

2025-2026

Preschool Parent Handbook

BG2/Toddler and BG3/Preschool

Bayview Glen

Whole Child. Purposeful Life. Better World.

Bayview Glen

Whole Child. Purposeful Life. Better World.

Our Mission

Whole Child. Purposeful Life. Better World.

At Bayview Glen, everything we do is rooted in our mission to nurture the whole child, inspire purposeful lives, and contribute to a better world.

Our Vision

To be the leader in bold thinking and future readiness within a diverse community.

Our 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.

The experience starts with our focus on the Whole Child.

We nurture each child's full potential by supporting their self-esteem, confidence, and growth through enriched academics, arts, athletics, leadership, and community service opportunities. Our program is designed to build character, a strong sense of self, and the foundations for a purposeful life.

It shapes a Purposeful Life.

From age two through to university entrance, our students develop values, skills, and friendships that last a lifetime. Every stage of their journey at Bayview Glen encourages reflection, resilience, and meaningful contribution to themselves and to others.

It leads to a Better World.

As a coeducational, multicultural, and multi-denominational community, Bayview Glen prepares students to thrive in a complex, interconnected world. Our inclusive approach fosters empathy, global awareness, and a deep appreciation for diverse perspectives.



History

Bayview Glen was founded in 1962 by L. Doreen (née Barwick) Hopkins. The school began as a nursery school and day camp in a barn at 411 Lawrence Avenue East. Just two years later, Bayview Glen expanded to include students from age two to Grade 1, and by 1966, Treehaven Farm under the Bayview Bridge became home to additional classrooms.

Through the 1970s, the school continued to grow. Following Mrs. Hopkins' passing in 1980, the L. Doreen Hopkins Foundation carried forward her vision. By 1985, demand for more space led to an Upper School presence at 275 Duncan Mill Road, and in 1990 the Lower School moved there as well.

That same year, Terry Guest was appointed Headmaster. He ushered in a decade of growth and progress. With the support of the Macmarmon Foundation, Bayview Glen acquired the permanent Upper School

campus in 1998, and enrolment grew from 243 to nearly 950 students from preschool through university entrance.

In 2000, major renovations including a theatre complex and double gymnasium were completed, and the Upper School officially opened. Shortly after, Stuart Grainger succeeded Guest before becoming Executive Director of Round Square. In 2003, Eileen Daunt became Head of School and guided Bayview Glen through another transformative period. Her leadership saw the creation of the Moatfield Campus in 2014, which united the Prep and Upper Schools under one roof, introduced new facilities, and reunited the Preschool with the Lower School at Duncan Mill.

In August 2022, James Lee was appointed Head of School, becoming only the fourth leader in Bayview Glen's history. Building on the vision of Mrs. Hopkins and his predecessors, Mr. Lee continues to champion

excellence in learning and student development while preparing Bayview Glen for its next chapter.

Today, Bayview Glen is home to more than 1,100 students and is guided by a clear sense of purpose. Our mission is simple yet powerful: *Whole Child. Purposeful Life. Better World.* Our vision is to be the leader in bold thinking and future readiness within a diverse community. And our values – *Compassion, Curiosity, and Courage* – remain the foundation of everything we do, ensuring that the spirit of our founder lives on in every student's journey.



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. Purposeful Life. Better World.

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

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, educators 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 wellbeing of the children**
 - » develop habits and attitudes that promote and maintain physical health and wellbeing 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 educators
- » 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 wellbeing
 - » 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
 - » educators 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 programme 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 programme fosters social and emotional wellbeing 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 educators 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 educator 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 will limit our time spent outdoors when the weather is poor and when the actual temperature is -15C or the windchill is -20C we will remain indoors. Otherwise, the BGs will enjoy at least 2 hours of outdoor time each day.

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 educators 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 educators:

- » 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.

Inclusion and Accessibility within the Preschool

At Bayview Glen, we believe in the strength of a diverse and inclusive learning community. Guided by our mission to nurture the whole child and our values of compassion, courage, and curiosity, our preschool strives to create an environment where all children feel a strong sense of belonging and are supported in ways that honour their unique pathways of development.

We recognize that each child has individual needs, and we are committed to working in close partnership with families and our Learning Support team to provide appropriate accommodations, strategies, and supports. When additional resources are needed, we may collaborate with external professionals to ensure each child receives the care and guidance they deserve.

While our goal is to include and support every learner meaningfully, we also understand that every environment is different. If our team and external partners determine that additional or alternate supports may be beneficial, we will communicate openly and work together to explore the best next steps for the child. When Bayview Glen can provide the necessary support, we will, with care, intention, and in alignment with our programme's capacity. See [attached policy](#) for more information.

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.

Parent Communication and Engagement

Parent Information Sessions

Bayview Glen is committed to keeping parents informed and involved in their child's educational journey. Throughout the year, we host a variety of events and sessions designed to foster open communication, build community, and provide insight into our programmes.

Start of School Orientation

In early September, each family is invited to meet their child's educators, visit the classroom, and establish early connections. This session helps children and families become familiar with the environment and promotes a smooth transition into the programme.

New Student Orientation

On the first day of school, a welcoming programme is in place for all new students.

- » Homeroom educators contact families prior to the start of school to initiate communication.
- » At the end of the first week, educators follow up with a second call to ensure a positive transition.
- » Class Parents are also assigned and available for any questions throughout the year.

