

Preschool Parent Handbook

BG2 and BG3

Bayview Glen

INDEPENDENT : SCHOOL

Welcome to the Bayview Glen Preschool.

Our Mission

Whole Child: Whole Life: Whole World

Whole Child: We nurture each student's full potential and confidence

Whole Life: We foster values, abilities, and friendships that last a lifetime

Whole World: We embrace the real world beyond our walls.

bayviewglen.ca



History

Bayview Glen was founded in 1962 by L. Doreen (nee Barwick) Hopkins as a nursery school and day camp housed in a barn in the Don River Valley, located north of York University's Glendon Campus in North York. Its mandate was to provide 'a nurturing environment in which each and every child is precious'.

By 1964, Bayview Glen had expanded to include students from age two to Grade 1, and an adjoining property was acquired. By 1969, new buildings had been added and the school grew to include students through to Grade 6.

The 70s were a decade of steady expansion and ongoing renovation for the school. However, in 1980 Mrs. Hopkins died and the L. Doreen Hopkins Foundation took control of overseeing the furtherance of the founder's dream. The barn was closed, so a new, permanent facility was built in its place. There was still no room for an

Upper School, which had become the wish of many parents.

As a result, space was leased from an engineering firm at 275 Duncan Mill Road. In 1985, four teachers, and a Grade 7 and 8 class made the initial move into the renovated office space, tiptoeing around the design staff who still occupied the bulk of the building. Throughout the rest of the decade, one grade per year was added. In 1989, the valley property was sold and the Lower School moved to the Duncan Mill Campus.

In 1991, the Doreen Hopkins Foundation was taken over by the Macmarmon Foundation and Terry Guest was appointed Headmaster to preside over the future development of the school. The decade of the 90s was one of progress and growth, and the student population grew from 243 to approximately 950, ranging from preschool to university entrance. In 1998, Bayview Glen acquired the Upper School Campus.

In September 2000, the Upper School was officially opened by H.R.H. The Duke of York. The site was complete with a double gymnasium and theatre complex. In 2001, Terry Guest left Bayview Glen and took up the position of Executive Director of Round Square, of which Bayview Glen is a member. He was succeeded by Stuart Grainger, who was Headmaster until 2003.

Today, the goals and mission of Bayview Glen are championed by Eileen Daunt, who was appointed Head of School in 2003.

In June 2014, the new Bayview Glen Moatfield Campus was complete and officially opened by H.R.H. The Duke of York. The new site includes a new Prep School, renovated Upper School, dining hall, recording studio, rooftop garden, fitness centre, yoga studio, learning commons, and more. In addition, the Lower School was refurbished and the Preschool was reunited with the Lower School at the Duncan Mill Campus in September 2014.

Throughout our history, Bayview Glen has offered a co-educational, multicultural, community-focussed environment. We remain true to our mandate of providing 'a nurturing environment in which each and every child is precious'.

Whether we're helping feed the hungry in our own neighbourhood, or working to provide clean drinking water on the other side of the globe, service to our community, nation, and world forms a core element of who we are at Bayview Glen.

human : kind

In every service project, we commit to engaging every participant's full humanity. Your child experiences the joy and responsibility of harnessing personal strengths and talents on others' behalf while forging profound and lasting relationships, one by one.



Welcome to our Bayview Glen Preschool Programme. Preschool is an important milestone for both families and our Preschool students. It is a time to create lasting relationships and strong foundations that will carry our students throughout their lives. Our Preschool programme offers an experience where our students are not only nurtured in a loving and safe environment, they are supported as they take age appropriate educational risks. Children are encouraged to take those leaps and supported along the way. Our Preschool environment offers a place that is unique to the students enrolled --- where students along with dedicated and knowledgeable educators collaborate, investigate and are respected for all of their capabilities. As a result your children will flourish and feel secure in their Preschool. Communication between home and school will help to further create a successful Preschool experience. You are encouraged to ask questions, share your thoughts and be involved in your child's education. The Preschool Parent Handbook is one of the many means of communication and is used as a reference guide throughout the year. We hope you find the information helpful. As always, please connect with us should you require any further information or clarification. We look forward to continuing or beginning our journey with you.

Yours in education,

James Lee
Head of School

Jesse Denison
Head of Lower School
and Preschool

Gillian Potts-Hemingway
Director of Preschool

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Disclaimer: Bayview Glen Independent School's Licensed Child Care programme will not be participating in the Canada Wide Early Learning Child Care Funding Programme (CWELCC).

Programme Statement

The overall philosophy of our Preschool programme is to enable students to learn and grow together in an enriching environment. The purpose of our Reggio-inspired programme is to foster competence in all aspects of life. Our Emergent curriculum provides opportunities for the total development of each child's physical, emotional, social, creative and cognitive self.

A child learns one step at a time and the Preschool programme reflects this philosophy as it is age appropriate and geared to the needs of the individual child. There is an atmosphere of acceptance and approval, where each child is seen as competent, capable of complex-thinking, curious and rich in potential. A warm supportive environment enables children to express their true feelings and to enhance self-awareness.

Whole Child. Nurturing each child's full potential and confidence to succeed.

Whole Life. Fostering values, abilities and friendships that last a lifetime.

Whole World. Embracing the real world beyond our walls.

Bayview Glen Preschool welcomes children who will be 2 years of age, as of December 31 in the year they are applying to attend to 44 months. It is open daily from 7:30 a.m. to 6:00 p.m. Monday to Friday.

- » Bayview Glen Preschool is closed for the December Holiday Break
- » Bayview Glen Preschool is closed from the end of June to September for summer vacation
- » Bayview Glen is closed for the statutory holidays
- » Bayview Glen will have two Professional Development Days for all faculty members to participate in. One in October and the second in May

Through a play-based lens, children have the opportunity to explore a wide variety of activities designed to meet their current interests and needs. The classroom atmosphere is complemented by different learning centres which allow children to foster their competent, capable and inquisitive selves in all areas of growth. Educators consistently encourage the students to play, promoting both academic and social skills along the way.

Examples of Centres include:

- » Home Centre: this is an important space as it allows the children to take on roles and situations parallel to real life. This area is also transformed based on children's interests and in conjunction with other aspects of the programme that are being investigated at that particular moment.
- » Creative Centre: on a daily basis, teachers provide a variety of materials to allow each student to express their ideas and feelings in an artistic way. Children's active imaginations take form through art and play.
- » Discovery Centre: this is an essential part in the Preschool classroom since children can explore, predict, and investigate elements of the world around them. Educators provide the necessary resources to create interactive and hands-on learning experiences which enrich the children's inquiry vision.

Programme Expectations

To meet our goals and fulfill our responsibilities, Bayview Glen will:

- » actively fulfill its mission
- » provide a safe, caring, learning environment
- » maintain close communication about the school in general
- » promote involvement of family members
- » provide consistent values
- » maintain an open door policy for parents to share their concerns.

Parental support and participation are critical to the programme's success and we count on each parent to:

- » support our mission
- » provide a positive home environment
- » communicate with us about their child
- » attend school meetings and events
- » be involved
- » support our values and policies
- » obtain information and facts from the appropriate source.

