GLENASHTON
MONTESSORI ACADEMY

www.glenashtonmontessori.com | (905) 337-1716

Parent Handbook

2026 – 2027

Rooted in Oakville. Grounded in Care.

GLENASHTON MONTESSORI ACADEMY

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A Letter from Our Co-Founder

Dear Families,

Welcome to Glenashton Montessori Academy.

On behalf of our team, it is my privilege to welcome your family into our community. Choosing a school for your child is one of the most meaningful decisions a family makes, and we are honoured by the trust you are placing in us.

Our family has been caring for Oakville and Halton children for more than thirty years. What began with Glenashton Daycare Centre in 1994 has grown, through three decades of relationships, lessons, and love for this community, into Glenashton Montessori Academy — the thoughtful next chapter of that story. Our crest draws inspiration from the official Oakville crest and the Oakville Lakeshore waterfront, because the place we serve is woven into who we are.

At Glenashton Montessori Academy, your child will find a prepared environment built with intention: beautiful materials, trained guides, and a rhythm of the day that respects how young children actually learn. They will be met as a whole person — competent, capable, curious — and supported to grow at their own pace.

This handbook is designed to be a complete guide to life at our school. Please read it carefully, keep it close, and come to us with any questions. Your partnership is essential to everything we do.

With warmth and welcome,

Harmeet Kaur
Co-Founder & Owner
Glenashton Montessori Academy

About This Handbook

This Parent Handbook is provided to every family enrolled at Glenashton Montessori Academy ("GMA" or "the School"). It sets out the School's programs, policies, procedures, fees, and expectations, and is designed to be used alongside our full written policies, which are available on request at the front office.

Each family is required to read this handbook and sign the Parent Acknowledgement Page (Appendix I) at the time of enrolment and annually thereafter. This handbook is reviewed and updated at least annually; families will be notified in writing when a revision is issued, and the current version will always be posted through Lillio and at the front office.

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GLENASHTON
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SECTION I

About Glenashton Montessori Academy

Our Story, Mission, and Team

SECTION I · ABOUT GLENASHTON MONTESSORI ACADEMY

Our Story

Glenashton Montessori Academy is built on a strong foundation of care, experience, and community connection. The founders have been serving children and families in Oakville and the Halton region for over thirty years, beginning with the establishment of Glenashton Daycare Centre in 1994. Over the years, they have built trusted early learning environments shaped by strong relationships, thoughtful care, and a genuine understanding of what children need to grow and thrive.

With that experience behind them, the founders established Glenashton Montessori Academy to expand the educational services they offer to families in Oakville and Halton. Built on the same long-standing commitment to quality early childhood education, Glenashton Montessori Academy represents a thoughtful next chapter through a Montessori-based program.

The identity of Glenashton Montessori Academy is also closely tied to Oakville itself. The crest in our logo pays homage to the official Oakville crest and the Oakville Lakeshore waterfront, reflecting both local heritage and a sense of pride in the community we serve. Glenashton Montessori Academy was created with that same spirit in mind — as a school with deep local roots, a clear sense of purpose, and a long-term commitment to Oakville and Halton families.

Our Mission

"To provide children with a prepared Montessori environment where they are free to develop independence, confidence, self-discipline, and a genuine love of learning — guided by trained educators, rooted in the values of our community, and supported by a close partnership with their families."

Our Guiding Values

- **Respect for the Child** — We meet each child as a competent, capable, curious individual.
- **Care Rooted in Community** — Thirty years of Oakville relationships shape how we serve families.
- **Prepared with Purpose** — Every detail of our environment is chosen to support development.
- **Grace and Courtesy** — We model the kindness we want children to carry into the world.
- **Partnership with Families** — Children flourish when home and school work as one team.
- **Continuous Growth** — For our children, our educators, and our school.

What Makes Glenashton Montessori Academy Different

- Over thirty years of continuous service to Oakville and Halton families
- Authentic Montessori pedagogy delivered by RECE- and Montessori-trained educators

- Extended weekday hours from 6:30 AM to 6:30 PM
- Optional Before Care and After Care available as extended-hours add-ons for families who need a longer day
- Catered, nut-free hot lunches and two daily snacks, aligned with Canada's Food Guide
- STEM, Music, and French enrichment woven into the curriculum
- A purposeful Oakville identity reflected in our Lakeshore-inspired crest
- Community partnerships with ROCK, Halton Region Inclusion Services, the Child Care Municipal Association, and consulting professionals including speech-language pathologists and occupational therapists, when a child would benefit from additional support

Our Team

Every classroom at Glenashton Montessori Academy is staffed by a trained Registered Early Childhood Educator (RECE) and Montessori-trained educators. Our team members may also hold additional qualifications relevant to early years education.

All educators maintain:

- Valid Standard First Aid and CPR certification
- Vulnerable Sector Screening on file
- Current immunization and tuberculosis screening records, as required by Halton Region Public Health
- A minimum of three professional development activities per year, in keeping with our Staff Training and Development Policy

Volunteers and students on placement **will be supervised by an employee at all times and will not be permitted to be alone with any child.** They are never counted in our educator-to-child ratios, and each completes required training, including training on prohibited practices and the duty to report, before beginning with us.

Licensed Capacity and Ratios

Glenashton Montessori Academy is licensed under the *Child Care and Early Years Act, 2014* (Ontario) to serve a total of **44 children** across the following programs:

Program	Age Range	Rooms	Capacity	Ratio	Educators
Pre-Casa A	1½ – 2½	1	10 children	1 : 5	2
Pre-Casa B	1½ – 2½	1	10 children	1 : 5	2
Casa (Preschool)	2½ – 6	1	24 children	1 : 8	3

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SECTION II

Our Montessori Approach

Philosophy, Program Statement, and Curriculum

SECTION II · OUR MONTESSORI APPROACH

The Montessori Method

The Montessori Method was developed by Dr. Maria Montessori, an Italian physician and educator, and has guided children's learning around the world for more than a century. At its heart is a simple but powerful idea: children are natural learners, and when they are placed in a carefully prepared environment, given meaningful work, and supported by a patient guide, they will develop the concentration, coordination, independence, and love of learning that underlie everything else.

A Montessori classroom is designed around the child. The furnishings are child-sized. The materials are beautiful, purposeful, and self-correcting. Work is chosen freely within a structured framework. Mixed-age classrooms give younger children inspiration and older children responsibility. And the day unfolds at a pace that honours how young children actually concentrate and grow.

Our Program Statement

Glenashton Montessori Academy strives to meet each child's individual needs in a loving, nurturing, home-like environment, delivered through the Montessori method. Following the principles of Dr. Maria Montessori, we view every child as competent, capable, curious and rich in potential, and we honour each child's individual rhythm of development. Our program is a model centre of excellence in early care and education.

At the heart of our practice is the prepared Montessori environment — beautiful, ordered, and child-sized — together with carefully sequenced Montessori materials, mixed-age communities, and the trained guidance of our educators. We support the Montessori developmental aims of independence, concentration, order, and coordination, and we know that young children flourish when they are held in supportive, caring and responsive relationships with trusted adults. This is the foundation of quality child care.

How Does Learning Happen? Ontario's Pedagogy for the Early Years

Glenashton Montessori Academy's curriculum is fully consistent in approach with *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. The core and supporting principles we practise every day mirror the guiding principles of Early Learning for Every Child Today (ELECT) — and they are expressed through the Montessori method.

Our planning process — daily observation of each child, identifying the child's developmental moment, and planning the next presentation of Montessori materials across all five curriculum areas — is continuous and available to families. This Montessori discipline, known in Montessori parlance as "following the child," honours the spontaneity of the developing child. The guide observes each child closely and presents new materials and challenges at the moment of readiness.

Weekly program activities link to the Continuum of Development and to the Montessori scope and sequence across the five curriculum areas. In every classroom, monthly portfolios document each child's

individualized progression through the materials and are shared with families. One of our main goals is to maintain continuous communication with families about each child's work, growth, and learning.

Our curriculum aligns closely with the Ministry of Education's framework for early learning and its *How Does Learning Happen?* document. This alignment supports the development of every child in our care and their smooth transition into Ontario's school system.

