Pris-T-giS Montessori School

Polices

&

Procedures

2026-2027 V.5

Pris-T-giS Montessori

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Introduction

Our school's Principle, Supervisors and Staff welcome you and your child to Pris-T-giS Montessori School. Please take a moment and read through this policy and procedure manual as it is important that parents thoroughly understand the policies so that you will have all the information you need to know about our school. The guidelines set out in this Policy and Procedure Manual enable us to understand the tasks and obligations required to provide service to the children and families of Pris-T-giS Montessori School. The purpose of the Policy Manual is to ensure that all our staff and families are entitled to a safe and enjoyable environment. This Manual gives full detailed descriptions of our school's philosophy, goals and approaches to ensure positive practices and relationships by outlining policies and procedures.

School Philosophy

At Pris-T-giS Montessori School we recognize that each child is an individual with a unique pattern of interests, capabilities and aspirations. Pris-T-giS works to empower children, promote individuality, and develop strong partnerships with families while creating an environment that helps children attain physical, cognitive, social and emotional achievements, preparing them for the next step of life.

Through children's natural curiosity to explore their environment, we endeavor to provide a positive learning atmosphere that encourages children to develop their sense of autonomy, self-esteem, decision-making capabilities and independence in a group setting. We value children as individuals each with their own personal needs. Our intent is to provide an environment which places value on children's interests and developmental needs. All aspects of our Montessori program offer each child a balance of challenging, stimulating experiences with a goal to maximizing their full potential as children are little explores. It is essential to achieve the maximum benefit from an experience, a child must experience that they are respected, valued and cared for. At Pris-T-giS Montessori School, we believe that partnerships between families and our school are essential to the growth and development of the individual child. We strive to create and promote these strong partnerships with families and create a sense of community that is thoughtful, warm and compassionate. We believe that by working together with families as well as the community, we will embrace multiculturalism and encourages acceptance that we are all different but the same.

Program Statement

Pris-T-giS Montessori School strives to promote a positive, safe, loving, nurturing and home-like atmosphere where the health, safety, nutrition and well-being of our children is of the utmost importance. We encourage mutual respect, patience and creativity in an inclusive environment while viewing children as competent, capable, curious and rich in potential. Pris-T-giS Montessori School embraces the "*How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)"* to guide our programing and pedagogy. Our objective is to provide a positive framework to support our children and families in an environment that promotes belonging, engagement, expression, and well-being.

Pris-T-giS Montessori School believes in supporting positive and responsive interactions among our children, parents, staff, and volunteers. We encourage a partnership with parents where relationships are respectful of structure, culture, values, language and knowledge. Involving families in a meaningful and authentic way throughout all elements of our program is important to us. We value families' unique perspectives and welcome their skills, talents, traditions, and experiences as they are the first and most powerful influence on children's learning, development, health and well-being

At Pris-T-giS Montessori School, each child is recognized to be unique, competent, capable, curious and rich in potential and each family's individuality is valued. Pris-T-giS Montessori School strives to deliver a stimulating Montessori program in a safe environment that enhances children's social, intellectual, physical, and emotional development. This enhancement happens throughout a child's daily lesson plan which encompasses a balance of indoor programs and outdoor play, as well as innovative activities, rest and quiet time. Children begin to make sense of their world from the moment they are born as their brain develops at an outstanding rate during their first years of life. They are active and social learners who are influenced by family, gender, culture, experiences and surroundings. We are committed to helping children to learn to love and believe in themselves by nurturing self-confidence and encouraging children to communicate and interact in a positive way as well as respecting their environment. We encourage children to articulate their needs to others and help them to appreciate and empathize with the needs of those around them.

We acknowledge that children have a variety of learning styles, methods of understanding and constructing knowledge. For this reason, we plan for and create positive learning environments and experiences in which each child's learning and development will be supported. We believe that allowing children to actively explore, investigate, take manageable risks, and engage in creative problem-solving, are critical for their physical and mental health and well-being.

Through our Emergent approach, we believe that children learn best by exploring the world with their body, mind and sense as well as interacting with adults and peers. Their explorations require flexibility and inventiveness. Children react to the outcomes of their investigations and create strategies for discovery. Through observation, reflection and stimulation, our educators create a positive, relevant and meaningful learning environment

that takes each child's unique needs and interests into account. Our program provides child-initiated and adult-supported experiences through both indoors and outdoors active play, rest and quiet times. In partnership with families, we encourage children to become aware of their bodies for self-care, nutritious foods, physical activities and rest, in addition to their need for social and emotional engagement. Through these approaches, we provide opportunities for children to interact and communicate in positive ways; to support their strengths and abilities to overcome challenges, make choices, problem solve, and self-regulate their emotions and behaviours.

Our educators are responsible, knowledgeable, caring and resourceful professionals. They familiarize themselves with all information concerning medical conditions & medication requirements, exceptionalities, allergies, food restrictions, and parental preferences in respect to diet, exercise, and rest time.

We understand the importance for our families and educators to exchange information regularly about children's experiences at home, in the community, and in our learning environment. Communication is paramount; we encourage two-way dialogue and use various tools for communication between families and educators. It's important to us that we create and maintain a trusting, respectful bond between families, staff, and children as the knowledge gained from multiple perspective helps our educators to develop a program that reflects the unique and diverse characteristics of all children's families and communities, they live in.

Involving community partners is an instrumental part of creating a positive and supportive environment. We engage in constructive relationships with community agencies; they provide resources, information, and classroom support to better meet the needs of our children, families, and educators. We work collaboratively with our local universities, community colleges, and high schools to offer opportunities for student training and experiences. Partnering with these institutions provides us with additional knowledge and resources to further support our program. We also welcome volunteers from the community who satisfy all safety checks as well.

Our qualified Montessori Teachers and RECEs, are trained in First Aid and CPR and are carefully selected and screened to provide a safe, secure, healthy and inviting environment for our children and families. With a sustained commitment to ensure we provide a quality program, we support, encourage and provide opportunities for our educators to participate in continuous professional learning. It is important to us that we invest in our educators as when educators engage in continuous learning and questioning, exploring new ideas and adjusting practices, they achieve the best outcomes for children, families and themselves.

Pris-T-giS Montessori School actively participates in ongoing assessments of our environment to measure the impact of the strategies set out in our program statement.

It is essential for us to provide a nurturing environment with experiences that encourage all of our children to reach their full potential. Our program reflects our philosophy and program statement. To ensure consistent implementation across Pris-T-giS Montessori School, all

staff, students, and volunteers will review the program statement prior to interacting with children. At a minimum, this statement will be reviewed annually by staff, educators, and Supervisor and the Directors. Any modifications will be reviewed by educators to ensure timely implementation.

This Program Statement highlights the guiding principles for our practice. It is continuously brought to life through vibrant prominence in our program:

- Guiding and Supporting Documents
- Minister's Policy Statement on Programming and Pedagogy
- How Does Learning Happen? (HDLH) Ontario's Pedagogy for the Early Years (2014)
- Think, Feel, Act: Lessons from Research About Young Children
- Early Learning for Every Child Today

To ensure that Pris-T-giS Montessori School achieves all of our above goals, we take specific actions to fulfill the following:

1. Promote the health, safety, nutrition and well-being of the children:

    1. An annual environmental review is conducted to ensure the utmost safety to our children to ensure a clean and safe environment at all times.
    2. Daily meal plans incorporate nutritional value based on "Eating Well with Canada's Food Guide" recommendations and catered to our school (Menu by catering service company Food for Tots).
    3. Encourages children to understand their needs and articulate their needs to others which supports their emerging sense of self.
    4. Access to purified drinking water for children during all snacks and meals and throughout the day; to ensure Safe play environments both indoors and outdoors, inspections will be done daily to minimize hazards that may cause injury.
    5. Disinfecting of toys, shelves, cots are done on a weekly basis.

2. Support positive and responsive interactions among the children, parents, child care providers and staff:

    a. Strive to ensure that all children, families, educators and servicing agencies feel like they belong and are respected when entering our school and classrooms.
    b. Our staff model proactive interactions with all parents and children by using appropriate and positive words and actions.
    c. Our staff respond to all children in a warm and respectful manner, attuning to children's physical and emotional state.

d. Families are supported on a daily basis by communicating with our staff about their child at drop off and pick up as well as receiving daily reports through the Lillio program.

e. Annual Christmas and End of School Year Potlucks, BBQ, Children's showcase performances, and Graduation Ceremonies

f. Employee engagement meals.

3. Encourage the children to interact and communicate in a positive way and support their ability to self-regulate:

a. Promoting Grace and Courtesy in our daily program and care for others, as well as their environment, such as setting up and cleaning their own work stations; sharing; offering apologies; and using manners.

b. Children are encouraged and supported by our staff to interact and communicate in positive ways and to promote their ability to self-regulate.

c. We recognize that critical learning happens during conflict, negotiation, problem solving and resolution as our staff help children work towards displaying their anger or frustrations though a more socially acceptable way.

4. Foster children's exploration, play and inquiry:

a. We strive to provide an environment and opportunities for the children to play and explore through a flexible schedule with limited interruptions and transitions.

b. Our curriculum provides a complete set of Montessori materials which are designed specifically to guide children's exploration, curiosity, play, and problem-solving abilities. Montessori activities have their own error-controls which allow children to navigate their own learning pace and mistakes, and allow for the learning environment to act as a third teacher for each child.

c. We foster children's exploration, play and inquiry by planning and creating an environment that allows the children to explore the topic of interest, and the world around them, with their natural curiosity and exuberance.

d. All areas of the classroom will be open to the children at all times. Children are able to make choices, manipulate the materials through self-initiated hands on experience.

5. Provide child-initiated and adult-supported experiences:

a. Staff will document and use daily observations of the child to plan and create a positive learning environment that is based on children's interest as well as developmental abilities.

b. Staff will display and add new materials to the environment to enrich the learning process, allowing new ideas, challenges and learning possibilities to emerge.

c. Staff will provide materials for creative activates such as craft and paining activities, allowing the children to create their own art work based on their own interest.

d. Staff will be responsible for introducing new ideas, interests, concepts and skills to widen children's knowledge and life experiences

e. Throughout the school day, staff will whenever possibly support children in dressing themselves for outdoor play, allowing children to develop independence in toileting and hand washing routines. During meals, adults will provide support yet allow children to develop independent eating skills. Educators will also often provide children with the opportunity to self-regulate their attention, emotions and behaviors.

6. Plan for and create positive learning environments and experiences in which each child's learning and development will be supported:

a. All classrooms at Pris-T-giS Montessori School are specially designed to provide a positive learning environment and experiences. Shelves, washrooms, and Montessori materials, as well as tables and chairs, are all custom-made to young children's sizes and heights, which makes it easy for children to foster independence while minimizing their reliance on adults. Children are encouraged to do what they can based on their developmental levels which also fosters a sense of confidence and achievement at this critical, early period of life;

b. Children who require an Individual Support Plan will be supported by educators in implementing the goals and recommendations. By providing additional assistant to children with special needs in our inclusive environment, this will help the child to success and advance in our school and beyond.

c. Educators at Pris-T-giS Montessori School maintain roles as co-learners alongside the children and observe each child carefully in order to design a carefully-crafted learning plan to support each child's unique personality, competence, curiosity, and provide appropriate challenges to stretch each child to reach their potential.

7. Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care:

a. Our daily schedule includes total of two hours of outdoor play (weather permitted) in our fenced playground with planned activities (e.g. Caterpillar Hopscotch, Making Bubbles, Simon Says, etc.), afternoon nap time, and quiet reading;

b. While indoors, our children engage in mini sessions incorporating stretches, dancing, singing and playing in a small and large group setting

c. Children are able to choose their activities during our Montessori work period based on their interest.

d. Activities and materials are designed to promote gross and fine motor skills, language and cognitive, social and emotional development.

e. Offer small group activities for children to benefit from more individual attention

8. Foster the engagement of and ongoing communication with parents about the program of their children:

a. Parent-Teacher Interviews are held twice each school year.

b. Parents and guardians have full access to contact Pris-T-giS Montessori School via email and phone.

c. Lillio is used to document our child(ren)'s activities on a daily basis, which an individual daily report that includes daily snacks and lunch menus, toileting/diapering and other documentations about the child is then automatically sent to each of our parents.

d. Lillio also allows parents to communicate with our teachers directly in addition to reaching us via email.

9. Involve local community partners and allow those partners to support the children, their families and staff:

a. We view the community as a valuable resource as we partner with and support reputable businesses in our local community to come to our school and offer well-rounded extra-curricular activities. These activities allow our children to develop physically, mentally, and emotionally and also fosters confidence at a tender age. Our children have the option to participate in any or all of these extra-curricular activities.

10. Support staff or others who interact with the children at Pris-T-giS Montessori School in relation to continuous professional learning:

a. All staff builds a climate of trust, honesty and respect in the workplace, working collaboratively in order to provide a safe, secure, healthy and inviting environment for all children and their families.

b. All staff members are to attend team meetings, receive peer coaching and mentoring opportunities, and participate in continuous professional learning sessions;

c. Semi-annual performance reviews are conducted for all staff and constructive feedback sessions are provided.

11. Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families:

    a. Daily documentation of student attendance, lunches, snacks, naps, diaper/washroom schedules, accident logs, illnesses and absences, parent pick-up time, photo/media consent, community walk consent, etc.;

    b. Policies & Procedures, Handbook, Guidelines, and Allergy and Anaphylaxis Records are reviewed with all staff members and volunteers prior to interacting with children at least annually and each time any changes/updates are made;

    c. All parents and guardians are provided with access to Pris-T-giS Montessori School's Policies & Procedures on our website, and they are also provided with a copy of the Parent Handbook.

Children with Special Needs

For each child with special needs, Pris-T-giS Montessori School will work closely with the child, their family, and York Region's Early Childhood Interventionists to develop an individualized support plan. The individualized support plan will instruct and outline how Pris-T-giS Montessori School will support the child to function and participate while in our care; any supports, aids or adaptations or other modifications to the physical, social and learning environment that are necessary where applicable. All participants in the development of the individualized support plans will be listed in the document and will sign the document. This program will reflect the individualized support plans of each child with special needs and all children are observed to have the opportunity to participate in the program. Again, reference to the HLDH will be considered in the development of the individualized plan for all children with special needs.

Program Statement Implementation

Implementation Commitment

Pris-T-giS Montessori School is committed to support children to grow to their fullest potential in a safe, caring and nurturing environment. The program statement describes our specific goals for children's learning and development, and the approaches that will be implemented. All programs at Pris-T-giS Montessori School are aligned with *How Does Learning Happen? Ontario's Pedagogy for the Early Years.*

Purpose of the Program Statement Implementation Policy

To ensure that all staff, students and volunteers are fully informed about Pris-T-giS's Program Statement, our goals and Objectives, and the Prohibited Practices.

Policy Goals

That all staff, students and volunteers have read and understand Pris-T-giS's Program Statement, our goals and Objectives, and our Prohibited Practices to guarantee a smooth policy implementation. To ensure that all staff, students and volunteers are implementing the Program Statement into the classrooms.

Monitoring Practices

Pris-T-giS Montessori School implements a wide range of monitoring practices to ensure the goals and approaches described in the program statement are implemented.

Monitoring Practices include:

- Setting family communication standard for staffs, volunteers and students to follow.
- Providing coaching and guidance for staffs, volunteers and students to engage in ongoing reflective practice and collaborative inquiry with the staff members.
- Tracking all mandatory and supplemental training completed by all staffs.
- Ongoing classroom monitoring.
- Ongoing program curriculum review.

Roles and Responsibilities

Director/Operator will:

- Conduct a comprehensive annual review of the Program Statement including the goals and approaches. Information gathered through the various monitoring practices will be integrated. A signed record will be kept of the review.

- Respond immediately to any concerns or commissions of prohibited practices observed or reported in consultation with Supervisor (as needed).

Supervisor will:

- Ensure all new staff, students and volunteers are oriented to the Pris-T-giS Montessori School Program Statement before they interact with children. A sign off sheet signed by the staff, student, or volunteer and the person who led the review indicating the date of orientation will be kept.
- Review the Program Statement with all staff, students, and volunteers on an annual basis or anytime there is substantive changes to the Program Statement. A sign off sheet signed by the staff, student, or volunteer and the person who led the review indicating the date of orientation will be kept.
- Provide coaching and guidance for staff, to engage in ongoing reflective practice and collaborative inquiry with the staff teams through documentation, huddles, and staff meetings.
- Performance Management will be conducted with each staff, student and volunteer annually and when needed.
- Discuss curriculum, Ministry of Education licensing, and quality assessments with staff team and develop a plan of action to be implemented.
- Provide staff with opportunities to attend all mandatory and supplemental training. Track all training completed by each staff.
- Support program team to make referrals and provided resources based on children's and families' requirements.
- Monitor all staff, students and volunteers for compliance with the approaches set out in the program statement and the commission of any prohibited practices through a combination of observation; reports from colleagues and parents; and program plans and documentation.
- Immediately report any concerns or commission of any prohibited practices to Director/Operator. Report to stakeholder including Ministry of Education, municipal children's services, child protection agencies, and professional colleges within established guidelines.

Staffs will:

- Engage in ongoing reflective practice and collaborative inquiry with the staff team.
- Participate fully in all discussions of curriculum, Ministry of Education licensing, and quality assessments with team and assist in developing a plan of action to be implemented and shared with Supervisor, Director and Operator.
- Attend and fully participate in mandatory and supplemental training.
- Make referrals and provided resources based on families' requirements.

- Immediately report any concerns or commission of any prohibited practices to Supervisor, Director or Operator. Report to child protection agencies within established guidelines.

Prohibited Practices

Young children benefit from an affirming approach that encourages positive interactions with other children and adults, rather than from a negative or punitive approach to managing unwanted behaviour.

Research from diverse fields of study show that children who attend programs where they experience warm, supportive relationships are happier, less anxious and more motivated to learn than those who do not. Experiencing positive relationships in early childhood also has significant long term impact on physical and mental health, and success in school and beyond.

Rather than setting out practices to be used to manage children's behaviour, Pris-T-giS Montessori School has instead set out in our Program Statement how we will support warm, positive, supportive interactions and relationships between children, families, staff and the community.

The following are prohibited practices under the Child Care and Early Years Act, and are never permitted by the staff, students or volunteers of Pris-T-giS Montessori School in order to protect the emotional and physical well-being of the children. Staff, volunteers or students who engage in the following prohibited practices will be subject to immediate disciplinary action and /or dismissal.

a. Corporal punishment of the child;
b. Physical restraint of the 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;
c. Locking the exits of the school 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 the licensee's emergency management policies and procedures;
d. 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;
e. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
f. Inflicting any bodily harm on children including making children eat or drink against their will.

g. Sexual abuse, sexual misconduct and prescribed sexual acts (as defined under the *Early Childhood Educators Act, 2007*)

Measures Used to Deal with Contravention of Policies and Practices

All Pris-T-giS Montessori School staff members, students and volunteers are to implement the approaches stated in this Program Statement, including but not limited to clauses (a) to (k) and including prohibited practices. Pris-T-giS Montessori School understands and complies with all established guidelines for reporting to the Ministry of Education, Municipal Children's Services, Child Protection Agencies, and professional colleagues.

Any reports involving breach of the above prohibited practices are taken seriously and will be dealt with by Supervisor and/or Director/Operator. Individuals who violate the prohibited practices and this procedure are subject to disciplinary or corrective action up to and including termination of employment, volunteer or student assignment (reference to *Behaviour Management Policies and Procedures* and Monitoring and Compliance and Contravention Policies and Procedures).

When any non-compliant behaviours are noted, these will be documented on a checklist. The supervisor will then speak directly to the non-compliant staff. If the Supervisor continues to see infractions from the staff in regards to any of the areas outlined in the Program Statement, they will proceed to the discipline stages which consist of a copy of a verbal warning, followed by a written warning. A final written warning, after which the staff will be immediately dismissed with cause.

Any non-compliance with all terms stated within the Program Statement will result in:

a. An immediate meeting scheduled by the Supervisor to address non-compliance behaviour and provide an opportunity and/or training to amend the non-compliant behaviour;
b. Regular monitoring by the Supervisor of the individual to ensure non-compliance behaviour has been corrected to the satisfaction of the Supervisor and in accordance to the Program Statement;
c. Follow-up meeting arranged within 2 weeks from the date of non-compliance behaviour to discuss ongoing compliance;
d. Non-compliance with Prohibited Practices may result in the immediate for-cause termination of employment in the case of a staff member; or immediate cessation of volunteer privileges; or termination of placement of a student.

Our Program

Our Montessori program understood to be essential to the healthy social and cognitive development of children. At Pris-T-giS Montessori School, all areas of development are fostered through exploration, play and inquiry. Our curriculum takes a child initiated, adult-supported approach that focusing on daily activities, allowing the child to take the lead and then focusing on his or her interests through intentional observation, interaction and engaged communication. When this approach to learning takes place along with educators' understanding of child development, each child's learning and individual development is supported and as a result the child's competence, capacity and potential are maximized.

Types of Programs

- Five Full Day (CASA) – ages 2.5 to 6 years.
- Five Full Day (Toddler) – ages 18 months to 2.5 years.
- March Break and Summer Camp.

Ratios

Teacher – to – Student Ratios

There are minimum requirements set by the Ministry of Education (CCEYA) and Ontario Regulations 137/15. Teachers are required to maintain Student-Teacher Ratios based on the Ministry of Education Child Care and Assurance Licensing Act.

- Toddler Ratios 1:5
- CASA Ratios 1:8

The Montessori Curriculum

Practical Life – to develop fine motor skills, eye and hand co-ordination, concentration and confidence.

Sensorial – refine each of the senses and dexterity.

Math – counting, decimals, arithmetic, multiplication, division, and even basic geometry and algebra.

Language - phonics, reading, writing, even grammar and sentence structure.

Culture - including Arts, Sciences, Geography, History, Music, learning Social Skills.

Others – arts and crafts, music, daily opportunities for physical literacy and active outdoor play, rest time for children who require it and based on their developmental needs.

Admission

Pris-T-giS Montessori School accepts students of any race, colour, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, colour, national and ethnic origin in the administration of its educational or admissions policies. Parents must understand that enrollment of their child in Pris-T-giS signifies compliance with all school rules and policies and procedures outlined in this document.

Registration

Montessori Program

Pris-T-giS Montessori School will start accepting new registration for the upcoming new school year on the first school day in **February**. Children are admitted on a first come-first serve basis.

Acceptance is based on availability as per our licensed capacity. Once all spots are placed, potential student will be placed on our waiting list.

Our school year is from September to June each year and we do accept new student throughout the year when spot is available.

The following must be submitted to the school office to complete the registration:-

1. A completed registration form and parent agreement.
2. An update immunization record of your child/children
3. A completed Pre-Authorized Debit (PAD) Agreement with a void cheque.
4. Severe Allergy Alert Form (if applicable)
5. Anaphylaxis Parent Agreement (if applicable)
6. Authorization to Administer Medication Form (if applicable)
7. Consent to use Photo Form
8. Community Walk Permission Form
9. COVID-19 Wavier
10. A deposit of $ $957.00 (first and last month, the first month will apply to Oct and last month deposit will apply to the month of May each school year)

Monthly pre-authorized payments are intended only for convenience of parents/guardians. No Refund are given for holidays, absences or any vacation time.

There will be a charge of $40.00 on all NSF transactions.

Students are not considered enrolled unless the enrolment form has been completed and submitted in full, signed and all required documents, fees; payments are received.

Summer Camp

The monthly of July & August are considered Summer Camp and require separate Admission documentation. Registration will begin in February and ended on last school day of May. A full payment must be made with the registration. Once registration is accepted and completed, no changes will be accepted and no refund will be provided.

Re-Admission

Re-Admission for children who wish to return for the next school year will take place during the month of January each year. Re-registration package will be sent by email before end of December. All forms and first and last month deposits are due before the end of January. Priority is given to:-

1. Returning students;
2. Siblings of children already attending our program;
3. Children of our staffs;
4. The community at large.

All forms and cheques received after the deadline date will be considered along with the new student admissions, with the possibility of being on a waiting-list.

Students will not be accepted into the school unless the enrolment form has been completed/submitted, signed, and all required fees; payments are received.

Waiting List Policy

A waitlist will form when all of our school program reaches full license capacity. Our policy and Procedures within provide for waiting lists to be administered in a transparent manner. It supports the availability of information about the waiting list for perspective parents in a way that maintains the privacy and confidentiality of children.

The procedures provide steps that will be followed to place children on the waiting list. It is intended to fulfill the obligations set out under Ontario Regulation 137/15 for a child care center that maintains a waiting list to have related policies and procedures.

Request to place a child on the Waiting List

1. A parent or a guardian can contact the school office to have their child added to the waiting list once they are **BORN** and completed a **SCHOOL TOUR**.
2. Complete a waiting list form.
3. The child name's will be placed on the waiting list in chronological order, based on the date and time that the waiting form is submitted.
4. Once a child has been placed on the waiting list, parent/guardian may request the place of their child(ren) on the list at anytime and the school office will share that placement with the parent/guardian.
5. The child's position on the waiting list will be maintained until they reach the top of the list and a spot in the appropriate age group becomes available.

Offering an Available Spot

1. Parents will be notified by email that a spot has become available in their requested program.
2. Parent will have 24 hours to respond or accept the spot in the said program.
3. In an event that the parent has not responded back during the 24 hour period or rejected the spot, the school office will contact the next student on the waiting list and the child's name will be removed from the waiting list.

Responds to Parent who inquire about their child's placement on the waiting list

1. Upon a waiting list request is received, a link will send by email for the parent to complete. **No deposit or fee is required to be placed on a waiting list.**

2. Parents are welcome to contact the school office for an update on their child's status on the waiting list at anytime.