Curriculum Night

Held in the third week of September, Curriculum Night gives parents the opportunity to:

- » Hear from classroom educators and specialists
- » Learn about daily routines, expectations, and programming
- » View classroom spaces

If you are unable to attend or have multiple children, curriculum documents will be made available online.

Parent-Teacher Conferences

While report cards offer a formal record of student progress, we value ongoing dialogue. Conferences are held in:

- » **November**
- » **April**

During these meetings, parents meet with classroom educators and specialists to discuss their child's academic and social development. In Preschool, regular communication is maintained through:

- » Newsletters
- » Edsby
- » Phone calls
- » Report cards
- » Term interviews
- » Daily emails (BG2 families)

Our shared goal is the success and wellbeing of your child.

Curriculum Connection Evening

Each February, we warmly invite families to join us for our Curriculum Connection Event – a special opportunity to explore firsthand the learning inquiries, interests, and discoveries of their children. This interactive event allows families to engage with their child's classroom environment, view documentation of their learning journey, and connect with educators to celebrate and deepen understanding of the rich, child-led explorations happening every day. It's a meaningful way to build partnership and support ongoing curiosity and growth together.

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 and April, parent-teacher conferences are arranged. The parents will meet the classroom educators and the specialists to share the student's progress.

Communication Tools

Daily Communication Email (BG2)

For BG2 families, a daily email provides insight into your child's day – including eating, sleeping, and washroom habits – and helps foster end-of-day conversations between parent and child. A message window is also available for families to share notes from home.

BG3 Communication

BG3 families receive a daily message at the beginning of the year. As students settle into routines, communication transitions to phone or Edsby updates as needed.

We value open communication and encourage families to reach out. For guidance, please refer to [Appendix D: Who to Contact and When](#).

Staying Connected

Changes to Contact Information

Please notify our Admissions team of any changes to your address, email, or phone number so we can keep your emergency contact information up to date. You can reach us at admissions@bayviewglen.ca.

Class Directory

Each year, a class directory is published with student names and parent contact information. This resource helps foster open communication among families and supports the coordination of activities such as play dates, carpools, and class events.

To be included in the directory, parents must complete a permission form during Curriculum Night. Directories are distributed shortly thereafter.

Class Parents

Two parents per class volunteer as Class Parents. They work closely with educators and fellow families, helping build a strong sense of community.

Email

All faculty and staff have school email addresses. However, to ensure a prompt response:

- » Use Edsby or phone as the preferred method for urgent or time-sensitive messages.
- » Voicemail messages are checked throughout the day.

Schoolwide emails are usually sent through Mailchimp. While recipients may manage their preferences, we encourage families to remain subscribed to avoid missing critical updates.

School Newsletter

Distributed quarterly, the newsletter includes:

- » Updates from the Head of School
- » Highlights from student activities and school events
- » Important dates and announcements

School Website

Visit bayviewglen.ca for:

- » School updates and event information
- » Team schedules and locations
- » Emergency notices
- » General school news

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 faculty and staff, 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 McCluskey 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. McCluskey Transportation may be reached at 416.246.1422.

If a student is absent from taking the bus to or from school, McCluskey Transportation is to be contacted directly. Bus transportation is not offered during our holiday programmes. In the winter, McCluskey 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.

Preschool families are asked to provide a car seat to be installed on the bus for their child.

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 educator. 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 educator and Preschool Director is necessary prior to the absence.

Safe Arrival Policy

We would like to remind families that our Safe Arrival Policy is in place to help ensure the safety and wellbeing of all children. If your child will be absent or arriving late, please notify the school as soon as possible.

Your communication helps us account for every child and maintain a safe and secure environment. Thank you for your continued support.

Please see Appendix F For the complete policy.

Parent Concern and Complaint Policy

We are committed to open communication and working in partnership with families. If you have a concern or complaint, we encourage you to follow our Parent Complaint and Concern Policy to ensure it is addressed respectfully and effectively.

For more details, please refer to Appendix E.

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 wellbeing 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 educator will notify parents immediately. Students will be supervised by the Preschool Director or Bayview Glen School Nurse in the office or Health Centre until a parent or guardian picks up the child.

Students who are sent home ill must remain at home until they are symptom-free for 24 hours without the use of symptom-reducing medication. For gastrointestinal symptoms such as diarrhea or vomiting, they must be symptom-free for 48 hours before returning to school. Additional recommendations may apply depending on the symptoms or specific diagnosis. Directives will be shared by the Nurse or Director of Preschool.

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.
- » A child with an unexplained or undiagnosed skin rash will be isolated until a medical practitioner provides a diagnosis to rule out any communicable viruses.
- » 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, assigned educators, the Preschool Director or school nurse 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 educator 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 wellbeing 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 wellbeing, 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 or support needs.

Accident Report

The school will notify the parents of all injuries. If a child hurts him/herself, they will be supervised by an educator. 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 and Nurse is informed. An Accident Report, given to the Preschool Director, outlining the details of the incident is mandatory and parents 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. Menus will be posted online and in the programme with a list of students who have restrictions or allergies in all food serving and preparation areas. The menu will be kept on file with any changes noted for 30 days. 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. Please note that no outside food will be served.

