

Shining Stars

Montessori School

Parent Information Handbook

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www.shiningstarsmontessori.com

Families living in Peel Region who need help with the cost of licensed childcare for their children (up to 12 years old). Can apply for Childcare Fee Subsidy. Please contact peelregion.ca/hsapply or call 905 793-9200.

A participating member of “Raising the Bar” in Peel: www.cdrcp.com/rtb/raising-the-bar

PIRS is a partnership between special needs resourcing programs and licensed child care providers that offer services to families and children before they start school.

To find out more about Peel Inclusion Resource Services, you can talk to the staff, home childcare consultant at your child’s childcare centre, or call PIRS Intake at 905-791-7800 ext. 7627. You can also visit the website: <http://www.cdrcp.com/lcc/pirs> Email: PIRS@peelregion.ca

Enrolled in CWELCC as of September 2022

Dear Parents,

We would like to welcome you to Shining Stars Montessori School. We have been in operation since 2010 and offer high quality child-care services.

Our progressive school curriculum is designed for our students with their best interest and Individuality in mind.

We believe that early childhood learning programs help in the development of children as they interact naturally with other children and are introduced to concepts using manipulative materials.

At Shining Stars Montessori, the teachers create a prepared environment with didactic materials that stimulate the child's curiosity and desire. Encouraging the child's natural joy of learning, teachers present specially designed Montessori materials to the children throughout the various programs leading to academic achievement and self-confidence.

"To assist a child we must provide him with an environment which will enable him to develop freely." - Dr. Maria Montessori

Children learn by doing and observing in the classroom filled with beautiful didactic materials. Their interactions are guided by teachers who model kindness and respect, and who themselves are students of life. We look forward to serving you as a part of the family for many years to come.

The Staff of Shining Stars Montessori School

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Shining Stars Montessori School – Program Statement

Our Mission

Welcome to Shining Stars Montessori licensed childcare Centre. Our mission is to cultivate an environment where each and every individual child is recognized for their unique abilities and encouraged to reach their full potential.

Overall Statement

Each and every child is unique and special. They each have their own abilities and each grow and learn in different ways. Here at Shining Stars Montessori we understand and respect each and every child. They are our future and they have in them untapped potentials that need to be nurtured in order that they are successfully realized. As a Montessori based school, Shining Stars Montessori recognizes that children are self-learners and don't need educators to interrupt their learning or push them in certain directions. The Educator in our classrooms have the important role of creating an inviting, stimulating and developmentally appropriate environment, keenly observe the child at "play," and support these observations by encouraging further explorations. We truly believe this will help them flourish. Dr. Maria Montessori believed in the child-initiated, adult-supported environment. She believed that the child is naturally curious and full of wonder. Every child explores their world through their senses, through repetition of tasks and asking questions and imitating the adults around them. They will naturally learn – even if there aren't any educator-imposed expectations – in fact, they will learn more.

We are dedicated to having a quality program in place that will ensure the well-being, happiness and growth of children through collaborative efforts of both the educator and the family unit.

How Does Learning Happen? Ontario's Pedagogy for the Early Years is the foundation of our Program

Children are curious, competent, complex-thinking, and full of potential individuals. They are as unique as the families they grow up in. They contribute every day to the world around them in wonderful ways and will continue to do so if their natural abilities and strengths are encouraged. We at Shining Stars Montessori recognize that for a child to thrive they need the full collaborative efforts of their family and educators alike in a rich environment that supports their learning.

Shining Stars Montessori will ensure the four foundations of Belonging, Well-Being, Engagement and Expression are always supported:

Foundations	Goals for Children	Expectations for Programs
Belonging	Every child has a sense of belonging when he/she is connected to others and contributes to his/her world.	Cultivate respectful relationships and connections
Well-Being	Every child is developing a sense of self and health and well-being	Nurture children's healthy development and support their growing sense of self
Engagement	Every child is an active and engaged learner who explores the world with his/her senses, bodies and minds.	Provide environments and experiences to engage children in active, creative and meaningful exploration and learning.
Expression	Every child is a capable communicator who is able to express himself/herself in many ways.	Foster communication and expression in all forms.