The chart below illustrates how our Montessori practice maps to *How Does Learning Happen?*

How Does Learning Happen?	Glenashton Montessori Curriculum
Responsive Relationships	Trusted, multi-year relationships within mixed-age Casa communities
Learning Through Exploration, Play and Inquiry	Purposeful, self-chosen work in the prepared Montessori environment
Educators as Co-Learners	Montessori guides observing, presenting materials, and following the child
Environment as Third Teacher	A beautiful, ordered, child-sized prepared environment with Montessori materials accessible on open shelves
Pedagogical Documentation	Monthly portfolios documenting each child's progression through the five curriculum areas
Reflective Practice and Collaborative Inquiry	Daily observation, weekly planning, and ongoing professional reflection grounded in Montessori practice

Program Assessment and Reflective Practices

Educators reflect on the prepared environment daily — its order, beauty, accessibility, and the readiness of each Montessori material — and adjust based on careful individual observation as well as the needs of the group. In Montessori practice, observation is a discipline: it is how the guide identifies each child's developmental moment and determines the next presentation.

The program supervisors review weekly program plans and ensure that they meet the centre's program statement requirements. Supervisors demonstrate pedagogical leadership by observing each classroom daily and engaging in conversation with educators and children regarding how the children are learning, what they are ready to learn next, and how the prepared environment can best support that learning.

How Children Learn at Glenashton Montessori Academy

At Glenashton Montessori Academy, children learn through purposeful, self-chosen work in a carefully prepared environment. Each Montessori material is precise, beautiful, and self-correcting; children move freely between materials within an uninterrupted three-hour work cycle, choosing the work that calls to them at their developmental moment. As Dr. Maria Montessori observed, "The greatest sign of success for a teacher is to be able to say: the children are now working as if I did not exist."

When this natural activity is supported, the child's competence, capacity and potential are maximized. Children engage with materials that isolate one quality at a time — size, shape, colour, weight, sound, texture — and invite independent discovery, refining the senses and building the mental order that later supports mathematics and language.

Our educators connect with children, prepare and protect the work cycle, reflect on successes, document each child's learning, and communicate regularly with parents.

Drawing on the knowledge of child development and a well-grounded understanding of Montessori practice, our educators sustain a living curriculum that truly reflects the readiness and needs of the children in their care.

Our educators further support children's self-regulation by following the lead of each child, observing how the child interacts with the materials, with peers, and with the prepared environment. Through continual observation, our educators help children develop strategies — based on the individual needs of the child — to remain calm and to regulate their emotions while recognizing the effects of their actions on others. A child returning to a favourite Practical Life work to settle after a difficult transition, for example, is supported in that choice.

Casa children work within a mixed-age community across a three-year cycle; younger children draw inspiration from older peers, and older children consolidate their learning by teaching. Our educators prepare weekly programming based on each child's readiness and development, and monthly progress reports (portfolios) document each child's learning.

Key Principles · The Prepared Environment

The prepared environment is at the heart of Montessori learning. Children construct themselves through purposeful work, freely chosen within a calm, ordered space. Experiences are offered based on each child's readiness and support holistic development — physical, social, emotional, and cognitive — as interconnected areas of growth.

The Role of an Educator Is To:

- Prepare and maintain a beautiful, ordered environment of authentic Montessori materials
- Observe each child closely to identify the moment of readiness
- Present Montessori materials with precision, then step back to protect the child's concentration
- Establish a supportive social environment that nurtures autonomy, independence, and self-esteem
- Model Grace and Courtesy in every interaction
- Build positive relationships and support conflict resolution
- Provide responsive care that meets each child's individual needs
- Foster, observe and document developmental milestones across the five Montessori curriculum areas
- Incorporate the broader community into the child's learning

Family Participation

Families are the primary caretakers and a child's best teacher.

Educators play an important role in supporting families by caring for their children and supporting their children's growth, development and well-being in a comfortable, home-like, safe and secure environment. Parent participation and decision-making in their child's program develops personal growth, confidence in parenting and service to others.

Glenashton Montessori Academy has an open-door policy and families are welcome at all times. Families are warmly invited to observe their child at work in the prepared environment; observation is a core Montessori practice. Our open-door policy allows parents to stop by and participate in their child's programming, join in off-site excursions or attend any special events. In addition, we provide annual opportunities for family involvement through: field trips, special events, monthly newsletter/calendar and ongoing written and face-to-face communications.

Supporting Principles

The following supporting principles are recognized as areas of importance in programming:

Developmentally Appropriate — Offers a balance of age-appropriate planned and spontaneous activities, grounded in an understanding of child development, the Montessori scope and sequence, and ongoing observation documented in each child's monthly portfolio.

Relationships — Builds trusting, multi-year relationships; focuses on high-quality interactions; educators take cues from each child, reinforce pro-social skills, and demonstrate positive role-modelling and Grace and Courtesy.

Positive Environment — A calm, beautifully ordered prepared environment that invites focused work, stimulates learning, and encourages the development of independence and self-discipline.

Choice — Freedom Within Limits — Children freely choose work from a carefully curated selection of Montessori materials across Practical Life, Sensorial, Language, Mathematics, and Cultural Studies. Freedom within limits — freedom of choice within a prepared environment — is the foundation of concentration, independence, and self-discipline.

Individual Support Plans and Inclusive Programming

Glenashton Montessori Academy provides inclusive programming. We welcome children with special needs into all of our programs. We support each child so the child can function and participate in a meaningful and purposeful manner while the child is in our care. We will use any support aids, adaptations and modifications necessary for the child's needs to be met. We will ensure that all instructions for these adaptations and modifications are available to all staff. We will develop individualized support plans along with the parents of the child and community partners who work with the child in any capacity. These plans will be read and implemented by the staff for the children that are in our care. All staff will be monitored to ensure that these individualized support plans are followed at all times.

What Will Your Child Be Doing?

Your child will engage in purposeful, self-chosen work across the five areas of the Montessori curriculum: Practical Life (pouring, dressing, food preparation, care of the environment), Sensorial (refining the senses through specially designed materials), Language (from rich spoken language to writing and reading), Mathematics (concrete materials that make abstract concepts touchable), and Cultural Studies (geography, history, botany, zoology, and science). Grace and Courtesy is woven through the day as a curriculum thread. The morning unfolds within an uninterrupted three-hour work cycle that protects concentration and supports the natural rhythm of the child.

Learning extends from the prepared environment into the outdoors through planned activities on our weekly program plans, and reaches into our community through local walks and visiting guests. The outdoor learning environment provides extended opportunities for all elements of learning — from gross motor development and nature exploration to independent and cooperative games. Examples of outdoor activities include riding bikes, playing in the sandbox, planting activities, and playing ball. When weather is inclement and unpredictable, alternative activities are provided and indicated on our weekly program plans.

Children attending a full-day Pre-Casa or Casa program will rest up to two hours per day. Quiet activities will be provided to children as they transition from rest to the afternoon program.

What Will Your Educator Be Doing

We view a positive, supportive relationship between child and Montessori guide as fundamental.

Educators connect with children by being available, sensitive, responsive and caring. From this platform of trust, children feel safe enough to discover, take healthy risks, grow, and learn within the prepared environment.

- Preparing a beautiful, ordered environment that invites focused work
- Observing each child closely to determine the moment of readiness
- Presenting Montessori materials with precision and care
- Protecting the child's concentration and the integrity of the work cycle
- Documenting each child's progression across the five curriculum areas and communicating regularly with families

Ongoing Professional Development

Glenashton Montessori Academy is committed to the ongoing professional development of all educators. All educators working with children in our Pre-Casa and Casa programs will participate in ongoing professional development workshops provided by various community agencies and on-site (e.g., Early Childhood Investigation, Humber College, Child Development Resource Connection Peel, etc.). Where applicable, professional development includes Montessori-specific training to deepen each educator's grounding in the prepared environment, the precise presentation of materials, and the principles of Dr. Maria Montessori. All staff employed at Glenashton Montessori Academy must attend two professional workshops each year based on the needs of their classrooms, children, families, supervisor input or skill development.

Nutrition, Health and Safety

Glenashton Montessori Academy is committed to the development of healthy people. We strive towards educating young children and their families on nutrition and healthy child development. By providing children with healthy eating choices, we are mentoring life-long skills to nutritiously feed and nourish their bodies for optimal health and development. All menus are comprised of an assortment of healthy food items from each of the food groups in Canada's Food Guide.