The programme referred to will be implemented in order to:

- Promote the health, safety, nutrition and well-being of the children**
 - » develop habits and attitudes that promote and maintain physical health and well-being such as hand washing before and after meals, encourage toileting
 - » provide nutritious lunch and snacks by Bayview Glen, prepared on-site by licensed and certified cafeteria staff
 - » all staff are required to take the Standard First Aid and CPR/AED. This is done every three years. First aid kits and manuals are readily available for first aid treatment
 - » provide a daily sleeping routine

- » thrive in indoor and outdoor playtime spaces that invite children to investigate, imagine, think, create, solve problems and make meaning from their experiences
- » support childrens' expression in all forms through music and physical education classes on alternate days
- » ensure the school environment is kept clean and dry to prevent germs from spreading and children from slipping or falling. Routine cleaning of surfaces, washrooms, cubbies, tabletops and chairs are carried out throughout the day.

b. Support positive and responsive interactions among children, parents, child care providers, and staff

- » learn to respect, accept and appreciate cultural, religious and physical differences by acknowledging and celebrating diverse holidays and special occasions during weekly assemblies and within the classroom
- » give students the skills necessary to succeed so that learning is a rewarding experience by providing meaningful learning activities and ensuring children have the time necessary to explore them
- » demonstrate confidence in the student's ability and multiple intelligences by providing opportunities for children to explore throughout the day, that appeal to their interests and needs
- » foster flexible and motivated learners in a secure and supportive learning environment through open-ended inquiry and play-based learning opportunities provided in the various centres, i.e.: Home, Creative and Discovery Centres
- » foster responsible and co-operative decision-makers by providing children with opportunities to make free choices within the classroom during activity time
- » instill independence in students by encouraging self-help skills such as getting dressed for outdoor play by themselves
- » Playing and sharing co-operatively by facilitating group interactions where imaginary play and social connections are taking place within the classroom and outdoors
- » being courteous, participating in group discussions during learning circles and other small group activities
- » staying on and completing tasks with encouragement and guidance from teachers

- » respecting rights and property of other children by modelling conflict resolution skills and supporting the children through the various stages of their development
- » taking initiative, tackling challenges with enthusiasm and persistence, and adapting to changes, frustrations and the unexpected in everyday living through support and encouragement in an atmosphere of acceptance
- » develop confidence and self-esteem by providing open-ended activities that allow children to express their ideas. Childrens' successes are celebrated by positive feedback and words of encouragement, displaying work in the classroom or hallways and/or sharing work with parents and documenting it through photos
- » communication with parents on student activities and well-being
- » created a friendly, welcome environment where parents are welcome to provide input and give feedback.

c. Encourage the children to interact and communicate in a positive way and support their ability to self-regulate

- » enable students to be co-operative, confident and collaborative by facilitating successful communication helping children listen to and express themselves to one another
- » enable students to make choices during activity time and learning circle by weaving language and literacy-related activities and materials into all daily experiences, routines and physical spaces
- » feeling comfortable sleeping in class, lying quietly, staying on own cot, falling asleep independently, putting away own blanket and sleep toy are all ways to be in tune with students' varied sensitivities, arousal states, and need for maintaining a calm, focus and alert state
- » facilitate students' efforts to take reasonable risks, test their limits and gain increasing competence and a sense of mastery through active play and social interactions
- » keeping belongings together, tidying one toy before taking another, working together to tidy the Home Centre, sharing toys and classroom resources.

d. Foster the children's exploration, play and inquire

- » instill a love of learning by promoting an environment of success and joy
- » make learning meaningful and fun
- » offer opportunities to make global connections by acknowledging and celebrating various cultural and religious holidays during weekly assemblies and within the classroom
- » develop critical thinking through problem-solving where children have opportunities to explore, predict, and investigate elements of the world around them. Resources are provided to create interactive and hands-on learning experiences which enrich the children's inquiry vision
- » instill respect for the environment by spending time outdoors, examining the natural world, modelling care and handling of all living things.

e. Provide child-initiated and adult-supported experiences

- » educator teams will develop classroom environments and routines that foster child-initiated exploration and learning, as well as guide-inquiry opportunities
- » experiences that support active engagement and meaningful exploration are created by focussing on questions and theories children investigate through their play
- » create opportunities through daily experiences that enable children to explore, wonder about, care for, and make connections to the natural environment
- » participate with children as a co-investigator, co-learner, and co-planner
- » continuously question and test their own theories and strategies, and seek new ideas to facilitate childrens' exploration and understanding of the world around them in meaningful ways
- » ensure that the spaces and experiences provided promote play and inquiry that will help children discover and develop an increasing awareness and understanding of key concepts including those associated with literacy and numeracy development
- » recognizing own 'cubby' and instilling a sense of ownership and responsibility for the items therein

- » putting on and taking off jackets, snow suits, dressing and undressing for playground providing opportunities for children to practise self-care abilities, as well as promoting self-regulation, persistence and a sense of competence
- » putting boots and shoes on correct feet
- » placing belongings in own 'cubby' / back-pack
- » eating independently, using cutlery properly, using proper table manners, drinking from a cup without spilling, pouring own water at snack table promotes self-help skills.

f. Plan for and create positive learning environments and experiences in which each child's learning and development will be supported

- » our Reggio-inspired learning programme allows each student to move forward on their own personal developmental and learning continuum
- » the focus at Bayview Glen is meeting the needs of each child by providing a wide variety of interesting objects and open-ended materials for children to explore with their senses, to manipulate and investigate. This provides students the opportunity to make decisions, learn about cause and effect, refine hand-eye coordination, develop motor skills, share ideas and build self-esteem. It also aims to promote co-operative play, imaginary play and social interactions
- » goal setting and planning take into account the individual needs of children within each classroom
- » teachers observe their students and implement plans and activities based on their interest and needs.

g. Incorporate indoor and outdoor play, as well as active play, rest and quiet time into the day and gives consideration to the individual needs of the children receiving child care

- » provide regular daily opportunities (responsive to individual capabilities) for children to be physically active, and explore the world around them with their bodies, minds and senses
- » design indoor and outdoor environments and experiences that spark curiosity, invite investigation and provide challenges that are responsive to individual capabilities to help children extend the boundaries of their learning
- » provide a wide-variety of interesting objects and open-ended materials for children to explore with their senses, manipulate and investigate
- » balanced day is incorporated into daily schedule. (Appendix A)

h. Fostering the engagement of and ongoing communication with parents about the program and the children

- » at Bayview Glen we believe that the family and the school need to be closely connected in order to provide the best possible education for children. A New Family Welcome Reception takes place in May before the school year (page 16)
- » Bayview Glen communicates with parents through a Preschool Orientation Morning, Curriculum Nights and Parent-Teacher Conferences to provide information and opportunities to connect with Preschool staff (page 16)
- » a daily communication email goes home (page 18)
- » teaching teams send bi-weekly information newsletters to parents via email
- » programme emails are sent out by teaching teams on a regular basis to tell parents what the focus is for a unit of inquiry
- » other information about Preschool programme and events is posted to Edsby (all parents have login information and access to Edsby)
- » parents are encouraged to send items to school that are important to their child so that the children can share this interest with their classmates

- » Bayview Glen parents are encouraged to support our mission, provide a positive home environment, communicate with us about their child, attend school meetings and events and be involved
- » photo documentation of children's learning are displayed on bulletin boards and within the classroom for parents and caregivers to see
- » photos are emailed monthly to share the activities and learning that took place throughout the month.

i. Involve local community partners and allow these partners to support the children, their families and staff

- » guest speakers are invited to come into the school to share their knowledge and expertise with the children, i.e.: The Critter Guy
- » a field trip to a local community partner takes place at the end in BG3
- » participate in professional learning and connect with community partners, such as Adventure Place, to ensure the program fosters social and emotional well-being and resilience for children and families.

j. Support staff who interact with the children to continuous professional learning

- » our faculty at Bayview Glen Preschool meet and exceed the qualifications as outlined within the Child Care and Early Years Act (CCEYA) with our lead educators being members in good standing with the College of Early Childhood Educators (RECE)
- » The Preschool Director with support from the Director of Teaching and Learning meets with Preschool lead teachers every two weeks to discuss programme and learning opportunities
- » staff are given time to plan and work together as a team
- » opportunities to attend conferences and review literature relating to child development
- » all faculty have monthly Professional Development activities. Faculty meet daily to discuss issues/ concerns. Each BG2, and each BG3 year group has a lead teacher to disseminate information to the group as a whole

k. Document and review the impact of strategies set out in clauses (a) to (j) on the children and their families

- » Director of Teaching and Learning conducts reflective sessions with staff to determine impact of strategies
- » Bayview Glen surveys parents on impact of programme strategies and uses this data to refine programme
- » pictures are emailed to parents showcasing the learning that is seen within the classroom at the end of every month, along with weekly Learning Stories which help demonstrate a more detailed learning observation with attached Learning Outcomes and Goals. Art and photo portfolio for each individual child is sent home at the end of the school year.