To this end we will:

1. Promote the health, safety and well-being of young children, families and educators.

You will see:

- Safe supervision of children
- Child Protection procedures and training
- Sanitation and disinfection procedures
- Menu Planning following the Canada Food Guide
- Communicable disease prevention
- Emergency procedures
- Standard First Aid and CPR training

2. Support positive and responsive interaction between educators, children and families.

You will see:

- Educators role modeling inclusive, respectful, and collaborative interactions with children and other adults
- Training for Educators focusing on Positive Interactions
- Documentation that describe the Educators observations of the child's interest and activities

Strategies to Support and Strengthen positive interactions

It is very important for children to be in positive, responsive relationships with the adults around them in order to flourish. Educators at Shining Stars Montessori will nurture an environment where each child will be included, will feel safe, secure and valued. This relationship of trust will give children the freedom to explore the world around them, discover new things, grow, develop and learn.

Educators will:

- **Engage** with children in a way that builds on their strengths as opposed to identifying what they are doing “wrong”
- Respond positively when a child asks them something. If they don’t know something they may respond by saying: “Let’s find out together!”
- **Move away** from viewing play as just something children do and **move towards** viewing play as intentional; a way for children to **express** themselves in multiple ways
- Try to have a **shared sense of joy** that is the wonder of new learning for the Educator and the children with whom they engage.

Supporting Children to Manage their Behavior

Children benefit socially, emotionally and physically from our positive approach. Educators focus on helping the child understand their feelings and emotions and provide support to help children regulate their behavior.

You will see:

- Smaller groups that allow for more individualized adult attention
- A flexible learning environment allowing the educator to respond in the moment to a child’s interest and build on it
- Educators ensuring toys, equipment, and materials are available to children at all times
- Engaging in role-playing with children to demonstrate positive social skills including problem solving when conflict arises, and understanding how their actions affect others
- Children given the freedom to make choices

The following are unacceptable behavior management strategies, are not permitted at any time under any circumstances and are considered **Prohibited Practices**:

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

If any of the staff members violate any of these expectations, it will lead to disciplinary actions including memo’s, further training - up to and including termination.

3. Encourage and enable children to interact and communicate in a myriad of ways with each other, with educators and with their communities.

A Montessori Classroom is set up in such a way that allows children to either work individually or in a group setting, allowing each child to learn how to positively interact with their fellow classmates as well as learn how to collaborate and solve problems. This will teach children, not only how to communicate with each other, the educators and their communities, but also how to become confident, independent individuals.

You will see:

- Educators using developmentally appropriate language throughout the day
- Activities where children can work individually or in a group
- Educators working closely with children

4. Foster exploration and inquiry that is play based. Evidence from diverse fields of study tells us that when children are playing, they are learning.

In a Montessori classroom, we understand that a child will learn through their senses, through exploration of their environment and through freedom. “Working” with the activities is no different to them than playing. This play allows them to become active participants, keen observers, collaborators and reporters. It piques their curiosity, allows them to become independent and more importantly create within them a love of learning they will take with them throughout their lives.

You will see:

- Different areas set up for children to learn and play and explore – Such as dramatic play area, language, sensorial, math, culture and practical life section. Each section is set up to pique a child’s interest so they naturally want to learn more and progress further
- Children-directed activities. Children decide when, where, how and what they wish to work with.
- Educators responding and adapting the environment based on children’s interest and curiosities. They will add new toys, material, equipment, and pose questions to support play and learning.

Supporting Healthy Development and Learning

Our environment supports healthy development and learning by allowing children the freedom to move around the classroom and “working” with the activities based on their own interests, at their own pace, without interruption or imposed expectations. Our environment is flexible and responsive to the children’s needs. It is also a warm, positive place where children feel safe – like a home away from their home, with bright colors, plants, and furnishing at their height level, so they may be independent.

5. Provide both child initiated and adult supported experiences to foster development.

You will see:

- Children being able to choose when, where, how, and which activity they would like to work with without any imposed expectations. They may work however long they want, independently or with whomever they choose to
- Educators responding to their needs and curiosities by adapting the environment to reflect their interests. For example if a child is interested in cars – they may the next day bring other types of transportation, coloring sheets of different types transportation, real models of other forms of transportation. They may pose questions or offer their observations to foster development

6. Provide many opportunities for a range of experiences that support each child's learning and development.

You will see:

- A recognition and celebration of different Cultural Festivities, i.e Diwali, Eid, Christmas, Chinese New Years, so children become more aware of the World outside of the classroom
- Cultural Food Day
- Circle time where current events are discussed
- Cooking Days – where children learn to make muffins or pizza to take home to their parents.
- Nature walks where children are made aware of living, once living and nonliving things, as wells as different type of trees and leaves
- Gymnastic, Yoga/Meditation days.

