

PROGRAM STATEMENT

(Last updated Aug. 30. 2019)

Guelph Montessori School

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Mission Statement

At the Guelph Montessori School our Mission is to provide within a nurturing environment a well-balanced instructional Montessori program that will enable all students to reach their highest level of academic success.

The staff is committed to creating a student-centered educational environment that stresses high expectations and addresses the physical, social and emotional needs of children with a variety of ability levels and learning styles.

Our goal is to maintain an active partnership involving students, teachers, parents, community and staff to develop a love of learning while embracing our diversity and unique talents in a safe, challenging, respectful and supportive environment.

OVERVIEW

- GMS offers a Ministry of Education licensed Toddler/Pre-school half-day and full day programs for students 18 months to 4 years of age.
- 24 student capacity in the Pre-school half / full day program (Casa I) at a ratio of 1:8 and 15 student capacity in each of the two full-day Toddler programs at a ratio of 1:5 for a total of 54 students.
- GMS operates from September to June, from the first day after Labour Day weekend to the third weekend in June. Hours of operation – 7:45a.m.-5:30p.m. Monday to Friday. School is closed for Thanksgiving Monday, Two week Christmas break, Family day, March break, Good Friday, Easter Monday, Victoria day and the month of August. A number of Professional Development days will be posted online and handed to parents prior to the beginning of each school year. A summer program is available on a weekly basis during the month of July. (based on demand)
- GMS' full day program offers a catered lunch, morning and afternoon snacks, two hours of outdoor play in a designated licensed play area and an afternoon nap/quiet time of a maximum of two hours.
- All GMS staff hold an updated Standard First Aid and CPR certificates and are subject to the following: Police Vulnerable Sector Check, Monitoring Behaviour Management policy, Allergy and Anaphylactic policy, Medication Administration policy, Playground Safety policy and Supervision of Volunteers and Students Policy
- For further policies, schedules and school year calendar please see the GMS Parent Handbook, GMS Information / Enrollment package, posted information or visit our website at **www.guelphmontessori.com**

As a licensed child care facility under of the Ministry of Education, we are committed to being in compliance with the Child Care and Early Year's Act, 2014. We view children as competent, capable, curious and rich in potential. Years of Montessori research and observation indicates that when children are in a stress free environment with positive and supporting staff they feel a sense of belonging, they are well-balanced and ultimately ready and eager to learn. By building that special trust, and creating diverse rich responsive interactions between children and their teachers, learning can take place.

By following the children's interests and acknowledge that each individual is different and should not be categorized based solely on their age, we allow natural growth and development to occur at the child's pace without unnecessary pressure. At that point children are happy to engage in learning and express their unique ideas and creativity.

Engaging families in the program builds on these positive relationships and supports the child in their healthy growth and development. Parent Education Evenings are an important element to keep parents at GMS informed and able to compliment the "Montessori way" at home.

The Administration at GMS is committed to annual review and evaluation of our Program Statement and Implementation Policy. Adjustments will be made as needed as we continue to learn and evolve.

In addition, we have discussed and incorporated "How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)" as the document to guide and influence our approach to curriculum. How Does Learning Happen? is organized around four foundations that are considered to be essential for optimal learning and healthy development for children: Belonging, Well-being, Engagement, and Expression. The four foundations apply regardless of the child's age, ability, culture, language, geography, or setting. Unlike a structured curriculum, the conditions are high-level states of being that children naturally seek for themselves and should not necessarily be viewed as separate elements. There are very similar lines within the Montessori philosophy that enable us to observe the child from the same perspective. That allows for a child centered environment rather than a teacher centered environment to be established, so to better focus and cater to the students' current needs and tendencies which ultimately leads to growth and success.

GMS Program Goals and Indicators:

Following each goal here is a sample list of indicators of compliance with the Program Statement. It is by no means a comprehensive list.

- (a) promote the health, safety, nutrition and well-being of the children;
- (b) support positive and responsive interactions among the children, parents, child care providers and staff;
- (c) encourage the children to interact and communicate in a positive way and support their ability to self-regulate;
- (d) foster the children's exploration, play and inquiry;

- (e) provide child-initiated and adult-supported experiences;
- (f) plan for and create positive learning environments and experiences in which each child's learning and development will be supported;
- (g) incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care;
- (h) foster the engagement of and ongoing communication with parents about the program and their children;
- (i) involve local community partners and allow those partners to support the children, their families and staff;
- (j) support staff in their continuous professional learning

Program Implementation:

Teachers conduct daily observations and record it in the classroom log book. The observations serve to capture the children's interests, inquiries and discoveries as well as unusual behaviours or new situations. Based on these observations the teachers determine a course of action and continued support.

There are a number of ways in which we mentor and support teachers in implementing our program goals:

- All employees, students and volunteers shall review and sign off on the program statement prior to interacting with children, annually and when the program statement has been modified. Records of this shall be kept for 3 years.
- Team meetings will take place with the teachers in each classroom to support them in their program implementation.
- Monthly staff meetings will take place with the full staff team to provide a forum for on-going learning for staff and an opportunity to contribute to the evolution of the program and overall effectiveness of the centre.
- Individual observations of each teacher will take place twice per year, accompanied by feedback and mentoring on their performance and teaching style.
- On-going monitoring of the classrooms will be done to ensure that the Contravention Policy is being observed and that none of the prohibited practices are happening. In the event that any prohibited practices should occur disciplinary action will take place immediately according to GMS' policy

THE MONTESSORI DIFFERENCE (A.M.I.)

WHAT IS THE ASSOCIATION MONTESSORI INTERNATIONALE?

The Association Montessori Internationale – AMI – is the oldest international Montessori organization in the world. It was founded in 1929 by Dr. Maria Montessori and her son Dr. Mario M. Montessori. In founding this, Dr. Maria Montessori's aims were two-fold: to safeguard her original contribution on behalf of the child against diluting influences, and to maintain the standards of training for those wishing to apply or to teach her methods.

AMI has functioned without interruption since its foundation and is the most reliable authority on authentic Montessori theory and practice in existence. AMI is governed by a Board consisting of a Chairman and 21 members, of which two-thirds are educators. AMI is a non-subsidized organization, subsisting exclusively on membership fees, gifts, donations, a percentage of trainees fees from each AMI Training Centre and AMI recognition fees from schools. Much of AMI's international work is supported by affiliated Montessori Societies or Branch Offices in various countries. AMI is a non-governmental organization collaborating with others with similar aims, and admitted to UNESCO.

AMI training centres for people to work with children from birth to 3, 3-6, 6-12, handicapped and emotionally disturbed children, are established all over the world. For information please contact the head office.

AMI'S AIMS:

To promote, maintain and further the Rights of the Child more specifically by:

1. Promoting the Montessori method, spreading knowledge of the physical, intellectual, moral, social and mental development of the child, at home as well as at school and in society;
2. Demonstrating the importance of the child in and for the progress of civilization;
3. Safeguarding the real objectives of the educational method of Dr. Maria Montessori;
4. Promoting general recognition of the Rights of the Child, irrespective of race, religion or political conviction;
5. Co-operating with other bodies and organizations which fight for human Rights, for the development of the method of education and for the furtherance of peace.

ACCREDITATION

All teachers at GMS have an internationally recognized Montessori accreditation by A.M.I., A.M.S., M.A.C.T.E. or N.A.M.C.

Teaching Assistants are Registered Early Childhood Educators.

GMS holds memberships at N.A.M.T.A. BBB and EcoSchools of Ontario.

DR. MONTESSORI AND HER METHOD: Maria Montessori was a medical doctor, anthropologist, and psychologist who became interested in the development and psychology of the young child. The teaching method she evolved stresses the individual growth of the physical, intellectual and psychological abilities of children. It is designed to allow children to progress at their own speed by their own motivation, within a carefully prepared environment, offering beauty, order and reality. The goal of Montessori is not to fill the child with facts from some pre selected course of study, but rather to cultivate the child's own natural desire to learn.

THE ABSORBENT MIND – During the first years of life, the child possesses a unique aptitude for learning which Dr. Montessori identified as the absorbent mind. This means that the child absorbs knowledge from the environment like a sponge, simply by living in it, seemingly without effort. The process is particularly evident in the way in which a small child learns his native language without formal instruction and without the conscious, tedious effort which an adult must make to master a new language. Acquiring information in this way is a natural and delightful activity for the young child who employs all his senses to investigate his surroundings.

SPONTANEOUS ACTIVITY – Since the child retains this ability to learn by absorbing until they are almost seven years old, Dr. Montessori reasoned that their experience could be enriched by a classroom where they could handle materials which would demonstrate basic educational information to them. Her theory that a young child can learn to read, write and calculate in the same spontaneous, natural way that they learn to walk and talk, has been proven by over seventy years of experience.