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 store bought or made fruit and veggie platter.
- » Sometimes two or more children have a birthday on the same day. We recommend a quick consult with your Homeroom educator 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.

Record Retention

Record Retention and Confidentiality Policy

In accordance with the Child Care and Early Years Act, 2014 (CCEYA) and Ontario Regulation 137/15, our centre maintains accurate, confidential, and secure records for all enroled children.

Records Maintained

We keep the following records for each child:

- » Registration and enrolment forms
- » Health and immunisation records
- » Emergency contact and authorised pick-up information
- » Incident and accident reports
- » Attendance logs and daily routine notes
- » Individual support plans (if applicable)
- » Medical and allergy information
- » Payment records and Financial Aid Information from Apple Financial if applicable

Retention Period

All records are maintained while your child is enroled in our care and are retained for a minimum of three years following their discharge from the programme, as required by regulation. This includes attendance, health, incident, and financial records.

Confidentiality and Access

All records are stored securely in locked cabinets or password-protected digital systems. Access is limited to authorized staff, the Ministry of Education, and other regulatory bodies as required. We do not share personal information without written consent unless required by law.

Use of Edsby

Our school uses Edsby, a secure digital platform, to support communication and documentation between educators and families. Edsby is used to share updates, photos, learning documentation, and centre announcements. Only families enroled in the programme and authorised staff have access to their child's information. All content on Edsby is subject to the same privacy, confidentiality, and record retention standards outlined in this policy.

Parent Access to Records

Parents may request to view or update their child's records by contacting the Centre Supervisor. Requests will be responded to within three business days.

Transfer of Records

Upon a child's exit from the Early Years Programme, all records will be returned to the Admissions Department for continued secure storage and compliance with the school's broader record-keeping practices.

Photo Consent and Media Release

Upon registration, parents are required to complete a Consent for Media Release and Photo Use form. This provides permission for the school to capture images and video of children for the purposes of documentation, communication, and celebration of learning. Images are taken using school-assigned technology, including iPads, Surface tablets, or school digital cameras.

Captured images are stored securely in the school's OneDrive account and on the school's Graphic Drive allowing only Bayview Glen staff access. Select photos may be shared with families through Edsby. All images are deleted prior to the start of the new school year to ensure privacy and data management compliance.

To protect the privacy of all children, we respectfully ask that families do not publicly share any images captured through Edsby or in the classroom that may include other children or educators.

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.

Bayview Glen will only combine students based on their programme and will observe decreased ratios during opening, closing, and rest periods only. Ratios will never be reduced outside these times or while outdoors.

Please see Appendix G for the Supervision of Student Volunteers Policy.

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.

Snow Day Procedure

In the event of a heavy morning snow storm, the school may be forced to close.

Should this happen:

- » A message will be shared through our Bayview Glen School's social media channels and you will receive an Edsby message.
- » a message will be posted on our website at bayviewglen.ca (if the school is open, no message will appear)
- » parents may phone our switchboard at 416.443.1030 and listen to a recorded message stating whether there is a closure
- » 'closed' signs will be posted at the entrance of the school.

As well, listen to the following radio stations for closure information (some stations only list school closings on their websites):

CHFI FM 98	www.chfi.com
CFRB a.m. 1010	www.cfrb.com
CHUM FM 104.5	www.chumfm.com
680 NEWS AM	www.680news.com
CBC Cable 6	www.cbc.ca

If the weather turns stormy during the day, students may be picked up early. Please call the Admissions Office at 416.386.6605 to update phone numbers.

Vacations

Our holidays are already very generous. We request that parents make vacation arrangements during designated holiday times. If for some reason this cannot be done, a written request to the Assistant Head is necessary.

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)

CAIS Canadian Accredited Independent Schools
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)

CIS Ontario Conference of Independent Schools of 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)

CAPSON Council of Advanced Placement Schools in Ontario
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)

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

NAIS 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 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.

For more information, visit www.nais.org

North American Reggio Alliance (NAREA)

NAREA North American Reggio Emilia Alliance
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.

For more information, visit reggioalliance.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.

Parents must complete an [Extended Programme Registration Form](#) to be included in the programme.

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. Educators 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. Once registration is closed, we will not be able to add students to the registration. Those who miss the registration deadline may be added to a waitlist depending on the enrolment of the programme at the time. The waitlist for the Holiday Programme will be first come, first served and organized by the Holiday and Afterschool Care Coordinator. 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 in JK to Grade 5 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.

BG3 Graduation Celebration

Each year, our BG3 students are honoured with a joyful Graduation Celebration that marks their growth, friendships, and learning journey. This special event helps gently prepare children for future school-wide events like the Spring Festival, building their comfort and confidence on stage. Students are supported and encouraged to participate in ways that feel right for them, whether performing with their peers or cheering them on from the sidelines. Families are invited to join us in recognizing this meaningful milestone and celebrating together as a community.

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 enrolment 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 enrol 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.

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

Tuition Fees 2025-2026

Part Time Preschool Age 2 & Age 3 – \$17,745
Full Time Preschool Age 2 & Age 3 – \$26,500

Fee Payment

1. Payment in Full

- » Via cheque, direct debit, wire transfer, and credit card. Please note a 2% credit card convenience fee will apply and Bayview Glen does not accept AMEX.
- » Payment of all mandatory and optional annual fees received in full will receive a \$800 discount.
- » Due in late January each year (Jan 23, 2026).