7. Incorporate a range of different experience modalities including indoor and outdoor play, active play, quiet play, rest and quiet time considering the individual needs of children.

You will see:

- Scheduled indoor/outdoor, rest time
- Generous blocks of time for play and exploration
- Section for quiet time and reflection

8. Foster engagement of and ongoing communication with parents about the program and their children

You will see:

- Observation days
- Parent/teacher interviews
- Events such as mother/father day breakfast
- Displays of children's art work
- Photographs of children at play or during a trip

Parents as Partners:

At Shining Stars Montessori, we understand that parents are the most important influence in a child's life. It is so important for us to work closely with parents so that we are continually making sure that children are developing, thriving and most

importantly are healthy and happy. All the above strategies will be in place to keep the parents included. Added to that the Educator will always be available to have conversations with parents in regards to any concerns or updates they may need.

Key ideas and messages we share with parents:

Here at Shining Stars Montessori, our key goal will always be to educate parents on How Learning Happens. The research and documentation in regards to that will be communicated to the parents through news articles and/or letters sent home so that they are aware of how best their child learns.

9. Actively engage with community partners and provide opportunities for the children and families to develop close connections with a range of community supports.

At Shining Stars Montessori, we work closely with the Region in order to provide extra support for children and families. We are a part of Raising the Bar so that we are a part of a continual process of improvement and a part of the Peel Inclusion Resource Services (PIRS), which provides support to children with special needs in a licensed Centre's.

You will see:

- Resource Teachers providing extra support to children who may need it.
- Early Years Specialists sitting in and observing a classroom in order to provide valuable advice on how best to improve the classroom environment or the curriculum. They will also be there to ensure Best Practices.

10. Strengthen the capacity of educators to collaborate effectively with children, families and their colleagues through the provision of ongoing opportunities for continuous professional learning.

You will see:

- Support staff in place while Educators are off for the morning or afternoon taking a Professional Learning Course
- On-site training provided through external agencies
- Articles and memos posted in the staff room for further Educator knowledge and continuous learning

Continuous Professional learning for Educators

Shining Stars Montessori is committed to the ongoing professional development of all our educators. What our educator learns benefits both the children and our program.

Shining Stars Educators will have many opportunities to attend external learning events and conferences and keep legislated training requirements like Standard First Aid & Infant and Child CPR up to date.

On a day-to-day basis the child-care Centre supervisor is responsible for the leadership,

mentorship, coaching and development of educators. Based on the learning needs of the educators, the supervisor may meet with staff to suggest strategies, conduct learning huddles to focus on a particular area of Shining Stars Montessori curriculum with the entire team, conduct regular staff meetings to reflect and plan, invite speakers from external agencies to attend the Centre, or provide materials including links, articles, and various readings to supplement educator's professional learning

11. Use many languages to document and review the experiences of the children and the educator in order to:

- Provide an ongoing record of development;
- Provide tools to enable educators to reflect on the impact of their activities and strategies; and
- Provide a visual and oral record that enables parents to review and explore the developmental trajectory of their child.

You will see:

- Monthly/weekly calendar of activities
- Term record of activities child is learning, mastered and has yet to learn and how this relates to the development of the child i.e. gross/fine motor skills, language development or building a foundation of mathematical skills
- Report card given twice a year to parents

A Commitment to continuous Improvement

At Shining Stars Montessori we are committed to the development of the Educators, children and the program itself. We will continually reflect and assess the effectiveness of the learning environment in order to evaluate and improve. In order to best do this, we will engage the staff in meetings and group discussions, and parents by providing surveys and questionnaires and by constantly being vigilant of changing research in effective, successful teaching methodologies and child learning and development.

Calendar

Academic Year

The school program is designed to combine the curriculum and play time during the months of September to June. During the school year the children will be involved in indoor activities based on a curriculum designed to incorporate Montessori learning with a modern outlook. The outdoor routines will be strictly followed due to the most needed physical activities. In case of extreme weather children will be involved in special gross motor activities indoors. A Summer program will be operative during the months of July and August during which time the children will be participating in nature and neighborhood walks; water play and field trips. The school will be open from 7:00 am to 6:00 pm Monday through Friday.

Holidays

Our program will be closed on the following days and FEES ARE CHARGED to families:

September Labour Day
October Thanksgiving Day
Closed 2 weeks end of December-January following the Region of Peel School calendar
(Christmas, Boxing Day, New Year's Day)
February Family Day
April Good Friday/Easter Monday
May Victoria Day
June 30, Professional Day
July Canada Day
August Civic Holiday

Fees for these closures' dates are already included in your (monthly, Biweekly fees)

We do not charge fees for the following closures:

October 24 The lifelong learning Symposium.