Daily Routine

Children in this division follow a programme schedule with a rotating eight-day cycle. Lunches and morning and afternoon snacks are provided for all. All children in this division have a daily nap or rest time and should bring a small blanket and a cuddly toy to school for their comfort. As these children may have accidents at school, a clean change of clothes should be kept in each child's cubby.

Please see Appendix A for sample schedule.

Being Prepared for the Outdoors

Outdoor exploration whether that is in our licensed BG playground or on excursions to the valley, is an important part of the daily routine at Bayview Glen. This provides an opportunity for social interaction and a chance to re-energize and get some fresh air. Outdoor activity is a required component, and it is our aim to be outside for 2 hours each day weather permitting..

We expect all students to be prepared with clothing appropriate for the weather conditions (i.e. sunhats, sunscreen, gloves, hats, winter boots, etc.).

Sleeping Routines

After lunch the children settle down for their daily nap. The teachers help each child fall asleep. Each child has their own individual cot for sleep or rest time. The school provides two sets of sheets per cot. Parents are expected to send a blanket and /or cuddle toy for their child. Cot sheets along with the blanket and/or toy are sent home to wash with the child on the last day of each week. Parents review the sleep supervision policy before commencement. Staff maintain a daily sleep monitor chart to record sleep routines.

Procedure:

During sleep time the teachers:

- » conduct visual checks of each sleeping child by being physically present beside the child while the child is sleeping and looking for indicators of distress or unusual behaviours. Distress indicators may include trouble breathing or change in child's skin colour.
- » ensure that there is sufficient lighting in the classroom in order to perform direct visual checks (at minimum to monitor breathing and body temperature).
- » perform direct visual / physical checks every 15 to 30 minutes for children, or more often if deemed necessary (i.e. if a child is or has been ill and requires closer supervision).
- » monitor, and should there be any significant changes in a child's sleeping patterns or behaviours during sleep time, this will be communicated to parents verbally and/or by email. Any changes will be noted in the Sleep Record Check form, in the Staff Daily Record Book and will result in adjustments to the manner in which the child is supervised during sleep time.
- » be responsible for regularly monitoring the sleep of children in their care and communicating regularly with parents about any significant changes to their child's routine.
- » review and sign off on Bayview Glen's Sleep Supervision Policy annually or at any given time of review/revision. The Preschool Supervisor will continuously monitor to ensure Staff compliance with centre policies and procedures, including sleep policies, and include contravention measures if necessary. Every month the staff will submit the Sleep Record Check to the Preschool Supervisor.

Policies and Procedures Re: Programme

Bayview Glen currently does not accept any students and volunteers in the Preschool. Should this change in future a Supervision Policy for Students and Volunteers will be implemented. Bayview Glen will ensure that the approaches set out in this programme statement are implemented in the operation of its programme in all of our Preschool classrooms.

Bayview Glen will ensure that there are written policies and procedures that set out: the expectations regarding implementation, prohibited practices, and measures that will be used to deal with contraventions of these policies.

Bayview Glen will review the written policies and procedures outlining the Programme Statement at least annually.

Prohibited Practices

The Preschool Director, and Licensee along with the Head of School shall not permit:

- » corporal punishment of the child
- » physical restraint of the child, such as confining the child to a high chair, car seat or other device for the purposes of discipline or in lieu of supervision
- » locking the exits of the Preschool for the purpose of confining the child; or confining the child in an area or room without adult supervision
- » 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
- » inflicting any bodily harm on children, including making children eat or drink against their will.

If any member of the faculty or staff working at Bayview Glen engage in any of the above prohibited practices, the consequences of their actions would result in termination of employment. A report would be sent to the ECE accrediting body and the Child Protections Services.

Waiting List Policy

Bayview Glen is always mindful of the School's mission statement and parent interests.

Currently Bayview Glen does not have a Wait List for the Toddler and Preschool programmes.

Bayview Glen has an application process. The admission process is transparent, timely and responsive. All information pertaining to the application process, can be found on our website at www.bayviewglen.ca

Applications may be carried over from one year to the next and kept active, if requested by the family.

Assemblies

Note: BG Assemblies will begin the second week of October.

Every Friday morning students gather by class in the Atrium to sing songs, recite poems and take turns presenting during assembly. Birthdays are celebrated and cultural presentations are encouraged. This is a full-dress uniform day. Assemblies last approximately 15 minutes.

Home Suggestions

At this stage there are lots of activities you can do with your child to help improve his/her skills. The following is a list of suggestions:

- » read to your child on a daily basis
- » read - common signs, store names
- » in correspondence with relatives and friends include your child's artwork
- » family fitness - biking, walking, swimming, skipping, skating and skiing
- » visit the library for story time
- » set the table and count out cutlery
- » responsibility - tidy bedroom, put plastic dishes on counter, clothes in laundry
- » discuss days of the week, birthdays and seasons
- » share songs and rhymes from your culture and your childhood
- » bounce child on your knees to the beat of the music
- » tap the beat of the music on your child's hand or bottom of their foot
- » expose your child to many different types of music - perhaps take them to a concert

Not only will your child benefit from this approach, but also you will gain a greater understanding of your child's needs and interests.

Communications

Information Sessions

A variety of parent events at Bayview Glen keep you informed of all aspects of our school's programmes. These include a New Family Welcome Reception, Curriculum Night and Parent-Teacher Conferences. We encourage you to participate in all opportunities and be involved in your child's education.

In addition, we host evening sessions on different topics to help us better understand the issues facing young people and the challenge of parenting in today's world. Information will be made available to you during the academic year.

Throughout the year, Bayview Glen Parent Information Sessions include:

New Family Welcome Reception

The goal of the orientation session is to provide parents with both information and a perspective on how the school functions. Parents have the opportunity to meet Class Parents whom they can call at any time for additional information. Parents also meet and talk to the Head of School, Head of Lower School and Preschool, Director of Preschool, Director of Teaching and Learning, Director of Admissions and Parent Association President.

Start of School Orientation

We are looking forward to hosting New Student Orientation in September, where each family will have time to meet with their child's educators, visit the classroom and create positive connections to begin their journey within our Bayview Glen Preschool. You will learn more about our daily routines and familiarize yourself with the classroom and peers in order to help promote a successful transition into their programme.

New Student Orientation

We start the first day of school with a programme structured to make new students feel welcome.

An initial phone call by the homeroom teacher is made to each family before the first day of school to welcome the family and open the lines of communication. At the end of the first week, all families receive another phone call from the teacher to confirm that all is well and that both family and children are off to a positive start. Class Parents are also assigned and parents may call them anytime to ask questions.

Curriculum Night

Held in the third week of September, Curriculum Night is an opportunity to discuss the programme and hear a presentation about the student's day from Homeroom and Specialist teachers. If you cannot attend, or you have more than one child and can only attend one presentation, a copy of the curriculum will be available online.

Parent-Teacher Conferences

Bayview Glen is strongly committed to communicating with parents. While the report card is the official document detailing student achievement, it does not allow for parent-teacher interaction. Parent-teacher conferences provide an opportunity to discuss student progress and help parents and teachers to address any concerns.

In the Preschool, the classroom teacher is the first line of contact for regular communication with parents regarding students' academic progress, social behaviour and general well-being. Modes of communication include newsletters, Edsby, telephone calls, report cards, personal interviews and term interviews. Regular contact with parents about the general progress of students ensures a strong relationship between parents and students. A daily communication email is in place for our BG2 students. Our common goal is the success of your child.

Assessment

The first term report card is issued in December and the final report card is issued in June. Both report cards are anecdotal and will communicate your child’s progress in language development, social and emotional development, independence and participation in class. In November, January and March, parent-teacher conferences are arranged. The parents will meet the classroom teacher and the specialists to share the student’s progress.