Withdrawal Policy

Once a child is in our program, enrolled or re-enrolled at our school, the parents are expected to make a financial commitment for the full school year. If a serious or unforeseen circumstance may occur that caused a child to permanently withdraw from our program:-

1. When the child is attending our program, a minimum of **two** calendar months written notice, to be received no later than the first day of the month, otherwise, the last months tuition will be forfeits.
2. If withdrawal occurs prior to the intended start date/beginning of the school year, a minimum of **one** calendar months written notice, to be received no later than the first day of school. Otherwise, the 1st month tuition will be forfeits and the last month tuition will be refunded by e-transfer or by cheque.
3. If withdrawal occurs for Summer Camp, any time after registration completed or during the period of care (July & August), the full tuition payment will be forfeits.
4. If a child has a temporary absence, the parent/guardian is required to inform the school in writing and continue to pay tuition installments for up to two months. After two months has lapsed, and the child has not returned to the school, the school Supervisor will notify the parent that the child is withdrawn and no further installments are paid, and the child's space is made available to the next person on the waiting list.
5. The safety of all children and our staff is our primary concern; the provision of our service is conditional on both your child's behavior and your treatment to our school. Any behaviour that poses a safety hazard or is deemed to be of any abusive nature (physical or verbal) for other children or staff will not be tolerated, and, could result in immediate withdrawal or temporary suspension of service, and no further charges will be applied for the following month.
6. Withdraw of a child from the school without adherence to the Police & Procedure may result in legal actions being taken.

Canada Wide Early Learning and Child Care (CWELCC)

CWELCC, known as the Canada Wide Early Learning and Child Care Agreement is the agreement between Childcare Service Providers and the government with the purpose of providing access to high quality childcare space, reduce childcare fees for families, increase childcare spaces, support the childcare workforce and support inclusive childcare.

Pris-T-giS Montessori School has been approved and is participating in the CWELCC program with effective January 2026. If Pris-T-giS Montessori School chooses to Opt-out of the CWELCC program in the future, Pris-T-giS Montessori School will provide notice to the parents and parents will be responsible to pay Pris-T-giS Montessori School's full annual fee.

As per the CWELCC guidelines, children that turns 6 years old between January to June are eligible until June 30th. The child will no longer qualify from the following month and the parent will be responsible to pay full fee.

Our school is subject to make changes to the tuition fee schedule if the CWELCC program reduces or increases fees or if the fund were not received from York Region.

Please note what is included in a base or non-base fee listed which are NOT covered by CWELCC.

Base Fee – Subject to CWELCC Reduction

1. Tuition Fees based on Full day Program – please refer to the Montessori Tuition Fee schedule.
2. Before and After Care fees.
3. Play materials, equipment's and furnishings, cot, crib, bedding and stationery.
4. Snacks and lunch.

Non-Base Fee – NOT subject to CWELCC Reduction

1. Early drop off or Late pick up fees beyond operational hours.
2. NSF fees.
3. Field Trips.
4. End of School Year Parties.
5. Optional Transportation.
6. Deposits.
7. Extra curriculum Activities.
8. School Pictures.
9. Special Programs.
10. Graduation Ceremony
11. Childcare software (Lillio and Transparent Classroom)

Statutory Holidays, PD Days and Parent/Teacher Interview

The school will be closed for all Statutory Holidays and student do not have school on PA Days and Parent/Teacher conference days. These days are not deducted from the tuition (please refer to the school year calendar).

School Closed

School closed for 3 weeks annually. The school is closed for two weeks over the winter break and one week before the labour day (after summer camp ended).

Camps

The school offer special camps during school breaks throughout the year, such as March Break and Summer Camp. Our camps are filled with fund and interactive activities with visits from special visitors. Please note that camps utilize materials, curriculum and activities outside of Montessori programs. These materials and activities are replaced with other fun and engaging opportunities to learn and interact in a different way. Information will be available upon requested.

Arrivals and Departures

When bringing your child to a program, you are expected to bring your child(red) into the building, remove outer clothing as required and place them in your child's cubby Parents must then be sure that their child(ren) is/are under the supervision of the staff before leaving the premises.

In order to allow children to settle into the program and maintain the continuity and smooth operation of the early learning setting, it is our recommendation to arrive between 8:30 to 8:45am. Should a child be sick or be arriving late, parents are asked to notify the staff before then.

Safe Arrival and Report Absence

If your child is sick or away, parents/guardians are required to report to the office on each day of their absence via email or phone call. Each morning by 10:00am, if a child did not show up on their scheduled time, the supervisor or designated supervisor will contact the parent via Lillio messaging system. If we do not hear back from the parent/guardian by 11:00am, the supervisor or designated supervisor contact the parent/guardian by phone. If we are not able to reach the parent/guardian and they do not respond by 12:00pm, we will contact the emergency contacts listed on file.

Children will be allowed to leave program only with their parent(s) or a person authorized by their parent(s). The arrangement of authorizing anyone other than the parent(s) must be made in advance and stated in writing to the Supervisor or staff. In the event that a person other than a parent is coming to pick up, our staff will ask for identification. Only persons

stated on the forms provided by the parents at the time of registration will be permitted to take the child.

In the event that someone has arrived to pick up a child and the above stated criteria have not been met, the staff will attempt to contact the parent. If this process forces the child to remain at the school beyond 6:00pm., late charges will apply. Until a parent is contacted, the child will not be released.

If a parent or the emergency contacts on file are not reachable by 7pm, the school will contact Children Aid society (CAS) and further action will be determined by CAS.

Hours of Operation

(Monday – Friday 7:30am to 6:00pm)

Montessori program hours:	8:45am – 3:30pm
School operation hours:	7:30am – 6:00pm

After Hours Penalty

If a child is not picked by the school's closing time, 6:00pm., the staff member present will:

- Attempt to reach the parent.
- If the parent cannot be reached, then all emergency contacts will be phoned.
- If no contact from either has been made, the Supervisor will be called immediately. After 7:00pm, the supervisor may contact the Children's Aid Society.

After 6:00pm, the parent will be asked to sign the Late slip and pay the staff on duty the $3.00 per minute late fee. After three (3) late recordings, a meeting will be set up between the parent and the Supervisor to discuss alternative arrangements for pickup.

Inclement Weather

In the event that the programs need to remain closed due to extreme weather conditions an email will be send by 6:30am.

If a program needs to close during the day parents will be notified and asked to come as soon as possible. Late pick up fees are still applicable even during inclement weather. Parents are asked to ensure that they have a reliable plan in the event that an emergency

prevents them from picking up their child on time. Fees will be unaffected by any closures due to extreme weather or other emergency or extenuating circumstances.

Fees

Our monthly tuition is set according to the CWELCC base fee from the York Region ($22 per day x 21.75 days per month). Tuition is not adjusted, refunded or credited for statutory holidays, closure days listed in our school calendar, absence due to illness or vacation and without proper notice and/or any school closure due natural disasters or any unforeseeable circumstance such as outbreak and/or for any other reason.

Tuition must be paid on or before the 1st of each month from the designated bank account by pre-authorize debit. If the 1st of that month falls on a holiday, the debit date will be the working day before.

In the event of NSF, a $40.00 service charge will be added to the next attempt debit payment.

Receipts for tax purposes for all fees are completed and distributed by December and June of each year. Regular documents are provided to families such as a regular tax receipt a report on development. In the event that further letters, receipts or other documents or copies of documents are required, fees may apply for the preparation of these documents.

Base Fee – Subject to CWELCC Reduction

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Non-Base Fee – NOT subject to CWELCC Reduction

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4. End of School Year Parties.
5. Optional Transportation.
6. Deposits.
7. Extra curriculum Activities.
8. School Pictures.
9. Special Programs.
10. Graduation Ceremony
11. Childcare software (Lillio and Transparent Classroom)

Parent Involvement

Parents are welcome to a program at any time to observe and speak with the teachers and Supervisor. Parents are also encouraged to participate in various events when appropriate. The first priority of the staff is the children and therefore extended conversations may not be appropriate while staff are supervising children. For issues that may require more than a few minutes, parents could arrange a time to call or meet with staff.

Suggestion from parents may be reflected through programming and scheduling. The staff and Directors will maintain open lines of communication with parents to allow this input to be effective.

Field Trips

We have two field trips per a year, Fall Field trip in October and Spring Field trip in May. If experiencing severe winter weather and children were not able to have much outdoor activities, we might add another field trip in February (mostly indoor activity). Our field trips are to offer a fun and educational experience for children. At this time, parents will be asked to sign a Field Trip Permission Form. Children will be supervised by staff and will be transported by School Bus Company. All activities, special events, and field trips are contingent on enrollment, availability and weather, and are subject to change with little notice.

Toilet Training

Children begin to use the toilet at different ages and stages of their development. Language skills are vital to this process to communicate needs to the staff and parents. The washroom routine is a fun, non-threatening and non-stressful time with staff remembering the individuality of each child and actively communicating observations, suggestions and questions to parents on a regular basis. Please bring in plenty of spare clothing when your child is going through this process and be patient. It is important that children are given the freedom to progress at their own speed during this process. This process takes time. It is also usual that children regress temporarily at some point.

General Policies

Pris-T-giS Montessori School is licensed under the Child Care and Early Years Act, 2014 (CCEYA) by the Ministry of Education. A program advisor from the Ministry inspects our school for annual renewals of this license and may make periodic visits. We are committed to meeting and exceeding all legislative requirements of the CCEYA 2014. Pris-T-giS Montessori School is regularly inspected by York Region Public Health Department and Markham Fire Department. Copies of these reports are received. We are responsible to comply with all requirements outlined in the Ontario Fire Code and must comply with standards, guidelines and all regulations set out in the Health Protection and Promotion Act. We are complied with the local Medical Officer of Health.

Privacy Policy

As of January 1, 2014, the Government of Canada requires all organizations to have a privacy policy in place. Pris-T-giS Montessori School will ensure that all personal information gathered about our parents, guardians and children is kept confidential. Should it be necessary to disclose such personal information, we will seek consent to do so. Our key principles are:

Collecting and Using Information: When personal information is collected, we will explain how it will be used and will obtain your consent to collect, use and disclose your personal information. We only collect information that is required to provide our service to families and/or for licensing or legal purposes.

Limiting Use and Disclosure of Information: Pris-T-giS Montessori School will only use your information for the purpose for the purpose for which we have obtained your consent. We will only provide your information to other parties:

- When we have your consent.
- When we are required or permitted to do so by law.

Protecting Information: We will protect your information and dispose of it by means of shredding or other permanent methods.

All staff members are required to review and sign a confidential agreement to keep all Confidential Information absolutely confidential and protect its release from the public.

Accessibility Policy

Pris-T-giS Montessori School is committed to developing policies, practices, and procedures that provide accessible quality services to its clients and their children. Services will be provided to clients with disabilities in a manner that promotes and respects dignity, independence, integration and equal opportunity.

Pris-T-giS Montessori School is committed to communicating with clients with disabilities in different or alternative ways that take into consideration their disability.

Staff will be trained on how to interact and communicate with clients with disabilities in a manner that is respectful of a client's dignity and independence.

Parent Issues and Complaints Policy

Pris-T-giS Montessori School is committed to being accountable for our programs and services by responding to and resolving Parents/Guardian issues and concerns. All issues and Complaints will be treated with fairness, integrity and respect with consideration to Pris-T-giS's legislative requirements and values.

Please note – it is not always possible to ensure that a client/parent or guardians is satisfied with the outcome of a complaint. Pris-T-giS Montessori school is bound by policy and legislative requirements by the Ministry of Education, Early Learning Division, York Region Children Services, College of ECE and Ministry of Children and Youth Services.

Complaints that meet the criteria of the Serious Occurrence Policy mandate by the Ministry of Education and the Ministry of Children and Youth Services must be documented and submitted by the appropriate Manager to the relevant Ministry as per their regulations.

Reporting Process

At all times, Parents/Guardian are encouraged to voice any questions regarding Pris-T-giS Montessori School and the care of your child(ren). Our goal is to resolve most issues at the first point of contact.

If a Parent or Guardian has any concerns or questions, please contact the staff, who is working directly with your child(ren). Every effort will be made by staff to resolve complaints directly with the Parent/Guardians. Staff from time to time may have to liaise with other colleagues to gather the necessary information to respond effectively to the concern raised. Staff will respond to any Parent/Guardian questions or concerns at a reasonable timing or latest within 3 business days.

In more complex situations or if the staff member is unable to answer the question or handle your concern, you will be directed to the Supervisor. Prior to this meeting, you will be asked to outline your concerns in writing. You will be contacted by the Supervisor within a reasonable timing or latest within 3 business days to arrange a meeting either in person or by phone.

This meeting may include your child's teachers and/or any other party deemed relevant by Pris-T-giS Montessori School and/or the parent. Notes will be taken during this meeting and a copy of the notes including any goals or plans will be given to the Parent/Guardian. Additional meetings can be requested by either the Supervisor or the Parent/Guardian.

Process and Procedures for Making a Complaint to the Director

If the complaint is of a more serious nature or you are not satisfied after having spoken directly with the Supervisor, you will be encouraged to speak with the Director.

Parents/Guardians will be required to submit in writing any complaint and/or concern that is of a serious nature to the Director.

Serious concerns may include but are not limited to:

- Professional incompetence
- Abuse
- Criminal behaviour

If the complaint involves allegations of a serious nature against a staff member, student or volunteer, the complaint should be made in writing and directed to the Director.