Bringing and Picking Up Your Child

When you bring your child in the morning, please tell the teachers anything you think they should know about your child (i.e. slept poorly). This information is valuable to the staff so that they have a better understanding of your child's behavior and how to help the child to cope during the day.

Your child's safety is always the staff's first priority. For this reason we request that you complete the following tasks when bringing and picking up your child.

1. Ensure that a staff member acknowledges your child's arrival in the morning.
2. A sign – up sheet will be posted for you to initial at drop off/pick up.
3. When picking up your child, make certain that a staff member is aware that you are taking the child.
4. If someone other than yourself will be picking up your child, please notify the staff by completing and submitting the necessary form: "Alternate Pick Up/Drop Off".

Phone call authorization for release of your child will NOT be accepted.

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School Closure

In the event of a serious snow/ice storm or an unforeseen event, the school may automatically be closed. Also if the Peel Board of Education announces school closure in our area, this Centre will also be closed. It would be advisable in these circumstances to call the school before leaving your home.

School and Daycare hours

The school and daycare hours are from Monday to Friday 7am to 6:00pm for children of ages 2 months – 5 years.

To allow you a little flexibility, various programs have been offered. You can consult the

Supervisor for the pick-up and drop off times of your child. The school will operate during all 12 months. We are closed 2 weeks for the Christmas Break and holidays following the Region of Peel School calendar.

Full Day Program 7:00am to 6:00pm

Half-Day Program 8:30am to 11:30am and/or 2:00pm to 5:00pm

Any program for 5 hours or more will be considered a full day.

Center Policies

Registration & Fee Payment

A holding fee of \$50 is required with the application form, which will be deducted off from first month payment. First and last payment is required by the first day of enrolment. The last month deposit will be used for the last month of attendance or in case there is no notice provided for termination of care by the parent.

For all other payment method, payments are due on the 1st day of the month, they can pay by direct deposit, e-transfer, cheque or cash. Fees must be paid for everyday the child is enrolled including days absent and all statutory holidays. There will be a charge of \$25 for each bounced cheque. A late fee of \$10 per day will be charged for overdue payments.

If fees are overdue for more than three days your child's registration will be cancelled immediately. In case of any cheques returned unpaid by the financial institution the two week's deposit will be used to pay the fees for that period.

Tax receipts will be issued to all parents during the month of February.

Late Fee

A late fee will apply when a child is not picked up on time, as this will affect the hours of scheduled supervision provided by the staff. A 15-minute delay is acceptable only for half day programs. A late/early fee of \$5 will be charged for every 30-minute over and above the designated time. After 6:00pm the late fee is \$1 per minute due to the detainment of staff beyond the regular hours.

Credit or Refund Policy

If a base fee higher than the permitted amount was prepaid for an eligible child, we will issue a credit or refund for the difference. Refunds will be processed as follows:

- If enrolled in CWELCC on December 31, 2024: Refunds will be issued within 60 days after December 31, 2024.
- If enrolled after December 31, 2024: Refunds will be issued within 60 days after the date we are notified of our enrollment. Additionally, if a child receiving care at

our centre leaves the program and was previously issued a credit, any remaining balance will be refunded within 60 days after their last day of care.

Late Pick Up Policy

It is the responsibility of all parents/guardians to pick up their child from the Centre by 6:00PM. If for any reason/s the child cannot be picked up at the designated time we request that you call the Centre immediately.

If a child is not picked up by 6:00PM, the attending staff will contact the parents and the emergency phone numbers. If no contact is available and the parent/guardian has not informed of any delay in picking up the child then the staff will wait until 6:30PM.

The staff will then call the Centre Director at 6:30PM, and the Children's Aid Society (CAS) by 7:00 PM, to report of the child not been picked up by the parent/guardian. The staff/director will then follow the instructions given by the CAS worker for further action. The attending staff will prepare a written report of the incidence.

Illness Policy

It is in the best interest of your child and the other children at the Centre for your child to stay at home when he/she is ill.

- After a fever your child's temperature should be normal at 37 Celsius for 48 hours before returning to the Centre.
- If your child has a loose bowel movement, he/she should not return to the Centre until he/she has had a normal stool or no stool for 48 hours.
- Any child with discharging eyes may not return to the school until his/her eyes are free of discharge for 48 hours.
- If your child has vomited he/she may not come to the school until he/she has not vomited for 48 hours and is resumed to a regular diet.

