

Innisfil Montessori Academy
Policies and Procedures Manual
for Parents and Guardians of Innisfil Montessori Academy

2026 - 2027

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Montessori Education:

“Montessori” is a comprehensive educational approach based on children’s natural learning tendencies. Children absorb what they observe in their surrounding environment. Thus, Maria Montessori coined the phrase “the absorbent mind”. Given this fact of “absorption” it is essential that the children be placed in a prepared environment. This environment is one that invites children to engage in learning opportunities of their own individual choice. Special materials are used to facilitate this process. Each child uses the materials and develops at his or her own pace.

Program Statement

This program statement is consistent with The Minister of Education’s Policy statement and pedagogy issued under subsection 55(3) of the CCEYA (Child Care Early Years’ Act) and we shall review the program statement at least annually for this purpose as follows:

Innisfil Montessori Academy offers a learning program that is consistent with both Maria Montessori’s ideas and the Ministry of Education policies, pedagogy and curriculum. The Ministry and Montessori documents referenced in our program include the following:

- How Does Learning Happen?
- Ontario Early Years Framework
- Think Feel Act: Lessons from Research About Young Children
- The Absorbent Mind- Maria Montessori
- Early Learning for Every Child Today

Innisfil Montessori Academy emphasizes active learning, as children learn best by pursuing their personal interests and goals. Children make their own choices about materials and activities during the program time. As they pursue their choices, children explore, ask and answer questions, solve problems, and interact with peers, program staff, volunteers, students on placement and other adults. Children are competent, capable, curious and rich potential. Innisfil Montessori Academy recognizes each child as a unique individual who brings their own abilities to the program and deserves the encouragement and space to try new things, explore new ideas and develop their unique creativity. We provide an environment that fosters curiosity, one that allows children to explore in a safe and caring environment. An environment in which to grow and develop to their maximum potential. We understand the importance of taking children’s stages of development and their unique family, community and life experiences into consideration. In each case, we aim to integrate all areas of the child’s development into our program in a holistic way.

Our goals for children, consistent with both Maria Montessori’s Philosophy and the Ministry of Education pedagogy, include the following:

- Every child has a sense of belonging when he or she is connected to others and contributes to their world. **At IMA, we encourage our students to take an active role in caring for their environment. Child-sized brooms, dustpans, cloths and dusters are readily available so students can clean up small messes as they occur. Children are also encouraged to return materials to their proper place on the shelves and to handle classroom materials with care, so they remain available for everyone to enjoy. These everyday opportunities help children develop independence, responsibility and respect for their environment and one another. We believe that being able to contribute to the care of their classroom gives children a sense of pride, accomplishment and belonging within their community.**

- Every child develops a sense of self, health and well-being. **At IMA, our interactions and communication with children are grounded in positive reinforcement, respect and encouragement. Staff consistently model positive and respectful behaviour and communication, incorporating the Montessori principles of Grace and Courtesy into everyday classroom experiences. Through these lessons and by observing the adults around them, children learn how to communicate respectfully, resolve conflicts and interact thoughtfully with others. Our classrooms are made up of mixed-age groups, creating many natural opportunities for children to learn from and support one another. Older children often take on leadership roles and enjoy helping younger classmates, while younger children benefit from observing and learning from their peers. Children frequently choose to work together in pairs or small groups, creating opportunities for peer learning and collaboration. Our teachers model respectful communication and guide children through problem-solving rather than immediately solving problems for them. Whenever appropriate, children are encouraged to seek assistance from their peers before turning to an adult. This helps foster independence, confidence and a strong sense of community. Through these everyday interactions, children develop the ability to help one another, navigate social situations, solve problems, build confidence and self-regulate. We believe these experiences are an important part of helping children become capable, respectful and caring members of their classroom community.**
- Every child is an active and engaged learner who explores the world with body, mind, and senses. **At IMA, our classrooms are thoughtfully organized into five essential areas of learning: Practical Life, Sensorial, Mathematics, Language and Culture. Each area is equipped with carefully designed Montessori materials that support children's natural development and encourage hands-on learning through exploration and discovery. Many of the materials are self-correcting, allowing children to recognize and work through errors independently while developing confidence and problem-solving skills. Montessori learning often moves from the concrete to the abstract, giving children the opportunity to physically explore a concept before progressing toward more abstract understanding. These materials naturally encourage children to explore, ask questions, make connections and draw their own conclusions. Whenever possible, authentic materials made from natural materials, such as wood, are used to create a warm and purposeful learning environment. Through this carefully prepared environment, children are encouraged to learn at their own pace while developing independence, concentration, curiosity and a genuine love of learning.**
- Every child is a capable communicator who expresses himself or herself in many ways. **At IMA, we recognize that children's interests play an important role in their learning and development. We provide a rich variety of experiences and opportunities that allow each child to explore their interests, develop new skills and discover their individual strengths.**

Our daily programming includes a wide range of activities and learning experiences, including drama, music, dance, literacy, language, nature, science and technology, construction, mathematics, Practical Life, Sensorial, zoology and botany, as well as plenty of opportunities for active outdoor play. In addition, our programming also allows the children to have the opportunity to enjoy approximately two hours of outdoor time each day. Outdoor play supports physical development while giving children opportunities to build gross motor skills, coordination, strength and endurance through active play and exploration. During inclement weather, we continue to provide opportunities for indoor gross motor activities, ensuring that children remain active and have opportunities to develop their physical skills throughout the year.

- Incorporate rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care. **At IMA, we recognize that rest is an important part of children's daily routines and overall well-being. Toddlers are encouraged to sleep during rest time, for a maximum of two hours, while CASA children are encouraged to rest for a minimum of 30 minutes.**

Children who do not sleep are provided with quiet activities that they can enjoy during this time, allowing them to relax while respecting the needs of others who are resting. Our staff follow IMA's established sleep and rest policies to ensure that rest times are safe, consistent and supportive of each child's individual needs.

Our programs are designed to:

- encourage children to interact and communicate in a positive way and support their ability to self-regulate
- foster the children's exploration, play and inquiry
- provide child- initiated and adult- supported experiences
- support positive and responsive interactions among the children, parents, child care providers and staff;
- plan for and create positive learning environments and experiences in which each child's learning and development will be supported;
- 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;
- promote health, safety, nutrition, and well-being of children.
- foster the engagement of and ongoing communication with parents and caregivers about their program and their child through communication books, progress reports, newsletter and daily conversations
- Involve community partners such as resource teachers, librarians etc. to support the children, families and staff of IMA
- support staff or others who interact with the children at IMA in relation to continuous professional learning;
- document and review the impact of the strategies set out above, on the children and their families. The supervisor shall ensure that all new staff, student teachers and volunteers review the program statement, prior to interacting with children and at any time when the program statement is modified and annually thereafter. IMA shall ensure that the approaches set out in its program statement and are implemented in the operation of its program.