Our menus are rich in fruits, vegetables and whole grains, which are healthier and provide the body with a high concentration of vitamins, minerals and dietary fibre, and are low in fat. Our full-day Pre-Casa and Casa programs provide a morning snack, lunch and afternoon snack to the children.

Health and Safety. Glenashton Montessori Academy exceeds all health and safety requirements of the Ministry of Education, Health and local government bylaws. Information is posted outside our program rooms on our "Parent Communication" boards, and others (for example, the Anaphylaxis Policy) are provided in the Parent Handbook. You can also speak to our program staff at any time to view our complete health and safety policies and protocols.

- Promote the health, safety, nutrition and well-being of the children
- Physical checks of children upon arrival — staff will greet children upon arrival and may question parents about any identifying marks, signs of illness, etc.
- Regular environmental checks of toys, equipment and classrooms for hazards and cleanliness
- To reduce the transmission of illness, staff and children wash their hands upon arrival, before and after snacks and meals, after toileting, before and after water play, and at other times as needed
- Varied and nutritious snacks and lunches are provided in accordance with Canada's Food Guide — see menus posted by classrooms
- Low child-teacher ratios allow us to provide extra support for children when a little more nurturing is needed, offer more adult guidance for peer-to-peer interactions, and foster warm, responsive adult-child relationships

Child Guidance

Grace and Courtesy is a curriculum area at Glenashton Montessori Academy. We model the kindness and self-control we wish to see in every interaction. All Educators, volunteers and placement students will follow our core values of caring, honesty, inclusiveness, respect and responsibility. They will ensure that every child has a sense of belonging, is developing a sense of self, health and well-being; that every child is an active and engaged learner who explores their world with body, mind and senses; and is a capable communicator who expresses themselves in many ways. Educators support children in developing strategies to remain calm and to regulate their emotions while recognizing the effects of their actions on others.

Any practice based on a negative control technique is not part of the Glenashton Montessori Academy Centre Child Guidance Practices and Core Values. Prohibited practices include corporal punishment, physical restraint of a child(ren), locking exits of the childcare centre for the purpose of confinement, use of harsh or degrading measures, threats or use of derogatory language towards a child, depriving the child of basic needs (food, sleep, shelter, clothing, bedding, etc.) and inflicting any bodily harm on a

child(ren).

Anyone who observes or hears a prohibited practice being used must make a report to the centre's supervisor.

The supervisor will ensure that a written record of the monitoring of all employees, volunteers and placement students' child guidance practices is completed annually or immediately following an observed or reported prohibited practice. Placement students or volunteers will not be left alone with children.

Community Partnerships

The Ministry of Education ensures we stay up-to-date on any changes that are occurring in our field of Early Childhood Education. We view the community as a valuable resource and our educators plan learning opportunities to engage the community in our programs based on the needs/interests of our families. Any community events or local resources will be posted on the parent board. We seek out opportunities to share our knowledge and to learn from others in the community.

Annual Review

Glenashton Montessori Academy's Program Statement is a living document, which can be altered in accordance with the changing needs of our families. All staff, volunteers and placement students must review, understand and sign off when any changes occur.

All of Glenashton's Educators, volunteers and placement students must adhere to a number of centre policies and procedures, the Program Statement, as well as Ministry, Fire and Health Regulations. All educators, volunteers and placement students will review the Program Statement prior to working in program with the children and annually thereafter, or upon any changes or modifications to the Statement, which will be documented during staff meetings. All staff performance reviews will be conducted annually to ensure strategies/goals within Glenashton's Program Statement are being followed. Annual review of the Program Statement and these policies and procedures ensures our educators and volunteers are knowledgeable and prepared to handle any situation.

Working Together

Thank you for choosing to place your child at our facility. As noted, we have an open-door policy and are always available for feedback to ensure we are providing the best possible care.

> References
>
> References and information in this living document are extracted from "How Does Learning Happen?" Ontario's Pedagogy for the Early Years; and the Ministry of Education's Extended Day Program.

The Prepared Environment

Each classroom is arranged to invite children into purposeful activity. Materials are displayed on low, open shelves. Natural light, soft textures, and real tools — china, glass, wood, plants — replace the plastic toys of a conventional preschool. Children move freely between work they choose, returning each material to its place when they are finished. The result is an environment that teaches order, respect, and care without ever needing to raise a voice.

Programs by Age Group

Pre-Casa · 1½ – 2½

Our two Pre-Casa rooms are a gentle introduction to Montessori life. Pre-Casa children develop movement, language, independence, and early social skills through activities of Practical Life (pouring, dressing, washing), simple Sensorial exploration, early Language work, and plenty of time outdoors. Each room serves up to 10 children with two educators, giving us a 1:5 ratio — well within Ontario's requirements and reflective of the close, responsive care this age requires.

Casa · 2½ – 6

Casa is the heart of the Montessori experience. Across a three-year cycle, children move from exploration, to concentration, to mastery and leadership. Our Casa room serves up to 24 children with three educators, at a 1:8 ratio. Multi-age grouping lets younger children learn from older peers and older children consolidate learning by teaching. By the end of the Casa years, children are typically reading, writing, and working with concrete materials for mathematics, while demonstrating the independence and self-regulation that sets them up for elementary school.

Curriculum Areas

Practical Life

The foundation of the Montessori classroom. Pouring, spooning, buttoning, polishing, food preparation, and care of the environment. Practical Life builds coordination, concentration, independence, and order.

Sensorial

Specially designed materials that isolate one quality at a time — size, shape, colour, weight, sound, texture — so the child can refine their senses and build the mental order that later supports mathematics and language.

Language Arts

A progression from rich spoken language, through phonetic awareness with the Sandpaper Letters and Moveable Alphabet, into writing and reading. By the end of Casa, most children are composing their own words and reading independently.

Mathematics

Concrete materials — the Number Rods, Spindle Boxes, Golden Beads, Stamp Game — make abstract mathematical concepts visible and touchable. Children internalize quantity, place value, and operations through hands-on work before moving to abstraction.

Cultural Studies

Geography, history, botany, zoology, and science. Children explore continents, maps, life cycles, and the natural world, building a sense of wonder and a framework for later study.

Grace and Courtesy

Integrated throughout the day: how to greet a friend, how to wait for a turn, how to carry a tray, how to interrupt politely. These small lessons become the foundation of social confidence.

Art, Music, and Movement

Daily expression through drawing, painting, singing, and movement, honouring each child's unique voice.

Enrichment Subjects

In keeping with our commitment to educating the whole child, Glenashton Montessori Academy offers the following enrichment programs as part of our regular curriculum:

- **STEM** — Hands-on exploration of science, technology, engineering, and mathematics through developmentally appropriate activities and experiments.
- **Music** — Rhythm, singing, and introduction to instruments, woven through the week.
- **French** — Early exposure to French language through songs, vocabulary, and conversation.

Observation, Documentation, and Assessment

Montessori education is grounded in careful observation rather than testing. Our educators document each child's progress continuously and share formal updates in two ways:

- **Monthly Portfolios**, shared electronically through Lillio
- **Parent-Teacher Conferences**, held once per term, at which Progress Reports are reviewed with you in person

You are also warmly invited to reach out between these touchpoints whenever you wish to discuss your child's development.

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SECTION III

Programs and A Day at Glenashton Montessori Academy

Hours, Schedules, Outdoor Play, and Nutrition

SECTION III · PROGRAMS AND A DAY AT GLENASHTON MONTESSORI ACADEMY

Hours of Operation

Glenashton Montessori Academy operates Monday to Friday during the school year.

Days	Hours
Monday – Friday	6:30 AM – 6:30 PM

Before Care (6:30 – 8:30 AM) and After Care (4:30 – 6:30 PM) are available as optional extended-hours add-ons for families who need a longer day. They may be selected alone or together. Details are shared with families during the admissions process.