Communication Email/Daily News

In BG2, the Communication Email is a means of communication between teachers and parents with information regarding their child’s day, including eating, sleeping and washroom habits. There is also information on the child’s day fostering an open dialogue between parents and their child in the evening. A message window is also available so that parents can share things from home.

In BG3, teachers begin the year with a daily message that is sent home. As the children settle in to their routines, teachers communicate with parents by phone or Edsby as needed.

We welcome open communication and are highly receptive to parents’ thoughts and ideas.

It is our goal to be proactive in all situations.

Please refer to Appendix D, our Who to Contact and When list, to help you contact the appropriate person for your questions.

Changes to Your Address, Email and/or Telephone Numbers

In case of emergency, it is critical to have up-to-date business numbers, home numbers and emergency contacts on file. Please contact the Director of Admissions at 416.443.1030, with any change of address or telephone numbers.

Class Directory

A directory, complete with names and telephone numbers, is published annually for each class. It facilitates open communication between the students and families within the class, and helps when arranging parties, play dates, carpools and other activities. A permission form is to be filled out on Curriculum Night. Class directories are given to parents after Curriculum Night.

Class Parent

Two parents from each class volunteer their time to be a Class Parent. They perform an important role within the school and enjoy working closely with the teachers and parents.

Email

Our staff and faculty all have email addresses. However, to ensure that your communication is responded to as quickly as possible, we recommend that you either reach out to your child’s teacher through Edsby, or call the school and leave a voice message or speak directly to the teacher.

How to Contact Us

We encourage parents to communicate with the School at any time. Telephone messages are forwarded to teachers’ voicemails and answered at regular intervals through the day. The Staff and Faculty Directory is available on the school website. The following are our main contact numbers:

Telephone	416.443.1030
Email	admissions@bayviewglen.ca
Website	bayviewglen.ca

Newsletter

The Bayview Glen Newsletter is published monthly and sent home at the end of each month, from September to June. It is filled with current news, with a message from the Head of School, important dates, upcoming school events and clubs and a review of recent events in which students have participated.

The digital version is available on the school website at bayviewglen.ca/publications

Website

The Bayview Glen website provides current and potential parents with a complete guide to the departments and activities within the school. It is an easy way to find out what’s new, which teams are playing and where (complete with timetables, locations and addresses to schools we compete with), school closure notices and much more. We welcome your thoughts and input on our website and encourage you to visit it often at bayviewglen.ca.

General Information

Drop-Off and Pick-Up/ Parent Bench

Parent Bench is the designated drop-off and pick-up area located off Moatfield Drive, for parents who drive their children to school. As it is supervised by teachers, this is the safest and fastest way to drop-off and pick-up students. It is, therefore, essential that everyone adhere to Bayview Glen's policies and procedures (see Appendix E).

At the beginning of the academic year, it takes a few weeks for Parent Bench to run at its normal speed while students, parents and teachers learn and relearn the procedures. In inclement weather, your patience is greatly appreciated as Parent Bench may take longer than normal.

In the mornings, parents drive up single file, stop and leave their child in the care of Bayview Glen staff. Once in the building, designated Preschool educators take the BG2 and BG3 students directly to their classroom. A teacher is always on duty at Parent Bench from 7:30 a.m. to 9:00 a.m. Parent Bench closes at exactly 9:00 a.m., as teachers on duty must get to their classrooms. If you arrive after 9:00 a.m., please park in our visitor parking lot and bring your child(ren) into reception, where a late slip is to be filled out. Our Director of Preschool or administrative staff will take your child directly to their classroom.

Upon dismissal, students wait in the school for their parents to arrive. For security purposes, a colour coded dashboard card is distributed to all families in the August mailing and must be displayed for after school pick-up. Teachers are on duty for the safety of the students and will bring the students out to the vehicle.

Age 2 to Grade 2 students and younger siblings are dismissed between 3:00 p.m. - 3:30 p.m. Grades 3 to 5 and younger siblings are dismissed at 3:30 p.m. Parent

Bench closes at 4:00 p.m. After 4:00 p.m. and for those BG students registered in our Aftercare programme you must enter into the school through the reception, sign in, and continue to your child's classroom for pick up. If there is an alternative individual picking up your child, they must be listed as an approved pick up person, the school must be notified and photo identification will be requested. We will not allow a student to go home with an individual who is not previously listed as an Approved Pick-Up, the school hasn't be notified and if photo identification is not provided.

Please see Appendix B for The Parent Bench Policies.

Early Morning Drop-off

As a service to working parents, students may be dropped off at school at 7:30 a.m. Parents must use our Parent Bench Drop-off if arriving at 7:30 a.m.

Early Departures

Students may not leave the property with any other person(s) other than those named at the time of enrolment. Should these arrangements change, parents must notify the school in advance, in writing. If you plan to pick-up your child(ren) during the school day, please send an Edsby message to your child's educators. Afternoon pick-ups will require that you complete a departure slip at the Reception Desk. The bus company should be notified in advance if your child normally takes the bus home.

Parents may not go to classrooms to pick up students until after 4:00 p.m., as this disrupts classroom lessons.

Parking

Parking is limited on the premises. Visitor parking is intended for students arriving and departing during the school day. As the parking lot may become busy at times, parents are encouraged to drive carefully and consider others. A handicapped parking spot is available

at the entrance of the school. Please be respectful of this designated spot.

For school events, please be aware that parking in the area is limited and we encourage you to leave a little extra time to allow you to be prompt. Here are some suggestions on how to find parking:

- » use the Turf Parking Lot just beside the Turf Field
- » use our Moatfield Campus parking lot located at 85 Moatfield Drive
- » parking on the North side of Moatfield Drive is available after 5:00 p.m.

Transportation

Bussing Service

Working with Attridge Transportation, our fleet of school buses provides door-to-door transportation to students within our service area. Bussing may be arranged by calling our Admissions Office at 416.386.6658. Attridge Transportation may be reached at 416.255.5199.

If a student is absent from taking the bus to or from school, Attridge Transportation is to be contacted directly. Bus transportation is not offered during our holiday programmes. In the winter, Stock Transportation will decide if buses will run during inclement weather and will contact you directly if there is a bus cancellation.

In the morning, parents put their child/children on the bus and fasten their seatbelts. On arrival at school, a teacher removes the seatbelt and takes the child to his/her classroom. In the afternoon a teacher puts the child on the

bus and fastens their seatbelt. The parent receives the child at their door step in the afternoon. The bus driver checks the bus each day before dismounting.

Late Arrivals

Students who arrive at school after 9:00 a.m. (BG2 and BG3) must be signed in at the front reception desk and obtain a late slip to be presented to the classroom teacher. We encourage all to arrive before 9:00 a.m. If you are late please update your child's Edsby account.

Absences

Parents, please send an email and update your attendance on Edsby to note the details if your child will be absent. Include reasons for the absence. For health tracking, we ask that you share symptoms of ill health.

In the event that a student will be away from school for an extended period of time, a letter directed to the Homeroom teacher and Preschool Director is necessary prior to the absence.

Emergency Management Policy and Procedures

Bayview Glen maintains an Emergency Management Policy and Procedure that is reviewed and implemented annually. The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

Staff will follow the emergency response procedures outlined in this document by following these three phases:

- 1. Immediate Emergency Response
- 2. Next Steps during an Emergency, and
- 3. Recovery.

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

In all emergency situations where parents are required to be contacted, the Head of School and Preschool Director will contact all families immediately via phone call and or email.

For situations that require evacuation of the child care centre, the meeting place to gather immediately will be located at: The Wood Chip Playground

If it is deemed 'unsafe to return' to the child care centre, the evacuation site to proceed to is located at: Moatfield Campus

Sick Policy

Each September Bayview Glen publishes a set of guidelines for parents with respect to sick children. These guidelines are based on Public Health recommendations. Generally, parents are asked to decide whether a child is well enough to come to school. Keeping a sick child home from school

will reduce the spread of germs and possible illness. Communicable diseases are diseases that can spread from one person to another.

