylactic individuals and the school environment; for example, eliminate specific foods containing allergens from a classroom.
- Make sure each student's individual emergency plan and procedures are kept-up-to-date and that all staff, student teachers and volunteers are trained on the plans.
- Refer to the allergy list and ensure that it is up to date and implemented.
- Update staff, student teachers and volunteers when changes to a child's allergies, signs and symptoms, and treatment occur and review all updates to individualized emergency plans and procedures.

- Update or revise and implement the strategies in this policy depending on the allergies of students enrolled at TMS.

Communication Plan

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

- Parents will be encouraged not to bring foods from an outside source to school.
- Parents and families will be requested to sign a Nut Safe Waiver form for all food items brought into TMS and will be informed of any food restrictions/food allergies.
- Each student with an anaphylactic allergy will have an individualized emergency plan and 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 individualized plan and emergency procedures will be made available and accessible wherever the student may be present while receiving care at TMS.
- At the Lower School, the Anaphylaxis chart including student's photo, list of allergen(s) and the signs and symptoms will be posted in their classroom and in communal locations. TMS will ensure all substitute faculty and staff are aware of the allergies in each class they are hired for.
- At the Upper School, the Anaphylaxis chart and the individualized plans will be uploaded in a password protected TMS staff portal for staff to review and sign-off electronically prior to the first day of school. The Anaphylaxis chart will be also posted in communal locations ensuring confidentiality of the student's personal information.
- This communication plan will be continually reviewed to ensure it is meeting the needs of the school and that it is effectively achieving its intended results.
- The School Nurse/designate will communicate with all staff of any changes/updates during the school year.
- For CCEYA students, the School 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.

Drug and Medication Requirements

- Where drugs or medications will need to be administered to a student 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. puffers and epinephrine auto-injectors) will be allowed to remain unlocked or carried by students with parental authorization so that they can be administered quickly when needed.

Training

- Where only the Program Supervisor, Program Supervisor Designate and/or School Nurse has been trained by a parent, the supervisor/supervisor designate and School Nurse will ensure that all staff, student teachers and volunteers receive training on the procedures to follow in the event of a student having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer emergency allergy medication at TMS.
- All faculty and staff (including supply staff) are Standard Class Level C First Aid trained (including administering epinephrine).
- Student teachers and volunteers are not permitted to administer medication unless under extreme circumstances (e.g., staff member is unconscious).

Confidentiality

- Information about a student's allergies and medical needs will be treated confidentially and every effort will be made to protect the privacy of the student, 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
<p>A) A student exhibits an anaphylactic reaction to an allergen</p> <p>Steps i-iii applies to CCEYA students</p>	<ol style="list-style-type: none"> 1. The person who becomes aware of the student's anaphylactic reaction must immediately: <ol style="list-style-type: none"> i. implement the student's individualized emergency plan and procedures; ii. contact emergency services and a parent/guardian of the student, or have another person do so where possible; and 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). 2. Once the student's condition has stabilized or the student has been taken to hospital, staff must: <ol style="list-style-type: none"> i. follow the school's serious occurrence policies and procedures; ii. document the incident in the daily written record; and iii. document the student's symptoms of ill health in the student's records. iv. If food related, inform Logistic Manager/CCEYA Officer

	v. Logistic Manager/CCEYA Officer investigate with the dining hall chef/RFRK to determine if any possible allergens and communicate with the parent/guardian
<p>B) A student is authorized to carry his/her own emergency allergy medication.</p> <p>Please Note: All children enrolled in Toddler and CH1-3 programs do not carry their own emergency allergy medication.</p>	<p>1. Staff must:</p> <ol style="list-style-type: none"> ensure that written parental authorization is obtained to allow the student to carry their own emergency allergy medication; ensure that the medication remains on the student (e.g., fanny pack, holster) and is not kept or left unattended (e.g. in the student's cubby/locker or backpack); ensure that appropriate supervision is maintained of the student while carrying the medication and of students in their close proximity so that other students do not have access to the medication; and Where there are safety concerns relating to the student carrying his/her own medication (e.g. exposure to other students), notify the school Nurse and the student's parent of these concerns, discuss and implement mitigating strategies. Document the concerns and resulting actions in the daily written record.

Glossary

Anaphylaxis: a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock. Symptoms can vary for different people, and can be different from one reaction to the next, including:

- Skin: hives, swelling, itching, warmth, redness, rash
- Breathing (respiratory): coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness/swelling, hoarse voice, nasal congestion or hay fever-like symptoms (runny nose and watery eyes, sneezing), trouble swallowing
- Stomach (gastrointestinal): nausea, pain/cramps, vomiting, diarrhea
- Heart (cardiovascular): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- Other: anxiety, feeling of "impending doom", headache, uterine cramps, metallic taste in mouth

(Source: <http://foodallergycanada.ca/about-allergies/anaphylaxis/>)

Causative Agent (allergen/trigger): a substance that causes an allergic reaction. Common allergens include, but are not limited to:

- eggs
- milk
- mustard
- peanuts
- seafood including fish, shellfish, and crustaceans
- sesame

- soy
- sulphites which are food additives
- tree nuts
- wheat
- latex
- insect stings

Epinephrine: A drug used to treat allergic reactions, particularly anaphylaxis. This drug is often delivered through an auto-injector (e.g. EpiPen).

Staff (Employee): Individual employed by the licensee (e.g. program room staff).

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the school.

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

Scent-Free Environment

Recognizing that students, faculty and visitors to the Lower School may have sensitivity or allergic reactions to various scented products, the Lower School is a scent-free environment. All students, faculty and visitors are asked to refrain from using, wearing, and bringing scented products and materials into the School.

TMS complies with all rules, regulations, directions or orders of the York Region Department of Health and follows any direction or order of the York Region Medical Officer of Health that may affect the provision of child care.

York Region Public Health Requirements

The Faculty, Staff, Student Teachers and Volunteers read the Sanitary Practices Policies and Procedures each August, prior to volunteering or prior to their employment commencing at TMS. These Policies and Procedures are reviewed annually (every August) or when changes occur, by each staff member, student teacher and volunteer. A copy of TMS' Sanitary Practices and the Enteric Outbreak Control Measures guidelines is housed in each classroom.

Accidents at School

TMS works to prevent student injuries by carefully selecting and monitoring student activities. Thoughtful and caring attention will be provided for any student injured during school hours. This includes the administration of first aid, contacting 911 if warranted, and informing the School Nurse.

Every attempt will be made to notify parents at home or work for any child receiving a head injury or other serious injuries requiring further medical attention.

For Toddler and CH1, all accidents during School activities are reported to the Main Office, School Nurse and Academic Head. An accident report must be made describing the circumstances of the injury and any first aid administered; parents/guardians are given a copy of the report via scanned email, paper copy or an image taken on the mobile device of a parent/guardian. Academic Heads will review

accident reports at the end of day to ensure appropriate preventative measures were in place and the follow up has been handled correctly. Parents with questions about any incident leading to injury are encouraged to contact the classroom teacher or appropriate Academic Head.

Injury

If a child is injured and not well enough to attend school, they should stay home to get better. This might be because of a fall or broken bone where they would have difficulty participating in the life of the School. If a child is mending from an injury (e.g., cast on their arm) but able to participate in most aspects of school life, they should come to school.

In all cases, parents need to make the best decisions for their child and consult as needed with their child's teacher(s).