If your child becomes ill at school and you are called, kindly pick up your child promptly. Shining Stars Montessori will not contact you unless your child needs to be at home.

Student Teachers/Volunteer

Shining Stars Montessori Schools welcomes the support of placement students and volunteers to enhance the safety and well-being of the children. They will be welcome under the following conditions:

- The needs of the children are priority.
- Placement students and volunteers will not be admitted in numbers that hinder the essential work of the school.
- Placement students and volunteers will be required to read, understand and comply with all policies and procedures.

Although the assistance provided by Placement students and volunteers is valuable, certain restrictions apply.

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

Absentees

If your child will be absent, we ask that you notify the center early in the morning so that the staff is aware. If your child is absent due to a communicable disease, a doctor's note stating that your child has recovered completely will be required when returning to school. If your child shows signs of illness i.e. fever, diarrhea, vomiting etc. she/he must remain at home. If a child becomes ill at school the parents will be contacted and the child must be picked up as soon as possible.

Withdrawal

We request that a written notice be given one month in advance if the intention is to withdraw the child from the school. Fees for one month will be charged in the absence of a notice for withdrawal. The center reserves the right to request withdrawal of a child from the program if the Educator feels that the Program does not meet the needs of the child. Furthermore, if the parent/guardian acts in a disrespectful manner and behavior, the supervisor/operator reserve the right to terminate care of your child effective immediately.

Meals

Each day there will be one full meal at noon, consisting of meat/protein alternative, fruits, vegetables, salad, dessert, milk, and bread. Morning and afternoon snacks will also be provided at the center.

A weekly menu will be posted on the bulletin board at the beginning of every week. Please take the time to view the menu and notify the staff if you have any concerns regarding the food items.

In order to reduce the exposure to Anaphylactic causative agents (severe allergies) there will be no food allowed from outside at any time. Anaphylaxis is a life threatening allergy. If a child has any other food allergy or other food requirement i.e. dairy, gluten etc., parents must bring the substitute foods for their child in original containers labeled with their child's name and fill out a Special Dietary form. Parents must inform the Supervisor of any changes.

Health

To ensure the safety of all children at the center, we ask that parents provide us with their child's immunization record prior to admittance. The child's immunization record is an

essential requirement by the Peel Health Department. If your child has not been inoculated for measles, please consult your doctor about the importance of being protected.

Young children are very susceptible to infections, and we ask for your co-operation in keeping your child at home if he/she is ill. If your child does not feel well during the day, the staff will contact a parent or the person that has been delegated for this responsibility, and ask that arrangements are made to take your child home. When a child is even mildly ill, the stimulating atmosphere of a large group of children and an active program makes it more tiring for the child. For this reason, children are better at home where they can rest more easily with fewer distractions.

There are “No Smoking” signs posted at all entrances and exits. To all parents, staff, volunteers, and visitors smoking is prohibited on the premises and in the playground.

Sleep Policy

Shining Stars Montessori strictly follows the Sleep Supervision Policy for direct visual checks. Parents will be consulted regarding a child’s sleeping arrangements at the time the child is enrolled or transitioning to another room. Every child under 12 months will be placed for sleep in a manner consistent with the “Joint Statement on Safe Sleep,” unless the child’s physician recommends otherwise in writing. Children will be supervised continually during the nap time and in addition educators will perform direct visual checks at intervals of 15 minutes for Infants and Toddlers and 30 minutes for Pre-school age children to ensure there are no indicators of distress.

Medication

It is the parents’ responsibility to instruct the staff regarding administration of medication. Should there be a need to dispense medication at the Centre, the staff will ask the parent to fill out the medication form with all the details and the medicine must be provided in its original bottle. Please do not place any medication or food in the child’s bag.

Interviews and Observations

Observations will take place during the Winter Term and each parent will have the opportunity to observe their child for a day and discuss their observations with a staff member. A parent can also request an appointment for an interview at this time.

Field Trips

Trips will be made to special places of interest, throughout the year. Information regarding destination date and time along with permission slips to sign and return will be sent prior to going on any field trip. Parents are always welcome to accompany us. If a parent chooses not to send their child to the field trip, and we cannot accommodate the child in the center due to staffing, they will not be charged their fee for that day. If the center is able to accommodate the child, then they will be charged for the day.