HOW THE YOUNG CHILD LEARNS – Dr. Montessori always emphasized that the hand is the chief teacher of the child. In order to learn there must be concentration, and the best way a child can concentrate is by fixing their attention on some meaningful task they are performing with their hands. The Montessori apparatus allows the child to reinforce his/her casual impressions by inviting them to use their hands for learning.

SENSITIVE PERIODS OF LEARNING – the effortless ability to acquire certain skills and abilities are called SENSITIVE PERIODS by Dr. Montessori. They correspond with the child's development. Most of the observed sensitive periods are involved with the child's senses – their learning tools. Their interest is spontaneous. From birth, they are interested in their surroundings and gradually they make order out of them. This spontaneous interest and inclination toward order is the basis of the Montessori apparatus.

THE LEARNING CYCLE – The youngest children begin the simple exercises based on those activities which all children naturally enjoy. The equipment which they use at three and four will help them to develop the concentration, coordination, and working habits necessary for more advanced exercises they will perform at five and six. The entire program of learning is purposefully structured. Therefore, optimum results cannot be expected either for a child who misses the early years of the cycle, or for the one who is withdrawn before they finish the basic materials of the primary class.

ENRICHED ENVIRONMENT – A primary Montessori class is neither a daycare, babysitting nor a nursery/play school. Rather, it provides for a unique cycle of learning and is designed to take advantage of the

child's sensitive years between two and a half and six years when they can absorb information from an enriched environment. A child who acquires the basic skills of reading and arithmetic in this natural way has the advantage of beginning their education without drudgery, boredom, or discouragement. By pursuing their individual interest in a Montessori classroom, they gain an early enthusiasm for learning – their key to real education.

SUGGESTED READING FOR PARENTS:

A Parent's Guide to the Montessori Classroom By Aline D. Wolf
The Secret of Childhood By Maria Montessori
Montessori Today By Paula Polk Lillard
The Discovery of the Child By Maria Montessori

THE TODDLER PROGRAM (Ages 18-30 Months)

As increasing demand for quality child care continue to grow, especially during the crucial first three years of life, the Guelph Montessori School offers a beautiful Montessori environment for toddlers between the ages of 18 – 30 months. The toddler class completes the classic cycle of Montessori education at GMS which begins with the toddlers through Pre-school and continues to Grade six.

Our toddler community provides an environment which is carefully prepared to meet the unique needs of this age group. Our classroom accommodates children 18 to 30 Months Old with one teacher for every 5 students. In this setting the children come to feel the classroom is their own peaceful, special space where they play a meaningful role in their own care and the care of their environment. All furniture is a size that allows maximum independence and the Montessori toddler materials are designed to be attractive and inviting to the children. Taught by a certified Montessori toddler teacher, the program for the youngest group at GMS acknowledges that a child's mind is most absorbent during the first three years of life. Because of what Dr. Maria Montessori termed "the absorbent mind", children develop many language and motor skills without formal instruction, as long as their environment is rich with learning opportunities.

Since toddlers are especially committed to achieving independence, our teachers provide responsive individual attention as the child deals with positive experiences as well as frustration. Our curriculum takes advantage of the rapid growth of gross and fine motor skills at this stage of development.

The primary goal of our toddler program is to create a nurturing and secure environment where young children can do what they do best – explore everything! The main focus is language and motor development, assisting the child in developing self-help skills (including toilet training), and helping children build trust in relationships.

The entire toddler environment is designed to allow the children to explore and to develop concentration and coordination. The teachers observe the children each day and monitor their development and readiness. Social interaction, language skills, independence, food

preparation, music and movement activities are integral to the Montessori toddler experience.

The toddler program at GMS offers Full-day attendance, four or five days a week.

THE METHOD AND THE PRIMARY CURRICULUM **(Ages 2 ½ - 6)**

Dr. Montessori observed that children go through various sensitive stages in which they are very receptive to learning specific skills. She stressed the importance of developing the senses between the ages of two and six when the child naturally wishes to use and perfect his/her senses. Thus the materials used by the children are designed for them to learn by seeing, touching, hearing feeling and moving.

The Montessori prepared environment allows children to meet their needs through individual, spontaneous activities; the child's sensitivities guide his choice. The children work with scientifically selected materials to build concentration and self-discipline, while learning skills. Their education is an active rather than passive process – the child educates himself. Class time is an individual or small group format, although at some part of each day the entire group is together for singing, story telling and movement activities.

Dr. Montessori realized that if the child is guided during this crucial period to perfect his natural tools for learning (the senses, the hand, the intelligence) and to grow towards self-discipline and independence, then he/she will develop a sturdiness of character and natural love for learning that will last the child all their life.

CURRICULUM:

PRACTICAL LIFE: Attention is paid to practical life skills such as the care of plants, cleaning up a spill, polishing shoes, setting the table, fastening clothes, washing hands, using scissors, or washing linen (and even the smallest child is shown how to tidy up afterward).

These exercises offer the child the means of caring for himself and his environment. As well, they build confidence in the young child and allow their independent nature to flourish. The children are encouraged to form courteous habits and to be respectful of others and of their environment. These activities provide the very foundation on which the child approaches more academic exercises.

SENSORIAL: Sensorial materials in the Montessori classroom are designed to sharpen the senses of the young child and enable him/her to understand the many impressions they receive through them. Each of the sensorial materials isolates one defining quality such as colour, weight, shape, texture, size, sound and smell. Sound boxes, for example, are all the same size, shape, colour and texture; they differ only in the sounds which are made when a child shakes them. Other sensorial materials include geometric solids, fabrics, square Pythagoras, colour tablets, temperature bottles, cylinder blocks, etc. These materials help the child to distinguish, to categorize, and to relate new information to what he/she already knows. The child finds a

sense of order in these materials and acquires the joy of learning that his environment has order. Their intellect is trained to make order out of a multitude of experiences, which is the learning process.

LANGUAGE: Our language program begins with Enrichment of Vocabulary. For example, it is not unusual for a child attending our school to understand such words as continent, obtuse, conjunction, etc. Children love beautiful language and we give them exact terms to name their environment and convey their thoughts. Reading and writing come naturally to the children after they have worked for some time with the Sandpaper Letters (which they trace and sound phonetically) and the Movable Alphabet (the formation of words by combining phonetic sounds). Further, the children work with the materials to concretely learn the Function of Words and finally experiment with Reading Analysis.

MATHEMATICS: Through Number Rods, Beads, Cubes and Number Cards the child builds a clear idea of the meaning of numbers using concrete examples. The children combine, separate, share, count and compare the concrete materials. With the help of tables, charts and arithmetic games we guide the child to the abstract. All of the math exercises help the child to an internal understanding of basic mathematical concepts and processes. At this age the children have an extreme sense of order and all of them find mathematics simple, enjoyable and extremely satisfying.

CULTURE AND GEOGRAPHY: Through our cultural activities the children gain a meaningful, involved first person acquaintance with plants and animals, music, basic science concepts, and art. Geography and earth science are introduced to the children as they work with jigsaw puzzle maps, model land & water forms, and culture pictures. These help the child towards becoming a knowledgeable, compassionate and loving citizen of the world.

Most of the materials are self correcting, enabling the children to work on their own without the constant correction or discouragement from another. The process is self-education, building self-confidence through competence.

EXTRA CURRICULAR ACTIVITIES at GMS

CORE FRENCH

At the preschool level from the age of 2.5, basic French words and phrases are taught through song and fun activities. The Elementary program introduces the students to French grammar, increases their vocabulary, and improves their oral expression. All students gain confidence and enjoyment from speaking French in a supportive learning environment.

SWIMMING

Elementary students take two, 10 week, Canadian Red AquaQuest sets of lessons (12 levels) – one in the fall and one in the spring. The lessons are one hour in length. The children are divided into multi-level groups and taught accordingly with continual evaluation. Each skill must be seen a minimum of three times by an instructor for it to be checked off as completed. It is possible for children to move through more than one level per session. At the end of the session the aquatic instructors complete a written evaluation and distribute badges to those who have completed the necessary requirements. Swimming is included in the elementary curriculum.

KARATE

This program is available for 4 and 5 year olds as well as elementary students. This all-year program, provided by an accredited local Karate School, is designed to develop self-discipline in young children. Lessons are included in the tuition. There is a one time charge of about \$35.00 for uniform.

YOGA

This program is available to all Toddlers and Casa students. The all-year program, provided by an experienced Kripalu Yoga Teacher, makes Yoga fun and accessible to young children. Lessons are included in tuition fees.

FOREST SCHOOL

Forest School is an outdoor education experience in which students visit the same local woodland on a regular basis over an extended period of time. At Forest School, young people have the freedom to explore, play, build, create, imagine, and use their senses to experience the woodland environment and to engage with one another. The ethos of Forest School allows learners the time and space to develop their interests, skills, and understanding through practical, hands-on experiences.