The Director will determine how to deal with the complaint. This may include contacting legislative bodies such as the Ministry of Education Early Years Division, the College of Early Childhood Educators, Ministry of Education and Youth Services, child protection services, initiating a formal disciplinary procedure or criminal investigation. (Contacting Police, seeking legal advice) The individual initiating the complaint will not be given any specific information regarding how the complaint is being handled. Parents/Guardians will receive confirmation in writing that the Director is investigating your compliant.

Confidentiality

We will whenever possibly respect the confidentiality of your complaint. While we are considering your complaint, your name will not be disclosed any more than is necessary. However, Parents/Guardians must appreciate that if your complaint involves members of our organization, it may be very difficult for us to investigate without talking to the member. If you ask us not to talk to the member, we will try to respect your requests, but it may not be possible for us to investigate fully, or if appropriate, to take any actions or address the complaint.

Request to Access Client Files

All Parents/Guardians have the right to access their child's file and must be made aware of this right. Some files may contain confidential information from outside agencies or individuals.

All Parents/Guardians are given copies of their child's Individual Program Plans, Progress Report or if any, Therapist Reports.

If Parents/Guardians wish to access their child's full file, (with additional information), the procedure for access will be as follow:

- Parent/Guardian must give staff 24 hours' notice to request file review
- Files to be viewed onsite only
- Any errors noted by Parent/Guardian (for files originating at Pris-T-giS) will be amended accordingly
- Staff must be present when files are viewed
- Request for access must be noted in child's file

Pris-T-giS Montessori School's Parent Issues and Complaints Policy is available to Parents/Guardians on the school website ad in the parent handbook.

This Parent Issues and Complaints Policy will be reviewed with staff, students and volunteers upon employment and at least annually thereafter.

Type of issue / concern:	Family shall:	Pris-T-giS staff receiving issue /concern shall:
Daily program issues / concerns (e.g. health care including medical needs/medication or allergies, special instructions for feeding, sleeping, or activities, toilet training, child's adjustment to program, other children including bulling etc.)	Families are encouraged to speak directly with their child's teacher about any questions, issues or concerns either in person, by phone or by email.	Staff will listen and seek to understand the family member's issue/concern and may attempt to resolve it immediately. If follow-up is required or if the staff is involved in supervising children the staff will record the contact information including name, phone number, and email address (if any) and inform the family member of the beset time for a follow up discussion (e.g. set up a phone call or meeting).
School-wide issues/concerns (e.g. cleanliness, hours of operation, fees/payment, menu variety etc.)	Families are encouraged to speak directly with the supervisor about any questions, issues or concerns either in person, by phone or by email.	Resolve it immediately. If follow-up is required or if the supervisor is involved in supervising children the supervisor will record the contact information including name, phone number, and email address (if any) and inform the family member of the best time for a follow-up discussion (e.g. set up a phone call or meeting). Supervisors will record all issues/concerns and the resolution in the Daily Written Record/Log Book. If issue/concern is unresolved: In most cases, talking with the supervisor will resolve all issues/concerns. If for some reason a resolution cannot be reached, the supervisor will provide contact information of the Director or Operation.
Conduct of staff/student/volunteer or supervisor	Family members are encouraged to speak directly with the supervisor about any questions, issues or concerns either in person by phone or by email. If the family member is concerned about the conduct of the supervisor they are encourage to speak directly to the Director.	If there is an allegation/suspicion of child abuse, the supervisor will inform the family member of his/her duty to report suspected child abuse to a child protection agency and will provide the contact information. Supervisors will: - Make a report to the same child protection agency. - File a Serious Occurrence Report to the Ministry of Education within 24 hours of receiving the report from the family member. - Supervisor will share the outcome (founded/unfounded) of any investigation by a child protection agency when completed with the family member. Disciplinary information will not be shared.

CRIMINAL REFERENCE CHECK POLICY

Vulnerable Sector Checks

All staff, assistants, Board members, students, third party service providers and volunteers are required to undergo a Vulnerable Sector Check before working with children at Pris-T-giS Montessori School. Each person must complete the Vulnerable Sector Check and original result letter must be returned to the office prior to provide care, starting placement or volunteering at the school (the process can take up to six weeks). The staff, volunteer or student will pay for their own cost for the Vulnerable Sector Application.

Staff, assistants, Board members, students, third party service providers and volunteers who submitted a clear Vulnerable Sector Check in the previous year do not have to submit a new form for the next school year, but must complete an Offence Declaration form yearly. An Offence Declaration is a written declaration signed by an individual that lists all of the individual's convictions for offences under the Criminal Code (Canada), if any, during the period specified in the declaration. Forms will be provided by the Supervisor.

New Vulnerable Sector Checks

All staff, assistants, Board members, students, third party service providers and volunteers must complete a new Vulnerable Sector Check on or before the ***fifth anniversary*** from the date they completed their previous Vulnerable Sector Check.

In every year in which a Vulnerable Sector Check is not completed, all staff, assistants, Board members, students and volunteers must complete an Offence Declaration. Offence Declarations must address the period since the last Vulnerable Sector Check or Offence Declaration, and must be completed within 15 days from the anniversary of the last Vulnerable Sector Check or Offence Declaration.

The school may choose to accept a copy of a Vulnerable Sector Check as opposed to an original (students only) only in the following circumstances:

- If the original Vulnerable Sector Check was obtained within the six (6) month period prior to the individual starting at Pris-T-giS Montessori School.
- If the original Vulnerable Sector Check was obtained between six (6) months and five (5) years prior to the individual starting at Pris-T-giS Montessori School, provided that the individual also submits an Offence Declaration addressing such period. A copy of a Vulnerable Sector Check that is more than five (5) years old will not be accepted, the individual will have to submit a new Vulnerable Sector Check.

Exemptions

The following do not have to submit a Vulnerable Sector Check Form:

- Staff, volunteer and student under 18 years of age. (Staff, volunteers and student under 18 are not permitted to be alone with children, at any time.)

When Staff, Volunteer and Student turns 18 years old: -

- Within one (1) month from the date a staff, volunteer and student turn 18 years old while working at Pris-T-giS Montessori School, the staff, volunteer or student must submit a statement disclosing every finding of guilt of the person under the YOUTH CRIMINAL JUSTIC ACT (Canada) where the person received an adult sentence.

When Staff, Volunteer and Student turn 19 years old: -

- Within one (1) month from the date a volunteer turns 19 years old while working at Pris-T-giS Montessori School, the volunteer must apply for a Vulnerable Sector Check in accordance with the requirements in this policy.

Temporary Exemptions

In certain limited circumstances, staff member or volunteer may start at Pris-T-giS Montessori School prior to the completion of a Vulnerable Sector Check. This may only occur if:

- There is insufficient time to complete the Vulnerable Sector Check prior to starting at the school;
- The individual undertakes to complete the Vulnerable Sector Check as soon as possible; AND
- The individual is not permitted to be alone with any children until the Vulnerable Sector Check is complete.

Breaks in Employment

For all staff, assistants, Board members, students, third party service providers and volunteers who leave and then return to Pris-T-giS Montessori School, the requirements for completing a new Vulnerable Sector Check are as follows:

- If the individual leaves Pris-T-giS Montessori School for six (6) or more months, a new Vulnerable Sector Check must be completed prior to return;
- If the individual leaves Pris-T-giS Montessori School for less than six (6) months, and the individual would have been required to submit a Vulnerable Sector Check or

Offence Declaration during that period, then the individual must complete a Vulnerable Sector Check or Offence Declaration, as applicable, prior to return.

Confidentiality

Confidentiality is a priority when dealing with Criminal Reference Checks. All documents related to Vulnerable Sector Checks, Offence Declarations and attestations remain in the school in a lock cabinet. The Supervisor has a key to this lock cabinet and will review every related document yearly in connection with the school's licensing process. Otherwise, disclosure of any information shall only take place with the approval of the person involved, the Supervisor and the Director.

The Results of the Vulnerable Sector Checks: All staff, assistants, Board members, students, third party service providers and volunteers will receive notification of the results of their own Vulnerable Sector Check in the mail. Once received, they must be submitted to the school. All cases are reviewed on an individual basis and the information is kept in strict confidence. Those who the police report has no prior convictions or charges (a "clean" check) can work immediately with the students. However, in the event of a "flagged" check, the school will do the following:

- Ask the person to provide in writing the details surrounding their charges/convictions.
- The Director and Supervisor will review the details to assess the eligibility of the person to work/volunteer at the school and whether to rescind a job offer or the opportunity to volunteer. Thorough consideration is given to the nature of the offence, sentence received, date of offence, and rehabilitative efforts of the person.
- The Director and Supervisor prepare a recommendation based on their review and present it to the Board of Directors for discussion and a final decision.
- The Director advises the person in writing of the Board's final decision.

Third Party Service Providers

All third-party service providers, such as French teachers (and for the avoidance of doubt anyone who is not staff, assistants, Board members, volunteers or students) must provide/submit/complete the following prior to interacting with children:

- An attestation from a prior employer or person/entity who retained their services stating that:-
  (i) the employer/person/entity reviewed an original Vulnerable Sector Check,
  (ii) the Vulnerable Sector Check was performed within the previous five (5) years, and that

(iii) the Vulnerable Sector Check did not list any of the criminal convictions listed in subparagraph 1 ii of subsection 9 (1) of the Child Care and Early Years Act, 2014.

- or a new Offence Declaration prior to interacting with children, and annually, no later than 30 days from the previous Offence Declaration. (No Vulnerable Sector Check or attestation is required if Offence Declaration is obtained.)

CHILDCARE SUPERVISION POLICY FOR VOLUNTEERS AND STUDENTS

Direct unsupervised access (i.e. when the adult is alone with the child) is not permitted for persons who are not employees of Pris-T-giS Montessori School (who has had policy Vulnerable Sector Criminal Reference Check and training).

Placement students and volunteers do not count in staffing ratios and may not be left alone with children at any time.

No child will be left supervised with anyone under the age of 18.

Roles and Responsibilities of the Supervisor

The Supervisor shall ensure that all students and volunteers:

a. Have read the Policies and Procedures handbook and are familiar with: Playground Safety Policy, Anaphylactic Policy, Sanitary Practice Policy, Sleep Supervision Policy, Serious Occurrence Policy, Medication Policy, Supervision of Volunteers and Students Policy, Program Statement Implementation Policy, Staff Training and Development Policy, Criminal Reference Check/Vulnerable Sector Check Policy, Fire Safety/Evacuation Procedures and Waiting List Policy (copy of confirmation of policy reviewed will be kept in file).
b. Have submitted a CLEAR Vulnerable sector criminal reference check, or appropriate clearance letter.
c. Are aware of the above Policies and know that they are not allowed to be alone with children.
d. Are always supervised by a RECE or designate.
e. Are require to provide an updated immunization record or health assessment record before starting the placement.

Roles and Responsibilities of Students and Volunteers

All students and volunteers are required to:

a. Adhere to all policies outlined in the Pris-T-giS Montessori School Policies and Procedures Handbook.
b. Submit all appropriate paperwork, as outlined above.
c. Stay with the RECE or designate at all times Students and volunteers may:
b. Play with the children during the duration of the program.
c. Read to and converse with the children.
d. Assist with the snack routine.
e. Participate in the program's activities, alongside other teachers.
f. Assist with set-up, tidy-up and other routines.

ANTI-RACISM AND DIVERSITY

Pris-T-giS School is committed to the principles of racial and cultural equality and providing a bias-free environment. We firmly believe that ethnic diversity strengthens and enriches our school socially and culturally and that racism creates barriers for children and their families and contravenes the fundamental principles of the school.

To ensure a steadfast commitment to these principles, Pris-T-giS Montessori School believes that constant and continuing efforts must be made to develop and enforce anti-racism policies. It is the school's policy to treat every individual at the school with dignity and respect, regardless of the person's race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, religion, sex, sexual orientation, age, marital status, family status, language, financial status, disability or physical attributes as set out in the Human Rights Code. Specifically, the school is committed to:

- developing an environment and creating programs that promote and respect the beliefs, values, and practices of all, encourage diversity, knowledge, and understanding, and actively promote anti-racism. In our daily curriculum, we try to foster the recognition and respect of human diversity (race, religion, ethnicity, etc.). The inclusion of non-stereotypical material (music, posters, toys, books, stories, etc.) within the classroom enables the development of sensitivity and acceptance of diversity;
- encouraging open discussion with families, staff, the Board of Directors, families, caregivers and volunteers about issues as they arise and to ensure that cultural and other needs are being met; and
- reviewing the philosophy with all staff, volunteers, and participating individuals to ensure they understand and adhere to it. This policy applies to the children, families, staff, Board of Directors, volunteers, students and visitors to the school.

Dealing with a Discriminatory Incident When there is discriminatory incident or a perception of discrimination, it is the responsibility of those involved or a witness, to take action. The process is complaint-based. However, if those concerned are not satisfied with the proposed resolution, the Director will be made aware of the situation and will, in his or her discretion, resolve the matter as he or she deems appropriate based on consultation with the supervisor/teacher and/or a neutral 3rd party as required. If a child engages in discriminatory behaviour the incident will be dealt with immediately. Parents will be notified about all discriminatory incidents involving their child.