Clothing and Shoes

All clothing should be clearly labeled with the child's name on the inside with a permanent marker. Sometimes there may be five pairs of clothing or shoes in the same size and color. Your child's teacher will instruct you in case any additional clothing item is required. Please provide a set of extra clothing for a child to change in case of an accident. A blanket for naptime will also be required.

Parties

The school will have a party for the last day of the school year, as well as Valentines Day, Halloween, etc. We believe that the school should be a fun experience, and your support during these days is much appreciated.

The Centre will celebrate birthdays of each child with the parents consent. A special snack will be included for the children for everyone to be able to participate. Parents are asked to not bring any food items for any events.

Ideas/Comments

If you have a particular idea for a craft or a field trip, please do not hesitate to share your ideas with a staff member. If you would enjoy helping with a special craft or activity, or if you have any comments, we would like to hear from you!

Behavior Management Policy and Discipline

According to the Day Nurseries Act, all staff members are required to strictly follow The Behavior Management Policy. Prohibited Practices include:

- 7) Corporal punishment of the child;
- 8) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- 9) Locking the exits of the child care Centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- 10) Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- 11) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

- 12) Inflicting any bodily harm on children including making children eat or drink against their will.

Abuse Includes:

- a) To suffer physical harm
- b) To be sexually molested or sexually exploited
- c) To be denied of medical treatment even though it is needed
- d) To be emotionally abused

Child Abuse Policy

Child Abuse of any kind will not be tolerated at any time.

Abuse Includes:

- a) Physical harm
- b) Emotional harm
- c) Sexual harm
- d) Neglect

Any person who suspects that a child is being abused has a legal duty to report the suspected abuse directly to the Children's Aid Society (CAS).

It is the responsibility of parents, an employee, volunteers, supply and support staff that are in contact with the children to report abuse or any suspicions of child abuse to the CAS immediately, at phone number (905) 363-6131.

Discipline

The center has very clear policies regarding discipline, which is listed below. Please feel free to question the staff and/or the supervisor should you require any additional information. We list below for your reference, very explicit policies of the center:

- Class teachers will explain to the child what type of behavior is expected of him/her in any given situation.
- A child that has difficulty in following normal behavior patterns will be reminded and aided in order to understand the expectation in a constructive and positive manner.
- If a child continues to disrupt the classroom, he/she will be taken to another area within the classroom and given a book or a toy.
- At each stage of this process, the child will be given the choice of remaining and behaving or being moved from the disruptive situation.

It is important that the staff adopt a consistent approach to discipline. This will help to provide children with a framework of behaviors, which are acceptable and also help the children to feel secure within the school environment.

We believe that the adult can increase the development in a child with respect to high self-esteem and competent behavior through positive guidance and by setting an appropriate model for the child to emulate

Parent Issues and Concerns Policy and Procedures

Objective:

To outline the policy and procedures for addressing educational concerns brought to staff and supervisor by parents. Appropriate flexibility will be exercised in implementing these procedures to suit individual circumstances.

Procedures:

Classroom concerns brought to the supervisor/owner: **(An initial response to any issues or concerns will be provided within 1-2 business days at max.)**

Steps and Guidelines for Parents and/or Guardians to follow:

1. Inform the teacher/supervisor of your concerns and if you are not satisfied with the response,
2. Set up a meeting to discuss your concerns. If there is still no resolution,
3. Inform the licensee of your concerns. And finally,
4. Inform the school in writing of the issue and your concerns.

If a parent brings a concern to the supervisor/owner about a classroom or teacher-related matter, the supervisor/owner will undertake one or more of the following actions depending on the nature of the concern and its circumstances:

1. Advise the parent to first discuss the concern directly with the teacher and resolve it at that level;
2. Gather any relevant information to determine the facts and circumstances;
3. Discuss the concern with the teacher and offer advice to the teacher where advice is required to resolve the concern, and inform the parent of the outcome;
4. Meet jointly with the teacher and the parent to discuss the concern where the supervisor/owner determines that such a meeting will resolve the concern;

School Concerns Brought to the supervisor/owner:

If a parent brings a concern about a school policy, procedure, activity, event, or situation to the supervisor/owner, they will undertake one or more of the following actions depending on the nature of the concern and its circumstances:

1. Contact the parent within 1-2 business days to discuss and resolve the concerns.
2. Gather any relevant information to determine the facts and circumstances;
3. Assist the parent in resolving their concern and if it is not possible, explain the policy, procedures and activities and why they were put in place.
4. Make a final decision and communicate that decision to the parent verbally as well as in a letter.
5. Keep a record of decision, including outcomes on file.