System Planning Canada-Wide Early Learning & Child Care System

In 2022, Ontario signed the Canada-Wide Early Learning and Child Care Agreement (CWELCC) with the Government of Canada. Significant new federal investments through this agreement will support: fee reductions, increasing the number of licensed child care spaces, addressing barriers to providing inclusive child care, and supporting the early childhood workforce.

Funding under the CWELCC Agreement will be used to build and leverage the success of Ontario's existing early learning and child care system by increasing quality, accessibility, affordability and inclusivity in early learning and child care, towards achieving the objectives of:

- a. Providing a 25% fee reduction (for eligible children) retroactive to April 1, 2022 building to a 50% reduction in average parent costs for licensed early learning and child care and reaching an average parent fee of \$10 a day by 2025-26 for licensed child care spaces;
- b. Creating 86,000 new high-quality, affordable licensed child care spaces (relative to 2019 levels), predominantly through not-for-profit licensed child care;
- c. Addressing barriers to provide inclusive child care; and
- d. Valuing the early childhood workforce and providing them with training and development opportunities.

"Eligible Children" means any Child under six years old; and up until June 30 in a calendar year, any Child who (a) turns six years old between January 1 and June 30 in that calendar year, and (b) is enrolled in a licensed infant, toddler, preschool or kindergarten group, a licensed family age group, or home child care, as defined in the Child Care and Early Years Act, 2014.

Innisfil Montessori Academy has been approved and is operating within the CWELCC as of December 5th, 2022

Monthly Tuition Rates effective January 1st 2026

Toddler

Schedule	Current Rate	New Rate
Full Time	\$1210.00	\$478.50

Casa

Schedule	Current Rate	New Rate
Full Time	\$1125.00	\$478.50

Kindergarten

Schedule	Current Rate	New Rate
Full Time	\$1000.00	\$472.50

As per CWELCC guidelines, parents will be provided credits/ refunds if a retroactive reduction is announced.

Any extra curriculums, including field trips, special guests or recreational activities will remain full cost.

Refunds and Credits:

Field Trips or School Activity: If a child is unable to attend a field trip and the school was not charged for that spot, a refund or credit would be issued as per parent's preference.

Program Description: Casa and Kindergarten Program

The casa program is for children who are 2.5 years of age to 6 years of age. We offer a half day and full day Casa Program. The Montessori classroom is organized into five main areas.

1. The practical life activities are familiar tasks that they have encountered in their daily lives, such as pouring, spooning, sweeping etc. These tasks help the child to develop gross and fine motor skills, while increasing independence and self-reliance. The items in the Casa classroom are scaled to fit the child and allow them to master each task independently.
2. Sensorial exercises allow the children to discriminate and order the impressions that have entered through each of his senses. Scientifically designed materials that isolate each sense facilitate in the development of intellect through hands-on exploration. The child learns to separate, classify forms, colors, textures, sounds and smells. Exercise in this area refine the senses and develop skills in thinking, judging, concentrating, comparing and sequencing. The materials offer unlimited opportunities for the development of vocabulary and the essential development of dexterity that will lead to reading and writing.
3. Language Curriculum focuses on listening, speaking, reading and writing. The curriculum is designed to meet the young child's innate need to acquire language. Significant emphasis is placed on building vocabulary and oral competency. Through the use of the Montessori materials, children acquire a rich vocabulary for labeling, describing, comparing and contrasting their environment and the objects within it.
4. The Montessori Math curriculum is firmly based on learning through experience. Children use a wide variety of carefully constructed materials to lead them to an understanding of the value and sequence of numbers. The children are introduced to the operations: addition, subtraction, multiplication and division at a concrete level so that they experience what these activities really mean. The program has the advantage of being able to meet each child's individual learning style and pace of development.

5. Culture. The cultural unit contains; botany, zoology, geography and science. The children have the opportunity to continue with the hands-on approach. Experiments are a major part of the cultural program, allowing the child to make predictions, test and draw conclusions. The geography area allows the child to learn about where they live and their place in the world.

Toddler Program

The Montessori toddler curriculum is a unique classroom environment, beautifully designed to appeal to the child's natural curiosity and meet the diverse and special development needs of children aged 18 months to two and half years. It is a period characterized by the need to explore everything, move and develop large motor coordination and strength. We believe at this age there is huge expansion into language. They develop a capacity to create symbols, images and concepts and become aware of him/herself as a separate and independent person. This classroom experience is often a very delicate time for the child as well as the parent. Therefore, patience, observation, and gentle encouragement are provided to make this transitional step into Montessori.

The first three years of a child's life are the most formative. During this period, children absorb innumerable impressions from their surroundings as their inner development takes place. They thrive on routine, external order, encouragement and respect for their individuality. Our toddler program is a harmonious community that allows each child to reach his or her full potential. The teachers gently guide the children through each successive level of development and achievement, always encouraging and supportive. Socialization, toileting, separation, waiting one's turn, sharing and patience are all important lessons that each child learns.

Hours of Operation

IMA is open from 7:15am to 5:15pm, Monday thru Friday

Holidays

Last Thursday and Friday of Aug/Sept cusp- Professional Activity Days

Labour Day

Thanksgiving

PD Day November 20th 2026

IMA's closure schedule is as follows

Winter Break- 10 days (follows school board)

Family Day

March Break- 5 days (follows school board)

Good Friday

Easter Monday

Victoria Day

Last Friday of June- Professional Activity Day

Canada Day

Civic Holiday

Days subjects to change

Admission Requirements

- Entry at age 18 months – 2.5 years, at the child's time of readiness

- walking securely
- developmentally ready, as assessed through an interview
- IMA can enroll 3 children under 18 months who meet the above criteria.

A Gradual Phasing-In Period Ensures Comfort, Confidence and Happiness

Toddlers routinely join the program throughout the year when they reach the age of 18 months. It is paramount to ensure each child's feelings of well-being as they join the class. To ensure that the separation of a parent and child is gradual and gentle, we encourage a few short visits (1 hour), followed by some half days before the child joins us for their full day program. Both parents and teachers will work together in determining when the child is ready to make that transition. IMA teachers understand that the child must feel secure and ensure this by allowing the child to explore the classroom environment with the parent present to provide emotional support.