If there is a communicable disease, Bayview Glen will notify parents in writing, but maintain confidentiality of the students and family.

If a student develops symptoms of being sick at school (fever, vomiting, diarrhea, etc.), the teacher will notify parents immediately. Students will be supervised by the Preschool Director or BVG School Nurse in the office until a parent or guardian picks up the child.

Students who are sent home ill, must remain at home until they are 24 hours symptoms free, before returning to school, unless other recommendations are required based on symptoms of ill health or specific diagnosis..

Common Practice

- » A child with a fever will be sent home from school. The child may return to care only if they are symptom free without the use of symptom reducing medication for 24 hours or more
- » Chickenpox and measles are the most readily transmitted of all infectious diseases. A child with measles should be kept at home until the rash has disappeared and is cleared by a Medical Professional on return.
- » Upper respiratory tract infections or the “common cold” vary in severity. A child who is sneezing or has a congested and productive cough or runny nose should not return to school until these symptoms cease.
- » A child who is unable to participate in our daily schedule due to ill symptoms should not be at school.
- » Parents should consult a doctor if there is any doubt as to the communicability of any infectious or contagious condition.

In the event a parent or guardian is unable to take the child home, we strongly urge parents to designate an alternate caregiver, as the school is not equipped to provide ongoing care, attention and comfort measures that the ill child requires and deserves.

For students taking medication at school, teachers may administer it only if the medication is medically prescribed in its original bottle and clearly labelled with

the doctor’s directions.

All medications must be accompanied by a completed Medication Authorization Form. This form can be found on the Parent Hub through Edsby. Once the form is completed it must be verified with your child’s teacher and shared with the Director of Preschool.

Students with contagious diseases are not to attend school.

Pandemic Policy

It is the goal of **Bayview Glen** to provide support and services to families and children in an environment that is as safe and healthy as possible. We will make every effort to continue to operate our services and protect staff, students and families from emergency situations including pandemics.

A pandemic is distinguished as an infectious disease/ illness that becomes a worldwide epidemic. It spreads easily and rapidly through many countries and regions of the world affecting a large percentage of the population. A pandemic occurs when an infectious disease emerges to which the population has little or no immunity. It may spread easily from person to person and may cause serious illness and death.

Pandemics are unpredictable and can affect any age group differently and with varying severity. During a pandemic, infectious diseases or illnesses can be prevented through appropriate hygiene, sanitation, and infection prevention/ control practices. Provisions of daily health screenings for children/staff and heightened disinfecting are put in place to protect the health, safety, and well-being of children and staff.

Bayview Glen must adhere strictly to the guidelines and practices set out to us by the Public Health Agency of Canada, Ontario Ministry of Health, and Toronto Public Health/Medical Officer of Health for proper infection prevention in order to reduce the risk of contracting or transmitting an infectious disease or illness during a pandemic.

Our responsibility is to ensure infection prevention practices are carried out properly to prevent the spread of

illness among employees, children, and families. Policies and procedures are assessed and monitored to ensure our employees, and volunteers are consistently and carefully carrying them out. The Pandemic Policy and Procedures are required to be reviewed with employees before they begin their employment and reviewed annually thereafter.

Medical Conditions

No child shall be excluded from the school for a medical condition that does not pose a risk to other students.

It is important that the school be informed of medical conditions that may place the affected student or other students at risk. These would include allergies, asthma, cardiac disease, hemophilia, infectious mononucleosis, leukemia, diabetes, sickle-cell anemia or other diagnosed medical health conditions.

For the child’s protection, the school must be notified in writing of any and all allergies the child may have. If a child is anaphylactic, an individual plan must be submitted annually. A current medical report is required with current phone numbers of an emergency contact person. For the student’s safety and well-being, it is essential that the student’s Ontario Health Card number be kept on file.

Medical Plans - Individual plans must be submitted for any child with medical needs.

Accident Report

The school will notify the parents of all injuries. If a child hurts him/herself, they will be supervised by a teacher. Ice will be applied if necessary. In cases of bumps, especially on the head, the student will be kept under observation in the classroom while the Preschool Director is informed. An Accident Report, given to the Preschool Director, outlining the details of the incident is mandatory and parents will be will be asked to review and sign the Accident Report to be kept on file with the Preschool Director. A copy will be provided to the family.

Lunch and Snacks

A lunch and snack menu is published three times a year on the Bayview Glen website at the beginning of each term. A vegetarian menu is available upon request. Individual dietary needs are addressed; if you have a concern, please

contact our Food Services Manager at 416.443.1030 Ext. 633.

Bayview Glen is a peanut-aware school; peanuts and nut products of any kind are prohibited.

With the exception of birthday celebrations, students are not permitted to bring food and beverages to school. Lunches and snacks are provided.

Birthdays and Celebrations

We enjoy celebrating birthday’s in class in a variety of fun ways. Loot bags and tokens are not permitted.

However, please keep the following points in mind when choosing your treats. Students are naturally disappointed when they bring or see delicious-looking treats that we can’t serve!

- » Don’t forget that fresh fruit and vegetables are always a tasty, enjoyable (and healthy!) treat.
- » Please note that, as some students have serious allergies to even small amounts of peanuts and nut products, we regret that no food can be brought into the school with the exception of the fruit and veggie platter.
- » Sometimes two or more children have a birthday on the same day. We recommend a quick consult with your Homeroom teacher as part of your pre-birthday planning. This ensures that the classroom isn’t overwhelmed with treats and that treats aren’t going to waste.

Lice

Occasionally, children contract head lice. If an outbreak occurs in a class, the school will notify parents in writing. This notification will also include suggestions for treatment, as any student who contracts lice must have a treatment before returning to school. As a precaution, parents should occasionally check their children’s hair and notify the school in the event that they discover lice.

Supervision Policy

Bayview Glen ensures that every child is supervised by qualified staff members at all times, as outlined by the Child Care and Early Years Act (CCEYA).

BG2’s are in groups according to age and the ratio of educators to children is 1:5.

BG3’s are in groups according to age and the ratio of educators to children is 1:8.

Children are counted before and after every transition, ie. playground, washroom routines, and special classes scheduled.

**Note: BG2 and BG3 classes do not permit volunteers or students in the class.*

Lost and Found

Parents should make sure all clothing is labelled. The Lost and Found is located on the first floor outside of the Cafeteria. Students should look for lost clothing immediately. Lost blazers are kept in the Preschool and Lower School Administrative Assistant Office on the second floor of the Duncan Mill Campus.

School Supplies

Bayview Glen provides all school supplies for students in Preschool.

Security

The main entrance door is monitored at all times and all visitors are required to sign in with the receptionist and wear a visitor badge before being allowed into the building. All other doors into the building are on electronic timers and may only be unlocked with a fob given to staff. The school’s video camera monitoring system tapes all the main access doors. Parents are asked to enter the school by the main doors only.

Serious Occurrences

The Director of Preschool shall ensure that there is an up-to-date list of telephone numbers in the Preschool that is accessible in the event of an emergency and that includes the telephone numbers of:

- the fire department
- the nearest hospital
- the nearest ambulance service
- the nearest poison control centre
- the police department
- a taxi service

The Director of Preschool shall ensure that each child’s Profile contains the following information and is readily accessible in the event of an emergency:

- the name, address and telephone number of the family physician of each child enrolled and the name and number shown on the child’s health insurance identification card.
- the home and work addresses and telephone numbers of a parent of each child enrolled and a telephone number of a person to be contacted if a parent cannot be reached.
- any special medical or additional information provided by a parent of each child enrolled that could be helpful in an emergency.

Memberships

Bayview Glen is a proud member of:

Round Square



An international association of more than 200 schools worldwide whose purpose is to empower students through experiential learning to become the leaders and guardians of tomorrow's world.