Biting Behaviour in Toddler and Children's House

- When the incident occurs the children will be immediately separated. The "biter" will be monitored to ensure that no other children are injured. The focus at this time should be on the child that was bitten. The injured child will be seen by the nurse and an accident report will be completed
- A conversation with the "biter" will occur to determine the cause of the biting and to explain that this behaviour is not acceptable
- The parents of both children will be notified by telephone to inform, explain the situation and apologize. All information regarding the telephone calls will be documented on the accident report
- The Academic Head will be informed
- Teachers will monitor children closely and be alert for any indication that this behaviour may be repeated
- The School and parents will work as a team to assist the child and support each other. This may require a meeting with parents, teacher and Academic Head to review concerns and develop solutions
- If the behaviour is habitual (more than 2 occurrences): The "biter" may be shadowed by staff for a period of time. This individual will remain at arm's length from the child at all times. They will observe, track and intervene if necessary. This individual is not to interact with the child because a 1:1 ratio will be seen as a positive for the child and we do not want to give positive reinforcement for a negative behaviour. The duration of this arrangement will be determined by the Academic Head
- A child will not necessarily be sent home for this behaviour. The decision will depend on the context of the situation. In some cases the child may be brought to the office of the Academic Head to ensure the safety of his/her classmates
- In the case of a habitual behaviour, the school may ask for the child to be removed from the School

Concussion and Return to Learn (RTL) Protocol

The symptoms of a concussion can be seen in any of four ways:

How a student might FEEL PHYSICALLY (Physical Symptoms)	How a student might LEARN (Cognitive Symptoms)	How a student might SLEEP and have ENERGY (Maintenance Symptoms)	How a student might FEEL EMOTIONALLY (Emotional Symptoms)
Headaches Blurry vision/seeing double Dizziness Disorientation Nausea Sensitivity to noise Sensitivity to lights	Feel mentally 'foggy' Easily confused Feel 'slowed down' Slowed speech (may be due to word finding difficulty) Difficulty remembering Difficulty concentrating	Fatigue Drowsiness Excess sleep Too little sleep Trouble falling or staying asleep	Personality change Inappropriate emotions Feeling more emotional Irritable Sad Nervous or anxious Lack of motivation

Below is a Return to Learn protocol adapted from REAP Concussion Management Program, 2012, and the Brain Injury Association of Vermont and created in consultation with Holland Bloorview Kids Rehabilitation Hospital, Concussion Centre.

Please note that progression is individual and all concussions are different. A student may start at any step as symptoms dictate and remain at that step as long as needed. Also, a student may return to the previous step if symptoms worsen.

STAGE	PROGRESSION	DESCRIPTION
1) HOME	Rest and Energy Conservation	Cognitive rest - no electronic devices (laptop, homework, texting, reading, video games, or TV).
2) HOME	Light Mental Activity	Gradual introduction of academic activity (5 to 15 minutes at a time as per doctor's instructions to a maximum of 30 minutes per day). Light reading or homework questions. No prolonged concentration. No electronic devices.
<i>Progress to the next level when able to handle up to 30 minutes mental exertion without worsening of symptoms.</i>		
3) HOME	Homework or school work at home	Some school work in gradual increments (no laptop, 20-30 minutes at a time, as per doctor's instructions to a maximum of 60 minutes per day). Reading, note-taking, homework questions. No electronic devices.
4) SCHOOL	Re-entry to school: part time (shortened days and schedule with built-in breaks)	Attend part of the day at school as tolerated (1-2 classes per day). Observe in class and participate when able, no note-taking during class at this stage. 60-90 minutes of homework at home as tolerated. Reading, making notes, homework questions. Do not participate in physical education, tech or music classes (do not attend assembly). If a video is shown in a class, students should be excused during the video and alternate arrangements made by the teacher for them to attend another class or library at this stage. They can return once the video presentation has ended. Quiet place is provided for scheduled mental rest (Learning Strategy room or Library). Meet with a friend for lunch in a quiet place. Additional time is provided to complete modified assignments. No electronic devices.
<i>Progress to the next level when able to handle 60 minutes mental exertion without worsening of symptoms.</i>		

5) SCHOOL	Gradual reintegration into school and classes: part time	Increase to full day of school. Do not use a laptop. In-class template provided for noting topics and main ideas for classes. Workload and agenda monitored by the Guidance Counsellor. 60-90 minutes of homework at home as tolerated. Reading, making notes, homework questions. No tests or assignments unless arranged by the Director of Teaching and Learning. Additional time is provided to complete modified assignments. Short duration of electronic devices: no more than 15 minutes total.
<i>Progress to the next level when able to handle 90 minutes mental exertion without worsening of symptoms.</i>		
6) SCHOOL	Resume full cognitive workload: full time attendance	Introduce testing and catch up with essential work. Limited laptop or computer use may resume. All make-up work and identifying essential work will be done through Learning Strategist (with teacher input). Student will check agenda/calendar for daily work as noted with a Guidance Counsellor. Accommodations such as quiet location and rest breaks are provided for essential tests. Decrease of additional time to complete assignments.
<i>Progress to the next level when able to handle 90 minutes mental exertion without worsening of symptoms.</i>		
7) SCHOOL	Full academics: full time	Attends all classes and completes academic work on regular timeline. No accommodations provided.

Return to Learn (RTL) Procedures

When students have experienced a major life event (e.g., a concussion, extended illness, or a family tragedy), a specialized program will be put in place. During these extenuating circumstances, students will need special accommodations in returning to the regular program. The Academic Head and School Nurse will devise a Return to Learn Plan in order to facilitate a supportive and healthy return to the regular school program.

If the school suspects a concussion at any point, the parent/guardian is required to have their child picked up from school and assessed by a third-party medical professional. If a concussion has been diagnosed at any time, outside of school hours, parents are asked to notify the main office. In both situation, a Request to Resume Academics Form and/or a Physical Activities Due to Concussion Related Injuries Form must be completed by a physician before the student returns to any class, intramural or co-curricular activity. The forms may be obtained from the Main Office.

Additionally, final medical clearance by a physician/nurse practitioner is required in order for concussed student to return to full physical activity on campus.

When students have experienced a concussion, the Academic Head and the School

Nurse will communicate special accommodations to parents in order to facilitate a supportive and healthy return to the regular program.

Daily Written Record

A record is kept in each Toddler and CH1 classroom which includes the observations and summary of any incident affecting the health, safety and well-being of enrolled students and staff. Any atypical behavior and/or symptoms are recorded and monitored. If the incident affects a child, a parent is notified.

No Smoking or Vaping Policy

TMS School is a **Smoke Free Environment** and complies with the requirements under the Smoke-Free Ontario Act, 2017.

Due to medical information that both smoking and second-hand smoke are detrimental to health, no person is permitted to smoke tobacco, medical cannabis, use electronic cigarettes, or hold a lit cigarette on the property of TMS.

Faculty, staff, student teachers, volunteers, parents, and visitors are advised that smoking is prohibited on premises and on the playground area whether children are present or not.

Signs are also displayed on the property indicating that this is a smoke free environment.

Fire Drills and Lockdown

As part of our commitment to safety, the School has a detailed plan for fire and lockdown procedures. We regularly practice fire drills and lockdown. Parents in the building during either event are asked to follow staff direction. Parents who arrive when a fire drill is underway are asked to stay out of the building.

Parents/guardians are notified via email after each Lockdown drill has taken place.

Emergencies

An emergency at TMS means an urgent or pressing situation in which immediate action is required to ensure the safety of children and adults in the School; for example, an evacuation of the building. All faculty, staff, student teachers and volunteers are required to read the Emergency Management Policy and Procedures Plan prior to working with the children. These policies and procedures indicate the roles and responsibilities of staff in case of an emergency; the requirement for additional support, including consideration of special medical needs for adults and children; a safe and appropriate off site meeting place; ensure the children are safe and appropriate levels of supervision are maintained; requirements for communication with parents; requirements for contacting appropriate local emergency response agencies; and the recovery from an emergency, including debriefing of all parties involved, how to resume normal operations and how to support children and staff who may have experienced distress during the emergency.

In the event of any emergency the Head of School or Designate will notify parents/guardians of the emergency situation.

Serious Occurrences Policy

The purpose of this policy is to ensure that TMS is in compliance with the protocols recommended by the Ontario Ministry of Education, related to any serious occurrence that can affect the health, safety and welfare of the children attending TMS; or example, a situation where a child is missing; fire; flood; long term power outage; gas leak; complaint about service standard, etc.

TMS is required by the Ministry of Education to submit reports for Serious Occurrences that take place at any of its locations within 24 hours of the serious occurrence. Serious Occurrences will also be posted at both entrances used by parents for a minimum of 10 business days.

The Serious Occurrence reporting provides greater transparency for parents about serious occurrences that happen in the School.

TEACHING AND LEARNING

Inclusion Policy

TMS is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum which meets their social and learning needs.