Children in Toddler and Children's House Programs Benefit Greatly from Programs That Are Five Days A Week.

The consistency of a five day a week program allows students to experience the order and predictability necessary to empower a high degree of learning. In addition, we know that the concentration, confidence, knowledge, skills and understanding developed in the Toddler and Children's House classrooms provide essential support for all aspects of a student's educational experience in elementary school, high school and beyond

Practical Life Fosters Independence

Practical Life activities include many of the everyday tasks children observe their parents doing at home. Young children enjoy and take pride in caring for their environment, themselves and each other. These skill developing activities are specially designed to fit in a toddler's hand and allow the child to spoon, sweep, button and wash. Each task allows the child to gain independence and to develop a sense of order, responsibility and coordination of movement.

Language Development

Children between birth and three years are in a critical period for the development of language. By providing an environment rich in oral language, each child has the opportunity to increase their receptive and expressive language. Formal language lessons are given each day using vocabulary cards, classified objects, books, poems, songs and finger play activities. Informal language lessons are an integral part of our program throughout the day's lessons and activities. Children learn pronunciation, inflection, grammar and vocabulary from interacting with the individuals around them. The children delight in the acquisition of language and thrive in this vocabulary-rich environment.

Sensory- Fine Motor Development

Children learn by interacting with the world around them. The classrooms contain a full complement of manipulative activities for fine motor development including exercises such as bead stringing, cutting, puzzles, sewing and sorting. These activities assist the child in refining eye-hand coordination, using both hands together, strengthening the muscles of the hand and refining the pincer grasp, laying the foundation for later motor skills that require this strength when writing with a pencil. Through repetition the child develops the capacity to concentrate for longer periods of time.

Gross Motor Development; a Solid Base for a Healthy and Active Life

Development of coordination, balance and strength is an important component of our Toddler Program. The toddler classroom invites children to explore and delight while developing control of their bodies. The classroom contains a sandbox, climbing equipment, water play, balls, hoops and beanbags. At IMA we believe that young children need to explore the outside world in order to develop their innate connection with nature. Our students go outside to our playground each morning and afternoon where they further develop and refine their gross motor skills.

Our Academic Day Programs which will include:

- A nutritious snack twice daily
- Indoor free play
- Structured programs
- Gross motor activities
- Outings
- Group and individual activities
- Washroom routines

Staff Qualification:

Our dedicated staff is chosen carefully, and all our head directresses hold either a Montessori Teaching Certificate, a Bachelor of Education degree or an Early Childhood Education degree. They have personal qualities of friendliness, warmth and the ability to relate openly to children and adults. Continuous evaluation of staff and programming ensures the ongoing high-quality care for your child

IMA Child Care Supervision Policy for Volunteers and Students States:

- No child is supervised by a person under 18 years of age;
- At Innisfil Montessori Academy, only employees will have direct unsupervised access to children. Volunteers and students may not be counted in the staffing ratios. Volunteers and students are supervised by an Innisfil Montessori Academy employee.
- The Roles and responsibilities of the operator are to ensure all policies and procedures have been read, understood, and signed off on, on at least an annual basis. The operator will ensure the staff member assigned to supervise, orientate and mentor the volunteer or student is comfortable and capable of such duties.
- Expectations of volunteers and students are to aid in the educational instruction and assistance of the classrooms and play yard in a positive manner

Emergency Management Policy and Procedures

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

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
3. Recovery

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

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 result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

For situations that require imitate evacuation of the school, the meeting place to gather is the back of the schools parking lot.

If it is deemed 'unsafe to return to the school, the evacuation site to proceed to is located at: Sunnybrae Avenue Innisfil L9S 1A8 (705-436-1100)

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.

Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
Lockdown When a threat is on, very near, or inside the school. E.g. A suspicious individual in the building who is posing a threat.	1. The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible 2. Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location 3. Staff inside the School must: - 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 - Wait for further instructions 4. If possible, staff inside the program room(s) should also: - Close all window coverings and doors - Barricade the room door - Gather emergency medication - Join the rest of the group for shelter 5. Erin Barnard or acting supervisor will immediately close and lock all school entrance/exit doors if possible and take shelter Note: Only emergency personnel are allowed to enter or exit the school during a lockdown
Hold & Secure When a threat is in the general vicinity of the School, but not on or inside the School. E.g. A shooting at a nearby building.	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 2. Staff members who are outdoors must ensure everyone returns to their program room(s) immediately 3. Staff in the program room(s) must immediately - Remain calm - Take children's attendance to confirm all children are accounted for - Close all window coverings and windows in the program rooms - Place a note on the external doors with instructions that no one may enter or exit the School

	Note: Only emergency services personnel are allowed to enter or exit the school during a hold and secure.
Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries. E.g. Phone call bomb threat, receipt of a suspicious package.	1. The staff member who becomes aware of the threat must - Remain calm - Call 911 if emergency services are not yet aware of the situation - Follow the directions of emergency services personnel - Take children's attendance to confirm all children are accounted for 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 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
Disaster Requiring Evacuation A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.	1. The staff member who becomes aware of the disaster must inform all other staff of the incident and that the school must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm system must be used, and staff must follow the school's fire evacuation procedures 2. Staff must immediately - Remain calm - Gather all children, the attendance records, children's emergency contact information and 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 - Take children's attendance to confirm all children are accounted for - Keep children calm - Wait for further instructions 3. If possible, staff should also - Take a first aid kit - Gather all non-emergency medications 4. Designated staff will - 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 - Wait for further instructions 5. If possible, the site designate must conduct a walk-through of the school to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel
Disaster – External Environmental Threat An accident outside of the building that may have adverse effects on the persons in the school. E.g. Gas leak, oil spill, chemical release, forest fire, nuclear emergency.	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. If remaining on site: 1. Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately 2. Staff must immediately - Remain calm - Take children's attendance to confirm all children are accounted for - Close all program room windows and all doors that lead outside - Seal off external air entryways located in the program rooms (where applicable) - Continue with normal operations of the building - Wait for further instructions

