

Madison Montessori Academy
PARENT HANDBOOK



Revised July 2018

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This handbook is intended to familiarize families with current Madison Montessori Academy policy, practices and standards. Electronic copies (PDF) of the handbook are available on our website at www.madisonmontessori.ca. Print copies are available upon request. Madison Montessori Academy reserves the right to revise its policies, practices and standards as deemed appropriate by the Director. Families will be notified of updates to the handbook.

History

Madison Montessori Academy opened in February 2008 and consisted of just three classrooms; infant, toddler and one Casa class. Over the past 10 years we have grown from 41 children to 193. We now have an infant program, 3 toddler rooms and 3 Casa rooms, JK/SK before and after school program and a School Age before and after school program.

In November 2015 we opened the doors to our new custom built building which will be housing our infant program giving them a custom built space and sleep room along with their own yard. It also houses a casa class, our before and after school programs and our Kindergarten Casa Class.

In September 2018 we took over the south end of the New building and have created a Junior school Age before and after care program, giving our 9-12 year olds their own space.

Program Statement

Our goal at Madison Montessori Academy is to provide a relaxed, supportive and cooperative learning environment for all children. We encourage all children to explore and experience the world in which they live. We assist the children in developing their social skills, thus cultivating friends and promoting a strong sense of community.

Madison Montessori Academy's interpretation of Montessori pedagogy and programming is consistent with the Minister of Education's Policy Statement as set out in "*How Does Learning Happen (HDLH)?*" It is important to note that Montessori pedagogy often describes children's activities as 'work' where HDLH describes children's activity as 'play' but the two curriculums intertwine immensely. The prepared Montessori environment allows students to explore freely on their own initiative and meet their individual needs through spontaneous activity. The children learn to work quietly and intently on their chosen tasks with the teaching material. The teachers respond to the essential needs of the child, giving lessons when appropriate, allowing the child to make creative choices and repeat activities in order to reinforce the knowledge of materials. The emphasis is on the child's own work cycle, allowing for periods of work without interference or interruption. Through self-directed activities in the areas of Practical Life, Sensorial, Language, Mathematics and Culture, the child builds concentration and develops independence and self-discipline.

Madison Montessori's Infant Program is committed to promoting quality Montessori infant care for children 12 to 16-18 months. The aim of our Montessori Infant Program is to foster the development of basic trust and to assist in the normal development of the child's personality. This basic trust develops in an environment where people respond appropriately to the infant's communication of needs to be loved, respected, and accepted. Infants learn through their senses. They learn by watching and moving freely. Freedom to move is essential to the development of the infant's potential and is a big part of our classroom. Our day is a flexible sequence of routines and activities that reinforce the rhythmic patterns of activities of individual infants—not a rigid schedule. We hope to establish a partnership with the family in order to benefit the infant's total development.

The toddler program is a caring, social environment specifically designed to meet the learning needs of young children. The prepared environment encourages children to explore materials that allow them to work at their own pace and develop self-confidence, self-control and independence. All materials are designed with control of error to aid children's moves with grace and courtesy and most importantly to become confident in their environment. The prepared environment practices the five areas; five areas: Practical Life, Sensorial, Language, Math and Culture.

The Madison Montessori Academy Casa Program provides a nurturing environment in which primary aged children are encouraged to develop their independence and self-confidence through an individualized curriculum created for each child. In the classroom children learn through the hands-on exploration of concrete materials and through the observation of the older children in the class. The classroom, being a multi-aged environment, encourages younger children to learn from their elder peers and allows the older children the opportunity to develop their leadership skills by becoming role models for their younger classmates. In the Casa class much attention is placed on assisting the child to develop their fine motor skills through the use of Montessori materials. This leads to a more explorative child who is confident to try more and more challenging materials in the classroom. Classrooms are designed to meet the needs of the children; therefore, teachers give presentations

using age appropriate materials. The child begins their journey in the Practical Life and Sensorial Area and move into the Language, Math and Culture areas when they are ready. The classroom is divided into five areas: Practical Life, Sensorial, Language, Math and Culture.

By providing child-oriented and developmentally appropriate activities, we promote positive learning experiences in the areas of social, emotional, physical and cognitive growth. We do this in a child centered environment where children can learn safely. As a licensed child care operator, Madison Montessori Academy meets and exceeds all health and safety requirements of the Ministry of Education and all government bylaws.

At Madison Montessori Academy we understand that all children are different in the way they learn, some react better to visual stimulation while others need to be more hands on...

one thing all children have in common is that on a full tummy they absorb more, retain more and have a much better attention span. For that reason, we buy all of our fresh produce and groceries locally. Our meals are prepared on the day they are to be served. Madison Montessori Academy follows the nutritional guidelines established by Canada's Food Guide and the food is prepared on site by our cook who is certified in Safe Food Handling. Menus will be posted on the bulletin board outside of the classrooms.

Our goals for the children are to help them develop a positive self-image and a good start towards reaching their full potential. We provide the children with a variety of sensory experiences, gross and fine motor activities and cognitive and social experiences to facilitate their maximum personal development. We provide an environment of equality regardless of the child's gender, economic, racial, ethnic or religious background. We encourage each child to express themselves by providing ample time and adequate opportunities.

At Madison Montessori Academy, we incorporate indoor and outdoor play as well as active play by extending many of our classroom experiences outdoors. Being licensed by the Ministry we have the children outdoors for 2 hours each day at a minimum. The children will also be given times for quiet and resting, and the teachers will give consideration to the individual needs of each child.

Madison Montessori Academy provides affordable, licensed quality childcare so that the parent may pursue his/her own work or other interests. We work cooperatively with our parents in identifying and meeting the child's needs. We support our families by providing education through our HiMama daily reporting and website.

Our goals for the community are to enhance the role of the childcare program as an integral part of the community by going on trips into the community with the children. We make sure we are linked with all appropriate social services and other community agencies. We promote public awareness of the importance of quality childcare facilities for young children, which will help contribute to their wholesome growth and development as future citizens of the community.

Madison Montessori Academy is committed to hiring, training and fairly compensating staff. We hire staff who have a positive and sensitive attitude towards children. We believe that everyone has worth and value, and all staff are entitled to be respected, supported and treated fairly. Professional development helps early childhood professionals, in all roles progress along diverse career pathways that build and reward increasing knowledge and skills. Professional development is based on a person's individual development plan and is intended to build upon existing competencies, interests and knowledge. PD helps to ensure that individuals stay in touch with current information and best practices in the field of Early Childhood Education.

Madison Montessori Academy requires that all staff participate in a minimum of 2 training opportunities. This can include webinars, Child Care professional development day and other opportunities given by Leeds and Grenville.

The staff at Madison Montessori Academy will review the program statement and the strategies set out with it at the beginning of their employment/placement and annually thereafter.

Philosophy

Maria Montessori, a legendary Innovator, was the first female physician in Italy. Through observations in her medical practice, she analyzed how children learn - - particularly through their environment. She found that:

- We are all motivated by a natural curiosity and love of learning
- Teachers should cultivate a student's natural desire to learn

Montessori teachers are:

- Child advocates who respect each child's individuality
- Facilitators who strive to educate the whole child

Montessori classrooms are:

- Purposefully prepared environments
- Learner-centered
- Developmentally appropriate
- Equipped with self-correcting materials meant to engage young learners

In a Montessori classroom, we encourage children to:

- Explore and discover
- Work independently at their own pace
- Develop a sense of accomplishment & mastery

General School Information

ADMINISTRATION

April Hughes

april@madisonmontessori.ca

613-258-1931 Ext. 1

Heather Rush

heather@madisonmontessori.ca

613-258-1931 Ext. 2

Brenda Ballard

brenda@madisonmontessori.ca

613258-1931

HOURS OF OPERATION

Madison Montessori is open Monday through Friday from 7:00am to 5:30 pm. The center is closed for the following holidays:

New Year's Day

Family Day

Good Friday

Easter Monday

Christmas Break Closure (Dec 24th-Jan 1st)

Victoria Day

Canada Day

Civic Holiday

Thanksgiving

Maintenance Week Closure (4 days following Civic Holiday)

PROGRAMS

At Madison Montessori Academy we have the following programs;

- Infant program
- Toddler programs
- Casa programs
- Kindergarten Program (Full Day)
- JK/SK Before & After Care
- School Age Before & After Care
- Junior School Age Before & After Care

STAFF

The staff at Madison Montessori Academy come from many different backgrounds and most hold a certification in Montessori Education, Early Childhood Education, Bachelor of Education, Child and Youth Worker, Educational Assistant, etc...

Our teachers and parents work together to guide and support the child. Our staff each brings their own learning experiences into the classroom and model continuous passion for learning and curiosity about the world to the students.

Our staff remains current and enthusiastic through professional development opportunities. Staff members are required to participate in 2 professional development opportunities a year. Their energy for teaching comes from the enthusiasm of the students themselves.

Madison Montessori Academy requires that all of our staff and volunteers undergo a Vulnerable Sector Check.

We also require all staff to be certified in Standard first aid, AED and CPR for infants, children and adults.