Drop-Off and Pick-Up Windows

Full-Day Program

Program	Drop-Off	Pick-Up
Pre-Casa	8:15 – 8:30 AM	4:15 – 4:30 PM
Casa	8:15 – 8:30 AM	4:15 – 4:30 PM

Half-Day Program

Program	Drop-Off	Pick-Up
Pre-Casa	8:15 – 8:30 AM	11:15 – 11:30 AM
Casa	8:15 – 8:30 AM	11:15 – 11:30 AM

Arriving within the drop-off window is important. The Montessori work cycle begins shortly after arrival, and late entries can disrupt other children's concentration.

Pre-Casa Daily Rhythm

Pre-Casa A and Pre-Casa B follow the same daily rhythm.

Time	Activity
6:30 – 8:15 AM	Before Care: arrival, washroom routine, morning snack
8:15 – 8:30 AM	Drop-off window and settling in

Time	Activity
8:30 – 9:30 AM	Pre-Montessori work period
9:30 – 10:30 AM	Cubby routine and outdoor play
10:30 – 11:15 AM	Washroom routine, circle time, handwashing
11:15 – 11:45 AM	Lunch
11:45 – 12:00 PM	Washroom routine and settling for rest
12:00 – 2:00 PM	Nap / quiet activities
2:00 – 2:15 PM	Washroom routine and transition
2:15 – 3:30 PM	Afternoon snack and Pre-Montessori work period
3:30 – 4:30 PM	Outdoor play and dismissal
4:30 – 6:30 PM	After Care

Casa (Preschool) Daily Rhythm

Time	Activity
6:30 – 7:30 AM	Before Care: arrival, washroom routine, morning snack
7:30 – 8:00 AM	Washroom routine and snack
8:00 – 9:00 AM	Montessori work period
9:00 – 10:00 AM	Outdoor play
10:00 – 11:15 AM	Montessori work period
11:15 – 11:45 AM	Lunch
11:45 – 12:15 PM	Washroom and settling for rest
12:15 – 1:45 PM	Rest / quiet activities / small group work
1:45 – 2:00 PM	Wake-up, washroom, afternoon snack
2:00 – 3:00 PM	Outdoor play
3:00 – 4:30 PM	Montessori work period and dismissal
4:30 – 6:30 PM	After Care

Outdoor Play

Full-day children play outdoors every day for up to two hours, weather permitting, when they attend for more than six hours. Outdoor time is a core part of our program — children are expected to join their class outdoors unless they are unwell enough to remain at home. Parents are asked to dress children for the weather every day. When outdoor conditions are not safe (extreme cold, heat, air quality, storms), our educators provide alternate indoor gross-motor activities.

Playground Assignments

- Pre-Casa A and Pre-Casa B: **Playground 3**
- Casa: **Playground 1**

Playgrounds are inspected daily, monthly, and annually, and each inspection is documented.

Rest and Quiet Time

A rest period of a minimum of one hour and a maximum of two hours takes place after lunch. Quiet activities are provided for children who are not asleep and for children who wake early. Every child is supervised by sight and sound throughout the rest period. Families of younger Pre-Casa children are consulted about individual sleep patterns at enrolment and on an ongoing basis.

Meals and Nutrition

Meals and snacks at Glenashton Montessori Academy are **catered**. Each day we serve:

- A hot lunch
- A morning snack
- An afternoon snack

All menus follow **Canada's Food Guide**, are prepared in a nut-free environment, and are shared with families electronically through Lillio and posted inside the School. Menus rotate seasonally.

Meals are served in a Montessori-inspired family-style setting. Children practise grace and courtesy, serve themselves as age appropriate, pour their own water from small pitchers, and help set and clear the table. Children are always encouraged — never forced — to try new foods.

Food Allergies and Dietary Restrictions

- All allergies, sensitivities, and dietary restrictions must be disclosed at the time of registration.
- Parents must provide written documentation, and medical documentation where required.
- Glenashton Montessori Academy is a **nut-free environment**.
- No outside food is permitted unless specifically approved by administration. Any approved outside food must be nut-free, clearly labelled, and meet our nutritional guidelines.
- Exceptions may be granted only at the discretion of the Supervisor, consistent with our Anaphylactic Policy (Section 6.5).

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SECTION IV

Enrolment and Withdrawal

Admissions, Wait List, and School Year Commitment

SECTION IV · ENROLMENT AND WITHDRAWAL

Services Offered

Glenashton Montessori Academy offers licensed child care and Montessori education for children aged 1½ to 6 years, in the following programs:

- Pre-Casa Full Day
- Pre-Casa Half Day
- Casa Full Day
- Casa Half Day
- Before Care and After Care (optional extended-hours add-ons)
- Summer Program (July – August, optional)

Admissions

Applications are accepted year-round. Placement is offered based on availability, age suitability, and program fit. Once a space is offered, enrolment is confirmed upon:

- Submission of a completed registration package, including immunization records (Halton Region Public Health), emergency contacts, and all consent forms.
- Completion of the admissions and registration process. Current tuition, registration, Summer Program, and payment details are provided directly to families during the admissions process.
- Signed acknowledgement of this Parent Handbook (Appendix I).

Wait List Policy

A parent can have their child added to the Glenashton Montessori Academy wait list at no cost. A child's position on the wait list will be maintained until they reach the top of the list and a space in the appropriate age group becomes available. Once the child reaches the top of the list, the Program Supervisor will contact the parent to offer them the available spot. The parent has **48 hours** to accept or decline the spot. Should they not accept the space at the time, they may request that their name remain on the list. A subsequent refusal will result in their name losing priority on the list. Every reasonable effort will be made to contact the parent to offer the spot. No response will indicate that the spot has been declined.

How to Access Our Wait List

Applicants will be added to the wait list based on the date and time of their application. In order to be added, applicants can call or email their information (parent name, child name, child date of birth, phone number, potential start date, and email address). Upon receipt, the Supervisor will add all applicants' information to the wait list based on the date and time of application. To access the wait list, applicants can email a request to the centre Supervisor to obtain a copy. This copy will display each applicant's placement on the list while maintaining the privacy and confidentiality of all other applicants.

Priority of Spots

Priority of spots will be given **first to siblings of children already enrolled**, then to **children of staff employed by Glenashton Montessori Academy**. All other applicants will be placed on our wait list based on the date and time of their application.

School Year and Terms

- **School Year:** September to the end of June
- **Summer Program:** July to August
- Families are expected to commit to the full school year (September – June).

Tuition and Fees

> How to receive tuition details
>
> Current tuition, registration, Summer Program, and payment details are shared directly with families during the inquiry and admissions process. Families are warmly invited to book a tour and connect with our admissions team to receive current tuition information for the school year.

Programs Offered

Program	Age	Schedule
Pre-Casa — Full Day	1½ – 2½	5 days / week · 8:30 AM – 4:30 PM
Pre-Casa — Half Day	1½ – 2½	5 mornings / week · 8:30 – 11:30 AM
Casa — Full Day	2½ – 6	5 days / week · 8:30 AM – 4:30 PM
Casa — Half Day	2½ – 6	5 mornings / week · 8:30 – 11:30 AM

Summer Program

Summer Program is optional and operates during **July and August** from **8:30 AM – 4:30 PM**. It is offered as a full-day program only — there is no half-day option for the Summer Program — and includes catered meals and snacks. Summer Program is offered separately from the September–June school year, with its own enrolment and billing. Current Summer Program rates, registration, and payment details are shared directly with families during the admissions process.

Before Care and After Care

Before Care (6:30 – 8:30 AM) and After Care (4:30 – 6:30 PM) are offered as optional extended-hours add-ons. Each block may be selected alone or together to suit your family's schedule. Current rates are shared with families during the admissions process.

Refunds and Credits

Tuition is non-refundable except in the following circumstances:

- If Glenashton Montessori Academy is required to close for longer than five consecutive business days due to circumstances within our control, tuition will be pro-rated for the period of closure.
- If a child is withdrawn from the program for medical reasons supported by written documentation from a physician, a pro-rated credit may be applied at the discretion of the Supervisor.
- Overpayments resulting from administrative error are refunded in full.

Credits are applied to future tuition and are not paid out in cash unless agreed in writing.

Withdrawal and Discharge

Family-Initiated Withdrawal

Families are expected to commit to the full school year (September – June). If a family wishes to withdraw, written notice must be provided to administration. The School does not operate under an 8-week written notice rule; commitment is instead to the full school year.