	3. Erin Barnard or acting supervisor must: - 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 school until further notice - Turn off all air handling equipment (i.e. Heating, ventilation and/or air conditioning, where applicable) If emergency services personnel otherwise direct the school to evacuate, follow the procedures outlined in the "Disaster Requiring Evacuation" section of this policy
Natural Disaster: Tornado/Tornado Warning	1. The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible 2. Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately 3. Staff must immediately - Remain calm - Gather all children - Go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways - Take children's attendance to confirm all children are accounted for - Remain and keep children away from windows, doors and exterior walls - Keep children calm - Conduct visual checks of the children - Wait for further instructions
Natural Disaster: Major Earthquake	1. Staff in the program room must immediately: - 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 - Wait for 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: - Gather the children, their emergency cards and emergency medication - 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: - Take a first aid kit - 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: - Help any individual 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 - Wait for further instructions

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| | 7. The site designate must conduct a walk-through of the school 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, a staff member must notify emergency services personnel (911) of the emergency as soon as possible.
2. Where the school has been evacuated, emergency services personnel 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.
4. Where any staff, students and/or volunteers are not on site, a staff member 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 school.
5. Staff must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to all other 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
 - 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 services personnel of severe injuries requiring immediate attention and assistance.
8. A. Procedures to Follow When "All-Clear" Notification is Given

Procedures	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 school. 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 school. 3. Staff must: - 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 - Re-open closed/sealed blinds, windows and doors 4. The director will determine if operations will resume and communicate this decision to staff.
Communication with parents/guardians	1. As soon as possible, staff must notify parents/guardians of the emergency situation and that the all-clear has been given. This will be done by phone call, mass email, and remind app messages 2. Where disasters have occurred that did not require evacuation of the school, staff must

	provide a notice of the incident to parents/guardians by the following day. 3. If normal operations do not resume the same day that an emergency situation has taken place, staff must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.
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8. B. Procedures to Follow When “Unsafe to Return” Notification is Given

Procedures	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. 2. Staff must take attendance to confirm that all children are accounted for and escort children to the evacuation site. 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. 4. Erin Barnard or acting supervisor will post a note for parents/guardians on the school entrance with information on the evacuation site, where it is possible to do so. 5. Upon arrival at the evacuation site, staff must: - 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 the children - Maintain constant supervision of the children - Keep attendance as children are picked up by their parents, guardians or authorized pick-up persons - Remain at the evacuation site until all children have been picked up
Communication with parents/guardians	1. Upon arrival at the emergency evacuation site, staff will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2. Where possible, staff will update the school’s voicemail box, send out a mass email, and/or call parents to inform parents/guardians that the school has been evacuated, and include

	the details of the evacuation site location and contact information in the message.
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Phase 3: Recovery (After an Emergency Situation has ended)

Procedures for Resuming Normal Operations	E.g. where applicable, reopening the school, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, temporarily relocating, etc.
Procedures for Providing Support to Children and Staff who Experience Distress	E.g. Providing resources for community services, providing time off if needed, etc.
Procedures for Debriefing Staff, Children and Parents/Guardians	Include, where applicable details about when and how the debriefs will take place, etc. The director must debrief staff, children and parents/guardians after the emergency.

Power Outage	Call hydro to see if there is an estimated time for hydro return. Monitor Fridge temperatures every 30 mins. If temperatures raise to 4 degrees Celsius. All food that is in fridge that requires refrigeration MUST be thrown out. Monitor Hot held foods to ensure they are maintaining temperature. Internal temperature must remain at 60 degrees or higher. Serve lunch earlier, if possible, if not possible, all food MUST be thrown out.
No Potable Water Access	In preparation, IMA always has disposable plates, cutlery and cups on site, as well as bottled water. Begin making phone calls to anticipate how long we will be without potable water. If the problem is discovered early in the morning, inform parents as they drop off. If an interruption is to last more than 3 hours the facility will be closed. Contact the Health Unit Handwashing: Baby wipes are available to clean soiled hands. Alcohol based hand sanitizers are also available to sanitize hands Toilet Flushing: choose one toilet in each class to use. Limit flushing to four Pees or one bowel movement. Have a bucket of water onsite that you can pour water into the back of the toilet to allow for flushing.
Sewage Backup and Flooding	Remove children from area immediately. Take any dry, uncontaminated items out of the area. Limit access to the area to persons cleaning the space. Clean up spill if possible; wearing gloves, gathering solid matter first, add bleach to standing water to start some disinfection, absorbing all liquids second.

	Wash down all surfaces (walls, floors, baseboards) that have come into contact with spill with a warm water and soap mixture. Rinse again with warm water Sanitize area by using a bleach and water $\frac{3}{4}$ cup of bleach to 1 gallon of water. Use fans to air-dry the area. Inspect area for mold damage (walls, floors, baseboards, permeant fixtures such as cabinets) in the day's weeks that follow. If mold is detected call a professional to access the situation, follow their directions. Notify insurance company that there has been a flood, sewage leak. If this is not a minor spill, sewage leak that can easily be cleanup up, call a professional water damage restoration company.
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Serious Occurrence Policy:

In the event of an incident reported to the Ministry of Education as a serious occurrence a letter will be posted at the school indicating the details of the event and steps taken to rectify the situation.

Prohibited Practices Policy:

In accordance with the CCEYA, the programs shall NOT permit:

1. Corporal punishment of a child by any employee or by another child or group of children.
2. Physical restraint of the child, such as confining the child to a stroller or other device for discipline in lieu of supervision, unless the physical restraint is for preventing a child from hurting himself or someone else and is used only as a last resort and only until the risk of injury is no longer imminent.
3. Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate a child or undermine a child's self-respect, shame or frighten the child.
4. Deprivation of a child of basic needs including food, drink, shelter, clothing or bedding, sleep or toileting.
5. Locking the exits for confining the child or confining the child in an area without adult supervision.
6. Inflicting any bodily harm on children including making children eat or drink against their will.

Teachers are to always use gentle re-direction as a means of helping a child who may be having a difficult time in group settings. Teachers are to focus on the positive behaviours rather than the negative behaviours.

Behaviour Management evaluations are performed three times annually on all staff.

Parent Issues and Concerns

Intent

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern, they want to have addressed by the licensee.

Policy

Parent/guardians are encouraged to take an active role in our school and regularly discuss what their child(ren) are experiencing with our program. Innisfil Montessori Academy supports positive and responsive interactions among the children, parents/ guardians, child

care providers and staff. We foster the engagement of ongoing communications with parents/ guardians about the program and their children. Our staff are 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 Innisfil Montessori Academy and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties as quickly as possible. Issue/ concerns may be brought forward verbally in writing upon request. An initial response to a complaint will be addressed within 5-10 business days. The level of detail provided to the parent/ guardian will respect and maintain the confidentiality of all 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.

