

2025-2026

Lower School

SENIOR
KINDERGARTEN
CURRICULUM

Bayview Glen

Whole Child. Purposeful Life. Better World.

Bayview Glen

Whole Child. Purposeful Life. Better World.

Even at the youngest ages,
children already think independently.

They ask amazing questions. They explore and experiment. They naturally seek to help others. Bayview Glen's vigorous, inquiry-based programme cultivates children's inquisitive, empathetic, independent minds while consciously shaping them as profoundly engaged international citizens.

Bayview Glen offers a truly
transformative educational experience.

As a co-educational independent school, we intentionally create a welcoming, vibrantly diverse community, guided by inspiring teachers and fueled by a forward-thinking curriculum.
No wonder our graduates go on to change the world.

bayviewglen.ca



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

A child learns one step at a time and the curriculum plan 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, so that each child feels confident to present him/herself. This enables the child to express their true feelings and to enhance self-awareness. A day at Bayview Glen is filled with new experiences, and opportunities are provided for both challenge and success.

Expectations

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

- » actively realize its mission
- » provide a safe and caring learning environment
- » maintain close communication about the school in general
- » promote involvement
- » provide consistent values and logical consequences
- » maintain an open door policy for you to share your concerns.

Parental support, participation and communication are critical and we count on each parent to:

- » support our mission
- » provide a positive study 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.

Academic Programme

The Lower School offers a diversified curricular programme that challenges students where they need to be met.

Through the expectation of academic excellence, in a nurturing environment, students are empowered to challenge themselves, to take initiative and to discover their own tremendously creative selves.

Through core and enrichment curriculum, physical activities, musical and artistic opportunities and a wide range of co-curricular clubs, children develop confidence, motivation and skill to pursue their interests and develop to their full potential.

The main goals of our academic programme are to:

- » instill a love of learning
- » make learning meaningful
- » offer opportunities to make global connections
- » develop critical thinking through problem solving
- » enable students to be co-operative, confident and collaborative
- » enable students to make choices and to instill independence
- » develop habits and attitudes that promote and maintain physical health and wellbeing
- » instill respect for the environment
- » learn to respect, accept and appreciate cultural, racial, religious and physical differences
- » develop community awareness through a variety of day trips and guest speakers
- » give students the skills necessary to succeed so that learning is a rewarding experience
- » demonstrate confidence in the student’s ability and multiple intelligences
- » foster flexible and motivated learners in a secure and supportive learning environment
- » foster responsible and co-operative decision-makers

Academic and Behavioural Expectations

As a member of the Bayview Glen community, every student is expected to:

- » arrive at school and class on time
- » wear the uniform properly during school hours
- » remain in class for the entire period, unless involved in a school sponsored activity
- » demonstrate respect for themselves and others.

Assessment and Evaluation

Assessment is frequent and ongoing. Teachers look for evidence of learning and use this evidence to align instruction and activities to the needs of the children. Evidence of student learning is recorded so that the progress of each child can be tracked and shared with parents.

There are three formal report cards. The first term report card is issued in December, the mid-term report card is issued in March and the third term report card is issued in June. The mid-term report is anecdotal – no levels.

The report card reflects a student’s achievement level in the curriculum expectations in all subjects. The Achievement levels are Level 4 – Highly Effective, Level 3 – Effective, Level 2 – Progressing, Level 1 – Inconsistent Progress, and NE – Not Evaluated.

The development of learning skills and work habits is also an integral part of the student’s learning. Students are provided with learning opportunities in order to encourage development.

The six learning skills are Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. Teachers evaluate the learning skills and work habits using the following scale: E (Excellent), VG (Very Good), G (Good), S (Satisfactory), N (Needs Improvement). Specific targets are set throughout the year to support improvement targets are set throughout the year to support improvement.

Problem-Based Learning

At Bayview Glen, we believe that inquiry and problem-solving are among the most important 21st century skills we can teach our students. Problem-Based Learning (PBL) is a teaching and learning methodology whereby students learn new skills and knowledge and make connections to prior learning through the process of solving developmentally appropriate, authentic ill-structured problems. In contrast to more traditional approaches that involve a teacher-prescribed sequence of instruction, consolidation, and assessment, PBL uses the problem as a starting point for learning. Students become both stakeholders in the problem and agents in their own learning while the teacher acts as coach and guide, shaping the process by supporting inquiry, curating resources, challenging student thinking, and providing just-in-time delivery of essential knowledge and skills. PBL relies upon and extends inquiry and develops higher-order thinking skills by requiring students to think critically and creatively about both possible solutions to their problem and the processes for developing them. Each year in the Lower School, SK to Grade 5 students will participate in PBL learning.