For more information, visit roundsquare.org

Canadian Accredited Independent Schools (CAIS)



A community of independent schools in Canada, whose mission is to explore and pursue exemplary leadership, training, research and international standards of educational excellence. Formerly CESI and SEAL.

For more information, visit cais.ca

Conference of Independent Schools of Ontario (CIS Ontario)



A collegial group of 47 member schools working together to advance educational excellence in Ontario Independent schools.

For more information, visit cisontario.ca



Advanced Placement (AP)



Since its inception in 1955, AP has provided motivated high school students with the opportunity to take college-level courses in a high school setting. There are currently more than 110,000 teachers leading AP courses in high schools worldwide.

For more information, visit ap.ca

Youth and Philanthropy Initiative (YPI)



Youth and Philanthropy Initiative is a one-of-a-kind educational programme that gives young people hands-on experience in social change and empowers them to participate in the development of their communities.

For more information, visit www.goypi.org

National Association of Independent Schools



National Association of Independent Schools

The National Association of Independent Schools is a nonprofit membership association that provides services to more than 2,000 schools and associations of schools in the United States and

abroad, including more than 1,600 nonprofit, private K-12 schools in the U.S. that are self-determining in mission and program and are governed by independent boards. As the largest association of independent schools, NAIS co-creates the future of education by uniting and empowering our community.

For more information, visit www.nais.org

Uniform

In Preschool, students wear regular clothes and comfortable footwear from Monday to Thursday. Dress Uniform must be worn on Friday and on special occasions.

Please see Appendix C for a complete uniform list.



Extended Programme

Extended Programme

At Bayview Glen, we recognize that our families are busy and active. Our extended programmes help students make the most of their time at school, and assist parents whose workday extends beyond routine school hours.

Early Morning Programme

For our Early Morning or After School Programme, children can be dropped off at school as early as 7:30 a.m. and will be under the supervision of our team of BG educators. Teachers greet and welcome students and help them get organized and prepared for their day at Preschool. The classroom is set up with a few activity centres and bin toys to play with. These Centres are rotated and changed as per the student's interest.

After School Programme

This programme focusses on age-appropriate activities and games. The After School Programme is included in the tuition fees for students age 2 to JK.

Holiday Programme

The Holiday Programme is available to students from age 2 to Grade 5. It operates on school holidays such as Midterm Breaks, March Break, in June one week prior to the start of Summer Camp. Students participate in games and age-appropriate activities while being supervised by Registered Early Child Educators and Bayview Glen Holiday Programme support staff. Registration is required prior to each scheduled Holiday Programme and will be sent out approximately 4 weeks prior through your Edsby account. Our Holiday Programme Co-ordinator oversees the operational needs of our Holiday Programme.

Special Events

Art Show and Spring Festivals

In the spring, Bayview Glen presents musical and artistic talents of its students through an Art Show and Spring Festivals.

Artistic creations collected from students in BG2 to JK are displayed for the Bayview Glen community to enjoy during the annual Art Show.

Spring Festivals are presented by students age 3 to JK and are scheduled throughout the second half of the academic year. Each class produces a musical play, complete with acting, singing, dancing and costumes. It is hard work and good fun, and helps the students build self-confidence. An invitation is sent home prior to the event and all dates and times are published in the newsletter.

Better Beginnings

Bayview Glen partners with Adventure Place – Better Beginnings Now, to bring some hope and happiness to Toronto families in need during the holiday season. This programme works in partnership with: Toronto Public Health, Healthy Families Adventure Place, Public Health Agency of Canada, Toronto Preschool Speech and Language, Child Welfare Agencies, Surrey Place Centre, and Centennial Infant and Child Care Centre. Better Beginnings Now works with young vulnerable families to ensure healthy development of children prenatally to six years of age. These families may be new to the country/area and having difficulty learning a new language, finding work, coping with a restricted budget, and/or having difficulty accessing Community Services.

This is a wonderful opportunity for our students to get together and work towards helping vulnerable families in our neighbourhood have a special holiday season and help them meet their day-to-day needs as well. This project has become an integral part of Bayview Glen's Holiday Season and helps our students build a strong sense of commitment to their community.

Class Breakfasts

Once a year, there is a chance for students, from age 2 to Grade 5, to enjoy breakfast at school with their parents and classmates. An invitation is sent home in advance and parents are asked to RSVP. Bayview Glen's famous breakfast is served in the Cafeteria of the Duncan Mill Campus. BG2, BG3 and JK breakfasts begin at 9:00 a.m.

Field Trip

At the end of the school year, students in BG3 will venture out on their first field trip experience with clear learning objectives. A school bus will transport the students to the facility and parents are encouraged to attend and partake in the morning activities and share lunch.

Closing Ceremony

Our Closing Ceremonies in June give families a chance to celebrate the accomplishments of our students. What could be more memorable than watching your child receive his or her diploma and a handshake from the Head of School?

Financial Information

Bayview Glen is an independent, not-for-profit organization that relies on the fees paid by parents to meet financial obligations and to provide the high quality of education expected from our school. A place in the school is reserved for each registered student for the entire year.

Admissions

The Preschool programme at Bayview Glen is available on either a full or a part time basis. There is also the option of attending less than five half or full days and the tuition fees would be pro-rated accordingly. Bayview Glen Preschool is open from September to the middle of June each year following the same calendar as the school year.

Admission to Bayview Glen Preschool is based on a family visit and availability. Families interested in pursuing enrollment for their children are asked to complete an online application by visiting bayviewglen.ca in the Fall ahead of the year they are interested in attending to avoid space issues. Once an application is received, a family visit is scheduled. Priority is given to siblings of current students and children of alum. Once a vacancy has been offered and confirmed the Admissions Office contacts the family regarding the registration process. Bayview Glen's privacy policy ensures that information collected during the application and admission process is protected.

Families enroll their child(ren) for the school year typically starting in September. Where space permits it may be possible to attend starting in January. Fees would then be adjusted to reflect a shorter school year.

It is unusual for a child not to adjust to our programme or leave before the end of the school year. Should the need arise to withdraw from the programme before the end of the year, families are asked to provide written notice of withdrawal. Once commitment of fees for the school year has been made, budgets are created based on these numbers.

Tuition refund requests will be considered but only in exceptional circumstances and must be approved by the Finance Committee of the Board. Unfortunately a refund of tuition paid is not guaranteed. For refunds that have been approved, tuition or otherwise, a cheque will be processed made payable to the individual(s) that originally provided payment.

Bayview Glen's waiting pool policy is mindful of the school's mission statement.

Tuition Fees 2023-2024

Part Time Preschool Age 2 & Age 3 – \$13,975

Full Time Preschool Age 2 & Age 3 – \$20,950

Financial Aid

Financial assistance, based on need, may be available. Families complete an online application via Apple Financial at www.applefinancialservices.ca. This third party makes recommendations to the Finance Committee of the Board regarding eligibility and the amount of the bursary. All applications are confidential.

Overdue Accounts

All accounts are required to be in good standing prior to each re-enrollment period. Any accounts that are in arrears or not in good standing will result in enrollment being suspended until such accounts are in good standing.

Re-Enrollment

Online re-enrollment opens at the beginning of January. In order to confirm a student's place for the upcoming year all online forms must be completed and a tuition payment plan received by the middle of February. For further information, please contact the Director of Admissions at 416.443.1030, Ext. 605.

Dismissal Policy

All accounts are required to be in good standing prior to each re-enrollment period. Any accounts that are in arrears or not in good standing will result in enrollment being suspended until such accounts are in good standing.

Once a commitment of fees for the new school year has been made, budgets are created based on these numbers. Tuition refund requests will be considered, but only in exceptional circumstances and must be approved by the Finance Committee of the Board. For refunds that have been approved; a cheque will be processed made payable to the individual(s) who originally provided payment.

The Head of School reserves the right to dismiss any student who fails to reach the standard expected by Bayview Glen in terms of either work or conduct. In this event, tuition fees paid, less any used fees, shall be refunded. A cheque will be processed made payable to the individual(s) who originally provided payment.