Conduct

Our school maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party. If at any point a parent/ guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor.

Mission Statement:

Innisfil Montessori Academy is a privately funded school dedicated to helping young children meet their potential. We specialize in educating the very young, 18 months to 6 years of age. Graduates emerge fully prepared for public school with core education that includes French and Music instruction from the earliest age that exceeds ministry guidelines. We believe in providing the very best education and a Montessori program does just that. The young child has a natural love of learning. Maria Montessori developed a system that would prove to best draw out this natural love of learning, tapping into the full potential of the child.

IMA Gives:

Innisfil Montessori Academy believes in making an impact both locally and globally by donating to charities that we believe in. Whenever possible, we involve our students in the process. Working to instill empathy in our children is an important and vital task. Maria Montessori believed that it is the duty of every person to work toward and be part of something great which not only serves individual interests, but those of humanity. Empathy, or the ability to understand the thoughts or feelings of another, helps us to live more fulfilling happier lives. At IMA we strongly believe "Giving is not just about making a donation. It's about making a difference" - Kathy Calvin

Innisfil Montessori has proudly sponsored the following youth sport teams:

- Innisfil Soccer Club
- Innisfil Baseball Club
- Innisfil Minor Hockey
- Barrie Minor Hockey
- Barrie Sharks Hockey
- Barrie Baycats

Within the community we support the following charities which are dear to the hearts of our IMA staff members and families, such as:

Innisfil Food Bank
South Lake Cardiac Care
Heart and Stroke Foundation
Innisfil Police Community Outreach
RVH Youth Mental Health
RVH Neonatal Unit

Barrie Exotic Animal Sanctuary

Each year at our holiday concert we ask for donations or non-perishable food items in lieu of an admission fee. To date we have collected over 6000 pounds of food which has been donated to our local food banks!

"Knowledge, like air, is vital to life. Like air, no one should be denied it" – Alan Moore

To commemorate our 10th anniversary, we committed to building a classroom in rural Kenya through the charity "Village Impact". The cost was \$16,500 and we were thrilled to meet our goal! We raised the majority of these funds through our Silent Auction Gala which was held on February 9th 2019. Our kindergarten student became very passionate about this project, making all center pieces for tables and programs for the event. The children quickly became "experts" on Kenya, as their teachers explained the differences in our learning opportunities and living conditions. Children truly are our future, if at the age of five their efforts contributed to the building a classroom in Kenya and providing education that these students might otherwise not receive, imagine what they will be capable of and will have their hearts open to when they are adults!

"Within the child lies the fate of the future" - Marie Montessori

Any fundraising efforts are voluntary on your part. Please know that a child bringing in a toonie that they have earned through chores is a wonderful opportunity to teach compassion as well as promotes conversations about helping those in need. Children are capable of tremendous compassion and with a little help and direction can make a big impact in their community.

School Administration

Registration and Re-enrollment:

Parents are to complete the registration forms in their entirety. To begin classes, the following must be submitted:

- Registration package and admission forms
- Completed health forms
- Immunization history (Required by ministry)
- Current photo of student
- Signed policies and procedures
- Information release form
- Neighborhood walk permission form
- Sleep preference form
- Non-Prescription Skin Products
- Non-refundable registration fee. This is a one-time fee. Includes 1 school shirt and tote bag

Students who are Canadian citizens:

- Photocopy of birth certificate

Students who are NOT Canadian citizens:

- Passport information or equivalent and/or birth certificate
- Canadian immigration papers or Visa Application

Wait List Policy

Purpose

The purpose of this policy and the procedures will advise how Waiting Lists are administered in a transparent manner. It supports the availability of information about the Waiting List for prospective parents in a way that maintains the privacy and confidentiality of children. The procedures provide steps that will be followed to place children on the Waiting List and offer enrollment. This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for a Waiting List Policy.

Policy

- At Innisfil Montessori Academy a waitlist will be started when all child care spots are filled.
- In order to have your child added to our Wait List, parents must complete an online form providing child's name, date of birth, gender and parents information. Any subsequent children will be added at the original positioning.
- It is parents' responsibility to update the school if their contact information changes (phone number and email) or if they would like to add another child.
- There is no fee to have your child placed on our Wait List.

Once a spot opens, families will be offered a position for their specific age. Please note: we try our best to balance the classrooms between ages and genders to ensure an authentic Montessori experience.

Pre-registration is completed each January for current students and their families as well as the families of staff members.

Order of Enrollment Offers

The order of enrollment is given in the following order:

- Current students looking to move to an older age grouping
- Siblings of children currently enrolled in our program will be given priority status as well as family members of our staff.
- Former Families of IMA (families who have completed at minimum one full academic year at our school)
- Montessori experience (for those looking to enter our kindergarten program)

Additional factors that will affect enrollment include

- The child's birth date and age during the school year

Offering Enrollment

1. When a space becomes available the family will be contacted by email and/or phone and will be given 48 hours to accept a child care spot.

If the family accepts the offer, we move to the next step.

2. If the family, for any reason, declines the spot then we will offer the spot to the next eligible child. The family may choose to remain on the waitlist. If there is no response, we will assume the family is no longer interested and will remove them from our waitlist.

Once a spot has been offered, a deposit is required to continue to hold the spot. The deposit will be deducted from the first month's tuition fees. The family must commit to paying for the spot in the month it is offered in. We cannot hold spaces when payment is not being received.

Inquiries about the Waiting List

- Mrs. Barnard and/or the assistant supervisor are the designated contact person for parents who wish to inquire about their child's status on the Waiting List

- Parents may contact the above at any time for a verbal update of their child's status on the waiting list.

Maintaining Privacy and Confidentiality

The Waiting List will be maintained to ensure confidentiality and privacy and as such, IMA will not share the Waiting List only the child's position on the Waiting List.

Regulatory Requirements: Ontario Regulation 137/15 Waiting Lists 75.1 (2) Every licensee that establishes or maintains a Waiting List described in subsection (1) shall develop written policies and procedures that, (a) explain how the licensee determines the order in which children on the Waiting List are offered admission; and (b) provide that the Waiting List will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected persons or families.

Children's Records

The child's record is confidential and kept at Innisfil Montessori Academy for five-year period. This file includes registration form, consent form, medical form, observation sheet and child's report cards, accident reports and any other pertinent information. The parents may have access to this file at any time. If the child has left the school, the file goes into storage.

Immunization:

Completed immunization forms are mandatory for your child to attend Innisfil Montessori Academy and must be on file before the child attends classes. If a family chooses not to immunize their child, they must complete a statement of Conscience or Religious Belief form available from the health unit.