The following procedures apply to incidents involving allegations of discrimination against staff, volunteers, families, visitors, Board of Directors and children:

- Inform the person that their actions, or words are hurtful or appear discriminatory and they should stop the behaviour. It may be necessary to explain why the words or actions are seen as being discriminatory and thus violate the school's bias-free policy. The Supervisor must be informed and the incident documented in the incident binder.
- If the situation is not resolved or is of a serious nature, the Supervisor and Director will have to become involved and non-compliance procedures will be necessary.

GRIEVANCES, COMPLAINTS AND CONCERNS

In the event that a formal complaint is lodged, both the complainant and the school should address any issues immediately. In resolving complaints, the Director and Supervisor, in their discretion, may use the resources available through The Ministry of Education. In the event of a complaint of sexual misconduct, procedures outlined in the Child and Family Services Act must be followed. The following outlines general procedures to address complaints and concerns.

Please note: a record of all concerns is kept on file. The Board of Directors will make a periodic review of all concerns. Please note that feedback may be limited due to an individual's right to privacy:

1. Family Concerns Related to Operations, Curriculum, Philosophy, Verbal Harassment, or any Other Matter:
   - Within five working days of the incident, the complainant is required to write a letter outlining the complaint in detail to the Director so that the facts are clearly recorded.
   - Within five working days, the complainant will be asked to discuss their concern with the Supervisor and/or Director including the related details such as date, place, issues, and parties involved, using the letter as a source of information and agree on a plan of action and trial period. A meeting may be requested to further discuss the concern with the people involved.
   - The outcome of the discussion will be recorded in detail and kept on file for reference.
   - Within five working days, the Director, in consultation with the Supervisor and/or an objective 3rd party as required, will implement an agreed upon plan of action. The Board of Directors will be notified that there was an incident.
   - If the complainant is unsatisfied with plan of action after an agreed upon trial period, the issue will be discussed in detail at a Board meeting (and the Board will vote on a second plan of action, based on consultation with the supervisor/teacher and an objective 3rd party as required, which may include suspension, termination, or expulsion.

2. In the event that a parent decides to leaves the school during the school year, they are not entitled to a refund except for that outlined in the refund policy.
3. Family Concerns Relating to The Teachers, Specialists, Assistants, Programs or Methods of Teaching:
    - The Supervisor should be notified of any issues related to the assistants, teachers, programs, or methods of teaching within five days of the occurrence as the teachers, specialists, and assistants report to the Supervisor.
    - Within five working days of receiving the written complaint, the Supervisor will notify the Director of any concerns accordingly as he/she is responsible for Human Resources issues. Together they will decide on a facilitating a resolution and determining a course of action and report back to the complainant.
    - If deemed necessary after consultation with the Director, the Supervisor will report the situation to the Board of Directors for their input.
    - It may be necessary to arrange a meeting with the individual and the staff at a mutually convenient time (the Supervisor may or may not attend this meeting).
4. Concerns Related to The School Operations or About the Supervisor:
    - It is ideal to first address the concern first with the Parent-Teacher Liaison before lodging a formal, written complaint within five days of the occurrence.
    - If unresolved, any issues related to the school's operations or concerns about the Supervisor should be directed to the Director and possibly the Board to resolve the concern. Together, they will decide on a course of action and report back to the complainant.
5. Staff Complaints or Grievances About the Families, Volunteers, Caregivers or Other Staff:
    - It is ideal to first address the concern with the individual or Parent-Teacher Liaison before lodging a formal complaint within five days of the occurrence. If unresolved, any staff complaints or grievances regarding the conduct of families, volunteers, caregivers or staff will be reported to the Supervisor or Director, for further discussion. Together they will determine appropriate action.
    - The complaint will be carefully documented for the file.
    - If necessary, the staff member has the option of using a third party as a facilitator.
    - If the issue remains unresolved, the staff can discuss the issue with the team collectively, with the Supervisor and/or the Board of Directors, respectively.
6. Concerns Related to Parents, Students and Volunteer's Behaviour:
    - The Supervisor and/or President will first address the concern with the Students and Volunteer before lodging a formal written complaint within five days of the occurrence.
    - If unresolved, the Director will notify the Board and determine an effective course of action.

- If a parent refuses to cooperate with the expectations and requirements of the cooperative, the children may be asked to withdraw from the school. An appeal for reinstatement may be brought to the Board.

7. Concerns Related to A Child's Behaviour:
   - If a child's behaviour is endangering the safety and well-being of themselves, the other children, the staff, assistants and volunteers, or the school, and/or is listed as one of the school's unacceptable behaviours as noted in the Handbook, the Supervisor will meet with the family to come up with an acceptable course of action.
   - The family will sign off on the written course of action, which will be provided to the Director for information purposes only. Non-compliance by the family may result in the removal of the child from school. The school Refund Policy will apply.
   - To ensure the well-being of the child and the smooth operation of the school, it may be necessary to withdraw the child from the school either temporarily or permanently. This will occur after the above steps have been taken and may include retaining the services of a behavioural specialist at the expense of the family.
   - Any concerns by a family regarding a child other than your own can be brought to the Supervisor or teacher. The Supervisor/teacher's ability to respond to the concerns will be governed by the confidentiality clause contained in the Parent Handbook.

ESTABLISHING AND COMPLYING WITH THE SCHOOL POLICIES

The staff, Pris-T-giS Montessori School families, volunteers and Board of Directors are bound to follow and uphold the policies and procedures of Pris-T-giS Montessori School outlined in this Policies and Procedures and the Parent Handbook. These have been designed to ensure a safe and productive environment that satisfies our licensing requirements and exemplifies the integrity of the school. The Licensing Specialist from The Ministry of Education reviews the school's policies and procedures annually. In addition, policies like the Behaviour Management Policy are an integral part of the fabric of the school, its philosophy and the program. Accordingly, the Supervisor and Directors reassess them all annually. The Supervisor also reviews the school's policies and procedures with new staff and volunteers to ensure they are understood and followed. Each year, the staff, volunteers and Board must read and formally sign off on the policy and procedures, to acknowledge their full understanding and commitment to implement them. Also, adherence to these policies is part of the staff's annual review. Finally, the school is governed by a set of by-laws. The Board of Directors also reviews these annually.

Compliance with the Policies and Procedures

The Supervisor and Directors monitor staff, families, students and volunteers' compliance with the policies and procedures. In the event of non-compliance with any of the school's policies and procedures, the Supervisor and Directors will notify the contravening person.

Parent Code of Conduct

We all have the right to be safe and feel safe in our school community. Pris-T-giS Montessori School sets clear standards of behavior that apply to all individuals involved in our organizations, community including: parents, guardians, volunteers, teachers, students and Directors.

These standards apply whether they are on school property or at activities.

All members of the organization's community are to be treated with respect and dignity regardless of race, creed, sexual orientation, disability or any other ground protected by Ontario's Human Rights Code.

All adult members have the responsibility to act as a model of good behaviour. Foul language (swearing, name-calling, and shouting) is not appropriate. Individuals engaging in such behaviour will be asked to leave the premises immediately.

Inappropriate behaviour or harassment of any kind towards a student, parent or staff will result immediate intervention. This type of behaviour includes, but is not limited to harassment or intimidation by written note, email, words, gestures and/or body language.

No weapons are allowed on the school property or at any function operated by Pris-T-giS Montessori School. The consequences of failure to comply will include, but is not limited to the family's expulsion from the organization.

The privacy and confidentiality of our parents, guardians, staffs, volunteers and students is important to us. All concerns and comments should be addressed with the Supervisor. Should this discussion not address your concerns, the next step is to review the situation with the Director.

Gossip and public criticism are unacceptable. There should be no discussion of concerns with other parents in the hallways, the parking lot or via electronic mediums such as Facebook, personal blog sites or other forms of electronic information sharing.

Any pictures taken at the school or during events are for the private use of the family only. These pictures cannot be posted in on-line photo albums unless with consent from the parents or guardians.

This code of conduct must be signed by any and all adults that will be involved in your child's experience at Pris-T-giS Montessori School.

Staffing

The CCEYA mandates minimum staffing requirements. Our programs shall employ RECE's, Qualify Montessori Teachers with (MACTE) Diploma – otherwise approved by Ministry of Education and Program Assistants as required by the CCEYA. The RECEs, MACTE Teachers and assistants work together as a team, sharing all tasks. The overall responsibility of each classroom falls on the RECEs and MACTE Teachers. Ratio for each age group are as follows: -

Toddlers – Age 18 months but younger than 30 months – Ratio 1:5 (MACTEs or RECEs with Montessori Training).

Preschool – Age 30 months or older but younger than 6 years – Ratio 1:8 (MACTEs or RECEs with Montessori Training).

Pris-T-giS Montessori School ensures fair and equitable employment practices for all employees. It is our policy to recruit and retain the most qualified employees for all positions while providing equal opportunity. There shall be no discrimination in the hiring, training, promotion, transfer, layoff, discharge, discipline or otherwise, of employees because of race, sex, creed, religion, colour, age or nation of origin. In order to maintain a high quality of staff, performance appraisals are conducted on an annual basis to acknowledge strengths and top quality performance and identify goals and action plans. We understand the benefits of Professional Development and continued education and therefore encourages and support s opportunities for staff to develop, grow and learn through workshops, conferences, courses and seminars.

Clothing and Toys

For the comfort of all children attending Pris-T-giS Montessori School programs, it is mandatory that at least one set of clothing remain in your child's cubby or in their backpack at all times. This should include clothing that is appropriate for the weather and the season and should be monitored for size and changed if necessary. A completed set should include: a top, a pair of pant, underwear and socks. Also, it is important to note that to meet regulations as set out in the CCEYA, the children in a full day program with outdoor activities each day, weather permitted. Certain things as snow pants, hats, boots, and two pairs of mittens should be brought every day during the cool and cold seasons and sun hats brought each day in the summer. In the event that your child requires changing during the day and does not have appropriate clothing, a parent may be called and asked to either bring a set of clothing or pick up the child. Limited spare clothing is kept at the school. Please label all articles of clothing brought to school to prevent loss. Parents are also required to provide their children with a blanket for rest time, when appropriate. It will be sent home to be washed weekly.

Please do not send scarves or any article of clothing that has strings, which could pose a safety risk. Staff may remove strings from clothing if they feel it, is a hazard. Please do not bring toys or valuable belongings to school. Pris-T-giS Montessori School cannot be responsible for any loss or damage to personal belongings.

Sleep Supervision Policy

PURPOSE

To ensure the safety and well-being of all children during the rest/sleep period; and that Pris-T-giS Montessori 's programs are arranged so that each child receiving care is permitted to sleep as long as needed and when needed. Toddler and preschool (CASA) programs are arranged so that each child who receives care has a rest period not exceeding two hours in length and is permitted to sleep, rest or engage in quiet activities based on the child's needs.

POLICY

1. We understand while not all children need a mid-day nap, young children benefit from periods of quiet relaxation to balance their active play. Some children who are tired may take a relatively long time to relax and sleep, while others only require a short rest period. Children's needs may also change from day to day or week to week. The need for rest and sleep varies greatly at different ages, and even among children of the same age; however, rest is an important part of the day for all children.

2. Pris-T-giS Montessori will meet the needs of every child individually while taking into consideration consultation with parents regarding their child's sleeping arrangements at the time of enrollment and at any other appropriate time, such as at transitions between programs or upon a parent's request.

PROCEDUE

1. Children will be assigned to individual cribs or cots labeled with their name.

2. A crib or bed chart is posted for each sleep area detailing where each child's crib or cot is positioned.

SUPERVISION AND MONITORING

1. Children will be supervised by an adult at all times.
2. Electronic sleep monitoring devices will not be used.
3. There will be sufficient light in the sleep area to allow for visual monitoring; lights can be dimmed but staff must be able to see children clearly.
4. Direct visual checks, for all children younger than 24 months, will be conducted of each sleeping child in 30-minute intervals by being physically present beside the child.
5. Staff will check for one of two physical indicators in rotation, chest rising (CR) and colouring (C), as well as look for indicators of distress or unusual behaviours.

6. Should the above visual indicators not be easily/immediately observed staff will gently place their hand on the child to feel for their chest to rise and check body temperature.

7. Direct visual checks will be documented and recorded with the indicator used on a Sleep Check Chart which will be recorded electronically.

8. Sleep checks which recorded electronically will be sent with daily report to parent.

9. Children are permitted to sleep, rest or engage in quiet activities based on the child's needs. Activities will be provided to Preschool aged children once their needs for rest have been met while others around them are still at rest.

10. Observance of any significant changes in a child's sleeping patterns or behaviours during sleep will be communicated to parents and will result in adjustments to the manner in which the child is supervised during sleep.

Meals, Snacks, and Other Food

Morning snack, lunch and afternoon snack are provided depending on the program schedule. Each program's schedule varies and a Parent Handbook with daily schedule is provided during registration. All meals and snacks are provided by a reputable and professional children's catering company and arrive fresh daily. The menus are based on a regular rotation and contain fully nutritionally balanced diets as suggested by the Canada Food Guide and CCEYA. They are posted on the parent board and are distributed to parents as they change. Children with a food allergy, sensitivity, or restrictions are provided with alternatives.