MUSIC (Elementary)

During the winter months, an hour long weekly music class is offered to all Elementary students. The program encourages students to work together, improving singing and vocal development. The students learn to listen and appreciate sound quality. The program explores different rhythms through movement and a variety of musical instruments. The Elementary Music program is alternating with Skating and included in the Elementary curriculum.

MUSIC (Toddlers and Pre School)

Musikgaren's programs awaken and develop your child's inborn joy and talent for making music. Through singing, chanting, moving, focused listening, musical games, exploring musical instruments, creative movement and storytelling your child will acquire all the necessary foundations for musical literacy in a fun, stimulating atmosphere. A sixteen week session is offered for ages 2½ – 5½ years – Toddler – Clap With Me, Cycle of Seasons – Spring and Music Makers – Woodlands.

COOKING AND BAKING

The school has a fully equipped kitchen and throughout the year, the children will find themselves making jam, baking or experimenting with preparing international foods.

GOING OUT PROGRAM

The Elementary students go out once per month to explore their community. A partial listing of places visited and activities follows:

Royal Ontario Museum
Maple Syrup Sugar Bush

Halton and Rockwood Conservation

River Run Centre

Guelph Civic Museum

Ontario Science Centre

Two Day Ski Trip to Duntroon

Wings of Paradise Butterfly Museum

Ripley's Aquarium of Canada

COMMUNITY SERVICE

Each year a community service project is chosen. The children are led in a discussion of the value of "the gift of giving" and with guidance, choose an activity that will contribute to the community. Some of the projects the school children have helped with include the Guelph General Hospital, Guelph Food Bank drives, sponsorship of children through World Vision, Red Cross, Children's Foundation - "Adopt a Family", Heart & Stroke Foundation and more.

Sample of Tuition Structure:

TUITION AND FEE INFORMATION

MONTESSORI EDUCATION PROGRAMS

FOR THE ACADEMIC SCHOOL YEAR SEPTEMBER 20XX TO JUNE 20XX

SCHEDULE A

TODDLER FULL DAY PROGRAM

For children 18-30 months old.

Four days per week plus hot lunch.....8:45 a.m. to 3:30 p.m.

Annual tuition.....\$10,900.00

Five days per week plus hot lunch.

Annual tuition.....\$12,200.00

PRIMARY HALF DAY PROGRAM

Five half days per week, for children 2 1/2 to 4 years of age.

Mornings.....8:30 a.m. to 11:30 a.m.

Annual tuition.....\$6,300.00

Mornings **with Catered Lunch**.....8:30 a.m. to 1:00 p.m.

Annual tuition.....\$8,600.00

PRIMARY FULL DAY PROGRAM - For students born after Dec. 31. 20XX

Five full days per week, mornings, afternoons and a supervised catered lunch period for children 2.5 to 3 years and 8 months old.

This program offers the students the opportunity to further develop their interests in the academic areas of the classroom.

Includes hot lunch, snacks, two outdoor play periods and an afternoon quiet time daily.

Daily 8:30 a.m. to 3:30 p.m.

Annual tuition\$12,200.00

PRIMARY FULL DAY PROGRAM - For students born on or before Dec. 31. 20XX (JK Eligible)

Five full days per week, mornings, afternoons and a supervised lunch period for children 3 years and 8 months to 6 years of age.

This program offers the students the opportunity to further develop their interests in the academic areas of the classroom, and prepare them for the elementary program.

Daily 8:45 a.m. to 3:30 p.m.

Annual tuition\$10,900.00

ELEMENTARY FULL DAY PROGRAM

For children 6 to 12 years of age. A full academic program conducted in an ungraded classroom environment that allows each child to independently function at his/her own achievement level. Includes a supervised lunch period.

Daily 8:45 a.m. to 3:30 p.m.

Annual tuition.....\$11,550.00

EXTENDED CARE

Additional care is available daily before classes beginning at 7:45 a.m. and after classes until 5:30 p.m.

Before and After School.....\$215.00 per month

Before School Only.....\$80.00 per month

After School Only.....\$150.00 per month

Occasional Use *Before Hours*.....\$7.00 per use

Occasional Use *After Hours*.....\$12.00 per use

PAYMENT PLANS

Plan A (Ten Installments)

A registration deposit of one tenth of the annual tuition is due upon submission of the Application For Enrollment and is non-refundable. The registration deposit covers the last month. (June 20XX)

Nine installments submitted in the form of post dated cheques each representative of one tenth of the annual tuition must accompany the Application for Enrollment. Cheques are payable to Guelph Montessori School and should be dated consecutively for the first of each month beginning in September 2017 and ending in May 2018.

Plan B (Twelve Installments/Discount for Siblings)

Families sending more than one child to the Guelph Montessori School may take advantage of Tuition Plan B provided that at least one of the children is enrolled in either the Primary Full Day Program or Elementary Program.

This plan offers a 10% discount off the lower annual tuition fee. It also allows parents to defer the total annual tuition of all children over a period of twelve months (instead of ten months).

A registration deposit of one twelfth of the annual tuition (for all children) is due upon submission of the Application for Enrollment and is non-refundable. The registration deposit covers the last month (June 20XX).

Eleven installments submitted in the form of post dated cheques each representative of one twelfth of the annual tuition must accompany the Application for Enrollment. Cheques are payable to Guelph Montessori School and should be dated consecutively for the first of each month beginning in September 20XX and ending in July 20XX.

Plan C (Full Payment Upon Registration)

A 5% discount off the annual tuition fee will be given to parents who choose to pay the full yearly tuition by June 01, 20XX. (no exceptions)

***Please note that Plan C cannot be used in conjunction with Plan B**

ENROLLMENT AGREEMENT

This agreement is made between GUELPH MONTESSORI SCHOOL LIMITED (845017 Ontario Inc.), hereinafter known as the SCHOOL and the Parent or Legal Guardian, hereinafter known as the PARENT.

ADMISSION REQUIREMENTS Each child will be judged on his or her own merits and suitability for entrance into the program. An informal interview will be required among the PARENT, child and teacher as part of the application procedure. Admissions are accepted only for the entire year or for the remainder of the academic year if enrolled after opening date. All Primary Program children must be two and one half years of age by the first day of the academic year and be **reliably toilet trained**. All Elementary applicants must have attained the age of six years by the 31st of December in their initial year of enrollment and provide a valid birth certificate.

APPLICATION PROCEDURES A PARENT shall apply to have a child enrolled in a program by: III) satisfying the admission requirements. III) completing, executing and returning this Application for Enrollment to the School; III) providing the registration deposit and post-dated cheques for the balance of the tuition, for the appropriate program, in accordance with Schedule A-Tuition and Fee Information.

ACCEPTANCE FOR ENROLLMENT The SCHOOL shall notify the PARENT of the child's acceptance into the program applied for, which acceptance shall be reserved to the absolute discretion of the SCHOOL. Upon acceptance of the child by the SCHOOL this agreement shall constitute a legally binding contract and the registration deposit herein referred to shall be non-refundable.

PROBATION PERIOD Each child's initial acceptance into a program shall be conditional for the period of one month commencing on the child's first day in attendance in the program of enrollment in order that the child's teacher may assess the child's ability to function within the program. The child's teacher will advise the PARENT of the child's inability to so function within the program prior to or at the end of the one-month period. The SCHOOL reserves the right to end enrollment during the school year if circumstances so warrant.

REGISTRATION Upon receipt by the SCHOOL of a fully completed and duly executed Application for Enrollment, together with payment of the appropriate registration deposit and the delivery of post-dated cheques for the balance of the tuition fee, in accordance with Schedule A, registration will be considered complete.

TUITION FEES AND POSSIBLE REFUNDS: a) The PARENT is required to pay the Registration and Tuition as stated in Schedule A for the full academic year from the first Tuesday following the Labour Day Statutory Holiday to the third Friday in June. b) Non-school time such as week-ends, statutory holidays, bad weather closings, professional

development days, Christmas and Easter vacation and Spring Break are all part of the academic year. c) The SCHOOL reserves the right but is not obligated to refund tuition should the administrator decide it would be inadvisable for the child to continue in the program. All circumstances from pre-registration meetings to the time of the school's termination shall be considered with regard to any possible rebate. The decision of the SCHOOL and its administration regarding possible refund or partial refund of tuition shall be final and not negotiable. d) The PARENT who finds it necessary to withdraw their child from the program may do so. However, there will be no refund from the school. e) The PARENT agrees to pay GUELPH MONTESSORI SCHOOL the tuition charges for the school year as stated in Schedule A Tuition and Fee Information.

RELEASE INDEMNITY The PARENT understands that in the event of illness or accident, the SCHOOL or its agent are hereby authorized to seek medical attention or to have the child taken to the nearest hospital by staff vehicle or ambulance for treatment by a qualified medical attendant. The PARENT understands that young children, even under close supervision, will have occasional accidents. We, (I) the PARENT(S), release, indemnify and hold the SCHOOL, its agents and its employees harmless from any and all claims, damages, or other liabilities for injuries to my child which are not a direct result of negligence of the SCHOOL, its agents or employees. We give permission for the use of names and photographs in school newsletters, bulletin boards and promotional materials.