2. Payment in 4 months

- » Via direct debit only.
- » Deposit of \$5,000 due in early February each year (Feb 9, 2026).
- » Balance: 3 equal instalments April, June, and August taken on or around the 1st of the month.

3. Payment in 10 months

- » Via direct debit only.
- » Deposit of \$5,000 due in early February each year (Feb 9, 2026).
- » Balance: 9 equal instalments March to November taken on the 1st of the month.
- » Please note a \$111.11 monthly fee will automatically be added to each of the 9 monthly payments.

Please see Appendix H for the Bayview Glen Fee Terms and Refund Policy.

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-enrolment period. Any accounts that are in arrears or not in good standing will result in enrolment being suspended until such accounts are in good standing.

Re-Enrolment

Online re-enrolment 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-enrolment period. Any accounts that are in arrears or not in good standing will result in enrolment 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 2025-2026 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 wellbeing of our entire Bayview Glen school community.

Advancement and External Relations

The goal of the Advancement and External Relations Office is to help deliver on our collective sense of purpose: to provide current and future students with an excellent education that develops the whole child.

Our Advancement and External Relations Office 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.

Philanthropy

From Bayview Glen's humble beginnings in our Founder's Home, to our current state-of-the-art Moatfield and Duncan Mill Campuses, the generosity of our donors has been instrumental in Bayview Glen's ability to provide exceptional facilities and ongoing enrichment to our programmes.

Tuition alone does not cover the cost of a Bayview Glen education, making financial support from our families, alumni, and friends 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. All donations are eligible for a Canadian charitable tax receipt or business acknowledgment receipt.

Highlights of our Giving Priorities

Head's Discretionary Fund

Your annual fund donation will support our school's areas of greatest need including upgrading classroom equipment, enhancing technology, professional development and responding to emerging needs throughout the school year.

Capital Improvements

Funding for this priority will ensure continued investments in our facilities, including our New Build, which features an Indoor Aquatics Center and Lower School Gymnasium. These transformative refurbishments and enhancements create spaces that enrich our programming and empower our students to grow, discover and thrive – strengthening our campus for today and generations to come.

Innovative Learning

By investing in cutting-edge technologies and learning environments, establishing real-world partnerships and a broad range of co-curricular programming, we will provide our students with the most advanced learning methods and practical experience to help them define their individual passions, talents and career aspirations.

Global Education

Our goal is to develop and implement an educational vision based on a whole world view. This will enable us to design and deliver a comprehensive programme that engages all Bayview Glen students to investigate the world beyond their immediate environment through rigorous disciplinary and interdisciplinary study. The programme will help develop the competencies necessary to understand and address complex global challenges and encourage our students to demonstrate leadership and autonomy in proposing and taking action on issues of importance to them as responsible citizens of the world.

Scholarships & Bursaries

By contributing to this programme, you honour our commitment to a vibrant, diverse and inclusive community. Your funds will help provide opportunities to a deserving student.

Legacy Giving

A legacy gift, or planned gift, is a thoughtful way to support future generations of Bayview Glen students. These forward-looking gifts often come through bequests, insurance policies, or other planned arrangements, and can offer valuable tax advantages for the donor. Legacy donors are important partners in advancing the school's mission and vision, ensuring our values and traditions continue to shape future learners and leaders.

There are several ways to participate and we welcome the opportunity to discuss which areas of the school you and your family feel passionately about.

To join in our efforts, please contact Taylor Jennings, Senior Advancement Officer, at 416.443.1030 ext. 625, or tjennings@bayviewglen.ca.

Alumni Relations

Whatever path our students take after leaving Bayview Glen, they are all members of the Bayview Glen Alumni Association – a global network of over 1,800 alumni. The mandate of the Alumni Association is to help build lifelong relationships and to marshal the resources necessary to support the mission and vision of the school.

Bayview Glen offers our alumni exciting opportunities, programmes and benefits to encourage lasting connections long after graduation. These include:

- » Bayview Glen Alumni Chapter Visits
- » Alumni Events
- » Alumni Reunion Weekend
- » Alumni Communications
- » Trailblazer Alumni Award and Distinguished Alumni Award
- » Career Breakfasts and Class Presentations with Alumni Speakers

Archives

Since Bayview Glen's founding in 1962, the school has accumulated a treasure trove of historical materials. These documents, which include textual documents, photographs, uniforms, and other memorabilia, have historical and enduring value that chronicle the school's growth since its inception.

Ensuring these important pieces from the past remain in the best condition possible – protected from natural decay and the elements – is of utmost importance. Our archives serve as a window into the past for our school community, while also acting as a resource for our current students, staff, and faculty to draw from.

We are always adding new and valuable records to our dedicated archives on campus and are excited to introduce our new digital archives for you to access online from our website.

The preservation and digitization of our archives would not be possible without the generosity of our community and we hope you feel the same sense of pride and nostalgia when browsing the collection.

Parent Association

Parent Association

The Parent Association (PA) is comprised of and represents all the parents 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. The Parent Association and its Executive have full control and authority to direct the allocation of its funds to Bayview Glen School as it deems appropriate.