COMMUNICATION

If you have a question regarding your child, ask his/her teacher. Teachers are your first resource to answer your questions and to resolve your difficulties. If the teacher is unable to resolve the question, please address your question to April or Heather. We desire to do the very best for your child. When we handle areas of concern quickly and with care, we achieve our goals for your child without disruption. Please use the following chart as a guide to help you receive the fastest response possible;

Matters related to:	First Contact
Child's progress Classroom activities Absences/Illnesses Class procedures Extended care Pick-up/ Drop-off information Child's Needs	Classroom Teachers
Finances Billing and accounts Legal matters Facilities Pedagogical Issues Academic policies Staff Program Changes Fundraising Student records Observations Registration Admissions	April, Heather or Brenda

ADMISSION POLICY

The first step in the admission process is to complete the Application for Admission forms which are available on our website. Once the Application for Admission forms have been submitted you will be emailed shortly after to let you know if your child has a spot saved in the requested program or if they are on the waiting list. No deposit is required. Two months before your child's start date you will be contacted to discuss exact start dates and be given your child's schedule for their transition week. The transition week takes place one week before their start date. You will also be contacted to set up a meet and greet with your child's teachers, which are typically booked 2-3 weeks before their transition

WAITING LIST POLICY

Madison Montessori Academy has a total of 213 child care spots available: 10 Infant, 45 toddlers and 56 preschools, 26 JK/SK, 30 Primary/Junior and 20 Junior School Age. This number is regulated by the Ontario Ministry of Education. A waitlist will be formed when the school reaches full capacity of enrolment.

Children will be accepted into the program on a first come first served basis when spots become available in the required age group. Priority is established by the date of the tour/application, however siblings of children currently enrolled in our program will be given priority status.

In order to have your child added to our waiting list, parent and child must first have a tour of the school to ensure the school is a 'good fit' for the family. There is no fee to have your child placed on our waiting list.

When a space becomes available, the family at the top of the waitlist, with a child of the required age, will be contacted and invited to accept a child care spot. If the family accepts the offer, we move to the next step. If the family, for any reason, declines the spot then we will offer the spot to the next family on the list. Any family that declines a spot will remain on the list in the same sequence unless they request to be removed from the waiting list. At times, we may call a number of families in one day to offer one spot. In this case, the spot will go to whoever accepts the offer first.

When a family accepts an offered spot, we will arrange a 'meet and greet' for the family. This visit takes place shortly before the child's start date in order to have parents and child meet the teachers, ask questions, receive necessary forms, learn what supplies they need to bring the first day and to set up a transition schedule if needed.

Parents are welcome to call the office for an update of their child's status on the waiting list at any time. 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

SUBSIDY- UNITED COUNTIES OF LEEDS & GRENVILLE

Families interested in applying for subsidy are to contact the Social Services Department at the Leeds and Grenville County Office in Brockville for assessment regarding financial eligibility. Subsidized rates can only be implemented upon official notification from the Leeds and Grenville County Office employees.

KEY FOBS

At Madison Montessori Academy we take your child's safety very seriously, it is this reason that all of our doors remained locked throughout the day. We have a key fob system for our parents which gives you access to the school during open hours. You are given 2 fobs when you register, if you lose your fob please inform Heather or April immediately so that we can disable your fob. There is a 15.00 fee for replacement fobs.

RATIOS

At Madison Montessori Academy, we maintain the following staff-to-child ratios at all times in our classrooms:

<u>Age of Children</u>	<u>Minimum Ratio of Staff to Children</u>
Infants	1:3
Toddler	1:5
Casa	1:8
JK/SK	1:13
SA	1:15
JSA	1:20

LICENSING

Madison Montessori Academy operates in compliance with;
The Child Care and Early Years Act
The Ministry of Education
Canada Food Guide
All applicable Building, Health and Fire regulations

WEATHER-RELATED CLOSINGS

Madison Montessori will remain open during most severe weather. The Director and Supervisor will monitor the weather and local news stations to determine when it is appropriate to close the Centre early or cancel care for the following day.

In the event that Madison Montessori closes early or cancels care for the following day, parents will be contacted and informed of the situation. Children should be picked up in a reasonable amount of time to ensure all parents, children, and staff can travel safely home.

UPDATING ENROLLMENT RECORDS

Each fall, Madison Montessori Academy completes an audit of enrollment records. At the conclusion of this audit, families will be notified if anything needs to be updated.

Other records must be updated throughout the year, such as immunization records. When visiting your child's physician for a yearly "well-child" appointment, please request a copy of your child's most recent immunization record. You may bring these items in yourself.

In addition, any time a family's information changes such as address, place of employment or phone numbers please let the Director or Supervisor know.

CONFIDENTIALITY

Confidentiality is a top priority for Madison Montessori Academy. Personal information of families and staff will not be shared for any reason without prior written consent of the individual. When discussing a child's activities and friends in the classroom, only first names will be used. In situations regarding behavior problems and/or Incident/Accident Reports, names of children involved will never be given to families.

Prohibited Practices Policy

Each teacher is expected to develop his/her individual way of effectively addressing the usual array of behavioral difficulties which arise in the classroom and elsewhere on school grounds. As a Montessori teacher, his/her interventions are expected to be formulated based on 1) respect for the child 2) knowledge and understanding of the developmental needs and characteristics of the child, as well as the needs of the group, and 3) the understanding that appropriate behavior must be carefully taught and modeled. The goal of each intervention is to assist the child/ren to develop self-control and self-discipline. The manner in which each intervention is made is expected to reflect a patient attitude and to consist only of verbal and, when appropriate with a younger child, gentle physical assistance.

The following forms of Prohibited Practices shall not be permitted by anyone including staff, students, volunteers and parents on the premises of Madison Montessori Academy:

1. Corporal Punishment of a child (e.g. spanking, hitting, shaking, biting etc.)
2. Physical restraint of a child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
3. Locking the exits of the child care Centre premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of Madison Montessori Academy's emergency management policies and procedures.
4. Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
5. Depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
6. Inflicting any bodily harm on children including making children eat or drink against their will.

Everyone including staff, students, volunteers and parents are expected to comply with the program's stated policies and procedures and the requirements of the Child Care and Early Years Act. Failure to comply could result in:

For Students and Volunteers:

1. A verbal warning
2. Termination of placement

For others including Parents:

1. A verbal warning
2. Other action as deemed appropriate by Madison Montessori Academy including, but not limited to, the person not being permitted on the premises

For Staff:

1. A Level 1 warning
2. A Level 2 warning
3. Dismissal

Disciplinary measures for staff are normally a three-step process. The exception is for certain kinds of conduct, which because of its seriousness justifies omitting one or more of the steps. When determining which disciplinary measure(s) will be taken, the following criteria will be considered by the supervisor/operator:

- a) the seriousness of the offence
- b) the actual or potential risk, or harm to the child
- c) the past and recent performance of the employee
- d) the frequency of occurrence
- e) previous disciplinary action taken

Where action is necessary, it will be taken IMMEDIATELY by the supervisor in the case of the staff, students, volunteers, parents, and by the operator in the case of the supervisor.

The following practices are in place to help ensure that prohibited practices are not being used.

1. A comprehensive discussion of each staff's behavior management philosophy will be conducted during the hiring process to ensure compatibility with Madison Montessori Academy's philosophy and the CCEYA requirements.
2. Staff, students and volunteers will be made aware of Madison Montessori Academy's policies and procedures through the review and sign off procedure outlined below as well as through in-service training sessions offered regularly and through staff meetings which include discussions of any unusual disciplinary challenges.
3. The supervisor will follow up with the staff at Staff Meetings which are held once a month. The discussions will include items regarding prohibited practices.
4. All complaints regarding prohibited practices made by anyone including parents, children, staff, students and volunteers will be investigated and acted upon immediately by the supervisor and if necessary the operator of Madison Montessori Academy. Serious occurrence procedures will be followed when required.

A record of the monitoring of prohibited practices will be kept. This log will include factual statements only and will be kept in a secure location for reasons of confidentiality. At a minimum, it will include:

1. The dates of review of the prohibited practices policy and the people involved in the review.
2. Summaries of concerns regarding a child's behavior including staff meetings to discuss concerns, strategies agreed upon, discussions with a child's parent(s) etc.
3. Dates of observation of prohibited practices by supervisors, operators or others where applicable.
4. Dates of complaints/concerns regarding prohibited practices and a note indicating where the details regarding the incident and the action taken can be found (e.g. personal file)
5. Dates of observation of the use by anyone on the premises, of prohibited practices, with a note indicating where the details regarding the incident and the action taken can be found.
6. Workshops, courses, in-service training, etc. participated in by staff, provided for parent's etc.

All records related to the review and sign off of prohibited practices as well as the monitoring of prohibited practices will be kept on file at Madison Montessori Academy for at least two years after the last date of entry in the log.

Curriculum

The prepared Montessori environment allows students to explore freely on their own initiative and meet their individual needs through spontaneous activity. The children learn to work quietly and intently on their chosen tasks with the teaching material. The teachers respond to the essential needs of the child, giving lessons when appropriate, allowing the child to make creative choices and repeat activities in order to reinforce the knowledge of materials. The emphasis is on the child's own work cycle, allowing for periods of work without interference or interruption. Through self-directed activities in the areas of Practical Life, Sensorial, Language, Mathematics and Culture, the child builds concentration and develops independence and self-discipline.

Infant

Madison Montessori's Infant Program is committed to promoting quality Montessori infant care for children 12 to 16-18 months. The aim of our Montessori Infant Program is to foster the development of basic trust and to assist in the normal development of the child's personality. This basic trust develops in an environment where people respond appropriately to the infant's communication of needs to be loved, respected, and accepted. Infants learn through their senses. They learn by watching and moving freely. Freedom to move is essential to the development of the infant's potential and is a big part of our classroom. Our day is a flexible sequence of routines and activities that reinforce the rhythmic patterns of activities of individual infants—not a rigid schedule. We hope to establish a partnership with the family in order to benefit the infant's total development.

Toddler

The toddler program is a caring, social environment specifically designed to meet the learning needs of young children. The prepared environment encourages children to explore materials that allow them to work at their own pace and develop self-confidence, self-control and independence. All materials are designed with control of error to aid children's moves with grace and courtesy and most importantly to become confident in their environment. The prepared environment practices the five following areas:

Practical Life: Montessori believed that learning practical life skills was one of the best ways for young children to practice and develop their fine and gross motor skills, develop confidence in their abilities, develop independence, and learn to get along with others. Practical life skills include such things as cleaning and caring for the environment, and preparing food.