Guidelines for Staff:

In addressing parents' concerns staff will strive to:

1. Foster a climate of respect and trust which focuses on working towards mutually acceptable solutions;
2. Ensure that every parent with a concern has an adequate opportunity to express the concern fully;
3. Encourage the parent to address the concern at the level at which the concern is related, except where circumstances warrant otherwise;
4. Conduct a process for addressing a concern that is seen to be fair by the parent and by all other parties directly involved in addressing the concern;
5. Maintain a written record of the concern(s) where necessary;
6. Provide the parent with timely updates, as needed, about the progress made in resolving the concern;

At all times we ensure that confidentiality will be maintained concerning personal or private matters addressed by all parties.

Concerns about the Suspected Abuse or Neglect of a Child

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

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

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

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidd/reportingabuse/index.aspx>

Emergency Management Policies and Procedures

Shining Stars Montessori School does have an Emergency Management Policy in place in case an emergency arises where a potential threat or natural disaster has been identified and evacuation or other actions may be required. It provides procedures where sheltering is required in the case of tornadoes, hurricanes, earthquakes, disgruntled parents or unauthorized visitors and lockdown situations. In case an emergency occurs parents will be notified by phone or by email.

Educational Philosophy

The need for optimum intellectual and social skills to cope in our rapidly changing world has never been greater. The early education and training of our children is essential for developing those skills as individuals and for the stability and development of society in general. The philosophy of education represents the choices, values, knowledge and beliefs of teachers, as well as their aspirations, intentions and aims. It serves to guide and inspire and contributes to determining the detail of the everyday life in the classroom.

The Montessori Curriculum

Dr. Maria Montessori (1870-1953), the founder of the Montessori Philosophy of education strongly believed in the importance of both hereditary and environmental influences on the

development of the child. It was from her observations of child development that soon became internationally recognized as the Montessori Method of Education. She was of the view that “A child’s potential for development in a society is greatly influenced by his/her environment.”

Based upon her many years of research and observation she determined that:

- The first two years of life, the absorbent mind, simply passively absorbed necessary information from the environment. In this period the child possesses the unconscious absorbent mind.
- After two years, when the child is older and mobile, he/she can go to those elements in the environment that fascinates him/her. The absorbent mind then becomes a conscious instrument.

Montessori included four major developmental skills in the educational learning process for preschoolers, which are: Sensorial (development of the five senses), Practical Life Experiences (development of self-help skills), Language Arts (to help children read and spell short words), and Mathematics (introduce quantity and symbols of math, sequencing, awareness of shape and sorting). Other categories have now been added i.e. Botany, Computers, Geography, French, Art and Music.

The Montessori materials are carefully designed to enhance the learning process and the development of the senses at every stage.

Program and Curricular Objectives

To provide a structural environment in which Montessori and Progressive philosophies of education are carefully integrated. To give each child ample opportunities to experience success, which is important in the growing and adjusting experience.

To help children develop a sense of self-esteem, trust and belonging, by exhibiting a positive attitude towards life.

To encourage active learning by providing experiences through manipulating objects, sensorial, exploration, and simply by playing.

To provide a balanced curriculum that supports and stimulates children to develop to their maximum potential by growth and development in all areas i.e. socio-emotional, intellectual, and physical. To organize activities and plan possibilities that will elicit and support their interest, and that will extend and move them into richer learning and experiencing.

To provide unstructured and open-ended materials such as clay, paint, water, blocks, wood, crayons and paper – and activities such as cooking, planning trips, crafting.

To respect the mental, physical, spiritual, and ethical values of each child individually. To help each child start the education process in a positive, supportive, healthy and safe environment.

Safe Arrival/Dismissal Policy:

Purpose

The purpose of this policy and procedures is to provide a safe arrival and dismissal for the children in care, and provide clear steps to follow when a child does not arrive at the childcare centre and also ensure a safe dismissal.

This policy is intended to fulfil the obligations set out under Ontario Regulation 137/15.

Shining Stars Montessori School will ensure that any child receiving childcare at the child Care Centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization to the childcare centre may release the child to.

