

Children's Circle Montessori School

Program Statement Implementation Policy

Date Policy and Procedures Established: September 6, 2011

Date Policy and Procedures Updated: January 1, 2026

The purpose of this Implementation Policy is to identify how the goals and approaches communicated in the Program Statement will be put into practice by Children's Circle Montessori School's Owner/Operator, childcare providers, and educators.

Children's Circle Montessori School welcomes you to a genuine Montessori education for young children. As Owner/Operator/School Director, Daniela Purves, along with our dedicated childcare providers and educators, we view children as competent, capable, curious, and rich in potential.

Children's Circle Montessori School is consistent with the Ministry of Education's policy by operating a program that constitutes high quality childcare, early years programming and pedagogy that supports children's learning and development.

Our mission to provide an environment rich in purpose and experience so as to inspire, motivate and empower children to reach their full learning potential is achievable through implementing the four foundations of early learning: belonging, well-being, engagement, and expression.

Belonging refers to a sense of being connected to others, being valued, and forming relationships.

Well-being addresses the importance of physical /mental health, self-care, sense of self, and self-regulation.

Engagement occurs when children are involved, focused, and able to explore their environment with natural curiosity and exuberance.

Expression or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials.

Goal: To plan for and create positive learning environments and experiences in which each child's learning and development will be encouraged and supported.

Approach: The Montessori environment is designed to develop a foundation for creative learning and a sense of independence. The diversity of the Montessori materials, activities and experiences foster physical, intellectual, creative, social, and personal skills.

Goal: To support positive and responsive interactions among the children, parents, childcare providers, educators, and other staff members.

Approach: Childcare providers and educators are aware of children's cues and respond appropriately and consistently. Comprehensive and respectful communication ensures positive relationships with all members of the school community.

Goal: To promote the health, safety, and well-being of children.

Approach: Childcare providers and educators implement the policies and procedures related to health, safety and well-being of children, meeting and/or exceeding the requirements of the Ministry of Education, Ministry of Environment, City of Brampton, and Region of Peel.

Goal: To encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

Approach: The Montessori classroom environment and the playground encourage social interaction for cooperative learning, peer teaching and emotional development. Children become aware of their feelings and the feelings of others.

Goal: To incorporate the Montessori Work Cycle, indoor/ outdoor play, as well as active play, rest, and quiet time, into the day, and consider the individual needs of the children receiving childcare.

Approach: The Program Schedule is designed to allow enough time to meet the physiological and development needs of the children.

Goal: To involve local community partners and allow partners to support children, their families, childcare providers, and educators.

Approach: Cooperatively work with community partners who include, but not limited to, Ministry of Education, Region of Peel, Peel Health, Peel Inclusion Resource Services (PIRS)*, Child Development Resource Connection Peel (CDRCP), Speech Pathways, Brampton Caledon Community Living and ErinOakKids Centre for Treatment and Development.

- Peel Inclusion Resource Services (PIRS) is a free service that helps children who need extra support to participate fully in licensed childcare. PIRS resource consultants will develop a plan with parents and Children's Circle Montessori School that focuses on the child's

strengths and areas of development. A diagnosis is not needed. This service helps ensure a child's experience is positive and inclusive.

- <https://peelregion.ca/services/services-children-who-need-extra-support-child-care>

Goal: To support childcare providers, educators and other staff who interact with the children at school in relation to professional learning.

Approach: Professional education is offered to improve skills and knowledge to directly benefit children and peers.

Goal: To foster the children's exploration, play, and inquiry.

Approach: Learning takes place when children explore their social and physical environment and choose Montessori curriculum and activities that interest them. Freedom of choice entails some responsibility while allowing a child's natural aptitudes to be satisfied.

Goal: To foster the engagement of and ongoing communication with the parents about the program and their children.

Approach: Encourage members of the school community to speak freely, honestly, and with respect regarding their needs and experiences to ensure they feel heard and valued.

Goal: To provide child-initiated and adult-supported experiences.

Approach: The Montessori environment gives children the opportunity to solve problems, self-correct, see connections in knowledge and to create new ideas. The childcare providers and educators are educated and trained in the Montessori philosophy and the methodology for the age level they are teaching and have the ability and dedication to put the key concepts into practice.

Goal: To document and review the impact of the strategies identified in this Program Statement.

Approach: Evaluate and address successes and areas of opportunity at least annually based on written documentation, collaboratively with parents, care child providers, educators, and Owner/Operator.