PARENT HANDBOOK

Starting in the Toddler Program

Welcome to Guelph Montessori School! We hope that you find your child's Montessori education a rewarding experience.

The main objective of Guelph Montessori School is to provide planned and stimulating environments to assist children in developing within themselves the fundamental habits, aptitudes, and skills necessary to maximize their full potential.

Please use this handbook throughout the year for guidance and support to help you and your child get the most out of our program.

Settling In...

Settling in during the first week:

It is everyone's intention to make the transition from home to school as positive and as smooth as possible, for all involved. During the first week of school, we will stagger the children's arrival times so that there is time for each child to settle in. When you arrive at the school we ask you to say a quick, sweet goodbye and leave your child at the door with a teacher. Children may cry upon seeing their parents leave, however, be assured that this crying will stop shortly once the child becomes involved in other activities. It is our experience that the more prolonged the goodbye, the more prolonged the crying. In the first few days of school your child will rely

on you for reassurance. Your child's teacher will notify you of your child's drop off time for the first week.

Settling in after the first week:

Most toddler children have not attended school before, and it may take them some time to settle in to their new environment. In order to allow the class to adjust as quickly as possible and to provide the happiest environment for all of the children we ask you to observe the following points:

- At the beginning of the school year, it is common for children to cry when being dropped off. The crying almost always stops as soon as the child's parents are out of sight. While we understand any reluctance to leave a crying child, your child will settle into the class more quickly and easily if you say a quick, sweet goodbye at the door and leave quietly.
- Please remain outside of the school and away from the playground until it is time for your child to be picked up. Although it may be comforting to you, it may be confusing and/or disturbing for the children to see parents during class time.
- Children are very perceptive to nuance and their impressions are influenced by their parents. Therefore, it is very important that you always display a positive and encouraging attitude towards school.

School Hours

Before School Care (additional fee)	7:45 am - 8:45 am
Regular School Hours	8:45 am - 3:30 pm
After School Care (additional fee)	3:30 pm - 5:30pm

Toddler Program Daily Routine

Before School Care	7:45 am – 8:45 am
Regular Arrival Time	8:45 am – 9:00 am
Work Period #1	9:00 am – 10:00 am
Circle Time	10:00 am – 10:30 am
Outdoor Play	10:30 am – 11:30 am
Lunch	11:30 am – 12:00 pm
Nap	12:00 pm – 2:00 pm
Work Period #2	2:00 pm – 2:30 pm
Outdoor Play	2:30 pm – 3:30 pm
After School Care	3:30 pm – 5:30 pm

Pick Up Procedures

Only people listed on your child's emergency card and registration are permitted to pick up your child. If you need someone else to pick up your child please notify the teacher in writing in advance.

What to Bring to School

- Indoor Shoes
- Outdoor Shoes
- Diapers*
- Wipes
- Sunscreen (optional)
- Diaper Ointments (optional)
- Any Medicine, Medications or Inhalers**
- Nap time necessities (crib-sized sheet, blanket)
- Backpack (small enough for your child to carry but large enough to hold the items he/she will take to and from school)
- Seasonally appropriate clothing (SCHOOL FRIENDLY PLEASE!)
- Tops x 3
- Bottoms x 3
- Socks x 3
- Underwear x 3
- Outdoor Clothing

Circle

- Listening/following instructions
- Taking turns
- Vocabulary enhancement

What Not to Bring to School

- Toys
- Pens or markers
- Stickers
- Anything that may disrupt the classroom routine

Please make sure that ALL of your children's items are clearly labeled

Frequently Asked Questions

Toilet Training

Children in the Toddler Program do not have to be toilet trained. As a part of the Toddler Program we assist parents with the toilet training process. Parents need to discuss with the Head

Teacher the stage of training your child is at. We will work together to make this transition as easy as possible.

Accidents and Injuries

While we take the utmost care with the children during their time with us, we also feel it is important to allow the children the opportunity to “play”. On occasion, we do have minor incidents involving injury of one child by another or injury by falling. In the case of minor accidents, you will be notified when you pick up your child.

Parent Conferences

Parent/Teacher conferences will be held twice a year. Toddler students do not receive any written progress reports. We welcome parent observations after **January** when the settling in process for all the children is complete. If at any time you would like to discuss your child’s progress please feel free to make an appointment with the Head Teacher.

Classroom Queries

Please address questions or concerns about your child or his/her classroom to the Head Teacher, as she will provide the best insights and complete information.

Birthday Celebrations

A child’s birthday is a time of celebration and we welcome the opportunity to celebrate this occasion with your child in the classroom. The child is welcome to bring a special snack to share with the class.

Illness Policy

The school places *extreme importance* on the health of the children, and it is the responsibility of all members of the school community (parents and teachers alike) to keep the children healthy. A child should not be brought to school if they show signs of illness or fever. Out of consideration for the health of the other students a child should not be sent to school if they have a heavy or persistent cough, severe runny nose, vomiting or diarrhea. **In the case of vomiting or diarrhea the child needs to remain symptom free for 24 hrs before returning to school.** If your child has pink eye they will be excluded from class until they have received prescription drops for **24hrs**. If you choose to treat with over the counter medication or natural solutions the child will be excluded until all symptoms have subsided. If many children are ill with the same symptoms a note will be sent home informing families that their children must remain healthy for **48 hrs** before returning to class.

Communicable Disease Exclusion Regulations

Disease	Quarantine of Patient
Chicken Pox	Scabs must be off
Measles	5 days from appearance of rash
German Measles (Rubella)	7 days from appearance of rash
Mumps	9 days or until swelling subsides
Meningitis	24hrs after starting antibiotics
Strep Throat	24 hrs after starting antibiotics
Conjunctivitis (pink eye)	24 hrs after starting prescription antibiotic drops
Whooping Cough	24-48 hrs after medication begins
Impetigo	5 days after treatment begins
Vomiting	Must be symptom free for 24 hrs
Diarrhea	Must be symptom free for 24 hrs and had 1 solid bowel movement
Fever	Must be fever-free without medication for 24 hrs
Hand, Foot & Mouth Disease	Must be fever-free without medication for 24 hrs

**** A *Consent to Administer Medication Form* must be filled out for every medication that we keep at the school for your child.**

Classroom Areas and Goals

Practical Life

- Independence
- Concentration level
- Organizing/sorting
- Fine motor development

Sensorial

- Visual/perceptual development
- Organizational development
- Sequencing

Art

- Creative expression
- Exploration of various colours and mediums

Language

- Spoken language
- Exposure to proper grammar structure
- Development of listening skills
- Vocabulary
- Learning everyone's name
- Pre-writing exercises
- Letters/Sounds

Personal Care

- Help to dress oneself
- Brush teeth
- Tidy toys

Eating

- Eating with a spoon, fork independently
- Using a regular cup
- Sit at a table with other members of the family

Verbal expression

- Express oneself through means other than crying/grunting/screaming
- First words, begin to put words together to convey thoughts
- Listen to stories
- Identifying objects in the environment
- Enjoy listening to music
- Wave goodbye/greetings
- Introduce, please and thank you

Gross Motor

- Running, jumping
- Roll or toss a ball
- Climbing stairs independently

Summary of Toddler Goals

Arrival/Dismissal

- Change shoes independently
- Hanging up coat independently
- Positive separation, saying goodbye

Classroom Routine

- Developing independence
- Sense of order
- Making choices
- Sharing/patience/turn taking
- Develop a love of learning
- Self esteem/self confidence

Toilet Training

- Wearing underwear and using the toilet daily
- Undressing and dressing in the bathroom
- Proper hand washing

Math

- Concept of counting
- Concept of Quantity
- Number symbols

Culture

- Exposure to the community/world around us
- Nature/animals

Music (Musikgarten Program)

- Singing
- Listening to sounds and music
- Exposure to musical instruments

Grace and Courtesy

- Development of proper eating habits
- Greetings and farewells

Manners

Playground

Social development

Parallel play/peer play

Gross motor development

Toddler Home Expectations and Responsibilities

Daily Routines

Routine is very important to a young child. It helps to provide the child with a sense of order, expectation, sense of the passage of time and consistency. Routine can also help with reducing temper tantrums as, in general, a tantrum is caused by a change of expectation between the child and his/her environment.

Regular waking, meal times, nap times, outdoor play opportunities, and bedtime routines are all very important to try to keep the same schedule as much as possible day to day, in order to help your child build a sense of self and understand how the world around them functions.