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

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

Annual Parent Association 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 is responsible for:

- » the Moatfield Campus Shop (BG2 to Grade 12) where students may purchase uniforms and school supplies
- » the Textbook Programme (sales, distribution and consignment of textbooks) to the students from Grades 7 to 12

Activities and Events

- » Welcome Breakfast and Social (September)
- » Parent Evening Social (September)
- » Parent Coffee Social (October)
- » Halloween Fun Event (October)
- » Merry Market (November)
- » Annual General Meeting and Breakfast (January)
- » Parent Cocktail Social (February)
- » Family Social (April)
- » Art Show (May)
- » any additional fundraising and social activities

The Parent Association Shop

The parent volunteers in the Moatfield Campus Shop will assist you with your school uniform needs. The PA Shop also sells gently used blazers, tunics and kilts on consignment, plus many school supplies and spirit items.

All uniform items required by the school are carried by The PA Shop, including black shoes.

If you would like to volunteer in the PA Shop, please contact us via email at pashop@bayviewglen.ca.

The PA Shop location and regular hours of operation are:

Moatfield Campus
85 Moatfield Drive
Monday to Friday
8:15 a.m. to 10:15 a.m.

To order any uniform item, please visit The PA Shop online at: bayviewglen.ca/pa-shop

All online orders will be delivered to BG2 to Grade 8 students throughout the school year, and Upper School students must pick up from the PA Shop. All textbook orders are to be picked up at the PA Shop.

Questions can easily be directed to The PA Shop Manager at pashop@bayviewglen.ca.

Meetings

All parents and guardians are encouraged and welcome to attend Parent Association Breakfasts and Annual General Meeting in person. We hope you'll plan to attend to hear about school updates, keep track of upcoming Parent Association events or learn about ways you can get involved.

Parent Association Elections

Parent Association Officers are elected annually to oversee the activities. The elected members represent the Parent Association Executive and lead the Association-driven functions and activities. Elections are held in the fall of each year and elected officers have tenures ranging from one to three years.

Volunteering

We are always looking for new parent volunteers, it's a great way to participate in the Bayview Glen community, meet other parents, and every school year brings its own exciting events. To inquire about volunteer opportunities, please contact the Parent Association at pavolunteer@bayviewglen.ca.

Network of Independent School Parents' Associations of Ontario (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 educator 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 7:30 a.m. to 9:00 a.m. each morning
- » BG Parent Bench Pick up is between 3:00 p.m. and 3:30 p.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 Bayview Glen 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.

Parent Bench Video



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 Bayview Glen Lower School tie (see notes); and
- Green Bayview Glen cardigan, pullover, or vest (BG2); or green Bayview Glen 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/Wellbeing	Head of Lower School and Preschool	650
Account Information	Financial Administrator, Student Accounts	604
Advancement Office	Executive Director, Advancement and External Relations	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	Director of Communications and Marketing	616
Donations	Senior Advancement Officer	625
Early Departures	Duncan Mill Campus Reception	500
Events	Executive Director, Advancement and External Relations	626
Finance	Chief Financial Officer	603
Fundraising	Senior Advancement Officer	625
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 Enrolment	Director of Admissions	605
Newsletter	Director of Communications and Marketing	616
Parent Relations	Director of Community Relations	661
Preschool	Director of Preschool	651
Publications	Director of Communications and Marketing	616
Re-enrolment	Director of Admissions	605
Sign In/Out Students	Duncan Mill Campus Reception	500
Sibling Enrolment	Director of Admissions	605
Teaching and Learning	Director of Teaching and Learning	655
Volunteering	Director of Community Relations	661
Website	Director of Communications and Marketing	616

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 wellbeing, 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 educator/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 educator: 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 Bayview Glen'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 educators 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 educators 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/childrensaid/reportingabuse/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:
Programme Room-Related e.g: schedule, sleep arrangements, toilet training, indoor/outdoor programme 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 wellbeing 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 wellbeing 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 Educators:
Please see faculty directory listed on Edsby

Supervisor: Director of Preschool
Ms. Gillian Potts-Hemingway
gphemingway@bayviewglen.ca, Ext. 651

Supervisor: Head of Lower School and Preschool
Mr. Jesse Denison
jdenison@bayviewglen.ca, Ext. 650

Head of School
Mr. James Lee:
jlee@bayviewglen.ca, Ext. 600

Ministry of Education, Licensed Child Care Help Desk:
1.877.510.5333 or childcare_ontario@ontario.ca

Appendix F

SAFE ARRIVAL AND DEPARTURE POLICY AND PROCEDURE

Purpose

This policy and the procedures within help support the safe arrival and dismissal of children attending Bayview Glen Independent School's Licensed Preschool Programme.

This policy will provide staff, students, families, and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of Bayview Glen students, including what steps are to be taken when a child does not arrive at the school as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Policy

General

Bayview Glen School will ensure that registered preschool students at Bayview Glen School are only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the school may release the child to.

- » Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Additional Policy Statements

Bayview Glen School uses Edsby as our attendance communication system. Guardians must notify the school of any planned absences through their student's Edsby account, noting the reason for the absence. Health, Appointment, Personal Day. Sick and with what symptoms. Guardians are responsible for notifying the school through Edsby and through email to the student's homeroom educator and Attendance Secretary prior to 9:00 a.m. if their child/children will be absent from school.