Sensorial: This part of the curriculum gives the child a means to organize his environment. They are given the opportunity to make comparisons: longer, shorter, broader, narrower, color names, etc. They build the mental frame for organization through the senses of touch, smell, sight and sound.

Language: This area centers on vocabulary enrichment and matching and sequencing activities. There are activities featuring both letter recognition and letter sounds. The skills used in matching (visual distinction) and sequencing are pre-reading skills.

Math: Many activities in the Toddler class include concepts such as one to one correspondence, and "greater than/ less than" and "as many as". Activities with numerals and quantities are used up to the number 5.

Culture: This area encompasses introduction to zoology, science, art and music.

Casa

The Madison Montessori Academy Casa Program provides a nurturing environment in which primary aged children are encouraged to develop their independence and self-confidence through an individualized curriculum created for each child. In the classroom children learn through the hands-on exploration of concrete materials and through the observation of the older children in the class. The classroom, being a multi-aged environment, encourages younger children to learn from their elder peers and allows the older children the opportunity to develop their leadership skills by becoming role models for their younger classmates. In the Casa class much attention is placed on assisting the child to develop their fine motor skills through the use of Montessori materials. This leads to a more explorative child who is confident to try more and more

challenging materials in the classroom. Classrooms are designed to meet the needs of the children; therefore, teachers give presentations using age appropriate materials. The child begins their journey in the Practical Life and Sensorial Area and move into the Language, Math and Culture areas when they are ready. The classroom is divided into five areas: Practical Life, Sensorial, Language, Math and Culture.

Practical Life: In this area the materials are designed to assist the child to develop their fine motor skills through everyday activities such as spooning, pouring, and stirring. They also learn to take care of themselves by learning how to tie their shoes and learning grace and courtesy. All materials aim to increase the child's concentration and to nurture the child's confidence in their ability to do things on their own.

Sensorial: In this area the child learns to refine their senses through the manipulation of Montessori materials. The materials are designed to facilitate the exploration of color, texture, shape, size, smell, taste, weight and sound. Through the use of these materials children begin to learn to categorize, which is a precursor to mathematics.

Language: In the language area, a phonetic approach is used to teach reading and writing. Children are taught the phonetic sounds of the letters of the alphabet before the names of the letters are introduced. Once children have learned the phonetic sounds of letters they are ready for constructing words using the moveable alphabet. Reading follows rapidly especially once the child is able to read the words they have constructed phonetically. As in all areas of the classroom, the language area is set up in such a way as to take advantage of the child's different periods of interest.

Mathematics: The Montessori Casa child excels in mathematics due to their solid understanding of math concepts and operations. The math materials are developed exclusively to assist the child in gaining a firm foundation in enumeration. The concrete math materials are designed to represent all types of quantities and can be used to perform different mathematical operations. Mathematics in the Montessori environment always begins with the use of concrete manipulatives and slowly moves the child towards the abstract. Children become interested in mathematics when they are able to see, touch and move the objects with which they are enumerating.

Culture: In the culture area, the Casa child is introduced to all things dealing with our planet and the universe. They have lessons in geography, history, botany, zoology, science, art and music.

Before & After School Programs

The Before and After school program covers the period between drop off and school time and the end of school and pick up time. Our aim is to make sure that this gap is filled creatively and constructively. Students have the opportunity to express their talents in a variety of extra-curricular activities. Our Before and After school environment allows children to interact socially in a relaxed atmosphere and provides the opportunity to gain self-confidence through development of caring relationships with adults and peers. To ensure that our standards are well maintained and followed by everyone, parents are asked to read and sign the Bag Lunch policy as well as a Behavior contract at the beginning of school year. This will help us to maintain a healthy and safe environment for all ages.

DAILY SCHEDULE AND ACTIVITIES

The classroom's teachers work cooperatively to create a daily schedule and plan activities that meet each child's developmental abilities and needs. The daily schedule and activities create a balance between active and quiet times; large and small group, and individual activities; small and large muscle activities; indoor and outdoor play times; as well as times for self-selection and teacher-directed activities.

Consistency from day-to-day is particularly important to the overall well-being of the children and classroom environment. Children **thrive** on consistency! Routines will be maintained whenever possible for arrivals and departures; meals and snacks; resting or nap times; personal care routines like diapering/toileting and hand washing; and transitions.

FREE PLAY

“Free-play” activities are incorporated into the morning and afternoon schedule. During free-play, teachers actively participate with the children by asking questions about what the children are doing, participating in their pretend play, reading books when prompted, encouraging children to try new activities or play with a new toy, etc. Free-play is another opportunity for a child to grow socially and cognitively through the development of relationships.

OUTDOOR PLAY

Outdoor play is incorporated into the daily schedule for both the morning and afternoon. There is less structure in an outdoor learning environment; however, staff members actively engage in activities when prompted by the children. Outdoor play is an opportunity for children to run, jump, climb and use their bodies in ways that would otherwise be unsafe in an indoor classroom. In addition, a large amount of social interaction takes place when children play outdoors. Because they are engaged in fewer teacher-directed activities and more child-directed play, children are able to choose their friends and who to interact with.

Children will go outside year-round, including winter. Only during extreme weather conditions will the children remain indoors. Our teachers refer to the *Extreme Weather Procedure* poster and Environment Canada’s weather service to determine if it is too hot or cold to play outdoors.

It is important for parents to send their children in appropriate clothing and outerwear for the weather conditions (e.g., coat, snow pants, boots, gloves, etc.). **Please clearly label all articles of clothing with your child’s name.** Madison Montessori Academy has a few extra hats and mittens, but not enough for every child. Please ask your child’s teacher if you have any questions about weather-appropriate clothing.

NAP/REST TIME

The Child Care Early Years Act states that all children be provided a regularly scheduled nap or rest time not exceeding two hours. Children will not be forced to sleep but may be encouraged to lie quietly for a period of time. The length of time a child should have to remain resting varies by child. Children should be provided alternative quiet activities if unable to rest.

TOOTHBRUSHING

After Lunch each day, children over 1 year of age will practice brushing their teeth after their meal. Toothbrushes must be labeled with the child’s name, allowed to air-dry before being stored in a ventilated container, and should not come into contact with other toothbrushes. Storage containers will be washed and sanitized weekly. Toothbrushes must be discarded if contaminated. Parents are required to provide toothbrushes and toothpaste.

PETS & VISITING ANIMALS

Staff may introduce a class pet to the classroom. Pets and visiting animals that are brought into the classroom will be carefully considered for their temperament, health risks, and appropriateness for young children. No animal will be brought into Madison Montessori Academy without first notifying and receiving permission from the Director and/or Supervisor. Once approved by the Director and/or Supervisor, pets and visiting animals will have documentation from a licensed veterinarian or animal shelter to show that the animal(s) is fully immunized and that the animal is suitable for contact with children.

Assessments

In the Montessori environment, formative assessments are ongoing. Many of the Montessori materials have a built-in control of error, which gives the student immediate feedback on his progress. The control of error allows the student to self-correct his mistakes and continue practicing without adult intervention. This form of low-stakes assessment gently guides the child to mastery. The child has control of his own learning, building self-esteem and self-worth along the way. He knows from the materials when he is ready move on.

Montessori teachers use formative assessments as part of their daily routine, following each and every student. Each student's interests and progress are individually observed, assessed, and recorded. The teacher makes notations about lessons regarding presentations, practice, and mastery. She closely monitors which materials the student is using and any he is making errors. Based on her observations, the Montessori teacher knows when to present new material and when to modify previously presented material for additional understanding.

At Madison Montessori Academy we have progress reports which are prepared by the classroom teachers and done twice a year. These progress reports indicate whether a child has been "presented", "working on" or "mastered" each material in the classroom.

With the addition of our classroom tablets and HiMama we now have the ability to show the parents on a daily basis an area and material that the child worked with that day. In HiMama you will be able to see what area the Material is from along with the skill and indicators your child is experiencing. Teachers will continuously monitor the development assessment section in HiMama for each child to ensure all areas are being explored.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences will typically be offered twice per year. The goal of the parent-teacher conference is to gain insight into your child's development both in the Centre setting as well as the home setting. During conferences, your child's development and any goals you may have for your child will be discussed. Parents are encouraged to request conferences whenever they feel it necessary.

HIMAMA

At Madison Montessori Academy we use a program called HiMama. We started using the program in September 2014 and parents have been loving it!

What is the HiMama program?

HiMama is used by our teachers to record activities on their tablets as they happen throughout the day to keep you informed on everything from what they ate to fun moments and learning activities.

It will provide you with real-time email updates and access to a complete history of your child's experience in our program with photos stored safely and securely in a journal format that you can access from home or through mobile apps.

What does this mean for you?

HiMama will keep you informed by providing you with digital updates on your child to complement our important face-to-face interactions. It's also a great way to reinforce your child's in-program learning at home as you'll have timely insight into what they've been working on throughout the day.

Is there anything I have to do?

Updates will be sent via email to the parents of each child. If you would like to provide us with a more recent email for you or your spouse, please send this information to us at your earliest convenience.

You can expect to receive an invitation from HiMama before your child starts in our program. At this point many of you will likely want to create an account so you can access the history of your child's activities and add your own milestones, in addition to receiving the email updates from us. If you want to share updates with additional family members, you can also do so once you've created an account.

Aside from receiving your child's daily report, you can use HiMama as a communication tool between yourself and their classroom. You can email the teachers directly and also comment on the photos which are sent to you.