Children's Circle Montessori School is:

- Accredited by Montessori Canada, formerly known as The Canadian Council of Montessori Administrators, and guided by the Montessori Method
 - Montessori Canada is dedicated to promoting, advancing, and delivering high-quality Montessori education to children and youth across Canada. Montessori Canada

- empowers a community of Montessori-trained educators, schools, and parents to create nurturing and empowering learning environments for every child.
- Accreditation is a pathway to excellence, helping Montessori schools uphold and enhance their commitment to Montessori values while fostering a culture of accountability, consistency, and continuous improvement.
- <https://www.montessori-canada.ca>
- A participating member of Raising the Bar in Peel (RTBP)
 - Raising the Bar in Peel (RTBP) is a continuous quality initiative designed to enhance quality care in childcare. Through authentic participation in RTBP, programs are committed to maintaining Provincial regulatory standards as well as local community standards.
 - <https://cdrpc.com/rtb>
- Licensed by The Ministry of Education's Child Care and Early Years Act, 2014
 - <https://www.ontario.ca/page/canada-ontario-early-years-and-child-care-agreement>

The intention of this Program Statement is to strengthen the quality of Children's Circle Montessori School's program and experiences that lead to positive outcomes related to children's learning, development, health, and well-being.

Implementation

Children experience a sense of belonging by...

- Being enrolled into a well-operated school
- Being nurtured and cared for by loving, dedicated, qualified and well-trained childcare providers and educators
- Being understood by childcare providers and educators through verbal and non-verbal behaviours
- Being welcomed into a prepared environment for creative learning, exploration and inquiry
- Being inclusive of all classmates, those with and without special needs
- Being greeted (arrival and departure) in the hallways and/or at the classroom door
- Exploring an array of Montessori curriculum and activities
- Collectively taking responsibility for their classroom by setting the table for meals, clearing the table after mealtime, keeping materials tidy and in order, gathering and distributing outerwear, feeding the classroom's fish, watering the classroom's plant(s), etc...
- Each taking responsibility for themselves by being responsible for completion of their work, working independently, working in small groups, working in large groups, playing in the classroom and the playground, using the washroom facilities, practicing good hygiene, dressing themselves, serving themselves during mealtimes, feeding themselves, etc.
- Supporting their classmates by assisting peers with their work, assisting younger children with serving meals, comforting younger children to sleep, assisting younger children to dress, etc...

- Having their own personalized binders with family photos/family tree, sample of their work, weekly plans, daily records and weekly anecdotes.
- Eating meals at a family-style table
- Wearing a school uniform (Casa Program)
- Having their own personalized hallway cubbie and a washroom cubbie for their belongings
- Having their own personalized cot to rest and/or sleep, with cot sheet and blanket
- Using furniture/facilities/items that are appropriate for young children including small tables, small chairs, lower classroom sinks, step stools, small rugs, pillows, small tableware and low shelving.
- Learning about and celebrating special holidays and occasions including birthdays
- Borrowing books from the school's library and taking the responsibility of returning them
- Collectively singing "O' Canada" daily
- Participating in charitable events, such as Toy Drives, Food Drives, etc...
- Participating in field trips and special events

Childcare providers and educators ensure children's wellbeing by ...

- Meeting the regulations of Ministry of Education's Child Care and Early Years Act, 2014
- Meeting the requirements of local building, local health, and local fire departments
- Meeting the regulations of the Ministry of Environment's Water Flushing regulations
- Work with local partners to meet the needs of the children
- Using a school security system with key-pad doors, exterior cameras and intercom
- Being observant of physiological needs and acting accordingly
- Executing policies and procedures as directed
- Doing a Health Check upon arrival
- Maintaining an accurate Attendance Sheet
- Being aware of a child's behaviour and physical appearance to identify any changes
- Offering healthy meals including 3 snacks, 1 hot lunch with milk and/or water
- Offering meals in accordance with their allergies and dietary restrictions
- Serving dietician-approved meals in accordance with Canada's Food Guide
- Supporting safe and healthy eating habits
- Offering bowls, plates, utensils, cups appropriate for their size and abilities
- Making water available at all times
- Offering a place to rest and/or sleep
- Supporting children with their toileting routine, (changing diapers, using the toilet, dressing, washing hands)
- Supporting children with their personal hygiene
- Offering a variety of curriculum and materials appropriate for all ages and abilities
- Providing furniture and equipment appropriate for all ages and sizes
- Implementing Individualized Support Plans
- Implementing Emergency Plans, if necessary
- Using First Aid/CPR, if necessary

- Being aware of any damaged curriculum, materials, furniture or equipment to be repaired or replaced
- Administering required medication as instructed
- Maintaining a clean and sanitized environment
- Supporting their needs (i.e. eating, dressing, toileting) while encouraging independence
- Role modeling good manners, safe and healthy habits, positive communication

Children are engaged through the curriculum and activities because ...

- Children choose curriculum based on their curiosity, which curriculum peaks their interest
- Many Montessori materials are concrete which enable the children to manipulate the materials
- Childcare providers and educators present the curriculum to the children individually, in a small group or in a large group.
- Children work with the curriculum with the aim to master it before moving forward to the next piece of curriculum in the subject area.
- Children participate in creating crafts to celebrate special holidays and occasions
- Children participate in baking and cooking
- Children participate in planting, watering, picking herbs and vegetables in the school's garden
- Children participate in life experiences such as egg-hatching and caterpillar to butterfly life cycle
- Children participate in Before School Care and After School Care's free play and activities

Childcare providers and educators engage children by...