Withdrawal:

One month's prior written notice is required, without refund for our toddler and Casa students, we require 60 days notice for children attending our kindergarten program. All postdated cheques will be returned to the parent /guardian once all outstanding balances have been paid. If a student is in breach of Innisfil Montessori Academy's Code of Conduct they will be asked to withdraw from the program and will be refunded for services not rendered.

Fee Payments:

Monthly Fees:

Tuition fees are due on the 1st day of each month. Payment can be made in full on the 1st or split into two equal payments payable on the 1st and 15th. Innisfil Montessori Academy accepts cash, cheques, credit card (fee applies) and email transfer to innisfilmontessori@rogers.com, please included your child's name and what the payment is for in the notes.

IMA does offer pre-authorized debit; forms are located at the front office.

If you require different payment dates, then those outlined above please speak to Ms. Barnard

There will be an NSF service charge of \$20.00 (cash) to the parent on any notice of a returned payment received from the bank.

Late Fees:

A charge of \$20.00 will be added to your account if tuition fees are not received to the school on time. You may also receive notice that child care services may be terminated by the fifteenth day of the current month.

If a parent needs more time to pay or consideration for financial hardship, they must contact Mrs. Barnard as soon as possible, preferably before fees are due, to arrange a scheduled payment plan and make an immediate payment towards their outstanding account within two (2) business days. Failure to set up a payment plan or meet the conditions of your payment plan may result in termination of services.

Additional Fees:

You are required to pick up your child(ren) by 5:30 p.m. After 5:30 p.m. The fee for the late time is \$1.00 per minute/per child payable in cash to the staff who has stayed with your child. The clock in the classroom is the time used to determine the late payment. Late fees not paid within 48 hours are added to your statement with an additional \$5 service charge. If late six times in any seven-week period, the family faces removal from the center.

Field trips: are never mandatory. If you choose for your child to participate in a field trip payment and permission form MUST be received by 4pm the day before, to ensure a spot for your child.

Reprinting of report cards and tax receipts \$10

Letters required for court: \$25 each

Temporary Absences and Vacations:

Monthly fees are the same amount each month regardless of the number of school days, or holidays, that fall during that month. Parents are expected to pay fees for all the days their children are registered for. Please note that an absence from IMA will not reduce your fees e.g. sick days, vacations or school closure.

Receipts:

Child care receipts will be issued to Parents/guardians in February. The receipts are issued in the name of the individual paying the funds to the school. There is a \$10 charge if we need to reprint.

Incidental Fees:

Throughout the school year the students will be invited to join various athletic classes, trips and art classes. These activities are not mandatory; however, parents wishing to have their children participate are responsible for any fee associated with their Childs participation.

Enrollment of siblings:

Please let administration know if you are planning to have another child take part in our programs, as Innisfil Montessori Academy gives preference to children in the same family.

Reporting to Parents:

Innisfil Montessori Academy firmly believes that parents, teachers and students are partners in education. It is with this philosophy that we have an open-door policy between parents and teachers. Please share any information about your child (sickness, late night, changes at home, illness or concern for family members) that may affect the Childs progress or demeanor throughout the day. If you wish to speak with your Childs teacher, please call the school to set up an appointment. Teachers will provide each child with a mail slot, please check for mail at the end of each day for any communication from the teacher, or administration.

The School Program

Responsibility of the Administrator:

- To oversee the administration, maintenance and organization of the staff and facility.
- To help facilitate meetings between teachers and parents
- Ensure needs of ALL children are adequately met. In the instance the individual needs of each child cannot be met in ratio (child has needs that exceed what we can provide), termination of contract may be necessary, and IMA reserves the right to do so.

Responsibilities of the Supervisor:

- To act as a liaison between the Directress and Administrated when needed

- To assume the Administrators' responsibilities during absence
- To maintain positive lines of communication between staff and administrator

Responsibilities of the Directress/Director:

- To provide the child with a prepared learning environment and to guide the children through new presentations.
- To maintain accurate records of student's development. Preparing one progress report and two report cards
- To schedule interviews with parents when the need arises, and to be available for appointments when requested by parents

Responsibility of the Parent:

- To read and understand the policies and procedures manual
- To fulfill financial and administrative obligations in a timely manner
- To establish communication lines between home and school
- Maintain a respectful relationship with staff and other families. Failure to do so could result in termination of contract. IMA reserves the right to do so.
- To advise the school on any changes in family dynamics and circumstances
- To keep children at home when they are sick
- To notify the school when the child is sick or will be absent
- Parents MUST notify classroom teacher if child will be late. Safe Arrival will be implemented starting at 9:45am
- To notify the school when there is a change in regular pick-up person or times
- To handoff your child to a staff member in the morning so they can be properly signed in
- To dress their child in clothes that can be easily managed by the child (elastic waist pants, Velcro shoes, Crocs or slippers)
- To have a spare clothing bag at the school which includes; pants, underwear, shirt, socks, hat, and mitts
- To label all clothing and belongings brought to school
- To provide indoor shoes
- To have child at school by 9am
- To attend all parent/teacher interviews and meetings
- To speak with the teacher or administrator when questions or concerns arise
- If a parent is not following our code of conduct, IMA reserves the right to terminate contract

Responsibility of the Student:

- To dress appropriately for the weather
- To wear indoor shoes
- To leave all personal items at home (unless previously discussed with directress, example show and share)
- To respect oneself, teachers and fellow schoolmates
- To respect both the indoor and outdoor environment
- To use appropriate language
- To use words, not hands

Daily Operations:

The school year begins the first Tuesday after Labour Day in September. Class runs from 9am to 3:30pm daily. The school opens at 7:00am and closes at 5:30pm.

Please provide seasonal clothing for your child as they will be going outside daily.

Your child will be sent home with a monthly calendar outlining all special dates and events happening at the school, please keep yourself well informed.

Attendance:

Regular daily attendance is encouraged as this allows for maximum benefit from the program. Class begins promptly at 9am and so do our lessons, having your child at and prepared for school for this time will allow for a great start for all children. If your child is ill, please contact the school before 9am.

If you are arriving after 9am you are asked to bring your child to their classroom door for a quick drop off. Please note, tuition fees do include the hours from 8:00am – 4:45 pm, if you have children attending public school, please consider dropping off your younger child to IMA first.

If you are picking your child up early (prior to 3:30pm) please let your child's classroom teacher know. The classroom teachers will have your child ready with their belongings.