Field Trips

Madison Montessori Academy offers a variety of experiences both at and away from the school. Field trips are a creative way to enrich the curriculum and expand the learning environment. The Director and/or Supervisor must approve all field trips. All field trips will require you to complete a "Field Trip Permission Form." These forms will be given to you by your child's teacher. You will be notified at least three weeks before a planned field trip. Any parent who would like to volunteer for a field trip must submit a Vulnerable Sector Check for volunteer purposes to April or Heather at least 3 days before the field trip. No exceptions will be made to this policy. A letter to obtain your VSC can be provided to you for the OPP by April or Heather.

Meals and Snacks

At Madison Montessori Academy, children are provided a nutritious AM snack, lunch, and PM snack. Madison Montessori Academy follows the nutritional guidelines established by Canada's Food Guide and the food is prepared on site by our cook who is certified in Safe Food Handling. Menus will be posted on the bulletin board outside of your child's classroom. The menus can be found on our website, through HiMama or you can request a hard copy if you would prefer.

Children will be encouraged to sample all foods that are offered, but will never be forced to eat. Please inform your child's teacher if your child cannot eat a certain food or has different dietary needs (e.g. vegetarian, vegan, lactose intolerant) so a substitution can be made. For certain dietary restrictions, you may be asked to provide food from home for your child.

FOOD FROM HOME

Children are welcome to bring in special treats to celebrate a birthday or holiday. Due to various food allergies and dietary restrictions in our classrooms, we recommend supplying store-bought snacks still in the original packaging or a healthy snack such as fruit or vegetables. Please check with your child's teacher before bringing any homemade snacks.

BAG LUNCH POLICY FOR SCHOOLAGERS

Parents must ensure that their child's lunch is nut free, nutritious and meets the guidelines of the Canada Food Guide (see attached). Lunches should include items from each of the food groups plus 1 extra fruit or vegetable. A few examples of recommended food items are:

FRUIT	GRANOLA	COLD MEAT
WHOLE WHEAT BREAD	MILK	EGGS
CHEESE	VEGETABLES	PASTA
100% FRUIT JUICE	YOGURT	

Please do not include foods which are low in nutritional value and/or high in sugar content such as:

POTATO CHIPS	SODA POP	CANDY
CHOCOLATE BARS	HIGH SUGAR DRINKS/PUNCHES	

Please check food labels before sending lunches. It is important that lunches are nut free

- ✓ Lunch containers must be labelled with the child's name.
- ✓ Food allergy lists are posted in the room where the lunch program takes place. We ask parents to keep us updated in writing regarding your child's food allergies.

- ✓ No food items are provided by the lunch program unless a child has forgotten his/her lunch or the lunch contents are low nutritional value and/or high sugar content. We will have on hand sandwiches, fruit, vegetables, and juice in this event.

We do not have refrigerator's therefore please place ice packs in your child's lunch bag to ensure food temperatures stay cool.

FOOD ALLERGY ACTION PLAN

If your child has a food allergy you will be required to fill out an Anaphylaxis Emergency plan. This form will be posted in all classrooms, as well as in food preparation areas. All staff will annually review your child's plan and be aware of any signs or symptoms of their reaction.

Clothing and Items from Home

CLOTHING

At Madison Montessori Academy each child wears a school uniform on a daily basis. We do not want clothing to be a distraction for the children and it also gives them a sense of unity. Uniforms can be purchased new or used through the office. New uniform order forms can also be found on the website.

Outdoor play is scheduled every day as an essential part of our planned curriculum. Due to our changing seasons, please ensure proper clothing is sent for indoor and outdoor play. Please Label all articles of your child's clothing. Lost and Found items will be put in a box near the entrance way and will be held for one month and then donated to charity.

All children occasionally get their clothes wet and have toileting accidents. Whenever this occurs, your child will be changed into spare clothing that you have provided. Your child's teacher will request that you bring a complete change of clothing, including underwear, to be kept at school and replenished as needed. Please be sure to clearly label all items of clothing. Let the teacher know whenever your child's clothing or other items cannot be located.

Please ask your child's teacher if you have any questions regarding proper outdoor wear.

ITEMS FROM HOME

Toys, stuffed animals, or other items from home may help your child feel more comfortable at school from time to time. However, it is often difficult for young children to share their special "treasures" with classmates. We ask that all items brought to Madison Montessori Academy from home be placed in your child's cubby shortly after arrival. Please clearly label all belongings brought from home. It is recommended that items of value, such as iPods or handheld gaming systems be left at home, due to the risk of damage or theft. Madison Montessori Academy is not responsible for lost, stolen or damaged items.

Arrival and Departure

ARRIVAL

Parents are required to accompany their child into the school and into their child's classroom. Parents should also speak with the teacher in the classroom, if only briefly. We encourage parents to communicate with their child's teacher, about their child's temperament that particular day, how he/she slept the night before, whether he/she has eaten that morning, etc.

Most children go through periods of difficulty with separating from their parent(s). This is common and developmentally appropriate. Try these tips for a successful drop-off:

- **Establish a regular, predictable routine.** Whether you have a kiss and a hug and go, or help your child put his things in his cubby first, do it the same way every day. What often makes separating stressful for children is the uncertainty. If your child can predict what will happen, the separation won't be as difficult.
- **Separate once.** If you come back into the classroom again and again, it will increase your child's stress. Remember the moment of separation is the worst part for your child, so doing it more than once makes it more stressful for your child.
- **Be reliable.** Return when promised. Children who are picked up later than expected may have more difficulties separating. Phrase time in terms your child will understand. For example, you will be back after snack time or before nap time.

DEPARTURE

Madison Montessori Academy closes at 6:00pm Monday through Friday. If you will be late picking up your child, please provide us with as much notice as possible. Please note that there is a late fee for arriving after 6:00pm. If someone we are not familiar with is to pick up your child, it is essential that you inform your child's teacher in advance of the pick-up. This person must be listed as an authorized person on the Emergency Record for Classroom form. Remind the authorized person that they may be asked for identification such as a driver's license to ensure your child's safety. Even if the individual has picked up before, he or she may still need identification if the teacher in charge has never met him or her.

Be sure to say good-bye to your child's teachers so they know you are leaving. Once you have reunited with your child and are departing, Madison Montessori Academy is no longer responsible for your child. For safety reasons, please do not let your child run ahead of you inside or outside of the building.

If parents do not arrive to pick up their child from the program, staff members will first try to contact the parents using all phone numbers provided on the Emergency Record for Classroom form. If parents are unable to be reached, staff members will try to contact all emergency contact persons.

ATTENDANCE

Regular attendance is strongly encouraged for the benefit of the child as well as the classroom as a whole. If your child will be absent, please **call the school by 9:00am** so your child's teacher may make accommodations to the lesson plan.

Health and Safety Policies

ILLNESS

Our first priority at Madison Montessori Academy is providing a healthy, safe learning environment for all children. Children will be sent home as soon as possible if any of the following is experienced: an illness prevents the child from participating comfortably in activities (as determined by the staff); an illness results in a greater need for care than the staff can reasonably provide without compromising the health or safety of other children in the classroom; or a child is experiencing any of the following conditions:

- **Fever** accompanied by behavior changes or other signs/symptoms of illness. Must be 24 hrs symptom free before returning.
- Signs/symptoms of severe illness, including: lethargy, uncontrolled coughing, inexplicable irritability or persistent crying, difficulty breathing, and/or wheezing
- **Diarrhea** (not associated with diet changes or medications) until diarrhea stops or the continued diarrhea is deemed not be infectious by a licensed health care professional. Must be 24 hrs symptoms free before returning.
- Blood in stools not explainable by dietary change, medication, or hard stools

- **Vomiting** (in the past 24 hours) until vomiting resolves or until a health care provider determines the cause for vomiting is not contagious and the child is not in danger of dehydration
- **Persistent abdominal pain** (continues more than 2 hours) or intermittent pain associated with fever or other signs/symptoms of illness
- **Mouth sores** with drooling, unless a health care provider determines the sores are not contagious
- **Rash** with fever or behavior change, until a physician determines that these symptoms do not indicate a communicable disease
- **Pink eye** (conjunctivitis) until after treatment has been initiated
- **Head lice**, once the first treatment has been administered and all nits removed
- **Scabies**, 1 day after treatment has been done
- **Tuberculosis**, until a health care provider states that the child is on appropriate therapy and can attend child care
- **Impetigo**, until 24 hours after treatment has been initiated
- **Strep throat**, until 24 hours after initial antibiotic treatment and cessation of fever
- **Chicken pox**, when the child is well enough to participate normally in all activities regardless of the state of rash
- **Pertussis(Whooping Cough)**, until 5 days of appropriate antibiotic treatment has been completed
- **Mumps**, until 9 days after onset of swelling
- **Hepatitis A virus**, by the time of diagnosis the child is no longer contagious and can return to school when well enough
- **Pin Worms**, no need to exclude, should be treated
- **Scarlet Fever**, 24 hours after starting antibiotics
- Unspecified respiratory tract illness accompanied by another illness which requires exclusion
- **Fifth's Disease**, no need for exclusion

A child who becomes ill while at Madison Montessori Academy must be removed from the classroom in order to limit exposure of other children to communicable disease. An ill child will be sent to the office to wait for his/her parent to arrive.

Madison Montessori Academy reserves the right to make the final determination of exclusion due to illness. Any exceptions to our illness policy will require a written note from a licensed health care professional stating that the child is not contagious.

OUTBREAKS

Madison Montessori Academy considers an outbreak to be situations where 2 or more children have the same symptoms (fever, diarrhea, vomiting, rash, respiratory symptoms) within 24 hours of each other.