The Canada Wide Early Learning Child Care System

Bayview Glen and the Board of Directors have made the decision to opt out of The Canada Wide Early Learning Child Care Agreement CWELCC for the 2023-2024 school year. The CWELCC is the implementation of funding in order to decrease fees and make licensed child care accessible and affordable over a five-year plan. The CWELCC will offer an approximate 50% deduction in child care fees to those licensed child cares that have been approved for funding with their regional service managers. As a school we will stay current with the policies relating to the CWELCC agreement and continue to make decisions that meet the well-being of our entire Bayview Glen school community.

Advancement at Bayview Glen

Since tuition alone does not cover the cost of a Bayview Glen education, financial support from our families, alumni, and friends are crucial to empowering our students to achieve their fullest potential and realize the school's highest aspirations. Bayview Glen receives no government funding, making philanthropy from our community all the more important.

The advancement team works to increase understanding and cultivate support among our many constituents – students, alumni, parents, past parents, and grandparents. We are grateful for contributions of all types – time, talents and funds – that strengthen our school and advance strategic priorities.

Annual Fund

As with all schools, fees and tuition do not cover all of our operating expenses. The Annual Fund is designed to secure additional resources to meet the ever changing requirements of the 21st century student. Gifts to the Annual Fund will impact immediate needs and enhance day-to-day experiences for our students, alumni and faculty.

Capital

Investing in our facilities to better support excellence in learning, forms the foundation for our ongoing work throughout the school. Ongoing capital additions and renovations will expand Bayview Glen's campus and help us accommodate the growing needs of teachers, staff and student body.

Bayview Glen offers the following naming opportunities to allow families to create a lasting legacy while supporting the ongoing improvements to our existing facilities.

Name a Star

FOR GIFTS OF \$2,500 OR MORE, your name or that of a loved one will be permanently recognized on our Constellation Wall, centrally located in the new Moatfield Campus. The wall is frequently viewed by students, faculty, staff, parents and visitors.

Named Spaces

FOR A GIFT OF \$25,000 AND MORE (may be given over five years) you can name a physical space i.e. Classroom. Spaces can be named as a tribute to family, friends or colleagues.

Please contact Carol Anne Ruscica, Senior Director of Advancement at cruscica@bayviewglen.ca or 416.386.6626 for information on any of our fundraising initiatives, to share your ideas, or to make a donation.

Parent Association

Parent Association

The Parent Association is comprised of, and represents all the parents of past and present students at Bayview Glen. The Parent Association is a volunteer organization that acts as a liaison between the parents and the school. With the strength of the parent network, its mission is to enhance the school's spirit, act as a parent resource, facilitate communications, and raise funds for the benefit of our children's lives at Bayview Glen.

The Parent Association is run under the auspices of Bayview Glen and within the scope of its own By-Laws. All parents and guardians of students at Bayview Glen are Parent Association members, and the annual membership dues are determined by the Executive.

The Executive body is comprised of duly elected individuals drawn from the parent body, to serve for a one or two year term. The Executive is comprised of the following positions that have ongoing responsibilities throughout the school year:

- » President
- » Vice President
- » Treasurer
- » Secretary
- » Communications Director
- » Social Director
- » Parent Outreach Director
- » Parent Volunteer Director
- » Student Volunteer Director
- » Past President

Annual PA Events

The Executive meets periodically through the course of the year to direct the activities of the Parent Association and to formulate plans for the future.

The Parent Association holds regular monthly meetings open to all members, to monitor the activities of the various departments and all fundraising activities.

For more information, please check out the Bayview Glen Parent Association section on the school website at bayviewglen.ca/pa.

The Parent Association is responsible for:

- » Moatfield Campus Shop where students may purchase uniforms and school supplies
- » Textbook Programme (orders, sales and distribution of textbooks) to the Prep and Upper Schools
- » Interguild activities
- » Fall Fest / Spring Family Fun Fair
- » Holiday Gift Sale
- » Treat Cart in the Lower School (on Civvies Day)
- » Art Show, and
- » Social Activities (several through the school year, in addition to a Holiday and Year-End Luncheon)

The Shop

The Shop sells all of the formal uniform items (blazers, pants, skirts/kilts, shirts, vests, cardigans, pullover sweaters, socks, tights and ties), all the gym uniform items, as well as school supplies and spirit wear. The Shop is currently located at the Moatfield Campus at 85 Moatfield Drive, on the ground floor.

Please visit bayviewglen.ca/pa-shop for information on ways to purchase your uniform items online or book a uniform fitting appointment for curbside order pick up.

The Shop Manager can be reached by email at pashop@bayviewglen.ca.

Meetings

We welcome the attendance of all parents and guardians at the Parent Association general meetings. They are typically held each month from September to June. Check for the next meeting in the school calendar or on the website. We hope you'll plan to attend to keep track of upcoming events or ways you can get involved.

Parent Association Elections

Parent Association Officers are elected annually. This team of elected members represents the Parent Association Executive and leads the PA-driven functions and activities. Elections are held in May of each year and elected officers serve for a minimum term of one year.

Volunteering

We are always looking for new parent volunteers and hope you will consider becoming active within our community. To inquire about volunteer opportunities, please contact the Parent Association at pavolunteer@bayviewglen.ca.

NISPA Ontario

The Parent Association of Bayview Glen is a member of Network of Independent School Parents' Associations of Ontario (NISPA Ontario). NISPA is an organization which brings together representatives of Parent Associations of Independent Schools in Ontario, which are members of the Conference of Independent Schools of Ontario (CIS Ontario). NISPA's purpose is to foster communications and facilitate the collaborative sharing of ideas and information among the CIS Ontario Parent Associations. Questions about the NISPA can be directed to painterguild@bayviewglen.ca.

Appendices

Appendix A

SAMPLE BG2 AND BG3 SCHEDULE

This schedule is a sample of the Preschool Daily Schedule. Each programme has a slightly different schedule that fits the needs of the classroom. Your child/children's schedule will be shared with you from their homeroom teacher in the beginning of the school year and if any changes are made throughout the year.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
8:15 – 8:45	Arrival Centres	Arrival Free Play	Arrival Centres	Arrival Free Play	Arrival Centres	Arrival Free Play	Arrival Centres	Arrival Free Play
8:45 – 9:00	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack
9:00 – 10:00	Playground	Playground	Playground	Playground	Playground	Playground	Playground	Playground
10:00 – 10:30	Music	Learning Centres	Music	Learning Centres	Music	Learning Centres	Music	Learning Centres
10:30 – 10:45	Diapers bathroom break	Diapers bathroom break	Diapers bathroom break	Diapers bathroom break	Diapers bathroom break	Diapers bathroom break	Diapers bathroom break	Diapers bathroom break
10:45 – 11:30	Inquiry Based Learning Centres	Inquiry Based Learning Centres	Inquiry Based Learning Centres	Inquiry Based Learning Centres	Inquiry Based Learning Centres	Inquiry Based Learning Centres	Inquiry Based Learning Centres	Inquiry Based Learning Centres
11:30 – 12:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 – 12:10	Half-day dismissal	Half-day dismissal	Half-day dismissal	Half-day dismissal	Half-day dismissal	Half-day dismissal	Half-day dismissal	Half-day dismissal
12:00 – 2:00	Rest Time	Rest Time	Rest Time	Rest Time	Rest Time	Rest Time	Rest Time	Rest Time
2:00 – 2:15	Wake Up Time & Diapers	Wake Up Time & Diapers	Wake Up Time & Diapers	Wake Up Time & Diapers	Wake Up Time & Diapers	Wake Up Time & Diapers	Wake Up Time & Diapers	Wake Up Time & Diapers
2:15 – 2:30	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack
2:30 – 3:30	Playground	Playground	Playground	Playground	Playground	Playground	Playground	Playground
3:30 – 4:00	Dismissal Centres	Dismissal Centres	Dismissal Centres	Dismissal Centres	Dismissal Centres	Dismissal Centres	Dismissal Centres	Dismissal Centres