We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit the School.

We want all members of our school community to feel a sense of belonging within the School and wider community and to know that they are respected and able to participate fully in school life.

We are committed to giving all of our children every opportunity to achieve the highest of standards.

AIMS AND OBJECTIVES

1. To ensure equality of opportunity for all our pupils in all areas of school life.
2. To ensure that individual strengths are recognized and all pupils achieve their potential.
3. To remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
4. To ensure that all staff are aware of the systems and procedures in place within the School in order that all children have the opportunity to make progress.

All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs. We recognize that it is the teacher's responsibility to meet the needs of all children in their class and ensure that all children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping

- have a common curriculum experience that allows for a range of different learning styles
- have challenging expectations that enable them to succeed
- participate fully, regardless of disabilities or medical need

We meet these needs through setting suitable learning challenges and responding to children's diverse learning needs. If a child is making less than expected progress, then the teacher will adapt their teaching to target the specific areas; this may include modifying teaching, use of apparatus or in class support. The majority of students' needs will be met through high quality teaching.

Teachers and Academic Heads meet at least once a term to analyze pupil progress. The termly progress meetings will address the key questions above. Data is used to monitor pupil progress against targets and ensure adequate planning and provision is in place, at individual, class, year group and whole school levels.

Where the attainment of a child significantly exceeds the expected level of expectation, teachers will provide extension materials for areas which the child shows particular aptitude.

Community Service

Giving back to the community and cultivating the growth of compassionate students is at the forefront of the work we do at TMS. Citizenship begins with kindness initiatives in our own TMS hallways but extends to the local and global communities as fostered in our curriculum and the social/emotional growth of our students. Students are encouraged to support and lead school-wide drives and fundraisers at any age; for example, food + toy drives, pictures to the elderly, etc. School Titan Days are also encouraged to further foster joy and comradery in our students and staff.

Field Trips/In-House Visits

At TMS, we endeavour to provide our students with a depth of experience which enriches their understanding of the curriculum. We go beyond traditional ways and means of teaching content, and seek to develop tangible connections between classroom theory and real-world experience. One of the most important ways of doing this is through field trips and in-house visits.

Students in our Toddler and Children's House Programs typically enjoy a field trip and numerous in-house visits throughout the year. Parents are provided with details of field trips in advance and complete permission forms in advance of their child attending.

Parent Involvement in Field Trips

All parents wishing to join a field trip or participate in an in-house visit must have a Vulnerable Sector Check (or up-to- date Offence Declaration) before they can be approved to assist with a field trip.

Application forms and accompanying letters are available at the Main Office.

During Toddler field trips a parent or another adult is required to join the trip to ensure the appropriate one-to-one care necessary at this age level

- At this level parents are encouraged to ride on the bus with their children
- In certain situations, the adult providing supervision may be allowed to drive their own child and meet the school group

During Children's House field trips parent volunteers must be responsible for approximately four children. Parent driving is not allowed as their presence is required on the bus.

Report Cards

Toddler and CH1 reports are issued two times in a year in December, and June.

Parent-Teacher Interviews

These meetings are held formally two times per year, once in November and again in April. All interviews will be booked through the [online booking system](#) on the Parent Portal, once you log into the Portal. Using this system, you can schedule an interview for both homeroom and specialist teachers. All interview times must be booked through the online system. An email will be sent out prior to each interview session with the link to our interview site, date and time to book and detailed instructions on how to book your interviews.

Donate-a-Book Program

Parents can donate to the TMS library in celebration of their child's birthday or another special occasion through the Donate-a-Book Program. With every contribution, your child's name will appear in the front of the book, inscribed on a personalized TMS bookplate. You may select a book of your choice or allow the TMS Librarian to choose an age-appropriate book on your behalf.

CODE OF CONDUCT

All members of the TMS community – students, staff, student teachers, parents and others – have the responsibility to act in a manner that promotes Grace and Courtesy. We promote these values by asking all members of the TMS community to follow the TMS Ideals at all times.

TMS Ideals: Respect, Strive and Make Good Choices

1. Respect yourself and others through graceful and courteous conduct.
2. Strive for your best in all areas: Academics, Arts, Athletics and Citizenship.
3. Make good choices that have positive effects and productive outcomes.

All TMS students are expected to understand and follow these ideals. Faculty, Staff and Parents are asked to encourage students to live by these ideals and model them at all times.

Each member of the TMS community must be committed to creating a supportive and caring environment in and out of school. When a member of the community chooses to act in a manner that contravenes our TMS Ideals, the faculty and administration will work with that individual to provide appropriate consequences. In serious cases, these consequences may include suspension or expulsion of students, and suspension or dismissal for faculty and staff. The Head of School is the final arbitrator in the case of all consequences.

Accordingly, the following are a list of prohibited practices at TMS:

- Corporal punishment of the child
- Deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect
- Depriving the child of basic needs including food, shelter, clothing or bedding

- Locking the exits of the child care centre or home child care premises for the purpose of confining the child
- Using a locked or lockable room or structure to confine the child if he or she has been separated from other children

Standards of Behaviour

By enrolling at TMS, students and families automatically assume the obligation to comply with the provisions of the Code of Conduct. Central to the Code of Conduct is the understanding that each student and family will follow certain standards of behaviour. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to the Code of Conduct.

RESPECT, CIVILITY AND RESPONSIBLE CITIZENSHIP

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, disability etc.;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching; and
- use respectful language including not swearing at another person.

SAFETY

All members of the school community must not:

- engage in bullying behaviours;
- commit crimes;
- be in possession of any weapon;
- use any object to threaten or intimidate another person;
- cause injury with an object to any person;
- be in possession of, or be under the influence of, or provide others with cigarettes, alcohol, cannabis or illegal drugs on school property
- inflict or encourage others to inflict bodily harm on another person;
- engage in forms of behaviour motivated by hate or bias; and
- commit an act of vandalism that causes damage to school property.

Behaviour Management and Discipline Policy

Faculty, staff, volunteers, and student teachers at TMS will not use physical punishment of any kind, nor suggest that it is acceptable or give any indication that they would like to use physical punishment. TMS does not tolerate physical punishment. No forms of physical or humiliating punishment, verbal abuse or deprivation of the necessities of life are allowed.

TMS' educational philosophy is centred in self-motivated learning and exploration. Therefore, we design environments that are rewarding and joyful, yet offer appropriate developmental challenges. We believe that a child who is engaged and competent creates his/her own inner discipline, therefore lessening the need for external discipline.

We believe the following factors contribute to the child's positive behaviour:

- Good role modeling by adults
- Classroom environment – our program encourages intellectual, emotional, social and physical growth. The classroom offers clearly defined limits; consistent warm and open communication; freedom of choice (within limits); support and encouragement of positive behaviour and the fair application of rules and consequences
- Self-esteem – children who feel good about themselves and others rarely develop any discipline issues. Firm boundaries that respect the needs for each child
- Consistency between the expectations of home and school
- The acquisition of problem solving skills (e.g. STOP)

At times, children may challenge authority and the ground rules. If behavior, through redirection and discussion is not effective, a discussion with the Academic Head will be necessary. If the problem is not resolved after these procedures, then a discussion with the parents to plan a home/school strategy will occur. If the problem persists, then referrals to professionals will be recommended. If the child has caused harm to others, the child may be asked to leave the school for a period of time or permanently as we may be unable to meet their needs.

Children are disciplined in a positive manner at a level that is appropriate to their actions and their age. We promote self-discipline with natural and logical consequences being the preferred manner of discipline.