Individual Support Staff for Special Needs

GMS is working with CMHA, KidsAbility and Wee Talk to identify and plan a course of action when needed. The support staff available to all students includes an Occupational Therapist, Physiotherapist, Speech- Language Pathologist, Social Development Consultant and Early Childhood Resource Consultant. GMS staff must obtain a written consent of parents to request Consultant assistance. Every support staff visit is booked in advance, documented and copies of the reports are given to parents, teachers and administration.

Behaviour Management Policy

All GMS supervisors, employees, interns and volunteers are required to read, understand and sign the GMS Behaviour Management Policy prior to commencing employment.

Behavior Management Policy of non-permitted disciplinary practices:

The Operator of Guelph Montessori School shall not permit,

- a) Corporal punishment, including but not limited to striking a child, directly or with any physical object, shaking, shoving, spanking, or other forms of aggressive contact, requiring or forcing the child to repeat physical movements or forcing food on a child.
- b) Deliberate harsh, belittling or degrading, measures or responses of any form, including verbal, emotional and physical, that would humiliate a child or undermine a child's self esteem or self respect.
- c) Denial of usual comforts including shelter, clothing, food and drink or bedding.
- d) Confinement in a locked or lockable room or structure to confine or isolate a child who has been withdrawn from other children.
- e) Locking for the purpose of confining a child, the exits of a day nursery

- f) Should any staff member abuse a child or in any way contravene any of the above mentioned points (a through (e) employment will be terminated immediately, and a report may be issued to the Ministry of Community and Social Services by the Operator.

Written Procedure:

1. Each new employee working at the Guelph Montessori School must read the Behavior Management Policy of permitted and non-permitted disciplinary practices at the commencement of employment, and sign and date it.
2. Further, this policy must be reviewed once a year thereafter.
3. The above two points must be recorded in a logbook and signed and dated by the operator and the employee.
4. Twice a year each employee working in the Day Nursery will be observed and assessed by the operator of the Guelph Montessori School to ensure each employee is adhering to the defined Behavior Management policy of permitted and non-permitted disciplinary practices.
5. A short interview will take place at the end of the observation session to review with the employee the observations made by the operator and to confirm the employee's understanding of permitted and non-permitted disciplinary practices.
6. The observation notes will be signed and dated by the Operator and by the employee.
7. This record of signed observations as well as the signing of the initial policy by the employee and Operator will be kept on file for two years.

Serious Occurrence Policy

All licensed child care programs are responsible for delivering services that promote the health, safety and well-being of the children. Child care operators are accountable to the public and the Ministry to demonstrate that their services are consistent with relevant legislation, regulations and policies.

Serious Occurrence reporting is one of many tools that provide licensed child care programs with an effective means of monitoring the appropriateness and quality of service delivery. Monitoring includes an ongoing review of practices, procedures and training needs.

Following a serious occurrence, the supervisor at GMS will complete and report a full and detailed description of the incident to the program advisor as per the reporting procedure of the CCEYA.

A Serious Occurrence notification form with anonymous details of the incident, actions taken and status will be posted for 10 consecutive days in a conspicuous place in the school for all parents and staff.

Help: 1-416-314-6230 #0#2

CCLS – log in – Serious Occurrence (within 24 hrs.)

The following procedures apply to children enrolled in GMS which occur during school hours, on or off the premises, while accompanied by staff.

PART A – MINOR ACCIDENTS

Duties of Staff:

1. When a child is injured examine him/her thoroughly to assess nature and seriousness of injury.
2. Notify head teacher if child requires treatment.
3. Apply first aid as required.
4. Incident should be reported in daily journal and to parent at the end of the program.

Duties of Supervisor:

In the event that child needs to see a doctor or go the hospital emergency, the Supervisor should do the following:

1. Contact child's parent/guardian explaining situation and asking that child be picked up immediately and taken to hospital.
2. Arrange with parent to contact child's doctor.
3. If parent cannot be reached, or has difficulty in coming to the school, take child directly to the hospital. Take medical and emergency forms. Contact child's doctor.
4. Following treatment, arrange for child's transportation home with parent.
5. Following the accident, a report form must be completed online indicating the details of the accident, treatment, and follow-up. Parent should be contacted to find out what treatment was given and when child will return to school. The Accident Report Form should be used.
6. A Serious Occurrence report will be filed by Administrator through CCLS and submitted within 24 Hours.

PART B - SERIOUS OCCURENCES

DEFINITION:

- (a) The death of a child who received child care at a home child care premises or child care centre,
- (b) Abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a home child care premises or child care centre,
- (c) A life-threatening injury to or a life-threatening illness of a child who receives child care at a home child care premises or child care centre,
- (d) An incident where a child who is receiving child care at a home child care premises or child care centre goes missing or is temporarily unsupervised, or
- (e) An unplanned disruption of the normal operations of a home child care premises or child care centre that poses a risk to the health, safety or well-being of children receiving child care at the home child care premises or child care centre

The serious occurrence categories are:

1. Death of a Child
2. Allegation of Abuse and/or Neglect
3. Life-threatening Injury or Illness
 - a. Injury
 - b. Illness
4. Missing or Unsupervised Child(ren)
 - a. Child was found
 - b. Child is still missing
5. Unplanned Disruption of Normal Operations
 - a. Fire
 - b. Flood
 - c. Gas Leak
 - d. Detection of Carbon Monoxide
 - e. Outbreak
 - f. Lockdown
 - g. Other emergency relocation or Temporary closure

ABUSE Includes:

- a) to suffer physical harm
- b) to be sexually molested or sexually exploited
- c) to require but not be provided with medical treatment

The local Children's Aid Society must be notified of all suspected child abuse cases as required by the Child and Family Services Act.

Should an investigation of a suspected child abuse case be necessary, the staff at GMS should co-operate and share information about the process of the investigation.

REPORTING CHILD ABUSE

It is the legal responsibility to report any suspicion of child abuse encountered in the course of one's professional duties. The responsibility lies not only with the staff but to any volunteers, students or support staff who have contact with the children.

Suspected cases of child abuse must be reported to the Ministry as well as the Child and Family Services.

Serious Occurrence Response - Immediate Actions by Service Provider:

Actions to be taken if a serious occurrence has occurred, or is suspected, include the following:

1. The client shall be provided with immediate medical attention when warranted.
2. Appropriate steps shall be taken to address any continuing risks to the client's health or safety. [Note: the need for the same or similar steps to address the health and safety of other clients should also be considered, as appropriate.]
3. Ensure that the local coroner is notified immediately in **all** cases involving death, regardless of location (e.g. hospital) or circumstances (e.g., 'Do Not Resuscitate' order was in effect, or death not considered questionable).
4. The staff or any other person witnessing or having knowledge of the occurrence shall report the matter to the person designated by the service provider to conduct serious occurrence inquiries.
5. The designated person shall immediately begin a serious occurrence inquiry: in accordance with the following steps. The purpose of the inquiry is to gather information regarding the actual or alleged occurrence(s).
6. All persons having knowledge of the occurrence should be asked to remain on the premises until the designated person has interviewed them, or indicated that there is no need for their involvement at that point.
7. The inquiry information gathered by the designated person will form the basis of the later *Serious Occurrence Inquiry Report* as part of the online reporting and therefore should include as many of the following details as possible at this time:

Description of the occurrence:

- Client's allegation (if applicable)
- Date, time, place where it occurred
- Time occurrence reported
- Reason for the occurrence (if known)
- People involved
- Action taken
- Current status

Parties notified:

- Coroner in all cases of death
- Police/CAS, as applicable
- parents/others, as appropriate

Further action recommended:

- specific to immediate situation; and/or
- related to potential underlying factors [e.g. review of particular internal policy/procedure, review of program/treatment plan for client, staff training need, modification to physical plant, etc.]

8. If on the basis of the inquiry, there is reason to suspect that a client has been abused (and/or in need of protection, in the case of a child), the designated person shall ensure immediate contact with:

- the Children's Aid Society, and police as appropriate, in the case of a child [*Note: it is the person who has reasonable grounds to suspect that a child is or may be in need of protection, who is legally obligated to make a report to the CAS*];
- the police, as appropriate and in accordance with applicable service provider policies/practices, for adults within developmental service programs and clients of the programs.

When a serious occurrence is deemed to have taken place, the service provider shall ensure that:

1. within 24 hours, the ministry regional or corporate office, as applicable, is informed through CCEYA website.
2. within 24 hours the parent/guardian/advocate and, where applicable, the person or agency who placed the client, are informed.

Note: The primary focus of the *Serious Occurrence Inquiry Report* is the record of service provider actions from an accountability perspective (i.e. were the actions taken appropriate, complete, consistent with legislation/policy, etc.). However, there is the potential for not all desired information to be obtained, or incident review/follow-up actions completed, within the required seven day period.

Annual Summary & Analysis Reports

An annual summary and analysis report of all serious occurrences is to be provided by the service provider to the ministry regional or corporate office, as applicable.