Curriculum Compacting

Curriculum Compacting is a practice designed to address the needs of the individual student. It ensures that students who have mastered certain concepts in specific subject areas or units of study are receiving instruction and assignments more appropriate to their level of cognition. Students’ mastery of concepts is determined by diagnostic assessments. Parents will be advised when a student demonstrates a need for Curriculum Compacting and the adaptation necessary to the regular programme.

Extra Help

In an effort to further support student learning and to address individual needs, each teacher will be offering Extra Help sessions throughout the year. These sessions will be skill specific and should a student’s teacher determine he or she would benefit from attending a particular session, parents will be notified.

Homework Policy

Homework at this level is the joint responsibility of the parents, teacher and student. It is our duty to support the child and to be a positive influence.

- » daily reading and their Friday folder with suggested activities and extensions is sent home weekly

Home Study Suggestions

At this stage, there are many activities you can do with your child to help improve their skills.

The following is a list of suggestions:

- » encourage your child to share stories that have been read at school during reading circle
- » read to your child
- » look at maps and globes for places of origin
- » find countries, trace family trips, look for places mentioned on T.V., look for places that begin with certain letters
- » write letters to grandparents or other relatives
- » create a picture dictionary - cut pictures from catalogues and keep a picture dictionary
- » put words in alphabetical order and keep a regular dictionary
- » make crafts - make birthday cards, invitations, thank you notes, Valentine cards
- » enjoy family fitness - biking, walking, swimming, skipping, skating, and skiing
- » make music - make your child aware of different types of music (i.e. take him or her to a concert)
- » learn French - get simple French books from the library
- » visit the library for story time, movies, and educational toys
- » set the table; count out cutlery
- » instill responsibility - tidy bedroom, put dishes on counter, clothes in laundry
- » read - signs, store names
- » practise your child’s address, telephone numbers, days, months, seasons, number of days in each month
- » play games - computer games, card games
- » make a Word Wall at home

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

Parent–Teacher Conferences

Communication between parents and teachers is vital to the success of the student. One method of communicating is Parent–Teacher Conferences three times a year. Scheduled PT conferences occur in the months of November, February and April. Specifics regarding scheduling appointments will be sent to parents.



2025-2026 Course Descriptions

COURSE INFORMATION

On the following pages, please find course descriptions for each of the courses offered. More detailed information for each of the courses can be found in the course outlines, which are available from the Head of Lower School and Preschool upon request.

Course descriptions in alphabetical order.

French

French is not only a global language but one of Canadian’s official languages and an integral part of the Canadian identity.

The ability to speak and understand French allows students to communicate with French-speaking people in Canada and around the world, to understand and appreciate the history and evolution of their cultures, and to develop and benefit from a competitive advantage in the work force.

In addition to strengthening students’ ability to communicate, learning French develops their awareness of how language and culture interconnects, helps them appreciate and respect the diversity of Canadian and global societies, and challenges the mind to think critically and foster open-mindedness.

In Senior Kindergarten, students develop communication skills through kinesthetic activities and an integrated, drama-based approach. Communication is a social act. In order to learn French, students need to see themselves as social actors communicating for real purpose. Therefore, communicative and action-oriented approaches to teaching French put meaningful and authentic communication at the center of all learning activities. At Bayview Glen, this is achieved by using The Accelerated Integrative Approach (AIM), “Histoires en Action!” Plays that provide contextualized vocabulary and “comprehensible input” are used in order to sustain the scaffolding students need to be able to begin “producing” – that is, speaking and reading – French in an authentic way.

Programme Goals

- At Bayview Glen, students will strive to:
- » foster the enjoyment of acquiring the French language.
 - » be exposed to and learn about Canada and its two official languages.
 - » discover through songs and gestures the French culture within the global community.
 - » explore and develop effective language learning strategies.
 - » become lifelong learners for personal growth and for active participation as world citizens.

Listening

- The Senior Kindergarten students will:
- » listen to understand vocabulary related to everyday topics and situations, with contextual and visual supports.
 - » listen to identify refrains, rhyme schemes, word patterns in songs, plays and stories.