Prohibited Practices:

In accordance with the CCEYA and Ontario Regulation 137/15 ss. 48(1) and the philosophy of TMS, no employee, volunteer, or student on educational placement shall engage in any of the prohibited practices as follows:

- Corporal punishment is not permitted. No form of corporal punishment shall be used at any time (i.e., hitting, spanking, kicking, isolation in closed or locked room)
- Deliberate, harsh or degrading measures that would humiliate a child or undermine a child's self-respect shall not be used

- We do not use deprivation of a child's needs, including food, shelter, clothing or bedding as a method of punishment. Food must not be used as a punishment or threat at snack or meal time. Access to liquids (water) must be available to the child at all times
- A child must not be punished and/or reprimanded for failing to use the toilet
- A child must not be confined alone without an adult in any room. Exits are not locked nor permitted to be locked for the purpose of confining a child
- TMS shall not permit the physical restraint of a 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
- TMS shall not permit faculty, staff, student teachers, and volunteers to inflict any bodily harm on children, including making children eat or drink against their will
- We do not label a child as "bad" or "naughty". Instead we describe the behavior as "unacceptable" or "inappropriate"

Any adult who observes mistreatment of any child must contact the school administrator immediately

Volunteers and Student Teachers

TMS ensures that all student teachers and volunteers follow the "Supervision Policy for Volunteers and Student Teachers" (see *Appendix D*).

Roles and Responsibilities:

- No child shall ever be supervised by a person who is under 18 years of age
- Only employees will have direct unsupervised access to children
- Volunteers and student teachers may not be counted in staffing ratios and are supervised by an employee at all times
- Volunteers must complete a Vulnerable Sector Check
- Volunteers must complete a Pre-Employment Medical Certificate
- Volunteers must read, and understand all Policies and Procedures annually or each time a revision is made

TMS Parent Volunteers

TMS Parent Volunteers work to support students, staff and our school community to friend-raise, build TMS Spirit and make a difference in our School that is consistent with our Strategic Plan. If you are interested in volunteering at TMS, please email volunteer@tmsschool.ca or call (905) 889-6882 ext. 2248.

Monitoring Compliance and Contraventions Policy and Procedures

At TMS, the policies and procedures put in place are to strengthen the delivery of our

programs. Faculty and staff must review and adhere to all policies, procedures and individual plans before they begin their employment, and student teachers and volunteers before they begin their placement or volunteer time. All parties will review these documents annually and at any other time when changes are made to a policy, procedure or individualized plan.

Policies and Procedures Required under the *Child Care and Early Years Act, 2014*:

- Toddler and CH1 Family Handbook
- Program Statement Implementation Policy
- Parent Issues and Concerns Policies and Procedures
- Policies and Procedures for Monitoring Compliance and Contraventions
- Anaphylactic Policy
- Child Abuse Policy
- Police Record Checks/Vulnerable Sector Check Policy
- Emergency Management Policies and Procedures
- Fire Safety Plan
- Individualized Plan for Children with Medical Needs Policy
- Medication Policy
- No Smoking Policy
- Sanitary Practices Policies and Procedures
- Management of Animals Policy and Procedures
- Serious Occurrences Policy
- Sleep Supervision Policy
- Supervision Policy for Staff, Volunteers and Student Teachers
- Playground Safety Policy- Toddler and CH1
- Staff Training and Development Policy
- Waiting List Policy
- Behaviour Management and Discipline Policy
- Safe Arrival and Dismissal Policy

Individualized Plans Required under the *Child Care and Early Years Act, 2014*:

- Anaphylaxis
- Individual Support
- Medical Needs

Other Policies and Procedures developed by TMS:

- Child Abuse Policy
- Individualized Plan for Children with Medical Needs
- No Smoking Policy

1. Monitoring and Observations

The supervisor (Academic Head) and/or designate (CCEYA Officer) will monitor each faculty, staff, student teacher and volunteer to assess whether policies, procedures and individualized plans are being implemented and followed accordingly.

Monitoring and observations will be conducted on an ongoing basis through various means including, but not limited to:

- participating in formal and casual observations;
- collecting feedback provided from parents and families;
- through meetings to review goals;
- observations by colleagues; and
- reviewing written documentation (e.g. daily written record, attendance records, accident reports, etc.).

Monitoring will be conducted at different times of the day (e.g. morning, afternoon, periods of arrival/departure, rest periods, meal times, outdoor play periods, transitions, etc.) to observe that policies, procedures and individualized plans are being implemented as required for different parts of the program and daily routines.

2. Documentation and Records

Monitoring and documentation of observations will be recorded by using the "TMS Policy Compliance Form"; faculty and staff will receive this formal evaluation two times per academic year by the supervisor or designate; student teachers and volunteers will receive the evaluation on an as needed basis as these positions are not consistent.

All records will be stored in our CCEYA Officer's office (individual staff file- in locked cabinet) for at least three years from the date they are created.

3. Follow-up

Any areas of concern with an individual's ability to comply with policies, procedures and individualized plans will be brought forward to the supervisor or designate.

The supervisor will address their observations through a review and discussions with the individual(s) observed every time a contravention has occurred and will seek to or provide them with appropriate supports to achieve and maintain compliance (e.g. additional training).

4. Dealing with Contraventions of Policies, Procedures or Individualized Plans

TMS will make every effort to clarify expectations and encourages faculty, staff, student teachers and volunteers to raise their questions and concerns about implementing policies, procedures and individual plans on an ongoing basis to support clarity, learning, development and ongoing compliance.

Progressive discipline may be used to address observed non-compliances with policies, procedures and individualized plans, taking into consideration the nature and severity of the incident, and the individual's history of previous non-compliances.

Where a faculty member, staff, student teacher or volunteer is observed to be non-compliant, the licensee, supervisor or designate will take one or more of the following actions:

- Inform the individual that a non-compliance was observed, including the review of any pertinent records or documentation that provide evidence of the non-compliance;
- Re-review the relevant policies, procedures, and/or individualized plans with the individual;
- Issue a verbal warning;
- Issue a written warning;
- Temporarily suspend the individual from their position at TMS;

- Terminate the individual from their position;
- Inform any relevant parties (e.g. College of Early Childhood Educators, College of Teachers, College of Social Work and Social Services, the contact person for the program from which a student has been placed, CAS, police, etc.); and/or
- Report violations with the College of Early Childhood Educators' Code of Ethics to the College.
- Where an observed non-compliance meets the criteria for a reportable serious occurrence (e.g. an allegation of abuse or neglect), the serious occurrence policy and procedures will be followed.
- Where appropriate, the supervisor or designate will follow up with the family of a child in accordance with our policies and procedures on parent issues and concerns.

MANAGEMENT OF ANIMALS POLICY AND PROCEDURES

At TMS we value the notion of implementing valuable learning experiences for our children, such as incorporating animals into our program activities. Animals in these settings, whether as resident animals housed in our classrooms or as short-term visiting animals, can be a valuable learning tool and can stimulate children's interest in, curiosity and appreciation of nature. As described in "How Does Learning Happen? Ontario's Pedagogy for the Early Years", a growing body of research suggests that connecting to the natural world contributes to children's mental, physical, emotional, and spiritual health and well-being. Providing opportunities to explore, care for, and interact with the natural world helps to strengthen these connections. While animals can pose a risk of infectious disease transmission and injury, TMS abides by York Region Medical Officer of Health directions and has procedures in place to minimize these risks while offering children these important opportunities.

In our Toddler and Children's House 1 programs all of the ways we may include animals are:

- Housing small and non-venomous fish (e.g. goldfish) in the classroom. If the teachers choose to have fish in the classroom the teachers are responsible for feeding the fish and cleaning the tanks; the children simply enjoy observing and learning about the fish and it's environment.
- Providing an in-house visit once a year from an animal specific program; for example Hand on Exotics, which provides an educational experience from professionals handling small, age-appropriate and non-venomous or toxin producing reptiles (e.g., gecko, turtle).
- Providing an in-house visit once a year where one of our staff bring in their well-groomed, and trained dog to provide a wonderful educational experience for the Children's House 1 group.

Animals not permitted on TMS property

The following animals are not housed or allowed to visit TMS:

- Exotic animals (e.g., monkeys)
- Wild/Stray animals (e.g., bats, racoons, stray dogs or cats, squirrels)

- Inherently dangerous animals (e.g., lions, cougars, bears)
- Venomous or toxin-producing animals (e.g., venomous or toxin producing spiders, insects, reptiles and amphibians)
- Ill animals or animals under medical treatment
- Young animals (e.g., puppies and kittens less than 1 year old)
- Animals that have been fed raw or dehydrated foods, chews, or treats of animals origin within the past 90 days
- Birthing or pregnant animals
- Animals from shelters or pounds unless they have been in a stable home for at least 6 months
- Aggressive animals
- Animals in estrus (i.e. animals in heat)
- Rabies reservoir species (i.e. bats, skunks, racoons, foxes)

Infection Prevention and Control Procedures (IPAC)

It is important to acknowledge that every animal has the potential to transmit **zoonotic disease** (infectious diseases caused by bacteria, viruses and parasites that spread between animals and humans). However, TMS takes the following precautionary measures to prevent and/or minimize the likelihood of exposure.