Policy

General

- **Shining Stars Montessori School will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without direct 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.**
- **Supervisor and or designated will contact family by telephone and email to inform parent/guardian that child did not arrive to the centre and inquire why the child is absent.**

Procedure

Accepting a child into care

1. Where accepting a child into care at the time of drop-off, program staff in the room must:

- Greet the parent/guardian and child.
- Ask the parent/guardian how the child's evening/morning has been and if there are any changes to child's pick-up procedure. If the parent/guardian indicate that someone other than the child's parent/guardian will be picking up, the staff must confirm that the person is listed on the child's authorized pick up person/s in the registration for, Himama app child's information or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing note or email.
- Document the change in pick-up procedure in the daily written record.
- Sign the child in on the classroom attendance record

Where a child has not arrive in care as expected

1. Where a child does not arrive at the childcare centre and the parent/guardian has not communicate a change in drop off (e.g. left a voice mail message or advise the closing staff at pick-up), the staff in the classroom must:

- Inform the Supervisor and they must commence contacting the child's parent/guardian no later than 4 pm. Staff will call and email parent/guardian, if there is not response after 15 minutes, staff will continue to call the first emergency contact person, if there is not response the staff will continue to call parent(s) guardian until contact with an adult is obtained and child absence is confirmed.
- Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily classroom logbook.

Releasing a child from care

The staffs that 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 childcare may release the child to. Where the staffs does not know the individual picking up the child (i.e., parent/guardian or authorized individual),

- Confirm with another staff member that the individual picking up is the Child's parent /guardian/authorized individual.
- Where the above is not possible, ask the parent/guardian/authorized Individual for photo identification and confirm the individual's information Against the parent/guardian/authorized individual's name on the child' file Or written authorization.

Where a child has not been picked up as expected (before centre closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up at (6:00pm) will call the parent/guardian and advise that the child is still in care and has not been picked up.

- Where the Staff is unable to reach the parent/guardian, staff must call again and leave a message, for the parent/guardian.
- Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall call the emergency contact person, wait until

the centre closes and follow the Procedure “where a child has not been picked up and the Centre is closed.

Where a child has not been picked up and the centre is closed

1. Where a parent/guardian or authorized individual who was supposed to pick up child from care and has not arrived by 6:00pm staff shall ensure that the child is given a snack and activity, while they await their pick-up
2. One staff shall stay with the child, while a second staff proceeds with calling the Parent/guardian to advise that the child is still in care and inquire their pick-up Time. In the case where the person picking up the child is an authorized Individual, the staff contact the parent/guardian first and then contact the Authorized individual responsible for pick-up, if unable to reach the Parent/guardian
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall call the person listed in emergency contacts, in the child's personal file.
4. Where the staffs is unable to reach the parent/guardian or any other authorized Individual listed on the child's file (e.g., the emergency contacts) by 7:00pm, The staff will proceed with contacting Peel Children's Aid Society (CAS) 905 363-6131. Staff will follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

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.

Additional Information

Parental responsibilities include the following: To allow your child to benefit from the program and feel like part of the group, we ask that parents bring their child in before 9: 30 a.m. We ask that parents call us if a child will be joining the program after 9:30a.m., otherwise the teachers will assume your child is absent. We ask that upon arriving at the centre each day, parents ensure that their child greets a teacher and islet under the supervision of the teacher before you leave the centre.

If a child comes into the classroom without the accompaniment of a parent, please inform the supervisor/designate.

Fee Schedule:

Program	Duration	Infants Per Month	Infants Bi-weekly	Toddlers Per Month	Toddlers Bi-weekly	Casa Per Month	Casa Bi-weekly
Full Day		\$478.50 \$22.00/day	\$239.25	\$478.50 \$22.00/day	\$239.25	\$478.50 \$22.00/day	\$239.25
Half Day (5 Days) AM/PM		N/A	N/A	\$22.00/day	-	\$22.00/day	-
Part-time 4 Full Days 3 Full Days 2 Full Days	7am – 6pm	N/A	N/A	\$22.00/day \$22.00/day \$22.00/day	- - -	\$22.00/day \$22.00/day \$22.00/day	- - -
Part-time 4 Half Day 3 Half Day 2 Half Day	4 hours morning or afternoon	N/A	N/A	\$22.00/day \$22.00/day \$22.00/day	- - -	\$22.00/day \$22.00/day \$22.00/day	- - -
Before and After School	7-9 pm	\$261.00	3-6 pm	\$261.00	7-9 am and 3-6 pm	\$261.00	

Shining Stars Montessori School Fee Schedule as of January 2025 with CWELCC applied	
Base Fee	daily school fees
Non-Base Fee	Late fees, late pick up fees, school trips Enhanced programming fee: - Lillio \$30 video & pictures (optional) - French - \$30 (optional) - Music - \$30 (optional) - Yoga- -