School-Initiated Discharge

Glenashton Montessori Academy reserves the right to withdraw child care services in accordance with our Parent Issues and Concerns Policy and Program Statement, where:

- A family repeatedly and materially breaches the terms of enrolment, including non-payment of fees.
- A parent, guardian, or visitor behaves in a manner that is threatening, abusive, or harmful to children, staff, or other families, after reasonable steps to resolve the behaviour have been attempted.
- The School is unable to meet the needs of a child despite reasonable accommodation, in consultation with the family and, where appropriate, external professionals.

In all cases, the School will communicate concerns in writing, provide a reasonable opportunity to resolve them, and make the decision in accordance with our written policies.

CWELCC

> **Glenashton Montessori Academy is not enrolled** in the Canada-Wide Early Learning and Child Care (CWELCC) System. Current tuition and fees reflect the full cost of our program and are shared with families during the admissions process.

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SECTION V

Arrival, Departure, and Attendance

Daily Transitions, Safe Arrival and Dismissal, and Late Pick-Up

SECTION V · ARRIVAL, DEPARTURE, AND ATTENDANCE

Drop-Off

Parents must accompany their child into the School, assist with the cubby routine, and personally hand the child to an educator. Please arrive within the drop-off window (Section 3.2) to protect the integrity of the work cycle.

Authorized Pickup

Only individuals listed on the **Authorized Pickup List** may pick up a child. Every authorized person must be prepared to present valid government-issued photo identification until staff become familiar with them. Children will not be released to anyone not on the list.

Alternate Pickup — One-Time Changes

- The alternate must be from the child's emergency contact list.
- Written consent should be provided during morning drop-off whenever possible.
- In extreme circumstances, email authorization may be accepted, provided it includes the full name, address, and telephone number of the pickup person, and identification is matched on arrival.

Safe Arrival and Dismissal Policy

Purpose

The purpose of this policy is to support the safe arrival and dismissal of all children enrolled at Glenashton Montessori Academy. This policy provides staff, students, and volunteers with clear procedures and expectations regarding safe drop-off and pick-up of children, procedures when a child does not arrive as expected, procedures when a child is not picked up as expected, and documentation requirements related to attendance and dismissal. This policy is established in accordance with Ontario Regulation 137/15 under the *Child Care and Early Years Act, 2014*.

Policy Statement

Glenashton Montessori Academy will ensure that each child is released only to their parent/guardian or to an individual authorized in writing by the parent/guardian. Where a child does not arrive as expected or is not picked up as expected, staff will follow the procedures outlined below. Any individual unknown to staff will be required to present government-issued photo identification prior to the release of a child. Staff are responsible for documenting all attendance messages and reasons for absence in both the classroom written record and the daily attendance records.

Accepting a Child Into Care

Upon drop-off, program staff will:

- Greet the parent/guardian and child warmly.
- Ask about the child's morning or evening and any relevant updates.

- Confirm any changes to pick-up arrangements.
- Verify authorization for alternate pick-up persons.
- Remind families that photo ID is required for individuals unknown to staff.
- Sign the child into attendance.

If an alternate pick-up person is not already listed on the child's file, written authorization must be submitted by the parent/guardian via email or signed note.

Where a Child Has Not Arrived as Expected

Parents/guardians are responsible for notifying the School no later than **9:00 AM** if their child will be absent. Notification may be made by phone call to the centre at **(905) 337-1716** or by email to **glenashtonmontessori@gmail.com**. Repeated failure to notify the School of absences may result in termination of services.

Late Drop-Off Arrangements

If your child will regularly arrive after 9:00 AM, families must provide written notice indicating the anticipated arrival window. Example: *"My child will typically arrive between 10:00 AM and 10:30 AM. Please contact me after 10:30 AM if you have not heard from us."*

Unreported Absence Procedure

If a child has not arrived by their usual drop-off time and no absence has been reported, the Supervisor or designate will:

- Contact the parent/guardian and leave a message if necessary.
- Request confirmation regarding the child's absence.
- If no response is received by **10:00 AM**, the parent will be contacted again.
- If no contact is made by **11:00 AM**, the child will be recorded as absent. If the child arrives after 11:00 AM, attendance will be updated to reflect the actual arrival time.
- Families will be reminded of their obligation to report absences.

Extended Unexplained Absence

If a child is absent for two consecutive days without explanation, administration will make all reasonable attempts to contact parents/guardians and emergency contacts to confirm the child's wellbeing and reason for absence. All communication attempts and updates will be documented.

Releasing a Child From Care

Before releasing a child, staff must verify that the individual picking up the child is authorized. Verification may include:

- Reviewing the child's emergency and authorized pick-up list.
- Checking government-issued photo ID.
- Confirming with another staff member who recognizes the individual.
- Calling the parent/guardian for verbal confirmation if necessary.

If verbal confirmation is used, staff must document the name of the parent/guardian spoken to, the time of the call, and the details of the authorization provided.

Impaired Pick-Up

Staff will not release a child to any individual who appears intoxicated or impaired. In such situations, staff will assist in arranging alternate authorized transportation or pick-up, and must prioritize the child's safety at all times.

Late Pick-Up Procedure

If a child remains in care after closing time — **6:30 PM** for the After Care program or **4:30 PM** for the regular program — the child will remain supervised by staff and provided with comfort, snack, and an activity as appropriate. One staff member remains with the child while a second staff member contacts the parent/guardian. If no response is received by **6:40 PM** or **4:40 PM**, emergency contacts will be called. If no authorized contact can be reached by **7:15 PM** or **5:15 PM**, staff will contact the **Halton Children's Aid Society at (905) 333-4441** and follow all direction provided by CAS.

Dismissal Without Supervision

Children will only be released to a parent/guardian or to an authorized adult aged 18 or older. Under no circumstances will a child be released to walk home alone.

Updating Child Information

Parents/guardians are responsible for keeping all child records current. Families must notify the School immediately of any changes to phone numbers, emergency contacts, medical information, custody arrangements, authorized pick-up persons, or alternate emergency contact methods. Accurate records are essential to ensure timely contact in the event of an emergency.

Absences and Late Arrivals

Please notify the School through Lillio or by telephone as early as possible on any day your child will be absent or arriving late. Early notification helps us plan meals, ratios, and classroom activities.

Late Pick-Up

A child picked up after the applicable pick-up window is considered late.

Program	On-Time Window	Late Window
Half Day	11:15 – 11:30 AM	11:30 – 11:45 AM
Full Day	4:15 – 4:30 PM	4:30 – 4:45 PM
After Care	until 6:30 PM	6:30 – 6:45 PM

- A late pick-up fee applies once a child is picked up after the on-time window. Current fee details are shared with families during the admissions process.

- Please call the School if you expect to be late. Persistent late pickups may result in a review of your family's enrolment.

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SECTION VI

Health, Safety, and Wellness

Illness, Allergies, Emergency Management, and Daily Care

SECTION VI · HEALTH, SAFETY, AND WELLNESS

Immunization

Every child must have an up-to-date immunization record on file prior to the first day of attendance, as required by Halton Region Public Health. A child may be exempt on medical or conscience/religious grounds only upon submission of the appropriate sworn statement. The School reports immunization status to Halton Region Public Health as required by law.

Daily Health Check

Educators conduct a brief daily health check at drop-off. If a child shows symptoms of illness, the family will be asked to keep the child at home or to collect the child promptly.

Illness and Exclusion

For the well-being of every child and educator, a child must remain at home if they have any of the following:

Symptom or Condition	Exclusion Criteria
Fever (≥ 37.8 °C / 100 °F)	Must be fever-free without medication for 24 hours before return
Vomiting	Symptom-free for 24 hours
Diarrhea	Symptom-free for 24 hours
Undiagnosed rash	Medical clearance required
Conjunctivitis (“pink eye”)	24 hours after treatment has started
Strep throat	24 hours after starting antibiotics
Head lice	Only after treatment has been completed and the child is confirmed lice-free
Chicken pox	Until all lesions have crusted over
Reportable communicable diseases	Per Halton Region Public Health direction
Severe cough, persistent runny nose, or significant lethargy	Until the child can comfortably participate in all program activities, including outdoor play

If a child becomes unwell during the day, the family will be contacted to pick up the child within one hour. Children awaiting pick-up are kept comfortable and supervised apart from the group.