This report is to be submitted annually, reflecting the serious occurrence record from the previous one-year period (regional/corporate office will determine whether year is calendar or other, by program sector). Specifically, the report is to be submitted by the end of the first month following the reported one-year period, using the standard CCEYA *Annual Summary & Analysis Report* form.

The annual report will be reviewed by the ministry as to the service provider's management of serious occurrences, including the service provider's analysis of any patterns which suggest a need for training, support or internal policy modifications, and the identified steps to address any of these needs. Upon reviewing the report, the ministry may also identify possible issues or action that could require follow-up by the service provider, and/or more general information that could inform ongoing ministry policy work.

In the event of any follow-up action being requested after review of the annual report by the

ministry, the service provider must submit an outcome report upon completion of the identified action.

Ongoing Monitoring

Generally, the service provider is expected to monitor their performance each year, on an ongoing basis, with respect to the reporting, management, and follow-up of serious occurrences.

All staff is to review the Serious Occurrence Policy, sign and date it annually.

Established regional/corporate ministry contacts will also monitor service provider performance, in accordance with regular contractual/licensing related business practices, and are available for support or assistance, where required.

Supervision of Volunteers and Students

Policies and Procedures under the CCEYA applicable to Volunteers and Students provide that:

- a) Behaviour management policies and procedures are reviewed with volunteers or students who will be providing care or guidance at GMS before they begin providing that care or guidance and at least annually afterwards;
- b) There is a written procedure for monitoring the behaviour management practices of volunteers or students who provide care or guidance at GMS ;
- c) The individual plan for a child with anaphylaxis and the emergency procedures are reviewed by volunteers and students who will be providing care or guidance at the GMS before they begin providing that care or guidance and at least annually afterwards;
- d) Criminal reference checks with PVSC are required for all volunteers having direct contact with children in licensed child care programs and for all persons usually on the premises of GMS;
- e) The ministry criminal reference check policy does not apply to students placed in the child care program by an educational institution; however criminal reference checks with PVSC are routinely required by community colleges and universities prior to students beginning a placement in child care.
- f) Students/Volunteers will not be left alone with program children and will not be counted in supervision ratio.
- g) Policy will be reviewed annually, signed and dated by all employees and volunteers;

Personal Health Care - Staff

GMS ensures that each employee, prior to commencing employment, submit a health assessment recommended by the medical officer of WDG Public Health unit, confirming that there is no physical evidence to prevent employee from performing her/his duties.

Assessment to include a confirmation of the following immunization:

- **Tetanus, Diphtheria, Pertussis (Tdap)** – one dose is needed by adults followed by Tetanus Diphtheria (Td) every ten years.
- **Measles, Mumps and Rubella (MMR)** – two doses of MMR vaccine for adults born in or after 1970; adults born before 1970 can be considered immune.

Tuberculosis (Tb) screening is no longer required

Exemptions – If a staff member does not have an Immunization Record on file, GMS require a written objection on the grounds that the immunization conflicts with their sincerely held convictions based on their religion or conscience.

What happens to exempt staff during an outbreak?

If the disease causing the outbreak can be prevented by a vaccine affected by legislation (tetanus, diphtheria, polio, measles, mumps, rubella (German measles), meningococcal disease (meningitis) and pertussis (whooping cough), employees who are not immunized or who have incomplete records will be excluded from attending the childcare program until the outbreak is over.

Personal Health Care – Students

In order to attend licensed childcare in Wellington-Dufferin-Guelph, all children must have up-to-date immunizations as outlined in the *Publicly Funded Routine Immunization Schedule for Ontario* for the following diseases:

- Tetanus, diphtheria, polio
- Measles, mumps, rubella (German measles)
- Meningococcal disease (meningitis)
- Pertussis (whooping cough)
- Varicella (chickenpox)

All children at GMS need to provide one of the following **prior to the first day of attendance**:

- A photocopy of a valid up-to-date immunization record **OR**
- A valid statement of immunization exemption

Immunization Records Collection

GMS must use the *Immunization Information for Licensed Child Care Settings* form to collect information. Copies of the *Immunization Information for Licensed Child Care Settings* form and valid up-to-date immunizations records or statements of exemption must be forwarded to Wellington-Dufferin-Guelph Public Health at time of enrolment.

Enrolment Lists

To ensure that Public Health maintains current information on all children attending licensed childcare programs within the Wellington-Dufferin-Guelph area, GMS must submit a current enrolment list three (3) times a year:

- January
- June (if program runs over the summer)
- September

Each list must include the following information for each child currently attending GMS

- First and last name

- Date of birth
- If child attends a before school program, after school program, or both

This information not only assists in meeting requirements for our program's license, but also allows for timely follow up in the event of a vaccine preventable disease outbreak or distributing an important health notice. In the event of an infectious disease exposure, it may be necessary to assess the risk for each child by reviewing immunization records.

Immunization Exemptions

Children who are unimmunized due to religious or conscientious reasons or for medical reasons must provide one of the following statements of immunization exemption:

- A letter from the parent or legal guardian stating that immunization conflicts with their religion or conscience **OR**
- A written statement from a legally qualified medical or nurse practitioner giving medical reasons why the child should not be immunized

The above immunization exemptions **do not** need to be notarized by a Commissioner of Oaths.

What happens to exempt children during an outbreak?

If the disease causing the outbreak can be prevented by a vaccine affected by legislation (tetanus, diphtheria, polio, measles, mumps, rubella (German measles), meningococcal disease (meningitis) and pertussis (whooping cough), children who are not immunized or who have incomplete records will be excluded from attending the childcare program until the outbreak is over.

GMS - Child Care Nutrition

Good nutrition is vital to children's learning and physical development. The GMS' child care nutrition policy has been designed to encourage the development of good eating habits that will last a lifetime.

Meals and Snacks

A wide variety of nutritionally balanced, high quality foods are prepared and served by a fully licensed catering service each day. The food is carefully packed and delivered to GMS by the caterer's staff. A morning snack is offered just after arrival at 9:30 a.m. Lunch is served at 11:30 a.m. with an afternoon snack to follow nap time at 2:30 p.m. Meal and snack times are planned so that no child will go more than three hours without being offered food.

Child Care Nutrition Considers Allergies

Food allergies are becoming more common among young children. It is important for us to work together to provide a safe environment for your child. Our caterer is experienced in reading ingredient lists and accommodating special diets, however, since we have no way of knowing what happens when your child is at home, we rely on you to keep us updated about any changes in your child's allergies.

Accommodations for food allergies will be made on a case-by-case basis. If the allergy is not severe or life-threatening, reasonable substitutions will be made to the menu. If the allergy is severe and life-threatening, the specified foods will not be served. In the case of an allergy so severe that it is dangerous for the child to come into contact with small amounts of the food or

breathe in its odour, we will take reasonable precautions to prevent an allergic reaction, with the understanding that complete protection is not possible. Allergies and Dietary Limitation list is posted in every classroom.

Child Care Nutrition Accommodates Special Diets

If your child has religious or lifestyle dietary restrictions we will make reasonable adjustments to the menu in order to accommodate his/her needs. For example, a vegetarian child may be offered meatless spaghetti sauce while the other children have meat sauce. In most cases our caterer is able to provide alternative choices. However, in the unlikely event that our caterer is unable to accommodate a special diet an exemption note from a physician should be submitted and kept on file. A special arrangement will be made for food to be sent from home. In that case every item must be clearly labelled with the child's name and kept separate from the rest of the food.

Child Care Nutrition Includes Special Treats

A well-balanced child care nutrition plan includes occasional treats, and what better time for treats than a birthday or holiday. Birthday and holiday treats help make these days even more special for the children. We appreciate to know in advance if a special birthday or holiday treat is sent in.

We ask that parents keep nutrition in mind when deciding on a treat - party mixes, snack crackers and fruit and cheese snacks are all favourites and healthier alternatives to traditional party food.

GMS - Seasonal Menus

The seasonal menus are planned with optimal nutrition in mind. Each menu is designed to provide a wide variety of foods that are different in colour, shape, size and texture. Menus include a wide variety of foods, including those that are the children's favourites, new or unfamiliar, culturally diverse, and seasonally appropriate. In addition, menus are planned with children's ages and developmental abilities in mind. A three-week rotation of menus changes seasonally to provide the children with a balance of variety and familiarity. Menus are posted outside each class so parents can clearly check what type of snack and lunch has been served each day.

Program Development

Early Childhood Educators have a lasting, positive impact on the development of children, and provide an essential support for families, communities, and society. Early literacy and numeracy, socialization, indoor and outdoor physical activities, and creative experience in art, music, movement, and dramatic play are some of the areas students at GMS are involved with daily.

The usual work environment for ECEs involves daily indoor and outdoor activity. Being in good health and having, energy, patience, physical stamina, good communication and interpersonal skills are assets that will benefit both teachers and students alike.