Speaking

- The Senior Kindergarten students will:
- » use visual, non-verbal cues, gestures, facial expression to support and clarify meaning.
 - » produce Oral Communications by using rehearsed messages associated to the family, friends and their immediate environment, with contextual, auditory and visual support.
 - » speak with a smooth pace, rehearsed communications about personal and familiar topics.

Reading

- The Senior Kindergarten students will:
- » use contextual clues to determine the meaning of new words.
 - » demonstrate an understanding of French texts containing visuals and familiar words with teacher support.
 - » use vocabulary-acquisition strategies to confirm the meaning of unfamiliar words.

Language

Bayview Glen’s Language programme is based on the concept that language development is fundamental to students’ intellectual, social and emotional growth, and is a key element of the curriculum.

Language is imperative in all aspects of life including comprehension, oral and written communication, and inquiry. Within the Bayview Glen Language programme, foundational knowledge and skills are taught in a systematic manner using evidence-based resources and explicit instruction to support growth in higher-order thinking. Aligned with our school mission of Whole Child. Purposeful Life. Better World, the Language programme prepares students to excel beyond the walls of Bayview Glen and fosters lifelong learning. Using Universal Design for Learning and differentiated instruction, as well as a multimodal approach, skills surrounding oral language, word-level reading and spelling, vocabulary, fluency, and comprehension are developed.

As adopted from the Ontario Ministry of Education Language Curriculum release in 2023, the Bayview Glen Language programme aims to help students become successful language learners, who share the following characteristics. (<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-language>)

- » they display accuracy and automaticity in foundational language skills.
- » they understand deeply as they listen, read, and view and speak, write, and represent, effectively and with confidence.
- » they make meaningful connections between themselves, the texts they encounter, and the world around them.
- » they think critically about the texts they read and create.
- » they understand that all texts have a specific point of view that must be recognized, questioned, assessed, and evaluated.
- » they acknowledge the cultural and social impact of texts and appreciate their aesthetic power.
- » they use language to interact and connect with individuals and communities, for personal growth and for active participation as global citizens.
- » they recognize that language learning is a necessary, reflective, and life-enhancing process.
- » they use cognitive strategies to learn from complex texts.
- » they are motivated and purposeful in their learning, including learning related to their goals.

Direct Instruction

- » small group, step-by-step approach to instruction
- » cognitive skills broken down into small units, sequential and explicit
- » acquire knowledge of the sounds and the ability to blend sounds to form words
- » develop rhyming skills
- » students learn to read words then sentences while promoting comprehension
- » students acquire mastery through systematic repetition and practice

Phonemic Awarncress

- » segment and blend words – 3, 4 phonemes
- » manipulate syllables
- » rhyme generation

Phonics

- » build sound fluency

Decoding

- » decode unfamiliar CVC words sound by sound
- » read sentences and simple stories

Listening Comprehension

- » identify the beginning, middle and end of a story
- » listen to read alouds to promote a love of reading, stimulate the imagination and help students develop vocabulary and structures of language in print
- » oral response to comprehension questions
- » identify all story elements
- » compare two stories or characters

Vocabulary and Background Knowledge

- » spatial and temporal words
- » seasons, months, days of the week

Word Study

- » correctly spelling initial sound plus part on the onset
- » identify 2 - 3 sounds in a word
- » accurate sound dictation

Fine Motor and Writing

- » correctly holding pencil
- » printing - form upper and lowercase letters correctly
- » print letters from dictation
- » developing sentence awareness
- » copy words and phrases
- » write words and phrases
- » personal writing in journals

Oral Language

- » tell a story with beginning, middle and end of a story
- » answer questions in a complete sentence



Mathematics

Mathematics is a cohesive programme built upon logical development, hands-on experience and observation, along with arithmetic practice and formal lessons. Students will connect, reflect and practice mathematical concepts in all strands of Mathematics including number, algebra, data, spatial sense and financial literacy. Social-emotional learning skills, as well as mathematical processes and modelling are embedded throughout each unit of study.

The advanced Mathematics programme provides students with a combination of open-ended, problem-solving opportunities, meaningful dialogue and purposeful practice that reinforces and extends new learning. This balanced instruction recognizes four key components that build mathematical literacy. They are problem solving, understanding concepts, application of procedures and communication.