Cancellation of Classes:

Innisfil Montessori Academy will attempt to be open even during inclement weather. If the school will be closed notice will be placed on our FaceBook and Instagram page as well as a message on your classroom Remind App.

Safe Arrival:

Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

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

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

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

Policy

General

Innisfil Montessori Academy will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization (via email, Remind App, text) the child care centre may release the child to.

- Innisfil Montessori Academy will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child.
 - ask the parent/guardian how the child's evening/morning has been

- if the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must request that where the individual is not listed (Emergency Contacts), ask the parent/guardian to provide authorization for pick-up in writing (via email, Remind App, text).
- document the change in pick-up procedure in the daily written record.
- sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

Parents/ guardians are responsible for informing the staff of IMA, in writing that their child will be away before 9:30am daily. Scheduled time off, such as vacation and appointments can be given in writing prior to the date. This will be kept on record and Safe Arrival calls will not be made during those days.

If Parents/ guardians do not confirm attendance prior to 9:30am, 3 times per quarter (January- March) (April-June) (July- September) (October-December) the child may face termination from Innisfil Montessori Academy

1. Where a child does not arrive at Innisfil Montessori Academy and the parent/guardian has not communicated a change in drop-off (e.g., Remind Message, email, advised the closing staff at pick-up, or made staff aware of absence prior), the staff in the classroom must:
 - Inform the Head of School or Supervisor. Staff must commence contacting the child's parent/guardian no later than 9:45am (unless a child has a predetermined daily schedule that is later than 9:45am) . Staff shall contact the parent/guardian via Remind Message and Phone call (leaving a voicemail if possible). If there are two parent/guardians both must be tried.
 - Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.
2. Staff will be responsible for recording on log sheet the date and the name of parent/ guardian they are contacting and the times they are calling.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization(via email, Remind App, text) that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 5:30pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. Staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.

3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child after 15 minutes, the staff shall call emergency contacts listed in child's file.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6:30pm, the staff shall proceed with contacting the local Children's Aid Society (CAS) **1-800-461-4236**. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized adult or Children's Aid Society. Children's Aid worker must present identification, including a badge number. Staff will make record of workers name and badge number. Under no circumstances will children be released from care to walk home alone.

Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the child care program staff in writing can pick-up their child from care.

Licensee: The individual or corporation named on the license issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

Written Authorization: Pick up authorization accepted in the form of Email, message on the Remind App or Text Message.

Extended Care Program:

Before care is available from 7:15am to 9:00am

After Care is available from 3:30pm to 5:15pm

Administration **MUST** be notified if emergency situations arise that result in pick-up after 5:15pm. An additional charge of \$1 per minute for services rendered will be invoiced and is payable directly to the aftercare staff providing coverage.

Transportation:

Safe transportation to and from school is the responsibility of the parent/guardians. Children will only be released to authorized individuals, as indicated on the application form. Please ensure this list is update as necessary.

A Take-Home authorization form is available to give written permission on a per use basis for someone to pick up your child on occasion. This form must be given to the administrator.

Children will be not be released to unauthorized persons.

Innisfil Montessori Academy will not be held responsible for liability when the child is taken off school property.

School buses will be used for field trips that are not within walking distance.

If emergencies arise during the day, the parent or guardian must contact Innisfil Montessori Academy administration with alternative transportation details.

Health and Safety:

INNISFIL MONTESSORI ACADEMY IS NUT FREE!

Life-threatening peanut or nut allergies are a very real concern. Please DO NOT send foods to school that contain or “may contain” peanuts, nuts and bi-products of nuts. We also ask that children refrain from eating these products prior to arriving at school.

Food and drinks:

To minimize the risk of an allergic reaction we try to minimize the amount of outside food into the school. All children under 3.8 years are required to partake in our hot lunch program. Students will receive a morning and afternoon snack served with water and lunch which is served with milk. If your child has any allergies or dietary restrictions, please be sure to complete the appropriate forms on our website. Our weekly menu will be posted in the classroom.

Bagged Lunch Policy:

Parents of children over 3.8 years of age may choose to bring a lunch from home. Innisfil Montessori Academy promotes the healthy development of all children, recognizing the importance of a balanced diet. Keeping with this expectation when bagged lunches are necessary the expectation is:

Parent and Guardian's Responsibilities

- The bagged lunch adheres to Canada's Food Guide. Bagged lunches should include plenty of vegetables and fruits, whole grains and protein to meet Canada's Food Guide requirements. A healthy lunch limits processed foods and foods that are high in sodium, sugars and saturated fats.
- Lunch is provided in a labelled lunch bag
- If food is to be consumed cold it is to be packed with an ice pack
- Hot foods should be kept warm in a thermal container
- Foods that may have come in contact with nuts are not allowed in the child's lunch
- Children are not to share lunches due to food sensitivities and allergies

Staff Responsibilities:

The staff at Innisfil Montessori Academy takes it upon themselves to ensure that:

- The school is clean and safe
- All equipment is safe and in good repair
- Fire drills will be performed monthly and recorded in the fire drill book.
- Employees have healthy working conditions, including good natural light, heating, adequate clean toilet facilities, and staffroom/restroom.
- All staff must have up to date First Aid and CPR training

All employees will be responsible for ensuring the following:

- Keeping all fire always exits clear
- Keeping electrical equipment well out of reach of the children always
- All medications are kept out of the reach of children
- All cleaning materials and equipment are locked away in their designated places
- All equipment is safe and in good condition. If not, it must be reported to the director immediately.
- Floors are mopped after all spillages and accidents

Illness and Accident:

School and health authorities require that all children's illnesses be reported to the school on the day of absence. **Children with a fever or other symptoms of sickness should be kept home.** Should your child contract a communicable disease, you must advise the Administration immediately; some diseases must be reported to the Health Unit. The school shall not be responsible for illnesses that occur with children enrolled in the program that are not vaccinated.

Children who become ill at school will be removed from the classroom to avoid spreading the illness. The parent or emergency contact individual will be notified to come and pick up the child. If the child cannot be picked up immediately the child will be resting in the Administrators office until pickup.

In the case of a minor accident at school, parents will be notified at the end of the day. The incident will be documented, and parents will be asked to sign a form of acknowledgment. In the case of an emergency where the child requires medical attention or needs to go home the parent(s) will be called immediately. If the parent cannot be reached, the emergency number provided will be contacted.

In the case of a serious emergency, the child will be sent to Royal Victoria Hospital via ambulance. Parents will be notified immediately. The photocopied health care and health form will be taken to the hospital with the child.