Prior to Animal Contact

- Policies and procedures are developed in consultation with our local public health inspector and are reviewed annually or sooner to keep up with current information.
- All faculty, staff, student teachers and volunteers review and sign-off on our "Management of Animals Policies and Procedures" document; this confirms acknowledgement and understanding of all policies and procedures put in place.
- Parents/guardians are consulted prior to introducing any animal to their child. Parents/guardians will be informed of both the benefits and the risks of engaging and interacting with animals by providing a copy of this policy in our Parent Handbook.
- TMS will collect and record the following information for visiting animals:
 - Date of visit
 - Name of organization/owner(s) of animal(s)
 - Contact information
 - Animal(s) name and species
 - Proof of animal health documentation using the Ministry of Health and Long-Term Care's form "Veterinary Care Statement for Animals Visiting Child Care Centres"
 - Description of the group of children/room(s) visited
- TMS will collect and record the same information mentioned above for any dog & cat visits but will require and collect additional information such as:

- Proof of immunization against rabies certificate issued by an Ontario veterinarian
 - Up-to-date information with any other applicable vaccinations and medications and must be on a flea, tick and intestinal parasite control program
 - Any dog(s) & cat(s) visiting must be in overall good health
 - Any dog(s) & cat(s) visiting must have an appropriate temperament to be around children and show no signs of disease
- Prior to any activities involving animals, children will be educated on safe interactions with animals and IPAC practices related to animal contact such as:
 - Always treat animals gently and calmly. Never hurt, tease, frighten, surprise or corner an animal
 - Avoid chasing and kissing an animal
 - Never disturb an animal eating, drinking and sleeping
 - Always perform hand hygiene (wash hands or use alcohol-based hand-rub)
 - Avoid touching animal food and feces
 - Avoid touching their faces after animal contact until hand hygiene is performed

During Activities with Animals

- Staff will always monitor any child-animal interactions. Visiting animals will be displayed either in enclosed cages or under appropriate controlled circumstances (e.g., leash, keeper's hands).
- Direct animal contact will be limited to touching and petting with hands. Animals licking, kissing or crawling will be discouraged.
- Bites and scratches inflicted by animals will be promptly washed. Bites from any mammals (regardless of species, health or vaccination status) to humans are immediately reportable to York Region public health (1-877-464-9675 ext. 73588). Parents/guardians will be informed of any bites or scratches that have occurred and staff will follow the Ministry of Education requirements (e.g., accident report, daily written journal). Where an incident meets the criteria for a reportable serious occurrence (e.g. life threatening injury or illness), the serious occurrence policy and procedures will be followed.
- Hand Hygiene is an important prevention measure to stop the spread of infectious diseases as hands can carry and spread pathogens. Staff, student teachers, volunteers and children will perform proper hand washing procedures (refer to York Region hand washing poster) immediately after handling an animal, its food or water, environment and equipment. If running water or soap is

not available, individuals may use an alcohol based hand rub (ABHR – 70 to 90% alcohol), as long as the hands are not visibly soiled.

- All animal activities will be away from food preparation areas, where food is served and consumed, and sleeping areas. Food and drinks will not be allowed in the animal designated area during the interaction time with any animal(s) and will only be allowed once the animal(s) has left and the area has been appropriately cleaned and disinfected.
- Handling animal food and treats will be discouraged due to salmonella bacteria acquired from dry dog food as an example. Individuals may still receive indirect contact by touching the animal and their associated environment; with this knowledge proper hand washing procedures will need to occur after handling any animal food or treats. Additional measures associated with animal food and treats are:
 - Animal food and treats will be inaccessible to children
 - Children will not feed animals directly from their hands
 - Human food items will not be used to feed any animals
 - Animal food and treats may contain allergens (e.g., peanuts). TMS' Anaphylactic Policy will be followed which includes a strategy to reduce the risk of exposure to anaphylaxis causing agents potentially present in animal food and treats
- Blood and/or other substances such as urine, feces and vomit from animals must be contained, cleaned and disinfected immediately. **Personal Protective Equipment (PPE)** must be worn (gown, gloves, mask and eye protection). PPE's are available in the laundry room (entrance to Boiler Room), student washroom across from class 216, nurse's office and the custodian room (outside Class 109). These items are used to prevent the transmission of pathogens from animal to human by placing a barrier between the source of infection and the faculty/staff member. These items should protect the individual from body fluids. All items should be discarded in a separate garbage bag (sealed) and hand hygiene should be followed after using a PPE.

After Activities with Animals

- All children and staff must perform proper hand washing procedures after any activity involving animals and staff must check if any children's clothing has been visibly contaminated.
- All environmental surfaces in areas where animals have been present should be cleaned first and then disinfected using Oxivir TB (Canada).
- Any individual(s) participation with animals should be monitored as a person may not develop symptoms of a zoonotic disease until some period of time after animal contact has occurred. Staff should look out for the health and well-being

of the children looking for any changes in the child's behaviour or appearance along with specific signs and symptoms of infection (e.g., diarrhea, vomiting, fever, rash). Staff will record any illness observed and will separate any ill children until picked up to go home. The supervisor and/or designate will inform York Region Public Health if sick children have had recent contact with animals.

THRIVING AT TMS

We are fortunate as a School and a community to have terrific students, faculty, staff, parents and alumni. Together, we make our School an exceptional place to learn and work. We share an enormous commitment to achieving our Mission and Vision through ongoing effort and improvement. We strive to make each day at TMS a great educational experience in Academics, Arts, Athletics and Citizenship for each student. We work in a planned and mindful fashion to ensure the day flows together in a seamless manner that enables each student to define and achieve success in university, career and life. We thank you for choosing TMS and your efforts to enhance the students' School experience.

APPENDIX

Appendix A (Program Statement Implementation Policy)

The Program Statement and Ontario's Pedagogy for the Early Years, *How Does Learning Happen?* will be **reviewed annually** with all faculty, staff, student teachers and volunteers in the Toddler and CH1 classes prior to interacting with children. If an amendment is made to either of these documents, faculty, staff, student teachers, and volunteers will be notified immediately and an additional review will be required. Reviewing these documents will enable us to echo a shared understanding of the needs of young children.

Along with the TMS Program Statement, faculty, staff, student teachers and volunteers must also have read and at all times abide by our Behaviour Management and Discipline Policy (these include all Prohibited Practices – Subsection 6.6, section 48 of Ontario Regulation 137/15), and ALL TMS policies and procedures. Failure to abide by the terms and conditions in the Behaviour Management Policy will result in immediate dismissal.

Faculty and staff receive formal evaluations two times per academic year. The Academic Heads monitor their performance through formal and casual observations, meetings to review goals, parent comments as well as observations by colleagues. If we identify a contravention of our policies and procedures, we ensure the individual understands the requirements and then provide the individual with support to fully adhere to the policies and procedures, this may include, but is not limited to, peer mentoring, training, further observations, etc.

Our Program Statement is designed to ensure that our students have positive experiences and growth in all areas of development – social, emotional, physical and cognitive. In order that children may flourish, they require four foundational conditions: belonging, well-being, engagement and expression (HDLH p. 7). TMS and the Montessori philosophy of education value these four foundational conditions which “ensure optimal learning and healthy development” (HDLH p. 8).