Topics

Numbers to 50

- » count and explore number relationships to 50
- » count onwards and back
- » place value and number applications
- » compare and order numbers
- » count by 2’s, 5’s and 10’s to 50

Addition and Subtraction Facts to 50

- » manipulate numbers to 50
- » methods of addition and subtraction including problems with and without regrouping
- » explore addition and subtraction through real-world problems
- » mental math facts to 20

Number Bonds

- » use number relationships to form number bonds
- » compose and decompose whole numbers

Shapes and Objects

- » explore and describe 2-D and 3-D objects
- » build 3-D models
- » describe objects using positional language
- » compare and sort 2-D figures according to attributes

Patterns

- » extend and create patterns
- » make patterns with 2-D and 3-D objects

Ordinal Numbers and Position

- » sequential events and positional language
- » problem solving by reading and writing code

Length and Area

- » estimate, measure, compare, order and record length and area of objects

Mass and Capacity

- » estimate, measure, compare and record the masses of objects and capacities of containers

Graphs and Charts

- » create and interpret both concrete graphs and pictographs
- » use tally charts to organize data

Time, Temperature and Money

- » use a calendar to identify dates, days, months, seasons and holidays
- » relate temperature to their daily lives
- » understand and compare value of coins and bills up to \$50

Probability

- » use terms such as possible, impossible and certain to describe events
- » make and test predictions

Fair Shares

- » use tools and drawings to represent equal-parts and equal-groups



Science

The students will be engaged in activities to develop a variety of skills in the process of asking thought-provoking questions, solving problems, reflecting on learning and making decisions to formulate new ideas. While these skills are important for the development of scientific understanding and the application of science and technology, they are also important in other domains of learning. These skills include physical, communication, numeracy, personal and social, and inquiry and problem-solving.

The activities in each unit are hands-on, focussing on key understandings, knowledge, skills and attitudes, and meet the goals and expectations of the provincial science curriculum.

The units of exploration are divided into four strands: Life Systems, Structures and Mechanisms, Matter and Energy and Earth and Space Systems.

Units

SEASONAL CHANGES AND ENVIRONMENTAL IMPACTS

Essential Question – How does weather affect people, animals and other living things?

- » investigating changes in weather through the seasons, including temperature, wind, precipitation
- » construct weather measuring devices
- » collect weather data
- » exploring the outdoors and observing the living things in the environment
- » communicate observations orally, pictorially and through writing

STRUCTURES AND MECHANISMS

Essential Question – How are things made?

- » explore different structures and mechanisms in toys and classroom objects
- » identify and understand various materials (wood, plastic, metal, fabric)
- » hands-on activities to investigate properties and uses of materials
- » examine simple mechanisms like wheels, levers and gears in toys
- » build simple structures using building blocks
- » design and create structures or mechanisms using various materials
- » present and explain creations to classmates

MOVEMENT: UNDERSTANDING MATTER AND ENERGY

Essential Question – How do things move? Exploring the concept of force and motion

- » watch things move, play with toy cars and balls to see how they move
- » explore matter by looking at different materials like ice, water, and balloons to learn about solids, liquids, and gases
- » learn about energy by using flashlights, batteries, and feel of the sun to understand light, heat, and sound
- » build and test by making paper airplanes and pinwheels to see how they move with energy
- » explore everyday energy by talking about how we use energy at home

UNDERSTANDING LIFE SYSTEMS

Essential Question - How are we connected to the Earth and all living things?

- » discover living things by looking at plants and animals to learn about life systems
- » explore rocks via collecting and examining different rocks to see their colors and shapes
- » investigate water with water play to understand its properties and where we find it
- » learn about space by looking at pictures of the moon, stars, and planets
- » understand Earth by discussing different places on Earth like mountains, rivers, and forests, and why they are important
- » investigate seasonal changes as they relate to Spring, planting and growing, bug investigations

STEM Learning

At this level, Science and Technology builds on student’s natural curiosity and sense of wonder. The learning environment is hands-on, supporting metacognitive learning by engaging students in problem solving, predicting and reflecting. The STEM Learning Programme is designed to equip students to be proficient users of technology and responsible digital citizens to flourish in a technological age.

- Students will:
- » make and record observations
 - » ask thought-provoking questions
 - » make comparisons
 - » make predictions
 - » conduct simple investigations
 - » demonstrate an understanding of care for the natural world
 - » reflect and formulate new ideas

- The STEM Learning Programme provides excellent opportunities and direction for developing the social and emotional aspects of our students, such as:
- » developing problem solvers
 - » building confidence
 - » exploring creativity
 - » task completion
 - » discovery
 - » helping others
 - » taking responsibility
 - » building metacognitive skills
 - » risk taking
 - » experiencing learning as fun and exciting
 - » building on past experience and previous knowledge

Social Studies

The goal of the Social Studies programme is to enable students to become familiar with heritage, citizenship and Canada and its world connections, by exploring the culture and geography of our family, community, province, territory, country and world.