- Encouraging children to participate in active play, quiet activities, on their own or with each other
- Encouraging children to participate in one-on-one communication and small/large group communication
- Encouraging older children to support younger children, reading to them, assisting them in classroom tasks, pairing them together during neighbourhood walks, etc...
- Encouraging younger children to emulate older children
- Allowing the children to be inquisitive and explore their environment
- Challenging children to develop their interests in Montessori curriculum, French curriculum, music and piano curriculum, physical activity
- Playing with them during indoor play and outdoor play

Parents/Guardians/Caregivers are engaged by...

- Receiving curriculum and activity updates and photos through the online recording system
- Participating in charitable initiatives

- Attending field trips and school events, including Open Houses, Christmas Concert, Graduation Ceremony
- Communicating with their child's childcare providers and educators during one-on-one communication and Parents-Teacher Meetings
- Offering testimonials
- Receiving special greetings/gifts from the School during special occasions including cards with photos and books

Children are given the opportunity to express themselves by...

- Being heard, whether they are expressing a need/want or sharing a story
- Having the freedom to choose curriculum, materials, activities and toys from open shelves
- Interacting at a pace that is guided by their rhythm, interest and their growing ability to self-regulate
- Repeating tasks as often as they like, building a positive attitude towards learning
- Using the Peace table to share feelings and solve issues with a classmate
- Being encouraged to speak in a kind and positive manner
- Supporting their need to self-regulate
- Being encouraged to take reasonable risks appropriate for their age and abilities
- Being prompted to express themselves verbally (i.e. story telling) and non-verbally (dancing)
- Being reminded to use good manners, developing grace and courtesy
- Bringing items and stories from home to share with their classmates
- Engaging them in conversation during Circle Time, meals times and during various daily activities
- Being prompt for conversation using open-ended questions, offering encouragement and providing feedback

Childcare providers and educators express themselves through the online record keeping system, classrooms logs, report cards, one-on-one written and verbal communication, parent-teacher meetings.

Parents and guardians express themselves through parent-teacher meetings, one-on-one communication, social media.

Prohibited Practices

Children's Circle Montessori School will NOT permit:

- Corporal punishment of the child which may include but is not limited to, hitting, spanking, slapping and pinching;
- Physical restraint of the child, such as confining the child to a highchair, 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;

- Locking the exits of the childcare centre premises for the purposes of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- Inflicting any bodily harm on children including making children eat or drink against their will

Monitoring Contraventions

Staff members' contravention with the policies, procedures and individualized plans will be monitoring on an ongoing basis, recorded and addressed on a Contraventions Log. A Contraventions Log will be recorded as needed.

Reporting and Addressing a Contravention

1. Staff members, placement students and volunteers observed acting contrary to policy and procedures must be reported immediately to their supervisor. Their supervisor will report to the Designated Supervisor.
2. Immediate steps will be taken to investigate the alleged incident.
3. The Designated Supervisor will speak privately to the staff member, placement student or volunteer involved to assess the validity of the report. If the fact appears to be true as reported, then the incident shall be documented, and a copy placed in their file and necessary disciplinary action is to be followed accordingly.
4. Documentation will be kept and filed in every incident.
5. Retraining will take place as the earliest possible convenience.
 - Upon the discretion of the Designated Supervisor, the individual may or may not be permitted to be alone with children until the retraining has occurred.

The level of disciplinary action required will be assessed using the following criteria:

- seriousness of the offence
- actual and/or potential risk or harm to the child
- past and present performance
- frequency of occurrences
- previous disciplinary action taken

Staff, Placement Students, Volunteers Contravention	Action Taken toward staff, placement students and volunteers		
	1 st Offence	2 nd Offence	3 rd Offence
• major corporal punishment	Dismissal	Dismissal	n/a
• physical restraint or confining	Dismissal	Dismissal	n/a
• locking the exits for purposes of confining or confining the child without adult supervision	Dismissal	Dismissal	n/a
• use of harsh, degrading measures or threats or derogatory language...	Dismissal	Dismissal	n/a
• depriving a child of a basic need	Dismissal	Dismissal	n/a
• inflicting any bodily harm on a child...	Dismissal	Dismissal	n/a
• minor yelling • using inappropriate expectations or in appropriate time-outs	Verbal Warning Discussion	Written Warning Discussion	Re-train. If no improvement in 3 months, dismissal.
• noncompliance of written policies, written procedures, Human Resources Manual, and daily practices	Verbal Warning Discussion	Written Warning Discussion	Suspension from 1 day to 1 week or dismissal. Retrain.
• noncompliance of verbal or written instructions given by designated Supervisor and/or School's Owner/Operator	Verbal Warning Discussion	Written Warning Discussion	Suspension from 1 day to 1 week or dismissal. Retrain.
• noncompliance of Individual Plans(Individualized Support Plans and Emergency Plans)	Written Warning Discussion	Written Warning Discussion	Suspension from 1 day to 1 week or dismissal. Retrain.

Daniela Purves, School Director/Owner/Operator, has the authority to bypass all levels of disciplinary actions and dismiss the staff member, placement student, and/or volunteer immediately.