The parents must notify the school with respect to any medical, physical and/or emotional challenges that the child may be facing. If the school agrees to accept registration it will be the parent's responsibility to hire and reimburse an educational assistant if required.

Medications:

Students will be given doctor prescribed medication provided that the parents sign the medication book located in the office. All medication must be provided in the original container, and labeled with the child's name, the dosage, the date of the prescription, the expiry date, and dosage instructions. The instructions must also be communicated verbally to the Directress, Supervisor or Administrator.

Fire Drills:

Fire drills take place monthly at various times. The staff make sure the students are very familiar with specific routines and exits, therefore daily footwear is mandatory.

Emergency Evacuation Site: Sunnybrae Public School, 218 Sunnybrae Avenue Innisfil L9S 1A8 707-436-1100

Discipline:

Innisfil Montessori Academy is dedicated to the sensitive needs and emotions of all its students. Your child will be guided to understand why his/her actions were incorrect for the situation and will have an opportunity to apologies and/or role play how the situation could be handled in a more positive manner. Corporal punishment, deliberate, harsh or degrading measures, or deprivation of a child's basic needs will not be permitted. All staff will comply with the policies and procedures of Innisfil Montessori Academy. The teacher's role is to encourage positive behaviors rather than the negative. The following are the schools Code of Conduct;

- Students will not use poor language when speaking with others
- Students are expected to listen when spoken to
- Students will not misuse school equipment, toys or materials
- Students will not assault another student, teacher or adult

If a child is in conflict, with any of the four school rules outlined above the school staff will take the following steps;

1. Teacher will discuss the inappropriate behavior/action and re-direct the student
2. If the challenge continues the child will be put on a time out
3. If warranted an incident form is completed

4. If the child continues to create a challenge for staff or peers, the child will be escorted to the office and parents may be contacted immediately.
5.
 - a. The child may be excused from classes for the day
 - b. The child may be put in detention for a specific amount of time

Innisfil Montessori Academy strives to create a peaceful environment for all students and employees. There all students must agree to conduct themselves appropriately. Please take a moment to discuss the code of conduct with your child.

School Photographs:

Arrangements will be made in the fall to have individual and class photos taken. Packages will be available for purchase, with no obligation to buy.

Signed School Policies and Procedures for Parents and Students

Each parent will be familiar with the school's policy and procedures as outlined in this booklet. Once having read through the booklet both parents are asked to sign the last sheet in the policy and procedures booklet and return this to the school.

Birthday Celebrations:

Birthday celebrations are an important part of the Montessori curriculum. It is a chance to honor the child while incorporating a lesson in science and history. A candle, representing the sun, is lit in the middle of the room. Labels with each month of the year are laid out in a circle radiating out from the "sun." The children and teachers sit in a wide circle around the sun and months of the year, while the birthday child stands next to the month of his or her birth holding a globe to represent the Earth. The child then walks around the sun one time for each year of his or her life. As the child walks, the teacher talks about what the child was doing when he or she was that age. Parents may write a sentence or two or send in pictures of the child for each year of their life. At the end the child may extinguish the candle and the class sings "Happy Birthday". We ask that only pictures and or a few short sentences about the milestones met at each age be brought in to celebrate birthdays. **We will no longer be accepting birthday treats or decorations.** This allows for consistency amongst all children and allows the beauty of the birthday walk to be the highlight. If your child's birthday falls over Christmas holiday, March break or in July and August, please speak to your child's classroom teacher to arrange a time to celebrate!

Children's Bin

We recommend the following labelled items be left at the school; a complete change of clothes, bottle of water, indoor shoes, bug spray, sunscreen, extra hats and mitts (when applicable).

Change of clothes:

Innisfil Montessori Academy requests that each child always have a complete change of clothes available (more if your child is potty training or is prone to accidents!) The clothing should include: pants/shorts, top, sweatshirt/sweater, underwear x2, socks x2. Indoor shoes and outdoor shoes/boots must be provided daily.

School Trips:

Trips will be identified monthly clearly marked on the monthly calendar, permission forms will be sent out

School Shirts:

To create uniformity on our school outings and create school spirit we request that all students purchase one school shirt. The cost of a T-shirt is \$15. We also have long-sleeved T-shirts and hoodies available for purchase.

There are multiple occasions during the school year we will request that students wear school shirts – we have Spirit Days twice per week where we encourage all students and staff to wear their school shirts as well as when we welcome visitors to our schools. As

well, on days the children will be offsite **we will require** all students to wear an IMA shirt as this quickly allows staff and volunteers to visually recognize all students and helps identify a student if they are separated from the group.

Toys:

Children are encouraged to keep all toys and personal valuables at home. The school is not responsible for any loss or damage to toys brought to school. Directresses may organize a show and share rotation where parents will be notified of a date when your child may bring in a special toy, item or picture to share with the class. This activity helps to encourage public speaking and improve confidence.

Summer Camp:

Innisfil Montessori Academy will be operating summer camps each summer on a week-to-week basis. More information will follow in March. Current families enrolled in our program **MUST** return camp forms back by the due date to Guarantee their spot. After the due date enrollment is open to the public.

Innisfil Montessori Academy – Hand Book Sign Off

I confirm that I have read and agree with Innisfil Montessori Academy's Policies as outlined in the policies and procedures Parent Handbook.

Parents Name (please print): _____

Parents Signature: _____

Date: _____

Supervisors/Director Signature: _____

Date: _____

Bagged Lunch Policy

Innisfil Montessori Academy promotes the healthy development of all children, recognizing the importance of a balanced diet. Keeping with this expectation when bagged lunches are necessary the expectation is:

Parent and Guardian's Responsibilities

- The bagged lunch adheres to Canada's Food Guide. Bagged lunches should include plenty of vegetables and fruits, whole grains and protein to meet Canada's Food Guide requirements. A healthy lunch limits processed foods and foods that are high in sodium, sugars and saturated fats.
- Lunch is provided in a labelled lunch bag
- If food is to be consumed cold it is to be packed with an ice pack
- Hot foods should be kept warm in a thermal container
- Foods that may have come in contact with nuts are not allowed in the child's lunch
- Children are not to share lunches due to food sensitivities and allergies

I agree to provide a nutritious lunch, based upon Canada's Food Guide and as required by the Child Care and Early Years Act 2014.

Childs Name _____

Date _____

I _____ have read and understand the bagged lunch policy.

Signature_____

Supervisor _____ Date _____