Our school aim for "Peanut Free" environments. Due to the increased and seriousness of allergies to peanuts and other foods, we do not provide any foods with any trace of nuts. Since this allergy can be life threatening, Pris-T-giS Montessori School does not allow ANY food to be brought into the premise unless is approved by the Director. Where there is, an exception made, the food is clearly labeled with the child's name. Many foods that do not obviously contain nuts could have traces, which could also be life threatening to a child with an allergy. This includes any birthday cakes, chocolates or any other type of treat.

For time to time, events are held that involve meals brought in from parent. Parents are reminded to keep their contribution free from nuts and parents of children with allergies are responsible for monitoring their child's intake at such an event.

Animal Policy

When pets or animals are in our programs, pets are kept in pens or cages at all times and animal food is kept away from the children's reach. Only staff clean and feed the animals; they wash their hands using the six-step hand washing procedure. If a biting or scratching incident occurs, a physician in consulted and the incident is reported to York Regional Community and Health Services. Pets are not in the eating or food service areas, but have their own isolated area. They are also not allowed in the outdoor area where the children play.

Diapering and Toileting Practices

Diapering and Toileting

All diapering and toileting are to occur on the changing table provided in each of the classroom's washroom and is to be done by staff member only. Hands are to be washed both before and after diapering. The child's hands are to be washed following diapering or toileting as well. Disposable gloves should be used when diapering or assisting with toileting. Pre-moistened wipes are used to clean the child and are discarded along with the soled diaper in the provided garbage bin. Soiled clothing is placed in a double plastic bag (next to the changing table), without washing or rinsing, to send home for cleaning. Skin care products will only be used if they are provided by parents in a container labelled with the child's name and will only be used on that designated child. Once the child is changed and he/she has washed their hands and returned to the program, the staff member will then clean the changing table and all other equipment/surfaces that the child may have contacted using DS1-Neutral Disinfectant appropriate for cleaning bodily fluids. The staff member will then dispose of all cleaning materials and wash their hand, following the hand wash procedures prior returning to the program.

(Please refer to the cleaning and disinfection procedures provided in this handbook).

Diaper Changing Procedure

A child is never to be left unattended on a change table.

1. Wash hands following proper procedures and put on gloves.
2. Ensure that all needed supplies are close at hand.
3. Place fresh paper on change table.
4. Remove diaper, fold soiled surface inward and dispose of in diaper disposal receptacle.
5. Clean child's skin with a disposable wipe from front to back ensuring that all stool is removed from creases.
6. Use skin creams only if requested by the parent and labeled with the child's name.
7. Fasten new diaper in place and dress child.
8. Wash the child's hands and return the child to the play or sleep area.
9. Rinse any soiled clothing, place them in a bag, and remember to inform the parent that the bag is there and what is contains.
10. Place all plastic gloves, wipes and used change table paper in the diaper disposal receptacle.

11. Sanitize the change table surface with DS1-Neutral Disinfectant.
12. Wash your hands using the six steps method or hand sanitizer if running water is not available.
13. Mark the diaper changing chart and report any abnormal conditions to the parent and the Supervisor.

Water or Power Outage

In case of power outage for an extended period of time, York Region Health will be notified and directions from them will be followed. Pris-T-giS Montessori School will take every effort to ensure safe procedures are made when a power outage occurs. Outside food may be ordered for the children to avoid food hazards if food cannot be held to a safe temperature and food/milk in cold storage will be assessed and disposed of if fridge temperature goes above 4 degrees Celsius.

If there is no water access for an extended period of time, Pris-T-giS Montessori School will take every effort to ensure children stay hydrated and clean. Bottled water may be used to wash hands and drink. In more lengthy periods of no access to water, either a water hauler may be arranged or an alternative site. All parents will be notified of the situation and parents will be asked to pick up their child(ren) if directions from Public Health indicate those actions should be taken.

Management of Waste Products

In the day to day working of at our school, staff will come in contact with various bodily fluids and secretions. In maintain a healthy and safe workplace for staff as well as keeping the health and safety of each child in mind staff will use non-latex gloves when necessary and dispose of waste products appropriately and safely.

Health and Safety Policies

This policy has been designed to ensure the good health and safety of all the children who attend Pris-T-giS Montessori School.

The Health and Safety policies and procedures stated in this Policies and Procedures are still in effect. Should there be any conflict between our original policies with our new COVID-19 Health and Safety Policies, we will follow the new COVID-19 Health and Safety Policies during the pandemic period.

Physical Plant

1. All areas of the school will be free of hazards in a hygienic and orderly condition. The Supervisor will conduct a checklist to ensure the maintaining o frequent checks.
2. All cleaning supplies, medications, any toxic or dangerous materials, and heating and electric will be made inaccessible and out of the reach of children in a locked storage area.
3. Electric outlets in play areas must be covered.
4. Rugs must be kept clean and in good condition, not fraying and be non-slip.
5. If a child has become ill and is waiting for their parents to pick them up, a supervised place must be available for the child to rest so that they are isolated from the other children.

Equipment and Materials

1. Fire extinguishers will be checked by the Supervisor and must be inspected yearly by the fire department.
2. The supervisor will ensure that the local fire department regulations are met.

In assessing a child's wellness and ability to participate and remain at the program, staff must take into consideration a number of factors including: -

- The risk of spreading of illness.
- The child's ability to participate comfortably in the program.
- The parent's responsibilities and schedule during the day.

Staff shall make record in the room's daily log if there is any change in the health or well-being of a child during the day. Staff may use their judgment and may consult with the Supervisor and decide to call a parent to inform them of their child's health or to ask the child to be picked up. Staff will ensure children are separated from other children when illness is suspected when possible. It is the responsibility of the staff to decide if the child is

to be picked up or not and be clear in their expectation to the parent. Staff follow advice and guidelines as outlined by York Region Public Health document.

The teacher has the right to refuse admittance or to request to medical certificate if the child has any of the following symptoms:

1. Fever 38C or higher.
2. Diarrhea and/or vomiting – 2 or 3 times.
3. Undiagnosed rash.
4. Communicable diseases.
5. Persistent pain.
6. Head Lice.
7. Cough – with or without infected discharge.
8. Seizure
9. Difficult or rapid breathing.
10. Bad runny nose.
11. Yellowish skin or eyes.
12. Redness of eyelid lining.
13. Unusual spots or rashes.
14. Infected skin patches.
15. Unusually dark, tea coloured urine.
16. Grey or white stool.
17. Headache and stiff neck.
18. Unusual behaviour.
19. Loss of appetite.
20. Severe itching.
21. Pain.
22. Sore throat or trouble swallowing.

The above signs and symptoms are fairly obvious and indicate that the child is ill. Parent may be called to pick up your child immediately if any of these symptoms occur while the child is in attendance. To ensure that we are providing a safe and healthy environment for all children and teachers, Pris-T-giS Montessori at its sole discretion has the right to refuse a child from returning to school if we believe that a child continues to show signs of illness. The parent or guardian must take the child home or to a physician.

Parents are encouraged to arrive to the school promptly if they receive a phone call from staff indicating that their child is ill and is to be picked up. Parents are encouraged to have reliable back up plans of friends and family members who are authorized and able to help out in the event that parents cannot be contacted, emergency contacts will be phoned. If a parent does not arrive within a reasonable time, staff may begin contacting the emergency contacts. If the illness develops into that of a serious nature, the Serious Occurrence procedure will be followed.

Parent must provide a doctor's note on readmission after five (5) days of illness.

A slight cold or the end of an illness might be difficult for a parent to determine whether the child should be at the School. A good general rule is: if the child is too ill to participate in the outdoor part of the program, then they are too ill to be at the School.

Recording and Reporting an Illness:

If a child should become ill while at the school, the staff member present will:

1. Immediately tend to the child's needs, check the child's temperature to see if there is a fever.
2. If necessary, the child will be isolated from the other children, a bed may need to be put in the office, and a staff member or Supervisor will remain with the child.
3. The parent will be notified to pick up the child. If the parent cannot be reached, an emergency contact will be called.
4. A "Report of illness" form will be completed and placed in the child's file.

Staff will make a note to the class's daily log when a child is being pick up due to illness.

Enteric Outbreaks

An outbreak occurs when there are two or more related cases (in children and/or staff) with similar signs and symptoms of an infection or illness. If there are three or more laboratories confirmed cases, or when illness rate exceeds the norm in the school within a short period of time.

Typical symptoms of enteric illness are:

- Diarrhea
- Bloody diarrhea
- Vomiting
- Fever
- Stomach cramps
- General irritability
- Malaise
- Headache

Early detection of signs and symptoms through observations of children's health, as well as good record keeping are crucial to the recognition and control of an outbreak.

Pris-T-giS Montessori School will notify York Region Community and Health Services if an outbreak is suspected.

In specific outbreak cases, we will follow guidelines and recommendations set out by York Region Community and Health Services.

Incident/Injury Protocol

From time to time, minor incidents/injuries may occur. Staff will apply first-aid and comfort as needed. Appropriate documentation will be completed by staff. Parents will be contacted at the time of the incident if appropriate or at pick up time. Appropriate documentation is completed by the staff, signed by parents and a copy of the completed form is kept in the child's file and provided to the parent.

Pris-T-giS Montessori

Medication Administration Policy and Procedure

PURPOSE: This policy was written to encourage communication between the parent, the child's health care provider and the child care provider to assure maximum safety in the giving of medication to the child who requires medication to be provided during the time the child is in child care.

INTENT: Assuring the health and safety of all children in our school is a team effort by the child care provider, family, and health care provider. This is particularly true when medication is necessary to the child's participation in child care. Therefore, an understanding of each of our responsibilities, policies and procedures concerning medication administration is critical to meeting that goal.

GUIDING PRINCIPLES and PROCEDURES:

1. Whenever possible, it is best that medication be given at home. Dosing of medication can frequently be done so that the child receives medication prior to going to school, and again when returning home and/or at bedtime. The parent/guardian is encouraged to discuss this possibility with the child's health care provider.

2. The first dose of any medication should always be given at home and with sufficient time before the child returns to school to observe the child's response to the medication given.

3. Medication will only be given with written consent of the child's parent/legal guardian. All information on the Medication Administer Permission Form must be completed before the medication can be given. Copies of this form can be duplicated or requested from the school office.

4. "As needed" medications may be given only when the child's parent/guardian completes a Medication Administer Permission Form (see appendix 1) that lists in writing the medication name, date of purchased/prescribed, specific reasons, specific symptoms, storage instruction, possible reaction to be monitored (if any) and times when such medication can be given.

5. Medications given in the School will be administered by two staff members at all times.

6. Any prescription or over-the-counter medication brought to school must be specific to the child who is to receive the medication, in its original container, have a child resistant safety cap, and be labeled with the appropriate information as follows:

   - Prescription medication must have the original pharmacist label that includes the prescription number, the child's full name, name of the health care provider prescribing the medication name, date of purchase and expiration date of the medication, the date it was prescribed or updated, and dosage, route, frequency, and any special instructions for its administration and/or storage.
   - It is suggested that the parent/guardian ask the pharmacist to provide the medication in two containers, one for home and one for use in school.
   - Over-the-counter (OTC) medication must have the child's full name on the container, and the manufacturer's original label with dosage, route, frequency, and any special instructions for administration and storage, and expiration date must be clearly visible.
   - Staff need to ensure the written instruction from a parent match what is outlined on the prescription label.

7. Examples of over-the-counter medications that may be given include:

   - Antihistamines
   - Decongestants
   - Cough suppressants
   - Topical ointments, such as diaper cream or sunscreen

8. All medications will be stored:

   - Inaccessible to children at all time and to be kept in a lock box at office (with the exception of asthmas or emergency allergy medication - Epinephrine auto-injector device)
   - Separate from staff or household medications
   - Under proper temperature control
   - A small lock box will be used in the refrigerator or medicine cabinet to hold medications requiring refrigeration.
   - All drugs and medications are observed to be dealt with by the designated staff.
   - Asthma medication (i.e. inhaler) will be out of reach of children but easily accessible to employees.

9. For the child who receives a particular medication on a long-term daily basis, the staff will advise the parent/guardian one week prior to the medication needing to be refilled so that needed doses of medication are not missed.

10. Unused or expired medication will be returned to the parent/guardian when it is no longer needed or be able to be used by the child. We do not administrator expired medication.

11. Records of all medication given to a child are completed and signed by the staff designated to give the medication. These records are maintained with the child's file.

    a. Medicine administration consent form
    b. Emergency Contact sheet
    c. Medication Administration Log
    d. Medication Incident/Error Report

12. Confidentiality related to medications and their administration will be safeguarded by the school Supervisor, Director and staff. Parents/guardians may request to see/review their child's medication records maintained at the school at any time.

13. Parent/guardian will sign all necessary medication related forms that require their signature, and particularly in the case of the emergency contact form, will update the information as necessary to safeguard to the health and safety of their child.

14. Due to the frequency and their long term daily usage, sunscreen, diaper creams, lip balms and hand sanitizers can have a blanket authorization from a parent on the registration form and can be administered without a medication administer form as long as they are non-prescription and/or they are not for acute (symptomatic) treatment, whether they have a drug administration number (DIN) or not.