To maintain high standards of early childhood education in a Montessori environment, at GMS we encourage all staff to attend meetings, workshops and conferences to further enhance their knowledge base. The County of Wellington offers workshops and training sessions on various

subjects to challenge ECE's and to introduce new effective solutions to their work environment. As a Montessori daycare/school we also benefit from Montessori workshops and conferences. Although limited in Canada (more accessible to US residents) GMS staff is encouraged to attend such events. T.M.I., M.T.C., C.C.M.A., N.A.M.T.A. and A.M.I. are a few of the Montessori organizations offering professional development to Montessori teachers and teaching assistants. GMS sponsors all workshops and conferences and alerts staff to all relevant events in our region.

Parental Involvement

Parental involvement inside the Montessori classroom is limited. While the Montessori classroom offers many of the same elements of the known traditional daycare, it is still very unique and requires specific approach and familiarity with Montessori materials and precise presentations. Outside the classroom parents at GMS can and should be involved in a variety of school events and activities. If an activity takes place off school premises, parent volunteers accompany students based on an outdoor required ratio.

GMS has an active Parent Committee who meets once a month to plan and promote community events. The Parent Committee is also involved in purchasing high price items for school and to approve school projects. In addition, parent volunteers play an active role in school community events such as our Welcome BBQ, Winter Concert, Book Club, EcoSchool Assembly, Spring Fling and Graduation. Parents might also contribute by presenting specific skills in form of presentations to appropriate age groups.

Program Statement Implementation Policy

- All employees, interns and volunteers shall review and sign off on the program statement prior to interacting with children annually and when the program statement has been modified.
- Educators will model and engage in ongoing communication about all aspects of the program statement with students and volunteers and families.
- Periodic program meetings take place with the teachers in each classroom to provide support and encourage discussion in their program implementation.
- Periodic staff meetings take place with the full staff to provide a forum for an on-going learning and opportunity to contribute to the evolution of the program and overall effectiveness of statement.
- The director will hold annual staff evaluations to discuss the implementation of the program statement and provide feedback. In addition each head teacher will provide annual written evaluation of her staff.
- On-going monitoring of the classrooms will be done by the director to ensure that all staff, interns and volunteers are following GMS' guidance and policies and that none of the prohibited practices are occurring. In the event that any prohibited practices should occur, immediate action will take place, according to GMS' policy.

Parent Issues and Concerns Policy and Procedures

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

Definitions

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

Staff: Individual employed by the licensee (e.g. program room staff).

Parent/Guardian: An authorized individual on behalf of a registered family

CAS: Children's Aid Society

Policy

General

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

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

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

An initial response to an issue or concern will be provided to parents/guardians within two business days. 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/guardians, 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 centre 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/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
All Age Groups - Daily routine: schedule, sleep, toilet training, eating habits, clothing, B&A hours care, indoor/outdoor play, extra-curricular activities, excursions and such	Raise the issue/concern with a classroom staff directly or the classroom head teacher	 - If possible, address the issue/concern at the time it is raised. Always inform the head teacher - If the head teacher determines a meeting is required, one should be offered within two business days - If the issue/concern can not be resolved inform the Administrator - Document the issues/concerns in detail. Documentation should include: - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. - If possible, address the issue/concern at the time it is raised - If the Administrator determines a meeting is

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
General - Administrative Finance, hours of operation, staffing, ratio, waiting lists, menu, structure, sanitary, weather restrictions and such	<p>Raise the issue/concern directly to the supervisor / Administrator either in person, via e-mail or by phone</p>	<p>required, one should be offered within two business days</p> <ul style="list-style-type: none"> - 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 (2) business days or as soon as reasonably possible thereafter. - Document reasons for delays in writing.
Conduct of immediate staff, support staff, parent volunteers, workshop presenters, policy related items,	<p>Raise the issue/concern directly to the supervisor / Administrator either in person, via e-mail or by phone</p> <p>All issues/concerns about the conduct of immediate staff, support staff, parent volunteers, workshop presenters, that puts a child's health, safety and well-being at risk should be reported to the Administrator as soon as parents/guardians become aware of the situation.</p>	<ul style="list-style-type: none"> - Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern. - Document the issues/concerns in detail. Documentation should include: <ul style="list-style-type: none"> - 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	<p>Raise the issue/concern with a classroom staff directly or the classroom head teacher</p> <p>All issues/concerns about the conduct of students or volunteers that puts a child's health, safety and well-being at risk should be reported to the Administrator as soon as parents/guardians become aware of the situation.</p>	

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Suspected Abuse And/or Neglect	All individuals – staff, parents, guardians, volunteers, support staff, visitors – must contact the Administrator immediately and report such suspicion to the local Family and Children’s Services.	<ul style="list-style-type: none"> - The appropriate agency is to be contacted immediately by the Administrator for suspected issues/concerns related to abuse and/or neglect - A list of local agencies can be found in the Contact Box at the bottom of this policy

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 The Ministry of Education.

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, where appropriate.)\

Contacts:

Student’s immediate **Head Teacher** - guelphmontessori@rogers.com or 519-836-3810

Amir Gutman **Principal** - guelphmontessori@rogers.com or 519-836-3810

Ministry of Education - Licensed Child Care Help Desk 1-877-510-5333 or childcare_ontario@ontario.ca

Family and Children's Services of Guelph and Wellington County
 275 Eramosa Road, Box 1088, Guelph, ON N1H 6N3 info@fcsgw.org
 Bus: 519-824-2410 | Toll free: 1-800-265-8300 | Fax: 519-763-9628

Emergency Management Policy and Procedures

Purpose

The purpose of this policy is to provide clear direction for staff and licensees to follow and to deal with emergency situations. The procedures set out steps for staff to follow and to support the safety and well-being of everyone involved.

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

Definitions

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations.

Authority: A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the licensee).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole child care centre (e.g. child-specific incidents) and where 911 is called.

Emergency Services Personnel: persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

Evacuation Site: the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care centre.

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

Meeting Place: the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the child care centre if evacuation is not necessary.

Staff: Individual employed by the licensee (e.g. program staff, supervisor).

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

Policy

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.

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: **Grass area (by the school sign) on Waterloo Ave.**

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: **CMHA building located on 80 Waterloo Ave.**

Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If any emergency situations happen that are not described in this document, Amir Gutman (Principal) and/or emergency personnel will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by each head teacher in the daily log.

Additional Policy Statements

E.g. regular drills with staff for training/practice, emergency bag preparation, etc.

In addition to monthly fire drills the school will conduct Emergency Evacuation drill twice yearly. All drills will be recorded in daily log books. A designated caregiver from each class is responsible for taking the Emergency bag during evacuation. If possible a sweep of the classroom will be conducted by the last individual to leave. If possible the Principal is responsible for washrooms sweep.

Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
Lockdown	<ol style="list-style-type: none">1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. Use of whistle is recommended (see Emergency Lockdown Policy)2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location.3) Staff inside the child care centre must:<ul style="list-style-type: none">• remain calm;• gather all children and move them away from doors and windows;• take children's attendance to confirm all children are accounted for;• take shelter in closets and/or under furniture with the children, if appropriate;• keep children calm;• ensure children remain in the sheltered space;• turn off/mute all cellular phones; and• wait for further instructions.4) If possible, staff inside the program room(s) should also:<ul style="list-style-type: none">• close all window coverings and doors;• barricade the room door;• gather emergency medication; and• join the rest of the group for shelter.5) The Principal will immediately:<ul style="list-style-type: none">• close and lock all child care centre entrance/exit doors, if possible; and• take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>

Hold & Secure	<p>1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. Use of whistle is recommended (see Emergency Lockdown Policy)</p> <p>2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.</p> <p>3) Staff in the program room must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children's attendance to confirm all children are accounted for; • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions. <p>4) The Principal must immediately:</p> <ul style="list-style-type: none"> • close and lock all entrances/exits of the child care centre; • close all blinds and windows outside of the program rooms; and • place a note on the external doors with instructions that no one may enter or exit the child care centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>
Bomb Threat	<p>1) The staff member who becomes aware of the threat will notify the office immediately and must:</p> <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services is not yet aware of the situation; • follow the directions of emergency services personnel; and • take children's attendance to confirm all children are accounted for. <p>A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</p> <p>B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p>