The following are ways in which we will meet the goals that guide the program at TMS:

- **To promote the health, safety, nutrition and well-being of the children.**
 - TMS classrooms are designed to meet the requirements of the appropriate number of students - size, window space, temperature, materials, etc.
 - Age appropriate playgrounds to meet the requirements of the appropriate number of students – square footage, age, fence height, etc.
 - Playground policy established and followed by staff, student teachers and volunteers
 - Proper adult/child ratios are maintained at all times (indoors and outdoors, at all times of the day)
 - All staff are certified with Standard First Aid CPR/AED level C trained
 - A School Nurse on site daily
 - Accident reports are completed and a log is maintained to address any re-occurring “accidents”
 - Illness reports are completed when a child shows signs of an illness
 - An Anaphylaxis Policy is established and followed by staff, student teachers and volunteers

- Nutritious meals and snacks are provided by an outside source (regulated caterer) which follows Canada's Food Guide (Real Food for Real Kids)
- Proper food handling procedures are followed by staff, student teachers and volunteers (sanitary, food storage, monitoring food temperatures, etc.)
- Sleep time and supplies (cot, sheets) are provided for students to have a nap daily if required
- Sanitary practices policy established and followed by staff, student teachers and volunteers
- All storage containing hazardous substances and all hazardous substances themselves, are at all times inaccessible to children at TMS.
- All gates surrounding the playgrounds are locked as is the school building. When doors are not locked (at arrival and dismissal) they are manned to permit entrance only from those with appropriate ID (parent or staff passes)
- Medication policy is established and followed by staff
- TMS Health and Safety Committee conduct monthly inspections of entire school
- Daily, Weekly, Monthly, Seasonal and Annual inspections of the playground and outdoor spaces are conducted and recorded by Maintenance Staff
- Water Testing is completed and recorded by Maintenance staff (first day back from weekend or holiday, before students enter the building)
- Fire Inspections and drills are completed in accordance with CCEYA and Fire requirements
- Health Inspections are completed in accordance with CCEYA and York Region Department of Health
- Serious Occurrence Policy is established and followed by staff, student teachers and volunteers
- Behaviour Management and Discipline Policies are established and followed by staff, student teachers and volunteers
- ***We support positive and responsive interactions among the children, parents, faculty and staff.***
 - The children are guided by the teachers, assistants and staff on how to respond to social situations that require grace and courtesy as TMS maintains expectations for their behavior (TMS Code of Conduct and The TMS Ideals: Respect yourself and others through graceful and courteous conduct; Strive for your best in all areas: academics, arts, athletics and citizenship; and Make Good Choices that have positive effects and productive outcomes).
 - We have an interdependent community – we all learn from one another's strengths and work together for a common goal
 - Behaviour Management and Discipline Policy is established and followed by staff, student teachers and volunteers
 - Professional Development – Relational Learning and CAIS documentation(focus 2016/17)
 - Performance Appraisals and Growth Plans for staff and faculty
 - We conduct formal school-wide parent teacher meetings twice per year and communicate daily with parents in various forms – face to face, telephone conversations, emails, newsletters, photographs, etc.

- We encourage parents to attend special events in the school – field trips (with VSC), school BBQ, Open Houses, Music Keys, guest speakers, etc.
- We encourage and celebrate cultural diversity
- We promote community connections with local charities and visitors from the community; for example, local dentist, fire department, etc.
- Viewing windows are available to parents at all times so they may observe their child, the teachers and the classroom as a whole
- ***We encourage the children to interact and communicate in a positive way and support their ability to self-regulate.***
 - Redirection with positive phrases; for example, “walk please” instead of “no running”
 - Montessori pedagogy promotes care of self, others and the environment
 - Montessori pedagogy includes Peace Education that helps us all to be accepting of others and teaches peaceful conflict resolution
 - Montessori didactic materials (self-correcting) assist the children's learning process and provide them with opportunities to assess and regulate actions
 - Circle time and books are available to model positive communication methods as well as reflecting our many cultural backgrounds and observances
 - TMS provides children with opportunities to observe others while respecting their space and time while working
 - Staff, student teachers and volunteers recognize they are role models for children and as such interact with all of the individuals at TMS in a positive, respectful and professional manner
- ***We foster the children's exploration, play and inquiry***
 - Full complement of Montessori materials is mandatory for all classrooms (maintained in perfect condition)
 - A large variety of outdoor equipment/toys for a wide range of opportunities to explore, play and inquire are provided
 - By providing children with uninterrupted time for exploration
 - By providing opportunities for exploration in the arts – various mediums provided in visual arts and music
 - A variety of books are available for the children to explore concepts in the classroom and library
 - Opportunities for gross motor exploration and development in the gross motor room, gymnasium and outside playgrounds are offered daily
 - Staff, student teachers and volunteers follow the children's individual interests and provide activities that are size, age and stage appropriate to meet these interests at appropriate times of their development
 - By providing opportunities for students to observe each other
- ***We provide child-initiated and adult-supported experiences.***
 - A Montessori educator is an advocate for the child
 - Freedom of choice within appropriate limits is essential in a safe and nurturing environment
 - Respect for children's choices and their individual rate of development is observed and noted

- Observations are conducted regularly to ensure that each child is progressing, understanding concepts, not experiencing any difficulties, learning style is noted, etc.
- Anecdotal notes are maintained regularly
- Lesson plans and record keeping are maintained regularly
- Daily Logs are maintained
- Formal reports to address observations and assessments are completed
- Each environment is designed so that each child feels a sense of ease of engagement, expression and belonging which addresses their overall well-being – all items are designed for children and are the appropriate size for them so that they may feel the classroom is their community.
- Professional development is offered and received in order to better understand how to modify lessons to reach each child's potential, learning and well being
- ***We plan for and create positive learning environments and experiences in which each child's learning and development will be supported.***
 - Our faculty plan lessons for each individual child by week, based on the Montessori curriculum. Detailed observations assist with lesson planning. Enrichment activities are also planned; for example, field trips and in-house visits from artists, nutritionists and professionals.
 - Observations and suggestions by Department Heads for support and modification of programs
 - Professional development opportunities are available for staff to learn about learning styles, strategies, special needs, etc.
 - We are members of professional organizations that share timely information about learning strategies, etc.
 - Members of other professional organizations are recruited and consulted to provide learning strategies when needed
 - Learning Strategists (2) are on staff to support staff in providing assessments, observations, recommendations, referrals, etc.
 - Weekly level (Toddler and Children's House) meetings are conducted to share information
- ***We incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day and give consideration to the individual needs of the children.***
 - Schedules are designed and followed for each class that incorporate uninterrupted work time; opportunities for gross motor development in the Gross Motor Room, Studio and outdoors; rest; lunch; library visits, etc. are followed by the staff
 - Ample supplies are provided for all activities
 - Snack provided for each child (am and pm) to be served for each individual child when they request snack (following the needs of the child and to honour the individual needs to eat)
 - Each child's freedom of choice of activities during un-interrupted work time is respected
- ***We foster the engagement of and ongoing communication with parents about the program and their children.***

At TMS, communication with parents is paramount. "Fostering good relationships with children and their families" is a priority at TMS and essential for a successful program (HDLH p. 24).

- Parents have the opportunity to speak with the classroom teachers briefly each day at the door at arrival and dismissal.
- Communication is also encouraged through telephone conversations, emails and parent teacher interviews.
- Daily logs are maintained for each student to record their snack intake, sleep duration, toileting routine, and may include other important additional comments made by the teachers and assistants. These logs are distributed to the parents at the end of the child's day.
- Mandatory interviews are scheduled twice in the school year; however, parents are welcome to request meetings with the teachers whenever they wish (outside instructional times). These occur at 8:00 am and 4:00 pm.
- Parent Education workshops are conducted throughout the year to assist the parents in understanding the Montessori curriculum and child development.
- Written communication from the Head of Toddler and Children's House is sent to provide the families with information pertinent to their child's program and up-coming school events.
- Celebrations of our school are communicated to parents through *The Going Beyond Magazine*
- We invite Children's House parents to come to our classrooms for Open Houses so that they may see the materials their children are engaged with and see their accomplishments first hand
- Parents of Toddlers participate in Music Keys each month
- We also have one way viewing windows in all of our classrooms so that parents may view their children's activities throughout the day and communicate their observations with the teachers
- Relational learning: It is imperative that each faculty member and classroom assistant have a connection with their students
- Daily report (written or electronic)
- **We involve local community partners and allow those partners to support the children, their families and staff.**
 - Teachers make observations and recommend referrals to the TMS Learning Strategists, Early Interventionists, Speech Therapists, Occupational Therapists, Hearing Specialists, ABA Therapists and developmental Paediatricians.
 - Specialists (Speech, OT, etc.) support the needs of our students and are welcome at TMS. We have a designated space for services to be provided for our students. Specialists also work with and observe students in the classrooms
 - We provide our young students and families' opportunities for citizenship by assisting others in the community, near and far. Our students donate food for local food banks, funds for various charities (e.g. 360 Kids) toys for Toy Mountain and provide various supplies for the Yonge Street Mission each year
 - Community partners come to school to share their expertise with the children; for example, local pediatric dentist, fire fighters, etc.