Medication Administration

Medication is administered only when the following conditions are met:

- The medication is prescription and in its original container with the pharmacy label intact.
- The family has completed a written Medication Authorization Form (Appendix E).
- The medication is stored in a locked cabinet or the refrigerator as required.
- Every dose is logged by the educator administering it.

Non-prescription medications are administered only with a physician's written direction.

Anaphylaxis and Allergy Management

Glenashton Montessori Academy is a **nut-free environment**, and we maintain a written Anaphylactic Policy in accordance with *Sabrina's Law*. Our policy provides:

- A strategy to reduce exposure to anaphylactic causative agents, including restrictions on foods sent from home.
- Development of an **Individual Plan** (Appendix F) for every child with a diagnosed anaphylactic allergy, completed with the family and the child's physician.
- A communication plan to all staff, students, volunteers, and, where relevant, other families.
- Annual staff training on anaphylaxis recognition, epinephrine auto-injector use, and emergency response, documented in training records.
- An emergency protocol posted in each classroom and in the kitchen.

Parents of children with anaphylactic allergies are responsible for providing in-date epinephrine auto-injectors and keeping the Individual Plan current.

> Food From Home · Rules for Parents
>
> **Families sending food to the School** — in the limited circumstances where outside food is approved: food must be **nut-free**, clearly labelled with the child's name and a full ingredients list, and consistent with the School's nutritional guidelines and any classroom allergy restrictions. Food that does not meet these requirements will not be served.

Emergency Management

Glenashton Montessori Academy maintains a detailed written Emergency Management Policy covering the following emergency types:

- Lockdown
- Hold and Secure
- Bomb Threat
- Disaster Requiring Evacuation
- External Environmental Threat

- Tornado
- Earthquake

In the event of an emergency requiring evacuation, children and educators proceed to our designated evacuation site, details of which are provided to families during enrolment and are confirmed in writing each September. **Families are notified of any emergency as soon as it is safe to do so**, through Lillio, email, and telephone. A parent reunification procedure is activated whenever the School is evacuated; families are asked not to come to the School until instructed, in order to avoid disrupting emergency response.

Fire drills are conducted monthly and recorded. Emergency procedures are reviewed with staff, students, and volunteers at orientation and annually.

Serious Occurrences

The School complies with Ministry of Education requirements for serious occurrence reporting. Any incident meeting the definition of a serious occurrence is reported to the Ministry within 24 hours, and a **Serious Occurrence Notification Form** is posted in a visible location at the School for a minimum of 10 business days, updated as follow-up actions are taken. Families of any child directly involved in a serious occurrence are informed immediately.

Accidents and Injuries

Minor bumps and scrapes are managed with first aid and documented in a daily note through Lillio. Any injury requiring more than basic first aid triggers an immediate call to the family and, where needed, emergency services. Written incident reports are prepared, signed, and retained.

Safe Sleep

Our Safe Sleep Policy reflects the *Joint Statement on Safe Sleep*:

- Children rest on cots or cribs appropriate to their age.
- Pre-Casa children sleep alone, on their backs, in cribs or cots that meet current safety standards.
- Loose bedding, soft toys, and pillows are not placed in cribs for children under 12 months.
- Every sleeping child is **checked visually every 15 minutes** by an educator, and the check is logged.
- Individual sleep patterns are documented and honoured in consultation with families.

Sun Safety

- Parents provide **sunscreen** clearly labelled with the child's name.
- A signed **Sunscreen Authorization Form** (Appendix C) is required before any sunscreen is applied.
- Sun hats are required from May through September.

- Educators apply sunscreen prior to outdoor play in warm months, in keeping with the family's authorization.

Off-Premises Activities

From time to time, classes may walk to a local park, library, or neighbourhood destination, or attend a planned field trip. All off-premises activities comply with the following:

- Written parental consent is obtained in advance for each field trip or off-site activity.
- Ratios are maintained or enhanced as required for the activity.
- A First Aid kit, emergency contact information, and mobile communication accompany the group at all times.
- Transportation, where required, is by licensed and insured carrier.

Neighbourhood walks within the immediate area of the School are a normal part of the program and are covered by the general consent signed at enrolment.

Smoke-Free and Scent-Aware

In keeping with the *Smoke-Free Ontario Act*, smoking, vaping, and cannabis use are prohibited on School property and within nine metres of any entrance. Families and visitors are asked to minimize strong fragrances in consideration of children and staff with sensitivities.

Inclement Weather

- If parents consider road conditions unsafe, they may keep their child home or pick the child up early.
- Glenashton Montessori Academy follows the **Halton District School Board** system for inclement-weather closures. Please refer to the HDSB website and media for closure announcements.
- When a closure or delayed opening is called, the School notifies families **as soon as possible** through Lillio, email, and other communication channels.
- **Regular daily fees still apply** on inclement-weather closure days.

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SECTION VII

Guidance, Behaviour, and Inclusion

Grace and Courtesy, Prohibited Practices, and Code of Conduct

SECTION VII · GUIDANCE, BEHAVIOUR, AND INCLUSION

Our Guidance Philosophy

At Glenashton Montessori Academy, we guide children with respect, consistency, and warmth. We teach **Grace and Courtesy** as a curriculum area, modelling the kindness and self-control we wish to see. When a child struggles, educators respond calmly: they redirect to meaningful work, support the child in naming feelings, and model repair when relationships are strained. We do not shame, isolate, or punish children for behaviour typical of early development.

Prohibited Practices

In accordance with O. Reg. 137/15, s. 48, the following practices are **strictly prohibited** at Glenashton Montessori Academy:

- Corporal punishment of a child.
- Physical restraint of a child, such as confining the child to a high chair, car seat, stroller, or other device for the purpose of discipline or in lieu of supervision, except where the restraint is for the purpose of preventing the child from hurting themselves or someone else, and is used only as a last resort and for the shortest possible time.
- Locking the exits of the child care centre for the purpose of confining a child, or confining a child in an area or room without adult supervision, except where confinement occurs during an emergency and is required under the emergency management policy.
- Use of harsh, degrading, belittling, or humiliating measures that would or could humiliate, shame, or frighten a child, or undermine the child's self-respect, dignity, or self-worth.
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding.
- Inflicting any bodily harm on children including making children eat or drink against their will.

Any concern about these practices should be raised immediately in accordance with our Parent Issues and Concerns Policy (Section VIII).

Supporting Transitions

Children experience many transitions: starting school, moving from Pre-Casa into Casa, and eventually moving into elementary school. We plan for each of these with intention — through gradual entry, visits to the new room, conversations with families, and, where needed, written transition summaries shared with the receiving school or caregiver.

Biting, Hitting, and Challenging Behaviour

Biting, hitting, and other challenging behaviours are a normal part of early development, particularly in the Pre-Casa years. Our approach is to observe carefully, identify triggers, respond consistently, and partner with families on a shared plan. In keeping with our privacy obligations, we do not share the names of other children involved in an incident. Where a pattern persists despite intervention, we engage community partners such as ROCK or Halton Region Inclusion Services to support the child and family.

Inclusion and Accommodation

Glenashton Montessori Academy is committed to being an inclusive program. Every child is welcome, and every family is met with respect. We partner with families and, where helpful, with external professionals — speech-language pathologists, occupational therapists, behaviour consultants, ROCK, Halton Region Inclusion Services — to support children with additional needs. Individualized Support Plans are developed collaboratively and reviewed regularly. Where we conclude, in consultation with the family, that the School is unable to meet a child's needs safely, we assist the family in identifying a more suitable setting.

Code of Conduct

For Children

We take care of ourselves, each other, and our environment. We use kind words. We walk calmly. We wait for our turn. We ask for help when we need it.

For Families

We treat educators, administrators, children, and other families with respect, in person, in writing, and on social media. We raise concerns directly and through the Parent Issues and Concerns process. We refrain from discussing other children's behaviour or families within the community.

For Staff

Educators adhere to the *CECE Code of Ethics and Standards of Practice* (for RECEs), the School's policies, and the standards of conduct expected of professional Montessori educators. Staff do not privately contract with enrolled families for babysitting, tutoring, or transportation outside the School, without written authorization from administration.