15. When a medication error occurs, the **Regional Poison Control Center** at **1-800-268-9017** should be contacted immediately for instruction. The child's parents will also be contacted. Supervisor will complete the Medication Incident/Error Report with the administrators and record all details. The incident/error will be document and report following the Serious Occurrence Reporting Policies and Procedures.

16. The Medication Administration Policy will be reviewed by the following before giving care to the children, annually and when any updates/additions are being made:

    - Supervisor
    - Director
    - All staff members, volunteers and students

17. Children will not be permitted to self-administer medication, as Pris-T-giS Montessori School only accepts children between 18 months to age 6. Administration of medication will always be done by staff.

18. Volunteers and Students are not permitted to administer medication children.

Procedure for Administering Medication

Ensure that two staff (a Teacher and an Assistant) administer medications at all times. Both administrators are responsible to check the *Medicine administration consent form,* the prescription label and the amount of medication being administered.

The administrators should obtain a copy of the child's medication administration form which completed and signed by the parent.

The administrators should set the child at a quiet area and comfortable position when administrating the medication(s) or drug(s).

The administrators should follow the hand washing procedure before and after providing the medicine/drugs to the child.

The administrators will obtain the medication or drugs from the lock cabinets located at Supervisor's office and return to the same location after administration completed.

Both administrators should check all information below if it is in consistent with the medicine administration consent form for the child in order to control medication errors: -

- Review the Medication Administration Form submitted by the parent.
- Check the child's name on the container
- Check the name of the medication
- Check the required dosage
- The time(s) and amount(s) that the medications or drugs is to be administered.
- The expiry date (on all over-the-counter medications).
- The prescription date (on all prescribed medications).

- Fill in the date, time and dosage each time after medication or drugs is given to the child.
- Return the medicines/drugs to a safe and locked medicine cabinet.
- Carefully monitor the child (if any sign of side effect(s)).

Asthma

Asthma is a chronic breathing condition. The air passages become narrow as they swell and tighten, and there is a buildup of mucous. Symptoms include wheezing, coughing and shortness of breath. It is more difficult to breathe out than in. Symptoms may happen quickly (e.g. when a child is exposed to an allergen) or slowly (e.g. overtime with a cold). Both types of attacks can be very serious. Children have varying degrees of asthma. Some children require constant medication.

Policy

Parents/guardians are required to complete the **Asthma Action Plan** and **Medication Administrator Form** (if medication require) and review with the Supervisor upon registration.

A copy of each child's **Asthma Action Plan** will be kept in the child's individual file, posted in the classrooms as well as the allergy binder in the office.

All staff, volunteers and students are required to review all individual Asthma Action Plan before giving care to the children, annually and after each update or additions.

Asthma Frist Aid Procedure

If a child has an asthma attack, we follow these steps: -

Follow the written first aid instructions on the child's Asthma Action Plan provided by the parent/guardians. If no specific and signed instructions are available, the instructions are unclear, or the child doesn't have an Asthma Action Plan, begin the first aid procedure outlined below.

Call emergency assistance immediately (Dial 911)

- If the child is not breathing
- If the child's asthma suddenly becomes worse, or is not improving
- If the child is having an asthma attack and medication is not available

First Aid Treatment for an Asthma attack:

- Step 1: Have child sit down in a private area.
- Step 2: Remove the trigger(s).
- Step 3: Administer medication as directed.
- Step 4: Call parents/guardians.
- Step 5: Record the following
  - What triggered the attack
  - Symptoms
  - Medication(s) administered
  - Response to medication(s)

Febrile Seizure

Febrile seizures are convulsions brought on by a fever in infants or small children. During a febrile seizure, a child often loses consciousness and shakes, moving limbs on both sides of the body. Less commonly, the child becomes rigid or has twitches in only a portion of the body, such as an arm or a leg, or on the right or the left side only. Most febrile seizures last a minute or two, although some can be as brief as a few seconds while others last for more than 15 minutes.

The majority of children with febrile seizures have rectal temperatures greater than 102 degrees Fahrenheit. Most febrile seizures occur during the first day of a child's fever. Children prone to febrile seizures are not considered to have epilepsy, since epilepsy is characterized by recurrent seizures that are not triggered by fever.

Policy

For children who has previously suffered from a febrile Convulsion, all parents/guardians are require to complete a **Febrile Seizure Action Plan and Medication Administration Form** (if medication require) and review it with the Supervisor on the lists of symptoms or conditions and the medication require to be given.

A copy of each child's **Febrile Seizure Action Plan** will be kept in the child's individual file, posted in the classrooms as well as the allergy binder in the office.

All staff, volunteers and students are required to review all individual Febrile Seizure Action Plan before giving care to the children, annually and after each update or additions.

Febrile Seizures Frist Aid Procedure

If a child has a febrile seizure, we follow these steps: -

Follow the written first aid instructions on the child's Febrile Seizures Action Plan provided by the parent/legal guardians. If no specific and signed instructions are available, the instructions are unclear, or the child doesn't have a Febrile Seizure Action Plan, begin the first aid procedure outlined below.

Call emergency assistance immediately (Dial 9-1-1)

- If the child is not breathing or is turning blue
- If this is the child's first seizure
- If the seizure lasts longer than 5 minutes
- If the child has abnormal breathing or an obstructed airway
- If the child is not awake and alert after the seizure

First Aid Treatment for a Febrile Seizure

- Step 1: Have child gently sit down in a private area and remove any nearby objects.
- Step 2: Record the time the seizure started.
- Step 3: Lay the child on his or her side to prevent choking, clear out mouth if the child vomit.
- Step 4: Loosen any clothing around the head and neck, remove outer clothing to help with cooling process.
- Step 5: When the seizure is over, help the child to rest with their head tilted back.
- Step 6: Administer medication as direct.
- Step 7: Call parents/legal guardians.
- Step 8: Record the following: -

➢ What triggered the attack
➢ Seizure duration
➢ Medication(s) administered
➢ Response to medication(s)

Please note that Pris-T-giS Montessori will not administrator any medication or drugs that is not approved by the Therapeutic Products Directorate (TPD) of Health Canada.

Anaphylaxis Policy

Policy Statement

Pris-T-giS Montessori School recognizes the potentially serious consequences of children with allergies. These allergies may include a condition known as anaphylaxis. Anaphylaxis is a severe, potentially life-threatening allergic reaction brought about by exposure to certain foods or other substances. Nuts and nut by-products, such as nut oil and nut butter, are the most common allergens to trigger an anaphylactic reaction. Other foods such as strawberries, fish, shellfish, wheat and soy, as well as non-food items such as latex and bee stings can also bring about a life-threatening reaction that requires immediate medical attention.

Pris-T-giS Montessori School does not purport to be, nor can it be deemed to be free of foods and non-food items that may lead to a severe allergic or anaphylactic reaction. The School will make every reasonable effort to reduce the risk to children with severe allergies or anaphylaxis in accordance with this policy.

Pris-T-giS Montessori School is committed to taking a pro-active position regarding the prevention of anaphylaxis. The purpose of the policy is to provide a process for dealing with Anaphylaxis in our school.

Strategy to Reduce Risk of Exposure

1. Children with extreme allergies that our school or the catering service company cannot accommodate will be asked to bring their own food from home. (Please follow the “Eating Well with Canada Food Guide” and all food must be labelled clearly with indigents as well as the child’s name).
2. Foods with “May Contain” nut warning will not be served.
3. All labels will be read by staff member prior to serving.
4. Staff purchasing foods on behalf of the school must read food ingredient labels every time they purchase a product.
5. Any persons supplying food to our school will be notified of all life threatening allergies in the school. List of allergies will be revised as necessary.
6. All children and staff will wash hands before and after handling food.
7. Children/staff/volunteers will be instructed to not share food.
8. All surfaces will be cleaned with a cleaning solution (water and germ destroyer approved by Public Health) prior to and after preparing and serving food.

9. All cleaning supplies, medicines and other products that may be of danger and/or commonly produce allergic reactions will be stored away.
10. Garbage bins will be removed from room and emptied after lunch.
11. Extra special supervision of anaphylactic children during eating (i.e. sitting opposite/next to staff).
12. On the bus during field trips children with anaphylaxis will sit within view of staff member.
13. Playground areas will be checked and monitored for insects such as wasps/bees. Custodian will be notified immediately and children will be forbidden to play in this area.
14. On offsite trips, Epinephrine Auto-injector Device will be brought with the child(ren) and stay close to the staff carrying the device.
15. Staff will take cell phone on all excursions.
16. Consent by the child's physician is required for any child carrying their own Epinephrine Auto-injector Device.

Communication Plan for the Dissemination of Information

1. List of allergies will be posted in each room operated by the school and on Parent Information Notice Board.
2. Parents with children with anaphylaxis will provide an individual plan for their child before first day of school.
3. Parents will be informed by newsletter of all allergies in the school.

Individual Plan and Emergency Procedures

During enrolment/registration, the parent/guardian will meet with the Supervisor to provide input for the child's individual plan and emergency procedures. This plan will include but is not limited to:

1. Description of the child's allergy.
2. Monitoring and avoidance strategies.
3. Signs and symptoms of an anaphylactic reaction.
4. Staff roles and responsibilities.
5. Parent/guardians consent for administering allergy medication, sharing information and posting Emergency Plan.
6. Emergency contact information.
7. Location of Epinephrine Auto-injector Device.

Due to the young age group of the children under our care, we do not recommend children to carry their own Epinephrine Auto-injector Device.

Parents are requested to advise the Supervisor if their child develops an allergy, requires medication and/or if any change to the child's individual plan or treatment. Individual Plans will be revised annually and as directed by the parent/guardian or physician.

Individual Plans will be reviewed upon employment and at least annually by all staff, students and volunteers, or if there are any changes to the plan during the year.

Copies of Individual Plans are in each child's file, emergency bags, and Policy and Procedures binder and are also posted in every room operated by the school.

Emergency Protocol

1. One person stays with the child at all times.
2. One person goes for help or calls for help.
3. Follow emergency procedures as outlined in child's individual plan (i.e., administer epinephrine at first sign of reaction).
4. Call 911. Have the child transported to hospital within 30 mins after Epinephrine being administered.
5. Contact parent/guardian.
6. One calm staff must stay with the child or travel to the hospital together until parent or guardian arrives.
7. The child's back-up Epinephrine Auto-injector Device should be taken if any.
8. Administered Epinephrine Auto-injector Device is to accompany child to hospital.
9. Administered Epinephrine Auto-injector Device is to be given to hospital employee or child's parent for disposal.

Training

1. Before first day of employment and each September all staff will be trained by parent/guardian of each child with anaphylaxis enrolled in at the school. An Epinephrine Auto-injector Device training form will be signed after each training and to be kept in file.
2. In the event that not all staffs may be able to attend the training provided by parent/guardian, parent/guardian may give authorization to the person received the training to further provided training to all other staffs.
3. Parent/guardian will provide training to Volunteers and Students or may sign a consent for Supervisor to provide the training.

4. Volunteers and Students are not permitted to administer medication unless under extreme circumstances.
5. Training will include procedures to be followed in the event of a child having an anaphylactic reaction, recognizing the signs and symptoms and administering medication.
6. Staff will conduct a check to confirm child(ren) have their required medication with them before each transition.
7. The staff will be required to sign and date that they have received training.
8. Supervisor will keep a log on file for all training dates, trainers and staff signatures.

Availability and Location of Epinephrine Auto-injector Device

The Epinephrine Auto-injector Device is an auto-injector containing epinephrine (adrenaline). This medicine is an alpha- and beta-receptor stimulant used to treat severe allergic reactions. It may also be used to treat severe conditions that affect breathing.

Parents of anaphylactic children must provide an Epinephrine Auto-injector Device to be left at the School. It must be promptly replaced when the expiry date is reached.

Because our children are too young to carry their own Epinephrine Auto-injector Device, the Epinephrine Auto-injector Device will be stored in a known location in the classroom and taken outside in the playground when the child is outside. If a staff member is carrying an Epinephrine Auto-injector Device on their person, they should ensure this is transferred to another staff member should they leave the playground. The location of the Epinephrine Auto-injector Device is clearly labelled and easily accessible. All staff is made aware of its location, and the location is recorded on the allergy alert form.

Staffs are trained and ready at all times to administer the Epinephrine Auto-injector Device

- Posters describing the signs and symptoms of anaphylaxis and the use of the Epinephrine Auto-injector Device are posted in all classrooms.
- Children who are no longer allergic, or no longer require an Epinephrine Auto-injector Device, must present a letter of explanation from their parent or doctor.
- The Epinephrine Auto-injector Device will be checked monthly to ensure they have not reached their expiry date.
- Anaphylactic children must be watched closely at snack time for any signs of a reaction.

Symptoms of Anaphylactic Shock

In the case of a child who has had an anaphylactic shock previously and who is exposed to a particular allergen, the occurrence of any of the following symptoms, in any combination, indicate anaphylactic shock:

- Hives and itching on any part of the body.
- Swelling of any body parts, especially eyelids, lips, face or tongue.
- Nausea, vomiting or diarrhea.
- Severe stomach cramps.
- Dizziness.
- Coughing, wheezing, or change of voice.
- Difficulty swallowing or breathing.
- Throat tightness or closing.
- Panic or sense of doom.
- Fainting or loss of consciousness.
- Change of colour.