- **We support our staff and others who interact with the children in relation to continuous professional learning.**
 - Staff are encouraged and supported financially to attend Professional Development opportunities outside of school. We are members of CCMA, CECE and CAIS and attend relevant meetings with these organizations
 - Opportunities with York Region Department of Health for PD
 - Opportunities for Professional Development are shared and posted (in print at staff meetings and in the staff lounge and electronically). Scheduled meetings are conducted to promote communication amongst the team, decision making and professional development
 - The Library is equipped with a section for Professional Development for staff
 - Performance Appraisals and Growth Plans are established for faculty members and staff; the TMS Professional Growth Framework is designed to encourage and promote open, transparent and mutually supportive dialogue and feedback, and to ensure that our faculty and staff members have the tools and resources they need to perform their roles effectively.
 - Self-evaluations are completed by staff for CCMA accreditation
 - Observations of faculty and staff are on-going and meetings to communicate observations, areas for growth and reflections occur throughout the year with the Academic Heads and/or Program Director.
 - TMS has 4 PD Days scheduled each academic year (October, November, January and May). These days are scheduled school wide with additional department meetings and presentations
- **We document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families".**
 - We are continuously assessing our program and ensuring that we are following Montessori pedagogy and the strategies from Ontario's Pedagogy for the Early Years through observations, meetings, parent surveys and feedback from our Program Advisor and various other inspectors: Health, Fire, Health and Safety.
 - Re-accreditation visits from CAIS and CCMA occurred on April 2016

The foundational conditions of **belonging, well-being, engagement and expression** that create *How Does Learning Happen?* are also found in Montessori education. "These foundations, or ways of being, are a vision for all children's future potential and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography or setting" (HDLH p. 7). At TMS, we establish an excellent foundation for students to become confident, thoughtful and independent as they continue their journey towards becoming capable, lifelong learners. At TMS, we strive for optimal learning AND care for each child!

Appendix B (Parent Issues and Concerns Policy and Procedures)

At TMS we recognize the paramount importance of an effective home-school partnership. Please do not hesitate to contact us at any time in person, by telephone, by e-mail or with a note. We much prefer to hear about issues or address concerns immediately. It is our belief that a successful partnership depends on good communication between the family and the School. Your child's teacher is the first person to contact if you have questions about any situation concerning your child. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible. If your question is not answered to your satisfaction, please see the appropriate Academic Head, and ultimately you may contact the Head of School. When students, parents or staff members want to initiate an event, implement an idea, discuss an area of concern or have recommendations about an issue, they should contact the appropriate staff member (see below) via e-mail or voice mail to schedule a meeting. An initial response to an issue or concern will be provided to parents/guardians within one business day. The person who raised the issue/concern will be kept informed throughout the resolution process. Investigation of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, 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 the Children's Aid Society).

Conduct

Our School maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party. If at any point a parent/guardian or staff member feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the Academic Head or Head of Schools.

Academic Matters such as: School Policy, Teachers, Classroom Activities, Curriculum, Field Trips, Student Progress, Student Status, Specialty Programs, Montessori Materials, Parent Concerns, IB Programming

Contact (in this order):

1. The Appropriate Teacher
2. Appropriate Academic Head
3. Head of School

Carolyn Reid – Head of
Toddler/Children's House
creid@tmsschool.ca
905-889-6882 Ext. 2251

Andrew Cross - Head of School
across@tmsschool.ca
Lower School : 905-889-6882 Ext. 2252
Upper School: : 905-780-1002 Ext. 3348

Individual Student Learning Strategies: Achievement Testing, Educational and Psychological Testing, Referral Process, Tutoring - Please discuss with appropriate Academic Head

Athletic Programs: Teams, House Leagues, Individual Sports

David Cordner – Lower School Athletic Director dcordner@tmsschool.ca
905-889-6882 Ext. 2372

Logistics Manager and Extended Care

Blaine Seamone –Manager of School Logistics
bseamone@tmsschool.ca
905-889-6882 Ext. 2237

Safe Arrival/Student Absences

905-889-6882 (Press 1)

Community Development: Admissions/Advancement/Marketing & Communications:

Kirsten Eastwood – Executive Director
keastwood@tmsschool.ca
905-889-6882 Ext.2234

Enrolment Management: Records, Student Placement

Silvana Fazzari - Director of Enrolment Management
sfazzari@tmsschool.ca
Lower School : 905-889-6882 Ext. 2230
Upper School: 905-780-1002 Ext. 3226

Assistant Director, Enrolment Management
admissions@tmsschool.ca
905-889-6882 Ext. 2254

Advancement: Parent Engagement, Alumni, TMS Community Events

Rakesh Tripathi - Director, Alumni and Community Relations
rtripathi@tmsschool.ca
905-889-6882 Ext. 2248

Director, Development
development@tmsschool.ca
905-889-6882 Ext. 2285

Marketing and Communications: Websites, Annual Report, Publications/Newsletters, Marketing, Advertising, PR materials

Adnan Mohamedbhai, Director, Strategic Communications and Marketing:
amohamedbhai@tmsschool.ca
905-889-6882 Ext. 2261

Finance: Tuition, Financial Aid

Vince Haines - Chief Administration Officer
vhaines@tmsschool.ca
905-889-6882 Ext. 2233

Fayyaz Masood - Controller
fmassood@tmsschool.ca 905-889-6882 Ext. 2229

Concerns about 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, Youth, and*

Issues/concerns related to compliance with the CCEYA 2014 and Ontario Regulation 137/15:

If an individual has issues/concerns related to compliance with requirements set out in the Child Care and Early Years Act 2014 and Ontario Regulation 137/15 he/she should report his/her concern to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies; for example, York Region Public health, Ministry of the Environment, College of Early Childhood Educators, etc.

Communicating with Faculty and Staff

Members of the TMS faculty and staff are readily accessible by telephone, e-mail (when not teaching), written notes or in person. We strive to respond within one business day when we are contacted by parents.

Please note that immediately prior to the start of class, teachers are preparing to give their best effort to their students and cannot take time to meet with parents in a fulsome fashion. Similarly, during dismissal they are concerned with the well-being of all the students preparing to leave for the day.

TMS faculty are more than happy to schedule times for face-to-face meetings or telephone calls at times of the day when they are not focused on their students. As professionals, the TMS faculty and staff will not undertake communication about student achievement, behaviour, or well-being via e-mail. We recognize the importance of a true conversation via telephone or face-to-face when working together with parents to discuss serious issues and concerns. Consequently teachers may respond to E-mails from parents with serious concerns only to schedule a call or meeting.

In addition to personal communication regarding questions, concerns or compliments, the School has a number of vehicles to keep you informed.

Daily Report for Toddler & CH1

Each day a daily report is completed for each student and provided to the parents/guardians at dismissal. This provides families with information pertaining to food consumption, toileting, sleep duration, and any important events from the day.

TMS Parent Portal

TMS parents have access to the TMS Parent Portal through a personalized username and password. The Parent Portal contains calendars, forms, guides, photographs and TMS stories. Please note that some pages are password protected. To access the Portal, go to: www.tmsschool.ca, select MY TMS tab at top of the Home page, and then select Parent Portal. For any questions regarding the parent portal please email website@tmsschool.ca.

TMS This Week

Every Monday morning, all TMS parents will receive an e-Notify "This Week" (email), letting you know about the newest content that has been posted to the Parent Portal (with links), as well as a summary of any upcoming events or special reminders. e-Notify messages are also used (in conjunction with other communication) to notify parents of

any school closures (e.g. weather related).