Responsibilities

School

- » Administration and Admissions will ensure that all Student Information is updated, accurate and accessible through Student Profiles, Edsby and My School at all times
- » The school will monitor absenteeism and lateness by completing daily Attendance Records. If there are concerns with attendance or absenteeism the Head of Lower School and Preschool will review and connect with the parent/guardian ensuring culturally inclusive and best practices are met
- » The Head of the Lower School and Preschool is responsible for providing an annual review of Safe Arrival and Departure requirements for parents/guardians and all staff and faculty
- » The Head of the Lower School and Preschool is expected to communicate with parents/guardians about attendance practices and expectations outlined in this Procedure at the start of each school year, and as needed throughout the year.
- » The Head of the Lower School and Preschool is responsible for how communications with parents/guardians are managed by office and Bayview Glen staff.
- » The Head of the Lower School and Preschool is responsible for establishing processes through which Occasional Teachers have access to materials required for recording and reporting attendance.

Parents/Guardians

- » It is the responsibility of the parents/guardians to ensure that pertinent information not limited to contact information is shared immediately after a change has been made and to review information provided to the school at least annually.
- » Will inform the school of any absences or late arrivals by 9:00 a.m.
- » Will inform the school in writing of any changes to authorized pick-up persons.
- » Will comply with the policies and procedures to ensure that the safety and wellbeing of all Bayview Glen students is met.

Procedures

Arrival

Students may arrive between 7:30 a.m. – 9:00 a.m. using our Parent Bench System. Designated Bayview Glen staff members in yellow safety vests will assist your child out of your vehicle and will walk BG2 through to Senior Kindergarten students directly to Early Morning Programme or Homeroom Classrooms. After 9:00 a.m. guardians/parents must park and walk their child/children into our reception to be signed directly in by our Attendance Secretary. BG2 through to Senior Kindergarten children will be assisted to their classrooms after signing in and receiving a late slip.

1. When accepting a child into care at the time of drop-off, staff in the room must:
 - » greet the parent/guardian/Parent Bench Staff and child.
 - » sign the child in on the classroom attendance record.
 - » Confirm that any information shared is documented in the Daily Logbook
2. Student's arriving on the bus will be brought directly to their assigned classroom by a Parent Bench Staff member.

Where a child has not arrived in care as expected

Late Arrivals – Any students arriving after 9:00 a.m. will be considered as a late arrival and must be signed into reception to receive a Late Arrival Slip. Students are walked to their classrooms by assigned Bayview Glen faculty members if arriving any time after 9:00a.m.

1. Where a child does not arrive to school and the parent/guardian has not communicated a change in drop-off (e.g., created a planned absence on Edsby, notified the educator via email or in person) the staff in the classroom must:
 - » inform the Lower School and Preschool Attendance Secretary. The Attendance Secretary must commence contacting the child's parent/guardian no later than 10:00 a.m. for each student who is absent for reasons unknown.
 - » The Attendance Secretary shall call parent/guardian listed on the Edsby platform. If parent/guardian is not reached, a voice message and Edsby message is left, and the second listed parent/guardian is contacted.
 - » If no response is received within an hour, **and there is concern about the student's whereabouts or if harm is suspected** the Attendance Secretary must make all efforts to contact the Emergency Contact listed on the Student's Profile/ Edsby. The Attendance Secretary or Homeroom educator must contact parent/guardian by phone, email or Edsby message.

- » If unsuccessful, the case is escalated to the Head of the Lower school and Preschool or Preschool Director (or designate) if a student's whereabouts are unknown: (i) The Head of the Lower School and Preschool or Preschool Director will begin an internal investigation; (ii) The Head of Lower school and Preschool may consult with Head of school to make contact or a home visit; (iii) The Head of School may take further action, including calling the police; (iv) If the police become involved. All events must be documented.

2. Once the child's absence has been confirmed, programme staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

3. For a student who arrives on a bus, and has not arrived to school by 9:00a.m., the Homeroom educator must
 - » Review for any planned absences
 - » Check to see if their student's bus has arrived at the school by checking with Parent Bench Staff and Attendance Secretary
 - » Connect with the bussing coordinator to contact the bussing company – Atteridge to see if there are any delays or bussing issues.
 - » If there is, ask for a time of arrival
 - » If the bus has arrived and the student is not accounted for, contact the parents, and follow the procedure for "When a Child Has Not Arrived as Expected."

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the school may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - » Confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - » Where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the Student Profile or Edsby account
 - » All parents/guardians must have their assigned colour coded Parent Bench Tags visible during departure.
 - » Preschool staff will request photo identification of all parents/guardians who they are not familiar with at all times. They may ask you to pull forward or to park if they have to verify on Edsby. The student will not be released until verification is made.

2. Students who depart on the Bus are walked to their assigned bus by an assigned Bussing Coordinator staff member and taken directly to their bus and buckled into their car safety seat installed and provided for by the parent/guardian
 - » Any changes to bussing plans must be made prior to 12:00 p.m. in writing to the student's homeroom educator and Bus Coordinator by the parents/guardians
 - » Homeroom educator is responsible for communicating with assigned Bussing Coordinator of any changes

3. Students using Parent Bench are to be picked up between 3:00 p.m.- 3:30 p.m. Those families that are unable to arrive at this time are asked to create a plan with the Director of the Preschool to move into the Late Parent Bench Departure time of 3:30 p.m. - 4:00 p.m.