Emphasis is placed on encouraging students to participate effectively in classroom discussions and decisions; to develop mapping skills, learn geographical terminology, and further enhance writing skills. Through investigations, they will gather, organize, analyze, and present information.

The programme aims to ensure students understand the basic concepts of Social Studies: their interaction with the world beyond themselves and the importance of their role and responsibilities as a global citizen.

Topics

I Am Special (Heritage & Citizenship)

- » exploring self
- » what makes me special and unique

Family Heritage and Celebrations (Heritage & Citizenship)

- » Family Crest
- » exploring where our ancestors come from
- » exploring diverse families
- » investigate various family celebrations

Mapping (Mapping & World Connections)

- » introductory mapping skills
- » learn to read simple maps
- » learn to create maps
- » map a community

Canadiana (Canada & World Connections)

- » symbols of Canada
- » My Canada project
- » aspects of Canadian heritage
- » Indigenous connections

Community Helpers (Canada & World Connections)

- » what makes up a community
- » occupations
- » community helpers are introduced in role playing activities
- » visits from community helpers

Diverse and Dynamic

- » explore Bayview Glen five core values

Social-Emotional Learning

Our Social-Emotional Learning programme, *Second Step*®, fully supports our mission “Whole Child. Purposeful Life. Better World.” Bayview Glen recognizes the significance in fostering the overall health and wellbeing of our students. Within the Social-Emotional Learning programme, our students engage in daily hands-on, collaborative and self-reflective activities where they address concepts to nurture both their mental and intellectual wellbeing. Through the *Second Step*® themes our students build life-skills that are relevant for today and their futures. Students develop a greater ability to identify and understand feelings and emotions, build healthy and respectful peer relationships, persevere in times of challenge, acquire problem-solving strategies and truly develop a stronger perception of themselves.

Overall themes from the *Second Step*® Programme Kindergarten – Grade 5 include:

- » Our school as a welcoming place where every student feels like he or she belongs
- » Skills for Learning
 - » listening
 - » focussing attention
 - » using self-talk to stay on-task
 - » being assertive when asking for help with a learning task
- » Empathy
 - » identify their own and others’ feelings
 - » notice and respect same and different feelings
 - » show compassion
- » Emotion Management
 - » prompting students to notice their own feelings by paying attention to clues in their bodies
 - » calming down strong emotions such as anger, disappointment, frustration and anxiety
- » Problem-Solving
 - » develop approaches to identify the problem, possible solutions, consequences and finalizing a solution
- » Friendship Skills
 - » invite others to play
 - » play in fair ways
 - » take responsibility for mistakes by making amends
 - » playground play and interactions



Health and Physical Education

At this level, the overall objectives of the Health and Physical Education programme are to develop creativity, confidence and physical fitness; develop gross and fine motor skills; develop hand-eye co-ordination; develop an appropriate degree of balance, strength, flexibility, agility, endurance, power and effort; work independently and co-operate well with others and promote social skills such as following directions. Students will participate in a structured Physical Education programme every other day for 40 minutes.

The programme will develop:

Attitudes and Appreciation

Desire to participate in activities and to be physically fit, interest in health and personal care, appreciation of fair play, interest in positive self-concept, and confidence in reaching and achieving goals.

Physical Skills

Gross and fine motor skills, hand-eye co-ordination, flexibility, rhythm, balance, agility, speed, strength, and cardio-fitness.

Social Skills

Following directions, co-operation, teamwork, decision-making, self-esteem, self-direction, sportsmanship, consideration of others, communication, leadership, and self-control.

Units

Co-operation and tag games, Soccer, Obstacle Courses and Stationary Games, Parachute Games, Floor Hockey, Basketball, Health (food groups and nutrition, basic body mechanics, personal care and hygiene), Dance, Yoga, Badminton, Fitness, Skipping, Relay Games, T-Ball, Track and Field, and Frisbee

Skating

- » 7 week instructional programme in the second term

Library

The Lower School has two libraries, the Mary Richardson Resource Centre and the Jean Hart Resource Centre. Our libraries function as an integral part of the students’ academic day, integrating with the classroom curriculum while instilling a lasting appreciation for literature. Information research skills are taught in order to prepare students for a fast-paced, technological world and to afford students the ability to retrieve and evaluate an ever-increasing volume of information.