Disaster Requiring Evacuation	<p>1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • gather all children, the attendance record, children's emergency contact information any emergency medication; • exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions; • escort children to the meeting place; and • take children's attendance to confirm all children are accounted for; • keep children calm; and • wait for further instructions. <p>3) If possible, staff should also:</p> <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>4) Designated staff will:</p> <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the nearest safe location and ensure their required medication is accessible, if applicable; and • wait for further instructions. <p>5) The Principal will conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p>
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Disaster – External Environmental Threat	<p>1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p>If remaining on site:</p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. <p>3) The Principal must:</p> <ul style="list-style-type: none"> • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
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Natural Disaster: Tornado / Tornado Warning	<ol style="list-style-type: none"> 1) <i>The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</i> Use of whistle is recommended (see Emergency Lockdown Policy) 2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately. 3) <i>Staff must immediately:</i> <ul style="list-style-type: none"> • remain calm; • <i>gather all children;</i> • <i>go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;</i> • take children's attendance to confirm all children are accounted for; • <i>remain and keep children away from windows, doors and exterior walls;</i> • keep children calm; • conduct ongoing visual checks of the children; and • wait for further instructions.
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Natural Disaster: Major Earthquake	<ol style="list-style-type: none"> 1) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3) Once the shaking stops, staff must: <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 4) If possible, prior to exiting the building, staff should also: <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 6) Designated staff will: <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the nearest safe location and ensure their required medication is accessible, if applicable; and • wait for further instructions. 7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.
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Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, the Principal must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons:

Local Police Department: **911** (519-824-1212)

Ambulance: **911** (519-824-7100)

Local Fire Services: **911** (519-824-3232)

Site Supervisor: Amir Gutman - Principal

Licensee Contact(s): **519-835-3601**

Child Care Centre Site Designate:

Brigitte Morais **519-823-3781** (Casa)

Wendy Nicol **519-242-9589** (Toddler)

Marianne Bedore **519-546-9337** (Elementary)

- 4) Where any staff, students and/or volunteers are not on site, Site Designates must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them to return to the child care centre.
- 5) Site Designates must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.

- 7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

8a) Procedures to Follow When “All-Clear” Notification is Given	
Procedures	<ol style="list-style-type: none">1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre.2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre.3) Staff must:<ul style="list-style-type: none">• take attendance to ensure all children are accounted for;• escort children back to their program room(s), where applicable;• take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and• re-open closed/sealed blinds, windows and doors.4) The Principal or Site Designates will determine if operations will resume and communicate this decision to staff.
Communication with parents/guardians	<ol style="list-style-type: none">1) As soon as possible, the Principal must notify parents/guardians of the emergency situation and that the all-clear has been given.2) Where disasters have occurred that did not require evacuation of the child care centre, the Principal must provide a notice of the incident to parents/guardians via e mail.3) If normal operations do not resume the same day that an emergency situation has taken place, the Principal or Site Designates must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

8b) Procedures to Follow When “Unsafe to Return” Notification is Given	
Procedures	<ol style="list-style-type: none">1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel.

	<p>2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site.</p> <p>3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site.</p> <p>4) The Principal or Site Designates will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so.</p> <p>5) Upon arrival at the evacuation site, staff must:</p> <ul style="list-style-type: none"> • remain calm; • take attendance to ensure all children are accounted for; • help keep children calm; • engage children in activities, where possible; • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up.
Communication with parents/guardians	<p>1) Upon arrival at the emergency evacuation site, the Principal or Site Designates will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.</p> <p>2) Where possible, the Principal will update the child care centre's voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.</p>

Additional Procedures for Next Steps during an Emergency

<p>1) In the event of a lengthy lockdown trained staff will ensure medical attention is given if required while possible. All incidents must be recorded in the Incident Report Logbook once an All Clear is given. The Principal will file a Serious Occurrence if warranted.</p> <p>2) Upon assessment of the situation and when possible staff will distribute water and snack to all students.</p> <p>3) In the event of a lengthy evacuation and when possible staff will provide water to students while staying at the designated evacuation site.</p> <p>4) Staff will continue to monitor and observe students to provide safety and comfort until All Clear is given or a parent pick up.</p>

Phase 3: Recovery (After an Emergency Situation has ended)

Procedures for Resuming Normal Operations	<ol style="list-style-type: none">1) The Principal will determine if, where and when school resumes.2) The Principal will notify and update Program Advisor (Min. of Ed.) if required.3) The Principal will contact and update the caterer, cleaners, specialty teachers and any other personnel with respect to resumption of school operation.4) The Principal will contact Insurance Company to open a claim if required.5) Communication with the media will be conducted by the PRINCIPAL ONLY – No Exceptions!
Procedures for Providing Support to Children and Staff who Experience Distress	<ol style="list-style-type: none">1) If it is determined that a student is in need of support, staff will alert the Principal and parents to provide assistance through support staff agencies available to school. Staff will continue to monitor student and remain in close contact with parents and support staff until otherwise is determined.2) If it is determined that a staff member is in need of support, staff will alert the Principal and will be relieved of her duties. Appropriate Support staff will be notified so to provide guidance and assistance. Support staff will confirm the level of readiness of staff member prior to resuming her duties.
Procedures for Debriefing Staff, Children and Parents/ Guardians	<ol style="list-style-type: none">1) The Principal or Site Designates must debrief staff, children and parents/guardians after the emergency.2) The Principal or Site Designates will determine the appropriate time and location for such event and will inform all staff members, parents and any other agency that might contribute to such meeting.3) Following such meeting Staff will discuss the event with students when appropriate.

Activities off the school premises: Our Toddlers only leave the premises for the occasional walk around the block and similarly during Terry Fox Run. Activities such as “Fire Truck Visit” or “Humane Society Visit” are always on site.

The Pre-School students (Casa I) enjoy two scheduled excursions such as a visit to a farm or a short train ride (Waterloo to Elmira). All excursions are planned in advance and a detailed consent form is sent to each and every family. Parent volunteers are encouraged to attend such trips. Transportation is provided by a local school bus company.

GMS – Wait List Policy

In order to be placed on the GMS Wait List all prospective families are required to come for a scheduled tour/open house – view our facility, hear about the philosophy, have their questions answered and pick up our enrolment/registration folder. GMS’ Wait List Policy will be available to all prospective families to read and acknowledge that they fully understand and willing to comply with our policy.

Potential students are placed in sequential order based on the date and time contact information, a full name and a date of birth has been submitted. The list will only guarantee that GMS will contact prospective families once space became available. At that point GMS will allow parents 48 hours to respond. Following the first 48 hours the next prospective family will be contacted. Families are welcome to follow up and inquire about their status on the waitlist but we will only be in contact once space becomes available.

If the family accepts the placement, a complete “Application for Enrollment” accompanied by a one month tuition deposit must be submitted within 24 hours of notification. A deposit will not be required until a spot has been confirmed.

GMS will confirm receipt of application and deposit. A meeting will be required to allow for the opportunity to review documents and payments. If you have not received any correspondence from GMS within the allotted time frame, it is your responsibility to follow up to ensure that the registration has been processed and finalized.

It is the sole responsibility of the family to update GMS with regard to child’s contact information, name and date of birth or any other relevant changes to the original information.

Please note that families who are currently registered at GMS will be given a priority when siblings are registered. GMS administration has the final decision regarding admissions.

Summary of Casa I Goals (pre-school Ages 2.5-3.5)

(GMS offers an inclusive, unbiased learning environment for children from all cultures, beliefs and denominations. GMS has a support network in place. We provide assessments to help diagnose a difficulty and when needed provide the support required. GMS include and support all students with IEP's.)

Practical Life

- Independence
- Concentration level and focus
- Organizing/sorting/classifying
- Fine motor development

Sensorial

- Visual/perceptual development
- Identifying and naming all colours
- Organizational development
- Logical Sequencing
- Identifying and naming shapes
- Recognize concepts/ name concepts

Art

- Creative expression through art
- Exploration of various colours and mediums

Language

- Spoken language
- Exposure to proper grammar structure
- Development of listening skills
- Vocabulary
- Learning everyone's name
- Pre-writing exercises
- Identifying sounds of the alphabet

Personal Care

- Dressing oneself – all items of clothing
- Reliably toilet trained – asking to go and independently using washroom
- Tidy up – able to tidy personal items and classroom materials

Eating

- Eating independently using cutlery
- Using a regular cup
- Sit at a table with other students, remain seated

Verbal expression

- Express oneself using clear words and sentences
- Participate in circle time - listen to stories, sing along
- Identifying and naming objects in the environment
- Enjoy listening to music,
- Introductions, grace & courtesy

Gross Motor

- Running, jumping, dancing to rhythm
- Bounce a ball, pass, roll,
- Climbing up and down stairs independently

Arrival/Dismissal

- Change shoes independently
- Hanging up coat independently
- Positive separation, saying goodbye

Classroom Routine

- Developing independence
- Sense of order
- Making choices
- Sharing/patience/turn taking
- Develop a love of learning
- Self esteem/self confidence

Math

- Identifying, naming and tracing number figures
- Associating numbers and quantities

Culture

- Exposure to the community/world around us
- Nature/animals/Mammals, fish, reptiles
- Continents/Countries/Provinces

Music (Musikgarten Program)

- Singing out loud in unison
- Listening to sounds and music
- Exposure to musical instruments

Grace and Courtesy

- Development of proper eating habits
- Greetings and farewells
- Manners

Playground

- Social development
- Parallel play/peer play
- Gross motor development