Madison Montessori Academy will follow these steps when dealing with a suspected outbreak;

1. Call the Health Unit and ask to speak with a public health inspector who will help provide advice and steps necessary to control the outbreak.
2. Give frequent handwashing reminders to both the staff and the children.
3. Separate sick children and staff from well children and staff. Ensure that only designated staff have contact with the sick children and that the same staff do not assist with the well children.
4. Instruct parents to take sick children home and to a physician if necessary. Remind everyone of Madison Montessori Academy's exclusion policy for outbreaks (which is increased to symptom free for 48 hours).
5. Enhance cleaning and disinfecting of toys and environmental surfaces. Clean and disinfect thoroughly and more often, and ensure infant and toddler areas get special attention. Ensure staff are aware that extra cleaning is required. Use a high level disinfectant (bleach solution) that is effective against outbreak pathogens.
6. Stop all water play (sensory tables, materials that require water) for the duration of the outbreak.
7. Inform parents of the suspected outbreak and provide them with information and fact sheets if available.

NOTICE OF EXPOSURE & REPORTING DISEASE

If a child or staff member is found to have a communicable disease, a notice will be posted on the door of all affected classrooms. Additionally, families who have provided an email address will receive email notification of the illness.

In the event a child is reported to have a communicable disease, the Director will notify the health department.

Communicable diseases are;

- Pertussis (Whooping Cough)
- Rubella
- Giardiasis (Beaver Fever)
- Measles
- Meningitis
- Mumps
- Gastroenteritis
- Influenza

HAND WASHING

Frequent hand washing with soap and warm, running water is the most effective way to reduce and prevent the spread of illnesses commonly found in childcares such as the flu, diarrhea, and pink eye. Times your child (and staff members) will be expected to wash their hands:

- After **each** diaper change or using the toilet
- Before and after meal times
- Before and after administering medication
- After handling bodily fluids (mucus, blood vomit)
- Before and after using the sensory table
- After coming indoors from the playground
- After handling pets and other animals
- After cleaning or handling garbage

Warm, running water (no colder than 60 degrees F) and soap must be used. Hands must be rubbed vigorously for at least 20 seconds, including the backs of hands, between fingers, under nails, and under any jewelry. A disposable paper towel should be used to dry hands and turn off faucet. Help reinforce the importance of hand washing by encouraging frequent hand washing at home as well.

MEDICATIONS

Prescription and over-the-counter medications must be given to a staff member in the original container, clearly labeled with the child's full name and birth date. Madison Montessori Academy staff will not administer any medication without a signed Medication Authorization Form. Forms can be obtained from your child's teacher, the office or on the website.

Medications are stored in a locked box (refrigerated medications) and in a locked drawer (non-refrigerated medications) while in use at Madison Montessori Academy. The Medication Authorization Form must remain with the

medication at all times. Unused medications must be immediately returned to the family and will not be stored at Madison Montessori Academy.

Medications are administered only by Head Teachers, the Director, or Supervisor. When a medication is given, the teacher will document the type of medication administered, the dosage, and the time it was given.

REST & SLEEP POLICY

Policy Statement

- Effective rest and sleep strategies are important factors in ensuring a child feels secure and safe at Madison Montessori Academy.
- Parents will be informed of Madison Montessori Academy's Rest & Sleep policy at the time of their tour of the centre and again at parent meet & greets before start date.
- Our Rest and Sleep Policy is based on recommendations from the "Joint statement of safe sleep" by the Public Health Agency of Canada.
- Madison Montessori Academy consults with families about their child's individual needs and to be aware of the different values and parenting beliefs, cultural or otherwise that are associated with rest.
- If a family's beliefs and practices are in conflict with the joint statement of safe sleep, then Madison Montessori Academy will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner.
For example, only in rare medical conditions is it necessary for a baby to sleep on its stomach or side. The service will only endorse this practice if the baby's medical practitioner supports the alternative sleeping practice in writing with sound medical reasons.
- Madison Montessori Academy defines 'rest' as a period of inactivity, solitude, calmness or tranquility, and can include a child being in a state of sleep.
- Madison Montessori Academy has a duty of care to ensure that all children are provided with a high level of safety when resting or sleeping while in care.
- In meeting the Madison Montessori Academy's duty of care, it is a requirement that management and staff implement and adhere to the service's Rest and Sleep Policy.

Strategies and Practices

The primary safe resting and sleeping practices for children in care at Madison Montessori Academy are:

- All children will be placed on their back to rest when first being settled for a rest. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.
- All children will rest with their face uncovered.
- The rest environment, equipment and materials will be safe and free from hazards.
- Staff monitor resting children at regular intervals and supervise the rest environment as per licensing regulations/best practice standards.
- Children will be assigned to individual cots or cribs depending on the program.
- Madison Montessori Academy will ensure that parents will be consulted respecting a child's sleeping arrangements at the time of enrollment, and at any other appropriate time such as at transitions between programs or rooms or upon the parent's request.
- The staff will communicate with parents are changes in their child's sleep patterns or behavior during sleep and will make adjustments if necessary.
- The staff will perform visual and physical sleep checks on the children every 30 minutes and supervise the rest environment as per licensing regulations/best practice standards. This will be documented in HIMAMA and included in each child's daily report which is sent to parents at the end of each day.

Safe resting practices for Infants

- Babies will be placed on their back to rest.
- If a medical condition exists that prevents a child from being placed on their back, the alternative resting practice must be directed in writing by the child's medical practitioner.

- If older babies turn over during their sleep, allow them to find their own sleeping position, but always lay them on their back when first placing them to rest.
- At no time will a baby's face be covered with bed linen. To prevent a baby from wriggling down under bed linen, they will be placed with their feet closest to the bottom end of the crib.
- Quilts and duvets will not be used as bed linen. Pillows, soft toys, lamb's wool and cot bumpers are not recommended.
- Light bedding is the preferred option, which must be tucked in to prevent the baby from pulling bed linen over their head.
- Sleeping bags with a fitted neck and arm holes are an alternative option to bed linen and encourage a baby to rest on their back. Sleeping bags should not have a hood.
- If a pacifier is needed for rest it must not have cords or attaching mechanisms.
- There will be no bottles allowed in an infant crib.

Safe resting practices for toddlers

- Toddlers will be placed on their back to rest, unless otherwise directed in writing by the child's medical practitioner.
- If toddlers turn over during their sleep, allow them to find their own sleeping position, but always lay them on their back when first placing them to rest.
- At no time will a toddler's face be covered with bed linen.
- If using a cot, toddlers will be placed with their feet closest to the bottom end of the cot to prevent them from wriggling down under bed linen.
- Quilts and duvets will not be used to cover toddlers in a cot. Soft toys are not recommended.
- Light bedding is the preferred option, which must be tucked in to prevent the toddler from pulling bed linen over their face.
- Sleeping bags with a fitted neck and arm holes are an alternative option to bed linen and encourage a toddler to rest on their back.
- Quiet experiences may be offered to those toddlers who do not fall asleep.

Safe resting practices for preschool children

- Preschool children will be placed on their back to rest. If they turn over during their sleep, allow them to find their own sleeping position but always ask them to lay on their back when first placing them to rest.
- At no time will a preschooler's face be covered with bed linen when they are sleeping.
- Light bedding is the preferred option.
- Quiet experiences may be offered to preschoolers who do not fall asleep.

Safe resting practices for school age children

- If a school age child requests a rest then there is a designated area for the child to be inactive and calm, away from the main group of children.
- The designated rest area may be a cushion, mat or seat in a quiet section of the care environment.
- Quiet, solitary play experiences are available for those school age children who request the need for a rest or time away from their peers.
- Safe resting practices are relevant to school age children because, if they are resting or sleeping they should be monitored at regular intervals and a school aged child's face should be uncovered when they are sleeping.
- Light bedding is the preferred option.

Safe resting practices for a child who is unwell

Refer to the Madison Montessori Academy's Illness, First Aid and Supervision policies for additional information.

- A child will be placed on their back to rest when displaying signs of being unwell. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.
- All children will rest with their face uncovered.
- Children who are unwell will be given the highest supervision priority and monitored constantly especially if the child has: a high temperature, vomited or received minor trauma to their head.

Protective behaviors and practices

Supervision of resting children

- All children who are resting will be supervised by staff.
- Students or volunteers will not be left unsupervised when settling children for a rest.
- All children who have fallen asleep in the service will be monitored regularly with specific attention to breathing patterns.
- Adults will not rest or sleep in same environment as a child or group of children.
- Madison Montessori Academy regularly checks the rest environment for our Infant, Toddler and Casa programs. Staff observe the following:
 - the position of each child's body in their crib/cot;
 - each child's breathing rate. If a child is not breathing, then the staff will commence the first aid plan for a non-breathing child;
 - the arrangement of bed linen. If a child's face is covered, the staff will immediately uncover the child's face;
 - the environment. Staff will monitor the temperature, the security of each crib/cot and environment safety.

First aid plan for a non-breathing child

Madison Montessori Academy staff are trained by The Canadian Red Cross in First Aid and CPR and AED.

What to Do:

- Check the child's ABC's
- Have another staff member call 9-1-1 and get AED
- Start CPR (Do 30 compressions)
- Give 2 breaths
- If both breaths go in repeat cycle of 30 compressions and 2 breaths, if breaths don't go in follow care for unconscious choking child
- Continue CPR until you have AED or EMS arrives.

Settling children for rest

When considering settling procedures for resting children, it is important for staff to:

- meet the individual needs of children;
- maintain health and safety practices;
- minimise any distress or discomfort;
- acknowledge children's emotions, feelings and fears;
- avoid using settling and resting practices as a behaviour guidance strategy because the child begins to relate the rest environment, which should be calm and secure, as a disciplinary setting; and
- understand that young children (especially from 0 to 3 years of age) settle confidently when they have formed bonds with familiar and trusted staff. Services should
- Madison Montessori Academy prioritises their staffing needs with individuals who are familiar with the young children in care before using relief staff whom children may not know.