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SECTION VIII

Family Partnership and Communication

Lillio, Conferences, Concerns, and Privacy

SECTION VIII · FAMILY PARTNERSHIP AND COMMUNICATION

Our Communication Commitment

You are your child's first and most important teacher. Our role is to partner with you. We commit to:

- Responding to non-urgent messages within one business day.
- Contacting you the same day about any meaningful incident involving your child.
- Sharing daily notes, photos, and updates through **Lillio**.
- Sending a regular **newsletter** with program updates, reminders, and upcoming events.
- Providing formal **progress reports** and **parent-teacher conferences once per term**.
- Sharing **monthly portfolios** through Lillio, documenting your child's work and growth.

Parent-Teacher Conferences

Conferences are held once per term (three times during the school year, including P.A. Day conferences in January and June, and a fall conference scheduled individually with each family). Progress reports are reviewed in person during these conferences. Additional meetings may be scheduled at any time at the request of the family or the educators.

Parent Involvement and Community Events

Families are warmly invited to join us for:

- **Annual BBQ**
- **August Open House**
- **Holiday Concert**
- **Parent-Teacher Conferences**
- Occasional classroom celebrations, cultural events, and community partnerships

Parent Issues and Concerns Policy

Parents/guardians are encouraged to take an active role in our child care centre and to regularly discuss what their child(ren) are experiencing within our program. As supported by our Program Statement, we support positive and responsive interactions among children, parents/guardians, child care providers, and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and to support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by Glenashton Montessori Academy and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues and concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided either at the time it is raised, or by arranging a meeting with the parent/guardian within **4–5 business days**. The person who raised the issue or concern will be kept informed throughout the resolution process. Investigations of issues and concerns will be fair, impartial, and respectful to all 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, the College of Early Childhood Educators, law enforcement authorities, or a Children's Aid Society).

Conduct

Our centre maintains high standards for positive interactions, communication, and role-modelling for children. Harassment and discrimination will not be tolerated from any party. If at any point a parent/guardian, provider, or staff member feels uncomfortable, threatened, abused, or belittled, they may immediately end the conversation and report the situation to the Supervisor and/or Licensee.

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. The **Halton Children's Aid Society** may be reached at **(905) 333-4441**. Persons who have concerns about apparent abuse or neglect must report to the Halton Children's Aid Society directly. Please refer to the Halton Children's Aid Society website for the duty to report.

Procedures

The chart below sets out the steps for parents/guardians to report an issue or concern, and the steps staff and the Licensee will follow in response.

Nature of Issue or Concern	Steps for Parent / Guardian to Report Issue/Concern	Steps for Staff and/or Licensee in Responding to Issue/Concern
Program Room–Related *e.g., schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements*	Raise the issue or concern to: • the classroom staff directly; *or* • the Supervisor or Licensee.	Address the issue/concern at the time it is raised, *or* arrange a meeting with the parent/guardian within **4–5 business days**. Document the issue/concern in detail. Documentation will include: • the date and time the issue/concern was received; • the name of the person who received the issue/concern; • the name of the person reporting the issue/concern; • the details of the issue/concern; and • any steps taken to resolve the issue/concern, and any information given to the parent/guardian regarding next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within **4–5 business days**, or as soon as reasonably possible thereafter. Document the reasons for any delay in writing. Provide a resolution or outcome to the parent/guardian who raised the issue/concern.

Nature of Issue or Concern	Steps for Parent / Guardian to Report Issue/Concern	Steps for Staff and/or Licensee in Responding to Issue/Concern
General, Centre- or Operations-Related *e.g., child care fees, hours of operation, staffing, waiting lists, menus*	Raise the issue or concern to: • the Supervisor or Licensee.	Address the issue/concern at the time it is raised, *or* arrange a meeting with the parent/guardian within **4–5 business days**. Document the issue/concern in detail. Documentation will include: • the date and time the issue/concern was received; • the name of the person who received the issue/concern; • the name of the person reporting the issue/concern; • the details of the issue/concern; and • any steps taken to resolve the issue/concern, and any information given to the parent/guardian regarding next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within **4–5 business days**, or as soon as reasonably possible thereafter. Document the reasons for any delay in writing. Provide a resolution or outcome to the parent/guardian who raised the issue/concern.

Nature of Issue or Concern	Steps for Parent / Guardian to Report Issue/Concern	Steps for Staff and/or Licensee in Responding to Issue/Concern
Staff-, Duty Parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to: • the individual directly; *or* • the Supervisor or Licensee. All issues or concerns about the conduct of staff, duty parents, etc. that put a child's health, safety, and well-being at risk should be reported to the Supervisor as soon as parents/guardians become aware of the situation.	Address the issue/concern at the time it is raised, *or* arrange a meeting with the parent/guardian within **4–5 business days**. Document the issue/concern in detail. Documentation will include: • the date and time the issue/concern was received; • the name of the person who received the issue/concern; • the name of the person reporting the issue/concern; • the details of the issue/concern; and • any steps taken to resolve the issue/concern, and any information given to the parent/guardian regarding next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within **4–5 business days**, or as soon as reasonably possible thereafter. Document the reasons for any delay in writing. Provide a resolution or outcome to the parent/guardian who raised the issue/concern.

Nature of Issue or Concern	Steps for Parent / Guardian to Report Issue/Concern	Steps for Staff and/or Licensee in Responding to Issue/Concern
Student- or Volunteer-Related	Raise the issue or concern to: • the staff responsible for supervising the volunteer or student; *or* • the Supervisor and/or Licensee. All issues or concerns about the conduct of students or volunteers that put a child's health, safety, and well-being at risk should be reported to the Supervisor as soon as parents/guardians become aware of the situation.	Address the issue/concern at the time it is raised, *or* arrange a meeting with the parent/guardian within **4–5 business days**. Document the issue/concern in detail. Documentation will include: • the date and time the issue/concern was received; • the name of the person who received the issue/concern; • the name of the person reporting the issue/concern; • the details of the issue/concern; and • any steps taken to resolve the issue/concern, and any information given to the parent/guardian regarding next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within **4–5 business days**, or as soon as reasonably possible thereafter. Document the reasons for any delay in writing. Provide a resolution or outcome to the parent/guardian who raised the issue/concern.

No family or child will be subject to adverse treatment for raising a concern in good faith. The full policy is available at the front office and is referenced in Appendix C.

Social Media, Photography, and Publicity

- Photographs and video of the classroom, children, and activities are shared only through Lillio and other closed, authenticated channels directly with enrolled families.
- Families are asked not to post photographs that include children other than their own on public social media.
- Written consent is required before any image of a child is used for School publications or marketing.
- Staff are not permitted to connect with enrolled families on personal social media accounts.

Confidentiality and Privacy

Glenashton Montessori Academy collects and stores personal and health information in accordance with the *Personal Information Protection and Electronic Documents Act* (PIPEDA) and the *Personal Health Information Protection Act* (PHIPA). Records are kept securely, accessed only on a need-to-know basis, retained for the periods required by law, and provided to families on request. Information is not disclosed to third parties without written consent, except where required by law or to protect a child's safety.

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SECTION IX

Uniform, Clothing, and Required Items

Dress Code, Indoor and Outdoor Shoes, and What to Send

SECTION IX · UNIFORM, CLOTHING, AND REQUIRED ITEMS

Uniform

Glenashton Montessori Academy is a **uniformed school**. All students are required to follow the dress code.

- **First non-compliance:** parents are contacted with a warning.
- **Further non-compliance:** the student may be sent home to change into uniform.
- Full uniform is mandatory; no variances unless authorized in writing due to special circumstances.

Uniform Items

- All mandatory uniform items must be purchased from the School's designated supplier. Supplier details are shared with families at enrolment and on request.
- The following select items may be purchased elsewhere as long as they match the designated uniform specifications: white or navy tights or leggings; socks; hair accessories in red, white, blue, or yellow; running shoes kept at School; outdoor clothing for recess.

Indoor and Outdoor Shoes

Each child requires **separate closed-toe indoor and outdoor shoes**. Indoor shoes can be left at the School. Boots, sandals, and open-toe shoes are not suitable for the classroom or playground.