4. Those arriving after 4:00 p.m. for student pick up, must first sign in with our After School Receptionist and you can go directly to your students assigned After School Programme room

Where a child has not been picked up as expected before 6:00p.m.

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up by 6:10 p.m. The After School Coordinator shall contact the parent/guardian by phone and advise that the student is still in care and has not been picked up.
 - » Where the staff is unable to reach the parent/guardian, staff must call and leave a voice message for all parents/guardians listed and an Edsby message. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
 - » Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the After School Coordinator will contact the student's Emergency Contact listed in the Student Profile and on Edsby platform.
 - » If student is not picked up from school by closing, After School Coordinator will refer to the procedures under "where a child has not been picked up after programme is closed."

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:00 p.m. staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while the After School Coordinator or Designate proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual; the staff shall contact the parent/guardian first and then proceed to contact the authorized Emergency Contact or Authorized individuals responsible for pick-up if unable to reach the parent/guardian
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the After School Coordinator shall inform the Head of Lower School and Preschool and/or Director of the Preschool
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 7:00 p.m. the Head of Lower School and Preschool shall proceed with contacting the local Children's Aid Society (CAS) 416.924.4646 CAS is open or calls 24 hours a day and 7 days a week. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Students in BG2 - BG3 must be picked up by an authorized individual and may not leave the school unsupervised at any time.

Appendix G

STUDENT SUPERVISION POLICY

Purpose

Bayview Glen Independent School licensed childcare programme welcomes post-secondary level ECE placement students into our various programs offered. We believe it is a valuable part in an individual's educational journey to learn first-hand by other knowledgeable and experienced educators in the field of early learning by gaining experience in a childcare environment. Preschool Educator Candidate also play an important role in providing opportunities for educators to take on a mentorship role and share their joy in educating and caring for our youngest Bayview Glen community members.

This policy will provide staff, students, and administrators with clear understanding of their roles and responsibilities.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding volunteers and students for licensed childcare programmes.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

General

Preschool Educator Candidate and volunteers will always be supervised by a Bayview Glen faculty member. At no times will a Preschool Educator Candidate be permitted to be alone with any child or group of children who are enrolled in our Bayview Glen Childcare Programme.

Bayview Glen's licensed childcare programme will review and interview Preschool Educator Candidate placement applicants prior to accepting them to complete their practicum. Bayview Glen will only consider Preschool Educator Candidate applicants who are registered with an accredited post-secondary institution enrolled in the Early Childhood Education Degree or Diploma Course and who demonstrate the following:

Essential Skills & Abilities Requirement: Preschool Educator Candidates must be able to demonstrate responsibility for the physical safety, psychological health, and educational wellbeing of students in schools. Preschool Educator Candidates must, therefore, possess the cognitive, communicative, sensory/motor, and emotional/social/interactional abilities necessary for these complex activities.

Ethical Requirement: Preschool Educator Candidates in Ontario Faculties of Early Childcare Education are Associate Members of the College and are thereby subject to Ethical Standards for the RECE Teaching Profession. Preschool Educator Candidates must demonstrate care, respect, trust, and integrity in all interactions with students, parents, other educators, school personnel, and members of the public.

Preschool Educator Candidate Supervision Procedures: Roles and Responsibilities

The licensee/designate must:

Ensure that all applicable policies, procedures, and individual plans are reviewed with Preschool Educator Candidates before they start their educational placement, annually thereafter and when changes occur to the policies, procedures, and individualized plans to support appropriate implementation. These documents must be signed off by the Preschool Educator Candidate to confirm acceptance, compliance and understanding.

All Preschool Educator Candidates are required to have the same occupational health and safety training as required by all employees of Bayview Glen School. Preschool Educator Candidates must complete the basic on-line training offered by Ministry of Labour and the School.

Ensure that all Preschool Educator Candidate have been trained on each child's individualized plan.

In accordance with Bayview Glen's Vulnerable Sector Screening Check (VSSC) policy and Ontario Regulation 137/15, ensure that a (VSSC) has been completed and is acceptable to the School. If information appears on a VSSC that is unacceptable to the School, that Preschool Educator Candidate will not be able to be placed for a practicum at the School

Ensure that expectations are reviewed with Preschool Educator Candidates and/or volunteers including, but not limited to

- » how to report their absence;
- » how to report concerns about the program;
- » review of Bayview Glen's and the College's professional standards
- » review of all Bayview Glen Policies and Procedures

Inform Preschool Educator Candidates that they are never to be included in staff to child ratios or left alone with children. They must not assume unsupervised responsibility for students or take the place of a supply teacher.

Appoint a Bayview Glen RECE Preschool Educator to the Preschool Educator Candidate to mentor and supervise them (i.e. Mentor Educator). The School will inform the Bayview Glen Mentor Educator appointed of their mentoring and supervisory responsibilities.

If the Mentor Educator will be absent for three days or less, a Preschool Educator Candidate may continue under the supervision of a supply teacher. If a Mentor Educator is expected to be absent for an extended period of time, the School will assign an interim Mentor Educator.

or

Create a back-up designate in case of the Mentor Educator is absent at any time during the placement period.

Inform Preschool Educator Candidates and/or volunteers of their duty to report suspected child abuse or neglect under the Child and Family Services Act.