The Rest Environment and Equipment

- Once a week staff will conduct a safety check of the resting environments, equipment and/or aids. If staff identify any hazards they will inform the supervisor and/or director.
- Hanging cords or strings from blinds, curtains, mobiles or electrical appliances must be tied away from cribs or cots to prevent a child from choking or hanging.
- The service does not permit the use of hot water bottles; electric blankets or heated wheat bags in children's cribs or cots. These items present a risk of children either being scalded or developing hyperthermia (overheating).
- Room temperature will be kept at 21 degrees Celsius.
- There will be sufficient lighting during the rest periods in order to conduct successful sleep checks.

Policy Review

- Madison Montessori Academy will review the Rest and Sleep Policy and procedures, and related documents, including behaviors and practices annually.

IMMUNIZATION RECORDS

Please provide a copy of your child's immunization record (e.g., yellow card) to the centre prior to your child's first day of care. If you do not have an immunization record, please complete the chart below.

If you have chosen not to immunize your child, a [Statement of Medical Exemption](#) form or a [Statement of Conscious or Religious Belief](#) form must be completed and provided to the centre. These forms are available on the Ministry of Education's website.

DOCUMENTATION OF ACCIDENTS/INCIDENTS

Staff members will document accidents and incidents that occur at Madison Montessori Academy using an Accident/Incident Report and also document them on **HiMama**. If a biter breaks the skin of another child, an accident/incident report will to be completed for the biter as well as the child who was bitten. Staff will never use children's names when explaining events. If the injury is serious, you will be contacted immediately by phone. A copy of all Accident/Incident Reports will be given to the Director and/or Supervisor to be placed in the child's permanent file.

SYMPTOMS OF ILL HEALTH

Each day as children arrive teachers will take note of any signs of illness or new marks. These will be documented in your symptoms of ill health on the back of the emergency form. All parents will be notified of any communicable illnesses present in the center via a sign posted on the main entrance to the center explaining the illness. In addition, parents with children in the classroom of the infected child will receive an email regarding the illness.

DOCUMENTATION OF SPECIAL HEALTH CARE NEEDS

An Emergency Care Plan will be on file for any child with special health care needs (seizures, etc). A copy of the Emergency Care Plan must be kept in the classroom emergency binder. All staff working in the classroom will familiarize themselves with the plan, should an emergency arise. If necessary, staff will receive training regarding a child's specific health care needs.

ANAPHYLAXIS POLICY

At Madison Montessori Academy, we realize the importance of identification of all anaphylactic children. We have this Policy in place to help in ensuring that the children in our school are safe at all times. While it is impossible to create a risk-free environment, we take the following important steps to minimize potentially fatal anaphylactic reactions.

1. We are a nut free environment.
2. The parent/guardian of the child will inform the Child Care Centre of the child's anaphylactic allergy upon enrollment.
3. All anaphylactic children are identified to the Staff verbally and the anaphylactic child and their parent/guardian will meet with April prior to the child's first day to discuss what steps will be taken to maintain the child's safety. The child will have an individual plan which is to be signed by both their parents and doctor.

4. The parents will also provide the school with an Epi-Pen upon enrollment. The Epi-Pen will be stored in the Classroom in their first aid kit and will be taking with them anytime they are not in the school (playground, nature walks and field trips).
5. If need be, families in the school may be provided with information regarding specific allergies and what steps can be taken to support a safe program. This will be in conjunction with the Health Unit and the child's family.

Classroom staff will take reasonable steps to create a safe program room.

- monitor food brought into school
- having a nut free environment
- disinfecting of tables before & after eating
- hand washing
- not providing the allergic item
- other measures as dictated by the allergy and the plan signed by the parent

Families are asked to provide an ingredient list for any food items brought to the centre that will be shared with others.

6. Staff is required to be trained on Epi-Pen usage and anaphylactic reactions during their annual CPR recertification.

STUDENT & VOLUNTEERS POLICY

[This policy for the supervision of volunteers and placement students is in place to help support the safety and well-being of children attending the school.](#)

Requirements under the Child Care and Early Years Act (CCEYA)

- Every volunteer and student is supervised by an employee at all times
- no volunteer or student is permitted to be alone with any child.
- Students are not counted in the staffing ratios of the school.
- Volunteers are not counted in staffing ratios of the school.

Procedures under the CCEYA Applicable to Volunteers and Students

Volunteers and students will meet the following Child Care and Early Years Act requirements:

- The policies and procedures of Madison Montessori will be reviewed with and signed off by volunteers and students who will be providing care or guidance at the school before they begin and at least annually afterwards;
- The individual plan(s) for a child with anaphylaxis and the emergency procedures will be reviewed with and signed off by volunteers and students who will be providing care or guidance at the school before they begin and at least annually afterwards;
- The supervision policy for volunteers and students will be reviewed with volunteers and students who will be providing care or guidance at the school before they begin and at least annually afterwards;
- Criminal reference checks are required for all volunteers having direct contact with children in the school.

Notes:

1. The Ministry criminal reference check policy does not apply to students placed in child care programs by an educational institution; however criminal reference checks are routinely required by community colleges and universities prior to students beginning a placement in child care and should be required as a policy by a child care center.

Roles and Responsibilities

1. Supervisor:

- Ensure that the policy is reviewed with employees before they begin their employment and at least annually afterwards; and with volunteers or students who will be providing care or guidance at the school before they begin and at least annually afterwards.
- Provide an orientation (see below) to all volunteers and students who will be providing care or guidance to children at the school as well as ongoing mentoring, support and monitoring.
- Designate a lead RECE for each group of children in the school who will be responsible to supervise volunteers and students when applicable and ensure this staff person's responsibility in regard to volunteers and students is clear.

2. Volunteers and students:

- Review all required policies, procedures and documentation before they begin to provide care or guidance to children at the school and where applicable, at least annually afterwards.
- Participate in an orientation with the supervisor before they provide care or guidance to children at the school.

3. Operator:

- Ensure that the operator's insurance covers volunteers and students.
- Review the policy at least annually to ensure that it remains current.
- Ensure that the policy is reviewed with employees before they begin their employment and at least annually afterwards; and with volunteers or students who will be providing care or guidance at the school before they begin and at least annually afterwards.

Orientation Procedures

An orientation will be provided to help volunteers and students understand the operation of the child care program and the expectations for their placement/volunteer experience. It will include the required policy and procedure reviews set out in the *Child Care and Early Years Act*.

It should also include at least the following;

- A tour and orientation to the school both indoors as well as the playground area
- A review of the emergency evacuation procedures
- A review of the school Policy and Procedures manual
- A discussion regarding the needs of individual children (e.g. special needs, allergies etc.)
- A review of the school parent handbook
- An orientation to the location and use of the Ontario Child Care Licensing Manual

Purpose

The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved. Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

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: The TSC building next door.

If it is deemed 'unsafe to return' to the child care centre, the evacuation site to proceed to is located at: The TSC building next door.

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, the supervisors (April or Heather) 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 all classrooms in their daily written record.

Additional Policy Statements

Madison Montessori Academy conducts monthly fire/evacuation drills with the entire school. These training practices ensure that the staff understand their responsibilities in the event of an emergency. All classrooms will ensure they collect

the classroom first aid kit, classroom binder, and classroom tablet before exiting their room.

Emergency Management Policy and Procedure

Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p>Lockdown When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<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. 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 supervisors 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>
<p>Hold & Secure When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<ol style="list-style-type: none"> 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 must immediately: <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 supervisors 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>
<p>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.</p>	<p>1) The staff member who becomes aware of the threat or the supervisors must:</p> <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services are 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>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>
<p>Disaster Requiring Evacuation A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.</p>	<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 south side of the parking lot and ensure their required medication is accessible, if applicable; and • wait for further instructions.

	<p>6) If possible, the site designate must 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>
<p>Disaster – External Environmental Threat An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<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 supervisors 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>
<p>Natural Disaster: Tornado / Tornado Warning</p>	<p>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></p> <p>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>3) <i>Staff must immediately:</i></p> <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.
<p>Natural Disaster: Major Earthquake</p>	<p>1) Staff in the program room must immediately:</p> <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

	<ul style="list-style-type: none"> neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. <p>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.</p> <p>3) Once the shaking stops, staff must:</p> <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. <p>4) If possible, prior to exiting the building, staff should also:</p> <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>5) Individuals who have exited the building must gather at the meeting place and wait for further instructions.</p> <p>6) 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 south side of the parking lot and ensure their required medication is accessible, if applicable; and • wait for further instructions. <p>The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.</p>
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Immediate Emergency Response Procedures for Other Emergencies

Emergency Medical Procedure	<p>It is important that parents complete and update, as needed, an Emergency Contact and Parental Consent Form. This form contains contact information for both the parents as well as the individuals authorized to pick up the child in the event of illness or emergency. In addition, the form allows Madison Montessori Academy staff members to seek emergency medical care from authorized care providers in the event of serious injury. It is the responsibility of the parent to complete this form and to make corrections to this information when necessary.</p> <ul style="list-style-type: none"> - If a child becomes ill or injured after arriving at the center, the staff member will attempt to contact the parent(s) at all available telephone numbers. If a parent cannot be reached, the individuals listed as emergency contacts/authorized pick up persons on the Emergency Contact & Parental Consent form will be called. - Children who are ill or seriously injured will be sent to the office and remain under the supervision of the Director and/or Supervisor until a parent arrives. <p>IF THE CHILD REQUIRES IMMEDIATE MEDICAL ATTENTION:</p>
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	<p>The staff member who witnessed the emergency situation will remain with the injured child and instruct someone else to call 911. If no one is available, first ensure the child is stable and if possible, bring the child with you to call 911. CALL 911.</p> <ul style="list-style-type: none"> - Provide the center's name and location: Madison Montessori Academy – 2965 hwy 43, Kemptville - Provide the child's name and a description of the incident. Follow instructions as provided by the operator. <p>A staff member who witnessed the emergency situation will accompany the child to the hospital, bringing the child's full file from the office.</p> <p>Staff may not transport an ill and/or injured child in a personal vehicle.</p>
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Additional Procedures for Immediate Emergency Response

In the event of any of the above emergencies, any non-program staff will assist other classrooms during the emergency.

Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, the supervisors 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: 613-258-3441

Ambulance: 911

Local Fire Services: 613-258-2438

Site Supervisor: April Hughes (613-883-7075) or Heather Rush (613-883-7472)

Licensee Contact(s): April Hughes (613-883-7075)

Child Care Centre Site Designate: Doug Monahan (613-404-6001)

Kemptonville Hospital: 613-258-6133

Poison Information: 1-800-268-9017

- 4) Where any staff, students and/or volunteers are not on site, the supervisors 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 return to the child care centre.
- 5) The supervisors 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. <p>The supervisors will determine if operations will resume and communicate this decision to staff.</p>
Communication with parents/ guardians	<ol style="list-style-type: none"> 1) As soon as possible, the supervisors 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 supervisors must provide a notice of the incident to parents/guardians by an email sent out through HiMama. <p>If normal operations do not resume the same day that an emergency situation has taken place, the supervisors must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.</p>

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. 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) The supervisors 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>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 <p>remain at the evacuation site until all children have been picked up.</p>
Communication with parents/guardians	<p>1) Upon arrival at the emergency evacuation site, the supervisors will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.</p> <p>2) Where possible, the supervisors 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

If children's accidents/injuries occur during the emergency, staff will document as usual in HiMama or their accident/injury reports in their emergency binders. The supervisors will ensure that water and snacks are available for the children during the duration of the emergency.

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

Procedures for Resuming Normal Operations	After re-opening the centre the supervisors will contact the Ministry of Education Program Advisor and inform them of the situation. If a serious occurrence needs to be filed, they will do so immediately. The licensee will contact the Landlords and the insurance company and inform them of the situation and follow through with any necessary steps. The supervisors (not staff members) will respond to any media and community inquiries.
Procedures for Providing Support to Children and Staff who Experience Distress	The supervisors will provide staff and parents of the children affected with the necessary support they need to resume normal activities. Staff with our benefits have access to counselling through the chamber of commerce. All others will be directed to the distress centre of Lanark, Leeds and Grenville.
Procedures for Debriefing Staff, Children and Parents/Guardians	<p>The supervisors must debrief staff, children and parents/guardians after the emergency.</p> <p>There will be an open meeting after the centre closes at 6:00 pm for staff, children and parents to attend for a debriefing from the supervisors. The meeting will take place in building B. In the event that we aren't able to get into our building, an off-site location will be arranged.</p>

SUNSCREEN PROGRAM

Sunscreen will be provided by the Centre at a cost, per child, per season. If you wish to provide your own sunscreen, please inquire with educators to fill out the appropriate forms. Educators will apply sunscreen to your child a ½ hour prior to going outside.

CLOTH DIAPERS

Cloth Diapers are permitted at Madison Montessori Academy.

PARENT ISSUES AND CONCERNS POLICY AND PROCEDURE

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).

Policy

General

Parents/guardians are encouraged to take an active role in Madison Montessori Academy 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 and ongoing communication 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 Madison Montessori Academy 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 one business day. 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

Madison Montessori Academy 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/childrensaidd/reportingabuse/index.aspx>

TOBACCO USE

Cigarettes and smokeless tobacco products are prohibited on Madison Montessori Academy premises, including parking lots and outdoor play areas.

ACCESS POLICY

Any person in the center who is not an owner, staff member, substitute, or subcontracted staff or volunteer who has had a record check and approval to be involved with child care **shall not** have unrestricted access to children for whom that person is not the parent, guardian or custodian, nor be counted in the staff to child ratio. **Unrestricted access** means that a person has contact with a child alone or is directly responsible for child care.

Person who do not have unrestricted access will be under the direct supervision and monitoring of a paid staff member at all times and will not be allowed to assume any child care responsibilities. The primary responsibility of the supervision and monitoring will be assumed by the Lead Teacher unless he/she delegates it to the Full Time Assistant Teacher due to a conflict of interest with the person.

Center staff will approach anyone who is on the property of the center without their knowledge to ask what their purpose is. If a staff member is unsure about the reason, the Director or Assistant Director to get approval for the person to be on site. If it becomes a dangerous situation, staff will follow the "Dangerous Adult" procedure. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc., will be monitored by a paid staff member and will not be allowed to interact with children on the premises.

A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is the parent, guardian or custodian) who is required to register with the Iowa sex offender registry:

- Shall not operate, manage, be employed by, or act as a contractor or volunteer at the child care center.
- Shall not be on the property of the child care center without written permission from the Director, except for the time reasonably necessary to transport the offender's own minor child to and from the center. The Director is not obligated to provide permission and must consult with their DHS licensing agent first.

AFFIDAVIT POLICY

At times families may be dealing with difficult situations at home. When legal matters are present in the home,

families may need to collect affidavits for their legal team. Due to the nature of the relationship between caregiver and child, families may choose to ask a Madison Montessori Academy staff member to provide such a statement. Our program's priority is providing the best possible care when children are away from home and our focus will remain on the child, making sure all their needs are met during what could be a difficult time at home. Madison Montessori Academy staff members will not provide written statements or affidavits of a professional nature to families.

Guidance Strategies

Every adult who cares for children has a responsibility to guide, correct and socialize children toward appropriate behaviors. These adult actions often are called child guidance and discipline. Positive guidance and discipline are crucial because they promote children's self-control, teach children responsibility and help children make thoughtful choices. The more effective caregivers are at encouraging appropriate child behavior, the less time and effort adults will spend correcting children's misbehavior.

Effective guidance and discipline focus on the development of the child. They also preserve the child's self-esteem and dignity. Actions that insult or belittle are likely to cause children to view their caregivers negatively, which can inhibit learning and can teach the child to be unkind to others. However, actions that acknowledges the child's efforts and progress, no matter how slow or small, is likely to encourage healthy development. Teaching children self-discipline is a demanding task. It requires patience, thoughtful attention, cooperation and a good understanding of the child. Madison Montessori Academy staff will use **only** positive guidance techniques.

When interacting with young children, adults should ask themselves the following questions:

“Am I...”

- Validating feelings?
- Asking open ended questions?
- Encouraging problem solving?
- Respecting children's choices?
- Using praise and positive reinforcement?
- Talking with children – not at them?
- Circulating throughout the classroom?
- At the child's eye level?

REASONS FOR MISBEHAVIOR

If caregivers understand why children misbehave, they can be more successful at reducing behavior problems. Listed here are some of the possible reasons why children misbehave.

- Children want to test whether caregivers will enforce rules.
- They experience different sets of expectations between school and home.
- A child does not understand the rules, or are held to expectations that are beyond their developmental levels.
- They want to assert themselves and their independence.
- They feel ill, bored, hungry or sleepy.
- They lack accurate information and prior experience.
- They have been previously "rewarded" for their misbehavior with adult attention.

PREVENTING MISBEHAVIOR

Child misbehavior is impossible to prevent completely. Children, usually curious and endlessly creative, are likely to do things parents and other caregivers have not expected. However, there are many positive steps caregivers can take to help prevent misbehavior.

- Set clear, consistent rules. (*e.g., walking feet; gentle touches*)
- Make certain the environment is safe and worry-free.

- Show interest in the child's activities. (e.g., *participating in activities with the children so they stay interested for longer periods*)
- Encourage self-control and independence by providing meaningful choices. (e.g., *"You may pick up the blocks or art center."*)
- Focus on the desired behavior, rather than the one to be avoided. (e.g., *"Ashley, please use gentle touches with your friends."*)
- Build children's images of themselves as trustworthy, responsible and cooperative.
- Give clear directions, one at a time.
- Say "Yes" whenever possible.
- Notice and pay attention to children when they do things right. (e.g., *"Joey is playing so nicely. I like it when you keep the blocks on the table."*)
- Encourage children often and generously.
- Set a good example. (e.g., *using a quiet voice when children should be quiet*)
- Help children see how their actions affect others.

DISCIPLINE POLICY

Below are strategies Madison Montessori Academy staff will use to respond to child misbehavior. Remember, however, that it's always a good idea if rules are explained fully and clearly understood before misbehavior occurs. Whenever possible, involve children in making the rules for the classroom.

- **Redirection**
This strategy should be used most frequently when working with young children. If a child is not following the rules or being uncooperative, quickly get the child's attention and introduce another activity. For example, "Kate, please help me water the flowers now. You've been riding the bike for a long time and it's now Logan's turn."
- **Logical consequences**
These are structured consequences that follow specific misbehaviors. The child should be able to see how the behavior and the consequence are directly related. For example, Andrew is standing on his chair at lunch. His teacher should remind him that if he stands on his chair, he could fall and get hurt; this will make him sad.
- **Participate in the solution**
If a child damages something, he/she needs to help in fixing it or in cleaning up. If a child causes someone distress, he/she should help in relieving that. For example, "It made Brandon very sad when you told him he wasn't your friend anymore. Please come apologize and help me make him feel better."
- **Natural consequences**
Allowing children to experience the consequences of their behavior is also called learning the hard way. For example, Laura does not put her books back in her school bag after she finishes reading. One day she loses a book, and therefore must find a way to replace it. Only use natural consequences when they will not endanger the child's health or safety.
- **"Take a break" or "Calm down chair"**
In some instances, a child may need to be removed from a particular situation in which he/she has become overwhelmed or violent. The child should be directed to "take a break" or sit in the "calm down chair." This strategy gives the child a chance to calm down, regain control, and reflect quietly on her or his behavior away from others. Once the child has calmed down, staff should talk with the child about the actions that led up to and resulted in needing a break or being sent to the calm down chair. For example, "Hannah, we have talked often about how hitting is not acceptable. But because you hit John, please leave the blocks center and go to the calm down chair. I will talk to you when you are ready."