Appendix B

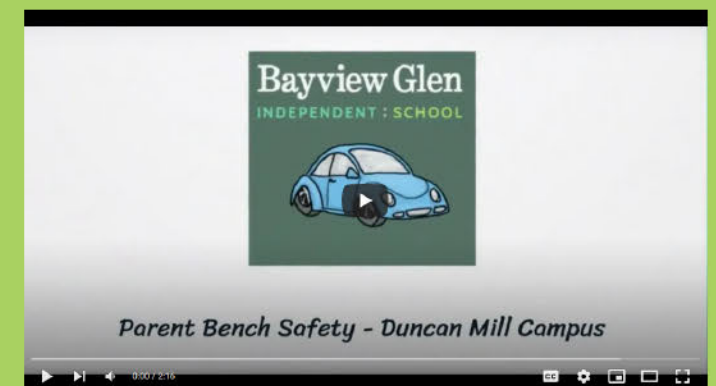
PARENT BENCH POLICIES

Parent Bench Drop-Off & Pick-Up

- » All students must be dropped off and picked up at Parent Bench.
- » Parents working in the Parent Association Shop must drop off their children at Parent Bench prior to parking in their designated parking spot.
- » Staff with children in the Preschool and Lower School must also drop off their children off at Parent Bench prior to parking.
- » Parent Bench Tag must always be visible in the Passenger Side windshield or window
- » Parent Bench is open from 7:30a.m. to 9:00a.m. each morning
- » BG Parent Bench Pick up is between 2:45p.m. and 3:30p.m.

Safety Rules

- » No U-turns on Moatfield Drive.
- » Follow the no left hand turn signs.
- » Avoid upsetting neighbours by parking in their spots.
- » No parking on Moatfield Drive.
- » Move to the next available space.
- » Wait until a BVG staff member in a yellow safety vest opens your door before your child exits.
- » Please remain in your vehicle until your child is brought to your vehicle by one of our staff members.



Appendix C

UNIFORM LIST

FORMAL DRESS UNIFORM (For Fridays and Special Occasions, beginning after October long weekend)

BG2 to JK

- White long sleeve dress shirt or blouse worn with BVG Lower School tie (see notes); and
- Green BVG cardigan, pullover, or vest (BG2); or green BVG blazer with crest (BG3 and JK); and
- Grey pants worn with grey dress socks; or Maple Leaf tartan dress tunic worn with green kilt shorts and green knee socks or tights; and
- Black polishable dress shoes.

Appendix D

WHO TO CONTACT AND WHEN

Here is a list of contacts at Bayview Glen to help you direct your queries to the right person. By calling our main line, the Receptionist will direct you to the extension you require.

RESPONSIBILITIES	CONTACT PERSON	EXT.
Academics/Well-being	Head of Lower School and Preschool	650
Account Information	Financial Administrator, Student Accounts	604
Advancement Office	Senior Director of Advancement	626
After School Programme	After School Programme Co-ordinator	318
Alumni Relations	Director of Alumni Relations	647
Billing	Financial Administrator, Student Accounts	604
Bussing Issues	Admissions Co-ordinator	658
Camp	Camp Director	680
Communications	Senior Director of Advancement	626
Donations	Senior Director of Advancement	626
Early Departures	Duncan Mill Campus Reception	500
Events	Senior Director of Advancement	626
Finance	Chief Financial Officer	603
Fundraising	Senior Director of Advancement	626
General Information	Duncan Mill Campus Reception	500
Holiday Programme	Holiday Programme Co-ordinator	318
Illness	Preschool and Lower School Administrative Assistant	637
Lost and Found	Preschool and Lower School Administrative Assistant	637
New Enrollment	Director of Admissions	605
Newsletter	Senior Director of Advancement	626
Parent Relations	Director of Admissions	605
Preschool	Director of Preschool	651
Publications	Senior Director of Advancement	626
Re-enrollment	Director of Admissions	605
Sign In/Out Students	Duncan Mill Campus Reception	500
Sibling Enrollment	Director of Admissions	605
Teaching and Learning	Director of Teaching and Learning	655
Volunteering	Parent Association	628
Website	Senior Director of Advancement	626

Appendix E

PARENT ISSUES AND CONCERNS POLICY AND PROCEDURES

Purpose

Bayview Glen believes in providing a caring and transparent process of communication for parents/guardians so that they can bring forward any concerns or issues regarding their child's wellbeing. As stated in our Parent Handbook: *Bayview Glen supports positive communication with parents on student activities and their well-being, and we aim to provide a friendly, nurturing environment where parents are welcome to provide input and give feedback.*

Should anything arise that you would like to comment on and bring to our attention, parents can articulate their thoughts in writing or speak to the classroom teacher/s and/or with the Director of Preschool. The Head of Lower School and Preschool, and the Head of School have an open door policy and are always available upon request.

Definitions

Classroom teacher: Early Childhood Educator responsible for the children's wellbeing.

Director/Licensee: Ms. Gillian Potts-Hemingway, Director of Preschool, is responsible for the day to day running of the Preschool, and for the operational needs and management of BVG's Licensed Child Care (BG preschool).

Supervisor: Mr. Jesse Denison, Head of Lower School and Preschool.

Mr. James Lee, Head of School, is responsible for the operation and management of the school.

Policy

Parents are encouraged to take an active role in our Preschool and regularly discuss what their child(ren) are experiencing with our programme. As outlined in our programme statement, we support positive and responsive interactions among the children, parents, classroom teachers and staff, and foster the engagement of and ongoing communication with parents about the programme and their children. Our staff are available to engage parents in conversations and support a positive experience during every interaction.

Bayview Glen's Preschool is filled with new experiences and opportunities for both challenge and success. Our goal is to provide a happy, safe, stimulating environment where each child feels welcome and secure. Students are encouraged to take initiative, challenge themselves and discover their own remarkably creative selves.

In order to achieve our goals and live up to the programme statement we rely on parents input and support to make this Preschool a rich and positive environment.

On the other hand, all issues and concerns raised by parents are taken seriously by the classroom teachers and will be addressed promptly. Every effort will be made to attend to and resolve issues and concerns to the satisfaction of all parties as quickly as possible.

Issues/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 will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents within 24 hours. The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children’s Aid Society).

Conduct

Our school maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the Director and/or licensee.

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit <http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Escalation of Issues or Concerns

Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to Mr. James Lee, Head of School.

Issues/concerns related to compliance with requirements set out in the Child Care and Early Years Act., 2014 and Ontario Regulation 137/15 should be reported to the Ministry of Education’s Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Parent Issues/Concerns Policy

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee (School) in responding to issue/concern:
Program Room-Related e.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to • the classroom staff directly or • the supervisor or licensee (School)	• Address the issue/concern at the time it is raised or • arrange for a meeting with the parent/guardian within two business days.
General, Centre- or Operations-Related e.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to • the supervisor or licensee (School)	Document the issues/concerns in detail. Documentation should include:
Staff-, parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to • the individual directly or • the supervisor or licensee (School) All issues or concerns about the conduct of staff, parents, etc. that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	• 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/or information given to the parent/guardian regarding next steps or referral.
Student/ 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 and/or volunteers that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	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 two business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

Contact

Classroom Teachers: Please see faculty directory listed on Edsby	Head of School Mr. James Lee: jlee@bayviewglen.ca , Ext. 600
Supervisor: Director of Preschool Ms. Gillian Potts-Hemingway gphemingway@bayviewglen.ca , Ext. 651	Ministry of Education, Licensed Child Care Help Desk: 1.877.510.5333 or childcare_ontario@ontario.ca
Supervisor: Head of Lower School and Preschool Mr. Jesse Denison jdenison@bayviewglen.ca , Ext. 650	

Bayview Glen

INDEPENDENT : SCHOOL

275 Duncan Mill Rd. Toronto, Ontario M3B 3H9 Canada

Phone 416.443.1030 Fax 416.443.1032 bayviewglen.ca