The Bayview Glen RECE Mentor Educator must:

- » Ensure that Preschool Educator Candidates are always supervised and never left alone with children.
- » Introduce Preschool Educator Candidates to parents/guardians.
- » Provide an environment that facilitates and supports Preschool Educator Candidates' learning and professional development.
- » Provide Preschool Educator Candidates with clear expectations of the programme in accordance with the established programme statement and programme statement implementation policy.
- » Provide Preschool Educator Candidates with feedback on their performance.
- » Work collaboratively with the Preschool Educator Candidates' practicum supervising educator for accredited educational institution
- » Monitor and notify the Director immediately of any Preschool Educator Candidates misconduct or contraventions with Bayview Glen's policies, procedures, prohibited practices or individual plans in accordance with Bayview Glen's licensed childcare's written process for monitoring compliance and contraventions.

Preschool Educator Candidates must:

- » Always maintain professionalism and confidentiality, unless otherwise required to implement a policy, procedure, or individualized plan. Notify the Preschool Director or designate if they have concerns about the childcare programme (e.g. regarding staff/provider conduct, programme statement implementation, the safety and wellbeing of children, etc.)
- » Submit all required information and documentation to Bayview Glen prior to commencing placement or volunteering, such as a valid VSSC, immunizations, TB test.
- » Review and implement all required policies, procedures and individualized plans, and sign and date a record of review, where required.
- » Review any allergy lists and dietary restrictions and ensure they are implemented, where applicable.
- » Respond and act on the feedback and recommendations of Bayview Glen Mentor Educator, staff and faculty as appropriate.
- » Report any allegations/concerns as per the "Duty to Report" under the Child and Family Services Act
- » Complete Offence Declarations annually as required, no later than 15 days after the anniversary date of the last VSSC or Offence Declaration (whichever is most recent) in accordance with the School's Vulnerable Sector Screening Check policy.
- » Preschool Educator Candidates must not work or volunteer within the Bayview Glen community outside their determined placement hours. This would be a conflict of interest and the relationship between the student, institution and Bayview Glen would be terminated immediately.
- » Preschool Educator Candidates must uphold all Bayview Glen policies and procedures, including but not limited to confidentiality, social media use, capturing students work including photography or videos and all submissions of work must be reviewed with the Mentor Educator or Preschool Director.

Regulatory Requirements: Ontario Regulation 137/15

Supervision of volunteers and students

11.1 (1) Every licensee shall ensure that every volunteer or student at a child care centre it operates or at a premises where it oversees the provision of home child care is supervised by an employee or home child care provider at all times and is not permitted to be alone with any child who receives child care at the child care centre or home child care premises.

(2) Every licensee shall ensure that there are written policies and procedures regarding volunteers and students that set out, at a minimum,

- (a) the requirement described in subsection (1);
- (b) the roles and responsibilities of the licensee and supervising employees; and
- (c) the roles and responsibilities of volunteers and students

Appendix H

BAYVIEW GLEN FEE TERMS

TERMS

1. Health and safety protocols are available online at www.bayviewglen.ca. Bayview Glen will continue to provide remote and in-person learning subject to guidelines from Toronto Public Health and the Ministry of Education. Remote learning may be comprised of synchronous and asynchronous online learning due to a force majeure event. Bayview Glen will immediately notify parents and/or guardians of any suspension of programmes due to a force majeure.
2. All accounts are required to be in good standing prior to each re-enrolment period. Any accounts that are in arrears or not in good standing will result in enrolment being suspended until such accounts are in good standing.
3. Tuition fees are set annually by the Board of Directors. Families registering new students are asked to pay a non-refundable deposit which includes the first tuition installment plus the one-time registration fee of \$5,500.00. Families re-enrolling students must pay a \$5,000 deposit. Upon registration or re-enrolment, a commitment is made to fees for the school year and budgets are set. Notice of withdrawal is required in writing to the Admissions Office. If notice of withdrawal is received after the date of registration or re-enrolment and before the first day of school, September 2nd, 2025, 50% of the annual tuition fees are payable. If written notice of withdrawal is received after the first day of school, September 2nd, 2025, 100% of the fees are payable. In order to secure your child's spot for the 2025-2026 school year, the enrolment forms must be completed and signed, along with the accompanying non-refundable deposit prior to the deadline date of February 10th, 2025. After the re-enrolment deadline date of February 10th, 2025, any additional spaces will be offered to prospective students.
4. The Business Office must be given immediate written notice of any changes to banking or credit card information.
5. The Head of School reserves the right to dismiss any student who fails to reach the standard expected by Bayview Glen in either work or conduct. In this event, tuition fees paid, less any used fees, shall be refunded.
6. Additional fees or costs may also include school uniforms, school trips, sports activities, and/or extracurricular activities.
7. Upon acceptance, visa students must provide proof of a valid student visa and responsible guardianship. Students attending as a visa student are required to pay full tuition, without discount, at the time of enrolment.
8. Financial assistance is available and need-based. Applications may be made to www.applefinancialservices.ca. Tuition payments as set out in the payment methods above must be made pending determination of any financial aid to hold a place.
9. Child tax credit letters will be mailed from the Business Office to all eligible students at the end of February 2026.
10. By providing an e-mail address, parents consent to receive e-mails from Bayview Glen.
11. Any payment that does not clear the bank must be replaced with a certified cheque or money order, and will include a service charge of \$45.

Bayview Glen

Whole Child. Purposeful Life. Better World.

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