Classroom Pages

The Classroom Pages are designed specifically by each classroom teacher as a way to access updates, resources, and events. Trip letters and permission forms, major assignments and test dates, birthday lunches, celebrations and in-house visits will all be included on the page. Each page will also feature an activity stream section where teachers will add reminders for school events such as Pizza Lunch days. The Classroom Page is one of the main tools our classroom teachers use to communicate with you. We encourage you to please check your child's Classroom Page regularly. Homeroom teachers will update their classroom pages every Friday by 4:30 pm to provide information on activities, projects or events taking place the following week and celebrate the events of the current week. The student agenda will remain the main source of communication for individual follow-up work and communications.

Headlines

Headlines is our news feature conveniently located on the Parent Portal. We include a range of stories about the TMS community sharing them as they happen. Archived stories can also be found on the Parent Portal.

Going Beyond

Our bi-annual magazine *Going Beyond* provides you with information about happenings, achievements and accomplishments of our students. We invite you to provide us with information. Comments, articles, and photos for *Going Beyond* can be sent to editor@tmsschool.ca. A library of past and current issues is located on the Parent Portal <https://www.tmsschool.ca/about-tms/going-beyond-magazine>.

Going Beyond comes out in the Spring and Fall each year.

Paper Communications

Paper messages, forms, and other material may be sent home. In keeping with our efforts to "go green," letters that apply to all TMS students will be distributed to the youngest sibling in the family. Families will not get duplicate copies. Letters that are specific to the classroom will continue to be distributed to each child in that classroom in hard copy or on the Classroom Pages.

TMS Wall Calendar

The TMS printed calendar is distributed to all families during the first weeks of September. Please contact the Main Office if you do not receive one. A digital copy of the printed calendar and an updated electronic version are available on the Parent Portal. Please note that the calendar on the Parent Portal is updated each week so that version is the best one to check for any event changes or addition of new events.

Social Media Updates

Facebook

Handle: @tmsschoolofficial Address: <https://www.facebook.com/tmsschoolofficial>

Instagram

Handle: tmsschool Address: <https://www.instagram.com/tmsschool>

Youtube

Handle: TMS School Official Address:
<https://www.youtube.com/user/TMSSCHOOLOFFICIAL1/videos>

LinkedIn

Handle: TMS School Official Address: <https://www.linkedin.com/school/tms-school-official>

Twitter Updates

Main Handle: @TMSSCHOOL1 Academic Heads: @SheilaThomasTMS (Upper School), @RachelMarksTMS (Elementary) and @CarolynReidTMS (Toddler/Children's House)
Address: <https://twitter.com/tmsschool1>

Head of School Blog

This includes CrossWords and Vlogs

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 the school 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

- TMS will ensure that any child receiving care at the school is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the school may release the child to; the school 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 and acknowledge the parent/guardian and child
 - In the event a staff member drops off the child to their designated class, staff must ensure the receiving teacher is greeted and aware of the child being dropped off into care
 - Sign the child in on the classroom attendance record and conduct a direct health check

Where a child has not arrived in care as expected

1. Where a child does not arrive at school and the parent/guardian has not communicated a change in drop-off (e.g., Safe Arrival email or voicemail), the following steps will be implemented:
 - The receptionist/CCEYA Officer/Head of Toddler and Children's House will share an additional mass attendance for all classes in Toddler and CH1 to share the duty of keeping track of student lateness and absences and checking Safe Arrival emails/voicemails on a daily basis; direct physical checks will be made to each class
 - Staff must inform the above of any knowledge if a child will be late or absent
 - If a child's lateness/absence is unaccounted for, Safe Arrival staff will verify final numbers by 9:50 am each morning and will begin contacting parents/guardians by telephone and leave a voicemail if a parent cannot be reached

- Once the child's absence has been confirmed, the mass attendance will be updated accordingly and the program staff will be updated and informed as well
- Program staff shall document the child's absence on the classroom attendance record and any additional information about the child's absence in the Daily Written Record and Illness Log (if applicable)

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the school may release the child to; this information is listed on TMS' Medical/Emergency form. 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, staff must 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 Medical/Emergency form or written authorization via email
 - If alternate arrangements have been made for pick-up, other than the person(s) listed on the Authorization to Pick-up section of the form, program staff must request for the parent/guardian to provide written authorization through email. The individual's full legal name and contact information need to be provided and the individual will be required to provide identification upon arrival
 - Once dismissed, program staff will sign-out the child on the classroom attendance with the departure time

Where a child has not been picked up as expected (when program ends)

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 12:05 pm (half day program), 4:05 (full day program or 6:05 (Extended Care), 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 determine the parent's wellness, their whereabouts and the time they will arrive at school to pick up their child
3. For children enrolled in the full day program, if space is available in the Extended Care Program, the child is signed into Extended Care until the parent arrives to pick up the child; a bill will be sent to the parent for this additional care. If there is no space available in Extended Care, the classroom teacher or Head of Toddler & Children's House supervises the child until the parent arrives
4. If staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, staff shall proceed with contacting the emergency contacts listed on the Medical/Emergency form
5. If a parent is not able to pick up, within a reasonable timeframe, staff can request the parent(s) to designate another authorized individual to pick up the

child. The parent provides the staff with the name of the individual that will pick up the child via written authorization through email and the individual's identification is checked prior to the child being released

6. In a rare occurrence that a child is not dismissed after one hour of pick up time, and there is no communication from parents or emergency contacts, then staff will call YRCAS (York Region Children's Aid Society) for further direction; a full written report of the incident will be recorded in the child's file

Dismissing a child from care without supervision procedures

1. Due to the age group of our children in a licensed setting (18m – 3 yrs) at TMS, 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

Appendix D (Supervision Policy for Staff, Volunteers and Student Teachers)

This policy has been created to support the safety and well-being of children in our care. The policy also clarifies the responsibility for supervision of student teachers and volunteers assisting our regular staff as well as the parameters of the working environment for the volunteer or student teachers.

The Program Supervisor, in connection with the Director of Human Resources, has overall responsibility to ensure the policies and procedures which affect staff, volunteers and students are up to date and are implemented.

Restrictions:

- No child shall ever be supervised by a person who is under 18 years of age
- Only employees will have direct unsupervised access to children
- Volunteers and student teachers may not be counted in staffing ratios

Roles and Responsibilities of the Operator and Supervising Staff:

- Ensure each student teacher and volunteer has a current Vulnerable Sector Check on file at TMS
- Ensure all student teachers and volunteers (except parents) have immunization and TB tests complete
- Ensure all student teachers and volunteers have read, understood and signed off on the Policies and Procedures (annually and when changes made)
- Ensure all student teachers and volunteers are trained and have signed off on the Individual Anaphylaxis Emergency Plans and Individual Medical Plans for each child (anaphylactic or with medical needs) enrolled at TMS
- Ensure all student teachers and volunteers are notified of any and all allergies and special medical needs of all students enrolled at TMS
- Ensure all student teachers and volunteers are designated with an experienced staff member to aid in orientation and mentoring
- Ensure all student teachers and volunteers are provided a copy of the updated TMS Family Handbook
- Ensure all student teachers and volunteers are following all School policies and procedures
- Ensure all student teachers are evaluated in accordance with their training facilities expectations and those of the placement
- Ensure all student teachers and volunteers are covered under operator's insurance
- Ensure the Supervision policy aligns with the College of Early Childhood Educators Code of Ethics and Standards of Practice and Operation Reg. 223/08 under the Early Childhood Educators Act 2007, Professional Misconduct

Roles and Responsibilities of Volunteers and Student Teachers:

- Complete a Vulnerable Sector Check
- To read, understand and sign off on all Policies and Procedures annually or each time a revision is made
- Complete Pre-Employment Medical Certificate
- To have read and understood all guidelines outlined in the TMS' Family Handbook
- To perform his or her duties faithfully, diligently and ethically
- Student teachers must provide a clear outline of responsibilities from their training facility with regards to student field placements
- Follow all policies and procedures from the School