The Mary Richardson Resource Centre serves the children from Junior Kindergarten to Grade 2. The children visit the library twice in an eight-day cycle. They are exposed, as well, to age appropriate literature in order to develop a love of books and an appreciation of different types of literature.

During library time in JK to Grade 2, students learn:

- » library layout and routines
- » how to distinguish between real and imaginary stories
- » how to make predictions
- » how to brainstorm ideas on a specific topic and making simple plans to gather and share information
- » art appreciation
- » the significant parts of a book
- » how to make simple notes or draw pictures to illustrate a story discussing the difference between a ‘rough’ copy and a ‘finished’ copy

Music

Music at Bayview Glen emphasizes learning through the joy of music. Our pedagogical and teaching approaches encompass globally research based music education concepts and methodologies, catered towards our school community. Musical programming encourages the innovative nature of music instinctive to children as natural music makers. Designed around the incremental stages of child development, students engage in music through singing, movement, instruments, dramatic play, and active listening. Musical foundations are built through being and doing, with scaffolded concepts moving towards students becoming musically literate. This trajectory prepares Bayview Glen students not only for our Lower, Prep and Upper School musical offerings, but also fosters a lifelong love of music.

At the Lower School, thematic songs, performances, and dance foster a love of music. Puppets, props, and basic percussion instruments are used to encourage music participation, movement and enjoyment. Students participate in a structured Music programme every other day for 30 minutes.

One of the highlights of the school year is our annual Spring Festival. Each class presents a 20 minute musical production with costumes, spoken lines, and songs.

Visual Arts

In the Lower School, the Visual Arts programme is designed to foster a variety of essential skills in visual art, including art theory and an appreciation of different art techniques. The main goal of the Visual Arts programme is to allow the students to explore creative issues and develop the skills and confidence to express their ideas.

At each grade level, students are engaged in meaningful art-making activities that support and enable them to develop the skills to use art tools, materials and techniques appropriate for their age. The integration of art into Inquiry allows for cross-curricular connections and refinement of skills including fine motor development. Furthermore, students are encouraged to develop their creativity and critical thinking and problem solving skills while exploring and expressing themselves.

Course Content

- » drawing, painting, collage, murals
- » developing listening and fine motor skills
- » following directions
- » adding detail and colour to illustrations, projects and collaborative efforts
- » exploring the five elements of design (line, shape, form and space, texture and colour) to produce creative works of art



Notes

Our Mission

Whole Child. Purposeful Life. Better World.

We know and nurture each student, fostering their passions and skills to create a better today and brighter tomorrow.

Core Values

- Compassion:** We are empathetic towards all and committed to the principles of pluralism.
- Curiosity:** We inspire inquisitive mindsets and believe that curiosity is at the heart of life long learning.
- Courage:** We develop problem solvers and fearless leaders who strive for a greater ethical purpose and common good.

Memberships

Bayview Glen is a proud member of:

Conference of Independent Schools of Ontario (CIS Ontario)



Conference of Independent Schools of Ontario is a collegial group of 47 member schools working together to advance educational excellence in Ontario Independent schools. Visit www.cisontario.ca.

Canadian Accredited Independent Schools (CAIS)



Canadian Accredited Independent Schools is a community of 95 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. Visit www.caïs.ca.

Round Square (RS)



Round Square is an international association of more than 230 schools worldwide sharing unique and ambitious goals. Students attending Round Square schools make a strong commitment, beyond academic excellence, to personal development and responsibility. This is achieved by participating in community service, work projects, exchange programmes and adventuring, which can, and often does, take students half way around the world. Visit www.roundsquare.org.

Advanced Placement (AP)



Since its inception in 1955, Advanced Placement (AP) has 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. Visit www.ap.collegeboard.org.

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. Visit www.goypi.org.

National Association of Independent Schools (NAIS)



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 programme 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. Visit www.nais.org.

North American Reggio Alliance (NAREA)



The North American Reggio Alliance connects Reggio Emilia's practices with educators and advocates in the U.S. and Canada through knowledge-sharing, professional development, and direct collaboration with experts. As a network of educators, parents, and advocates, NAREA strives to elevate both the quality of life and education for young children. Visit www.reggioalliance.org.

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