If these actions do not help in reducing or changing behavior the following will take place:

1. Staff will report behavior and what strategies have been attempted to the Director and/or Supervisor.
2. The Director and/or Supervisor will observe the child and meet with the Head Teacher to develop a behavior management plan.

3. The behavior management plan will be discussed with the parent and then put into practice.
4. The Director and/or Supervisor, Head Teacher and Assistant Teachers, and parents will evaluate the behavior management plan. If needed, adjustments will be made.

The following are forms of prohibited practices;

1. Corporal punishment of a child
2. Deliberate harsh or degrading measures that would humiliate a child or undermine a child's self-respect
3. Deprivation of a child of basic needs including food, shelter, clothing or bedding.
4. Being confined in a locked room or area.
5. Locking the exits of the school for the purpose of confining the child.

USEFUL PHRASES

The following phrases are useful when problem-solving with children.

Instead of	“No” or “Don’t”
Say	“Please stop”, “I don’t like that”, “That’s not OK”, or “That is not a choice”
Instead of	“That’s not nice”
Say	“That’s not OK”, “Please use gentle touches”, or “That hurts Jordan”
Instead of	“No running”
Say	“I need you to use your walking feet” or “You may run when we go outside”
Instead of	“Stop crying”
Say	“I need you to use your words to tell me what is wrong”
Instead of	“Can you put away your toys?” (If it is not a choice, do not pose it as a question)
Say	“You may help me pick up the blocks, or help Alyssa pick up the puzzles”
Instead of	“I said yes” (when a child tells you “no”)
Say	“No is not a choice, I need you to...”

Biting Policy

Biting is a behavior that usually appears between the ages of one and three years. While biting is an age-appropriate behavior, it is important to remember it is also an unacceptable behavior in a childcare environment. Children bite for a variety of reasons: teething, sensory exploration, cause and effect, imitation, crowding, seeking attention, frustration and stress. Biting is not something to blame on children, their parents or their teachers. There are a variety of strategies we implement at Madison Montessori Academy to prevent and stop biting. This is the process followed when a child bites:

- The biting child is stopped and told, “Stop biting. Biting hurts” in a firm voice. Teachers should remain calm, being careful not to show anger or frustration towards the child.
- The biting child is removed from the situation. Depending upon the observed motive for the bite, the separation may include re-direction or meeting the child's needs. As little attention as possible will be placed on the biting child, to avoid reinforcing the behavior.
- Appropriate first aid will be provided to the child who was bitten. Bite will be washed with soap and water; cold compress will be applied to reduce pain and swelling. A bandage will be applied if necessary.

It is important to explore the reasons for biting when it occurs. Teachers need to work with parents to gather information about the child's behavior and begin observations to determine the reasons for biting. Examples of triggers would be: communication deficits, transitions, hunger, lack of sleep, need for oral stimulation or teething pain. Once triggers are identified, staff can work on prevention strategies and start teaching replacement skills. Below are the

steps the teacher will take to identify triggers and replace the behavior:

1. The teacher will examine the context in which the biting is occurring and look for patterns. The following questions should be asked:
 - Was the space too crowded?
 - Were there too few toys?
 - Was there too little to do or too much waiting?
 - Was the child who bit getting the attention and care he/she deserved at other times?
2. The teacher will change the environment, routines or activities if necessary.
3. The teacher will work with the child who is biting to resolve conflicts and frustrations in more appropriate ways
4. The teacher will observe the child, to get an idea of why and when they are likely to bite.
5. The teacher will identify children likely to be bitten and make special efforts to reduce their chance of being bitten.
6. The teacher, parent and Director and/or Assistant Director will meet regularly to regulate an action plan and measure outcomes.
7. If biting continues the teacher will observe the group more closely and work with the parents to seek out additional resources as necessary to shadow the child who is biting.

All information is confidential and names of the children involved in the incident are not shared between parents. In addition, biting is always documented on an Incident/Accident Report which is completed and signed by a teacher and parent. A copy is provided to the parent and the original kept in the child's permanent enrollment file in the office.

Home and School Partnership

NEW FAMILY MEET & GREET

Each family will be contacted before their start date to come to the school for a Meet & Greet. At this time, you will meet with the Head Teacher of your child's new class. They will go over the daily schedule with you and discuss any questions or concerns you may have at that time. You will also receive a "what to bring" list for your child's first day.

WEBSITE

Madison Montessori Academy has a website which can be found at www.madisonmontessori.ca. On the website you will find general school information and downloads (parent handbook, menus, medication form, etc).

ROOM TRANSITIONS

Your child will transition to a new classroom when he/she has reached the developmental milestones for a particular classroom. As the time for a transition to a new room approaches, you will be contacted by your child's head teacher and asked to set up a transition meeting. Both your child's current and future teacher will be available to address any questions or concerns you have during the transition process. This meeting is a great opportunity to familiarize yourselves with the new classroom, children, and curriculum.

PARENT PARTICIPATION

Parent participation is strongly encouraged in our program. Some possible opportunities to participate and contribute to your child's Madison Montessori Academy experience:

- Field trips
- Community Helper Days
- Donating Supplies
- Fundraising

PROGRAM EVALUATIONS

Madison Montessori Academy will be asking parents to complete a program evaluation annually. The information gathered from these anonymous surveys is used by the staff to develop goals for our center and to improve the overall quality of care at our center. A parent's point-of-view is different from a teacher's point-of-view. Therefore, parent feedback on the program evaluations is very important to the success of our program and satisfaction of our families.

Fees and Billing Policies

FEE POLICY

The purpose of this document is to provide a clear written policy that is understood and agreed upon by the parents/guardians and child care provider at the time the child is enrolled in the program. This will help to prevent conflict and misunderstanding around financial issues that may arise regarding payment or credit of fees.

Parents/guardians are required to pay for a childcare space in advance. Invoices will be emailed on the first of each month and are to be paid when received.

Parent Fee Payment will remain consistent during:

- 1) Closures due to inclement weather; inclement weather can include any kind of extreme weather, usually snow or ice, which might create hazardous driving conditions or significantly impair normal operations at the child care centre. It may include severe thunderstorm activity, tornadoes, flooding or other natural perils.
- 2) Statutory holidays
- 3) Family vacation, where the child may not be present, the fees for regularly scheduled days shall be paid.
- 4) When your child is sick or when your child does not pass the daily health screening as set out by Public Health, i.e., during the COVID-19 pandemic.

If your child(ren) cannot attend daycare, fees will be refunded only when there is a fees subsidy available to reimburse Madison Montessori Academy for lost revenue.

Child Care Fees are based on enrolment not attendance (NO fee decreases for sick/missed days or statutory holidays will be issued). Unless otherwise noted, child care fees will not be refunded due to centre closures resulting from circumstances beyond Madison Montessori Academy's control.

It is your responsibility to ensure all payments are received. Should your account fall into arrears and not be paid within thirty days, your child will no longer be accepted into our program.

PROGRAM FEES

Infant Full Time- \$1136.87 per month

Toddler Full Time- \$932.85 per month

Toddler Part Time -\$560.82 per month

Casa Full Time- \$922.85 per month

Casa Part Time- \$552.67 per month

Before & After Care

(7:00-9:00 & 3:30-6:00)-\$306.02 per month

Before & After Care Extra Care Package

(7:00-9:00 & 3:30-6:00)

Includes: P.D. Days, Snow Days, Extra days

during Christmas Break and March Break-\$392.59 per month

*The fees may be subject to change on an annual basis

PART-TIME ENROLLMENT

Part-time children's attendance days are chosen by their parents at registration time. If, for example, Monday, Wednesday and designated Fridays are chosen, these days are guaranteed and reserved for your child. These days cannot be changed or credited towards another day. If another day is needed, please speak with April or Brenda.

LATE PICK-UP FEE

Madison Montessori Academy reserves the right to charge a late fee for pick-ups after 6:00 pm. If you do not arrive by 6:00 pm the staff will contact you at all available phone numbers. If you cannot be reached, they will contact your authorized pick-up persons. The late fee is \$5.00 for the first 10 minutes late and then \$5.00 for each five minute intervals afterwards. If this becomes a regular occurrence a meeting with April and Heather will be required.

TAX INFORMATION

Madison Montessori Academy issues tax receipts for each calendar year (January – December). The receipts will be sent to you by the end of February via email or placed in your child's cubby. If you are no longer at the Centre a receipt will be mailed to the address we have on file.

Discharge/Withdrawal Policy

Discharge Policy

Madison Montessori Academy deals with any possible discharge through review of the situation, meeting with all concerned and is dealt with in privacy. Discharge can occur but not is limited to;

1. Tuition default
2. Failure to provide required records
3. Poor attendance
4. Repeated harm to property
5. Physical safety of other children/staff

Withdrawal Policy

Written notice of permanent withdrawal must be provided to Madison Montessori Academy one month prior to an anticipated withdrawal date. If notice is not received, the family will be charged for full program fee for one month after the withdrawal of their child.

Please note that should parents wish to withdraw their child temporarily, there is no guarantee that there will be space available upon the child's return.