Required Items

Please send the following, **all clearly labelled**:

- Two complete changes of clothes and socks, in a large labelled Ziploc bag
- Weather-appropriate outerwear: jacket, snow pants, gloves, hat, sun hat, splash pants, rain boots, as the season requires
- Indoor and outdoor shoes
- Only **sealed packages of diapers and wipes** will be accepted (for children in diapers)
- A small cotton blanket in a labelled extra-large Ziploc bag, returned home weekly for laundering
- Sunscreen (labelled; seasonal)

Comfort Items and Items from Home

- Younger children may bring a single, clearly labelled comfort item for rest time or transitions where appropriate.
- Soothers, where permitted, are limited to nap and rest time only.
- Toys from home should generally not be brought to School. If a classroom sharing day is planned, families will be notified in advance.

- Glenashton Montessori Academy is not responsible for lost or damaged personal belongings.

Birthdays and Celebrations

We celebrate each child's birthday in a simple, Montessori-inspired "Walk around the Sun" ceremony. Families are welcome to send a small non-food token (stickers, a book donation to the class library). **We ask that no food items be sent in for birthday celebrations**, in keeping with our nutrition and anaphylaxis policies.

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SECTION X

Policies at a Glance

Summaries and Access to Full Policies

SECTION X · POLICIES AT A GLANCE

Policies at a Glance

Each of the following policies is maintained in full in writing, is reviewed with staff, students, and volunteers at orientation and annually, and is available to families at the front office and in Appendix C:

Policy	Summary
Program Statement	Our pedagogical foundation and approaches to children's learning, well-being, and engagement, aligned with HDLH and ELECT.
Prohibited Practices	Practices strictly prohibited under O. Reg. 137/15, s. 48 (see Section VII).
Anaphylactic Policy	Sabrina's Law-compliant plan to reduce exposure, communicate, train staff, and respond to anaphylactic emergencies.
Emergency Management Policy and Procedures	Full procedures for lockdown, hold and secure, bomb threat, evacuation, environmental threat, tornado, and earthquake.
Parent Issues and Concerns Policy	A clear, respectful path for raising, escalating, and resolving concerns.
Volunteers and Students Policy	Supervision, screening, and training requirements for all students and volunteers.
Staff Training and Development Policy	A minimum of three professional development activities per educator per year.
Serious Occurrence Policy	Ministry reporting within 24 hours; public notification posted at the School for a minimum of 10 business days.
Safe Arrival and Dismissal of Children Policy	Written procedure for receiving and releasing children, and for following up on unexpected absences.
Sleep Supervision Policy	Safe Sleep practices with documented visual checks every 15 minutes.
Playground Safety Policy	Daily, monthly, and annual inspections, all documented.
Behaviour Guidance / Prohibited Practices Policy	Our approach to guidance, grace and courtesy, and the response to challenging behaviour.
Administration of Medication Policy	Prescription only, in original labelled container, administered with written parental authorization and logged.
Inclusion Policy	Accommodation of children with additional needs in partnership with families and community professionals.

Policy	Summary
Privacy and Confidentiality Policy	PIPEDA- and PHIPA-compliant handling of personal and health information.

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SECTION XI

Legal and Regulatory

Licensing, Duty to Report, Insurance, and Record Keeping

SECTION XI · LEGAL AND REGULATORY

Licensing

Glenashton Montessori Academy is licensed by the Ministry of Education of Ontario under the *Child Care and Early Years Act, 2014* and operates in accordance with O. Reg. 137/15. Our current licence is posted in the front entrance. The Ministry may be contacted through the Licensing Services Branch.

Duty to Report

All staff, students, and volunteers have a legal duty to report a reasonable suspicion that a child is or may be in need of protection, directly to the **Halton Children's Aid Society**, in accordance with the *Child, Youth and Family Services Act, 2017*. This duty cannot be delegated.

Record Keeping

Enrolment, health, attendance, and incident records are retained in secure files for the periods required by law.

Insurance

The School carries commercial general liability insurance, along with other coverages appropriate to a licensed child care operation. A certificate of insurance is available on request.

Changes to This Handbook

This handbook is reviewed at least annually. Revisions are communicated to families in writing, and the current version is always available through Lillio and at the front office.

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SECTION A–I

Appendices

Tuition Information, Calendar, and Consent Forms

APPENDIX A

Tuition and Fees

Current tuition, registration, Summer Program, and payment details for Glenashton Montessori Academy are shared directly with families during the inquiry and admissions process. To receive current school-year tuition information, please contact our admissions team to book a tour.

Inquire and Book a Tour

To request our current tuition information:
· Visit **glenashtonmontessori.com** to book a tour
· Email our admissions team
· Call the School during business hours

Glenashton Montessori Academy is not enrolled in the Canada-Wide Early Learning and Child Care (CWELCC) System. Current tuition and fees reflect the full cost of our program.

APPENDIX B

School Calendar · 2026 – 2027

Date	Event
Monday, September 7, 2026	Labour Day — School Closed
Tuesday, September 8, 2026	P.A. Day and Meet & Greet with New Families
Wednesday, September 9, 2026	First Day of Instruction
Monday, October 12, 2026	Thanksgiving Day — School Closed
Monday, December 21 – Friday, December 25, 2026	Winter Break — School Closed
Friday, January 1, 2027	New Year's Day — School Closed
Friday, January 29, 2027	P.A. Day and Parent–Teacher Conferences
Monday, February 15, 2027	Family Day — School Closed
Monday, March 15 – Friday, March 19, 2027	Spring Break — School Closed
Friday, March 26, 2027	Good Friday — School Closed
Monday, March 29, 2027	Easter Monday — School Closed
Monday, May 24, 2027	Victoria Day — School Closed
Friday, June 25, 2027	P.A. Day and Parent–Teacher Conferences
Wednesday, June 30, 2027	Last Day of Instruction — Early Release at 2:00 PM
Thursday, July 1, 2027	Canada Day — School Closed
Friday, July 2, 2027	First Day of Summer Programming
Monday, August 2, 2027	Civic Holiday — School Closed
Tuesday, August 31, 2027	Last Day of Summer Programming

APPENDIX C

Consent and Permission Forms

The following consent and permission forms are provided with the registration package and are retained by the School throughout enrolment. Copies are available from administration on request:

- Sunscreen Authorization
- Diaper Cream Authorization
- Photo and Video Consent
- Off-Premises Activity Consent (Neighbourhood Walks)
- Field Trip Consent (per trip)
- Emergency Medical Treatment Authorization

APPENDIX D

Immunization Records

Glenashton Montessori Academy does not use a separate immunization record form. At the time of enrolment, families provide a copy of the child's **immunization card**, which is kept on file in the School's records in accordance with Halton Region Public Health requirements.

Families are asked to provide an updated copy of the immunization card whenever new immunizations are received, so that the School's records remain current throughout enrolment.

APPENDIX E

Medication Authorization Form

The Medication Authorization Form is issued to families as part of the registration package and is retained on file throughout enrolment. Copies are available from administration on request, and families are asked to keep their information current at all times.

APPENDIX F

Anaphylaxis Individual Plan and Emergency Plan

The Anaphylaxis Individual Plan and Emergency Plan is issued to families as part of the registration package and is retained on file throughout enrolment. Copies are available from administration on request, and families are asked to keep their information current at all times.

APPENDIX G

Authorized Pickup Form

The Authorized Pickup Form is issued to families as part of the registration package and is retained on file throughout enrolment. Copies are available from administration on request, and families are asked to keep their information current at all times.

APPENDIX H

Emergency Contact Form

The Emergency Contact Form is issued to families as part of the registration package and is retained on file throughout enrolment. Copies are available from administration on request, and families are asked to keep their information current at all times.

APPENDIX I

Parent Acknowledgement

This page is signed and returned to the School at enrolment and annually thereafter.

Acknowledgement & Agreement

I, _____, parent/guardian of _____, acknowledge that I have received, read, and understood the Glenashton Montessori Academy Parent Handbook (2026 – 2027), including all policies summarized and referenced within. I agree to comply with the policies, procedures, and expectations set out in this handbook.

Parent / Guardian Signature

_____

Date

_____

Rooted in Oakville. Grounded in Care.

Glenashton Montessori Academy
www.glenashtonmontessori.com | (905) 337-1716