Immediate administration of the Epinephrine is required where a child who has had anaphylactic shock previously exhibits any of the above symptoms following exposure to a particular allergen.

In situation where it is uncertain that anaphylactic shock is occurring, it is advisable to administer the Epinephrine. There is very little chance of a reaction to the medication and any reaction is usually very mild, but there can be serious consequences if an anaphylactic reaction is occurring, and the Epinephrine is not given.

No action for damages shall be instituted respecting any act done in good faith, or for any neglect of default in good faith, in response to an anaphylactic reaction in accordance with the Act, unless the damages are the result of an employee's gross negligence.

Recording

In the event of emergency medication being administered, Supervisor will complete the Documentation of Anaphylaxis Event and/or Epinephrine Administration Form and follow the Serious Occurrence Reporting Policies and Procedures for reporting and posting.

(All records are to be kept for at least three years from the date of the record created.)

Food Allergy

Children with extreme allergies that our school or the catering service company cannot accommodate will be asked to bring their own food from home. (Please follow the “Eating Well with Canada Food Guide” and all food must be labelled clearly with indigents as well as the child’s name).

Food with “May Contain” nut warning should not be sent to the school and will not be served.

Safe Drinking Water Act

Intent

This Act is intended to protect human health and prevent water health hazards through the control and regulations of drinking system and drinking water testing.

Pris-T-giS Montessori School will ensure the following:

Plumbing will be flushed every day that the school is open.

Flushing is completed before the school is open.

In accordance with the Ontario Regulations 243/07 under the Safe Drinking Water Act the school will ensure that a yearly laboratory test be conducted. The school operator will take the samples by following the Laboratory testing instruction to test for lead. The follow up results will be posted for the public. Copies of any reports by the Laboratory as well as the daily flushing records will be kept on the file for six (6) years.

Instruction for Daily Flushing

- The cold water must be turned on for at least five (5) minutes at the last tap on each branch or each fun of pipe in the plumbing. Where possible, filters and other devices that treat water should be bypassed before flushing.

The ten (10) second flush happens after the previous five (5) minute flush.

- Turn on cold water for at least 10 seconds at every tap that is commonly used to provide water for drinking or cooking.
- The aerator must not be removed from taps while flushing.
- Record date and time of every flush and the full name of person who performed the flushing.
- Extra recording forms are available in the Supervisor's office.
- All records and a copy of the yearly Laboratory test will be available for inspection by any member of the public, during normal business hours, without charge.
- All yearly records will be provided to the Directors and will be discussed at the Board meeting following the results.

Instructions for Annual Laboratory Testing for Lead

Sampling for lead is conducted annually as is required to the Safe Drinking Water Act 2002 O.Reg. 243/7.

- Take two (2) one liter tap water samples provided by the Laboratory and have these samples tested for lead.
- Take both samples from a tap (rotation between all taps within the school each year till all taps have been tested.
- All taps or fountains that are providing drinking water.
- Take both samples from the same tap.

Select a tap that:

- Provides cold water.
- Is most likely to be served by lead pipes or pipes with lead solder (i.e. in older parts of the building).
- Is commonly used to provide water for consumption by children less than 18 years of age.
- Start sampling after a period of six hours, or more, since the plumbing was last used.

Each one-liter sample must:

- Be taken during a continuous period.
- Include the first water that comes out of the tap after it is turned on and
- Be taken with the water flowing at a rate that approximates normal use.
- Take the first sample – this is your standing sample that represents that water in the plumbing after it has stood for six (6) hours or more.
- Flush the tap for at least five (5) minutes.
- Leave the tap (and where possible entire building) unused for 30 minutes but not more than 35 minutes.
- Take the second sample – this is your flushed sample that represents the water in the plumbing after it has undergone flushing.

- Record the date and time of when each sample was taken, the amount of time the plumbing was not used prior to sampling, the facility where the sample was taken, and the name of the person who took the sample.
- Send samples to the licensed Laboratory according to instructions provided by the Lab.
- If the report states that the results of the test performed exceed any of the standards prescribed by 0. Reg. 169/03, the Operator, along with the Board of Directors, will take such steps as are directed by the medical officer of health.

Contingency plans for water outage

- In the event of a water outage, all staffs/students will be provided with bottled water for drinking and hand sanitizer for hand washing.
- If water outage continues more than 8 hours, school will be closed until further notice and re-open for operation after water supply reinstated.

Smoke Free Ontario Act

Pris-T-giS Montessori School is a smoke free environment. Smoking or handling a cigarette is prohibited in and around the building at all times whether or not children are present.

All staff, parents, and volunteers will be made aware of this policy by way of parent handbook or policies and procedures manual; as well as, signage currently visible at all entrance and outdoor playground.

Playground Safety Policy

Overview

Pris-T-giS Montessori School's goal is to provide safe outdoor playtime, promoting creative and constructive play. To that end, the following document outlines the supervisory and maintenance requirements we have in place to ensure the safety of our students.

1. All students play outside for minimum of 2 hours each day, weather permitting. Requesting that a child be kept inside during outdoor play contravenes our philosophy and ratio requirements.
2. If it is raining or the temperature is below -15 Celsius (including wind chill) or exceeds 30 degrees Celsius, (including Humidex), playtime will take place inside. The teacher or Supervisor check the weather forecast daily on the Weather Network by 8 a.m. and make the decision to play outside accordingly.
3. Free play, cooperation and caring for the garden are encouraged in the outdoor playground. During outdoor play, all duty staff member must follow strict procedures to supervise and maintain all of the playground areas.
4. It is imperative to supervise all areas of the playground, and that all duty staff member must enforce the following Pris-T-giS Montessori School playground supervisory and maintenance policies.
5. All duty staff member is asked to avoid chatting with each other for excessive periods of time as this may indicate that they are not watching the children, moving around the playground, or adequately providing supervision, encouragement, and assistance.
6. Prior to beginning outdoor play, the children will be inspected in ensure they are dressed appropriately for the weather e.g. proper footwear, hats and gloves, etc. Spare clothing is available if required.
7. Safety logs are maintained to document any required inspections and repairs, as well as identifying who is responsible for these actions.

Supervisory Responsibilities - Daily

1. The ratios will be maintained at all times.
2. At all times, all duty staff member must watch all areas of the playground and move around with the children.
3. All duty staff member must monitor the children to ensure that they are playing safely and appropriately.

4. In addition, all duty staff member must facilitate safety by ensuring that the children's clothes are inspected:
   - all loose clothing such as scarves and drawstrings are tucked into jackets, pants are not too long or are rolled up, all shoelaces are tied, shoes and boots are not too big.
   - ensuring that the gate to the playground is always closed and no children leave unsupervised.
   - wiping the slide with towels if wet or when necessary.
   - ensuring the children wear shoes at all times.
   - ensuring that the children are visible.
   - While maintaining the ratios to the extent it is possible. No duty staff member shall leave the playground. If a child must leave to use the washroom, a duty staff member may call the supervisor or administrator to escort the child in and out the playground.
   - The following must be outside in the playground during playtime to ensure that the children are comfortable and that first aid needs can be met (all of these items are kept in a backpack with each group):
     - Attendances
     - Kleenex
     - wipes
     - First Aid kit with disposable gloves

5. All information and medication required for children with allergies must also be taken out to the playground, in the teacher bag, as well as a cell phone to call 911.

Playground Safety

All play must be orderly and safe. Accordingly, the following behaviour is strictly prohibited:

- using sticks or other objects as weapons.
- hitting, shoving or pushing.
- throwing leaves, sticks, sand or snow at another child.
- throwing sand (suggest children should use shovels, put the sand in a pail).
- climbing on the picnic table (picnic table is for sitting only).
- going down the slide with another child, on stomach, back or straddling the sides of the slide.
- excluding others when playing.
- intentionally banging into each other on riding toys.

- walking in front of moving equipment.
- using wet equipment (wait until it has been wiped dry).
- jumping from unsafe heights (e.g. slide).
- overloading equipment with too many children (suggest they takes turns).
- putting fingers in moving parts.

6. All duty staff member is required to assist in ensuring safe play while on the playground. Behaviour will be managed as per section on Behaviour Management.
7. Check the Playscape – Duty staff is required to inspect any and all playscapes before allowing the children to use them. Maintaining the grounds, equipment and toys is crucial to keeping the playground free of hazards and fostering safe play.
8. Broken toys will be disposed of.

Enter and exit playground supervision plan

Due to no direct entrance from school building to playground, a playground enters and exit supervision plan is in place and will be reviewed annual to ensure children are fully supervise when exiting the school building to enter the playground and return from playground to the school building.

Procedures from School to Go to Playground:

1. Children get change and line up at cubby area.
2. Teacher 1 does head count and stay at the front to lead the children to the exit door to enter playground.
3. Teacher 2 walk with the children in the middle of the line and stand at the outdoor walkway (between the building and playground gate) as soon as exit the door to supervise children enter the fenced area of the playground.
4. Teacher 3 walk at the end of the line and follow everyone to ensure all children exit the building and entered the playground, then close the gate.
5. Once teacher 1 enters the playground with children behind her, she asks the children to line up inside against the playground fence.
6. Teacher 1 does the first head count.
7. Teacher 2 does the second head count and make sure everyone is there and safe.
8. Release children to play.

Procedures from Playground to Go Inside School:

1. Children lining up from inside playground fence.
2. Teacher 1 doing the first head count exiting the playground.
3. Teacher 2 doing the second head count.
4. Teacher 1 first in line, leading the children to go inside the building and Teacher 2 walk along and stand at the walkway (between the gate and building entrance) to supervise children enter the building.
5. Teacher 3 stays at the end of the line to ensure all children left the playground and shut the gate.
6. Once teacher 1 enters inside the school with children behind her, she asks the children to line up against the wall. Teacher 1 doing the first head. Then, Teacher 2 doing the second head count.
7. After all children changed, proceeded to class and count again as soon as all children entered the classroom.

Routine Maintenance and Inspections:

The playground equipment is maintained to meet the Canadian Standards Association and Child Care and Early Years Act's stringent standards and requirements. We have daily, monthly and annual inspections and maintenance requirements that must be met. A formal inspection of the playground will take place annually and the report will be filed at school. Any substantial repair, alternations or renovations must obtain approval from the Ministry prior to repair, alternation or renovation take place. The Supervisor, Director or designated person shall responsible to submit the plan via CCLS for approval.

All renovations, alterations and inspection must be completed according to CSA standard (CAN/CSA-Z614-14) and by a Certified Playground Safety Inspector meet these requirements: -

1. Hold current certification by the Canadian Playground Safety Institute, as a Certified Playground Safety Inspector;
2. Be a third party inspector and declare non-conflict of interest including declaration of non-affiliation with playground equipment and protective surface manufacturers, suppliers and/or other contractors involved in the retrofit, upgrade or repair of the playground equipment and protective surfaces; and
3. Have proof of current Professional Errors and Omissions Insurance coverage.

The Supervisor or Director shall submit the inspection certificate to Ministry for record annually.

Daily

At the beginning of the day a visual inspection of the playground will be conducted by the Administrator.

- Check the entire playground for hazardous debris or litter.
- Check for damage caused by vandalism.
- Check for string or ropes of any kind and remove them.
- Cover/uncover the sandbox with tarpaulin to keep unsafe material out of the sand when not in use.
- Ensure the steps to the slide free of sand, leaves and/or snow.
- In the fall, rake the leaves from the path and key play areas.
- In the winter, shovel the snow and ice from the path. If the path is slippery, put down anti-ice material.

Children often like to help out with these tasks. Children's rakes and shovels are stored in the storage shed. Remember, during these tasks, always keep an eye on the children, as their safety is your first priority.

Monthly

A detailed physical inspection shall be carried out every month and the results and action taken will be entered in a permanent record.

- Check for any damage and wear (i.e. broken or missing components to equipment, anything tied to or added to the equipment, or other features caused by vandalism or wear).
- Check for any broken or missing handrails, guardrails, stairs, etc.
- Check for damage to fences, playscape, basketball net and picnic table.
- Check for splitting wood, popped nails.
- Check depth of sand in the sandbox.

Annual

The playground will undergo a comprehensive inspection annually to meet CSA standards. The results of this inspection and a plan of action will be kept in the Playground Safety Binder for permanent record.

Maintenance Records When defects are observed during the Daily, Monthly or Annual inspections, the Supervisor or designated person shall immediately report the defect and plan for repair. The details of the defect or problem will be written in an Action Plan. Should

the repair take time, all reasonable steps shall be taken to bar access to the defective equipment. Sealing off the defective area must be done in a safe manner. Warning or danger signs alone are not acceptable. If some areas of the playground remain in use by the children, the entire playground must be supervised at all times.

One designated staff will be required to perform a daily inspection. The designated person who fills out all other inspection forms, accident forms, action plans etc. will sign them.

Playground accident reports- to be completed by the staff dealing with the incident and Supervisor or Designate will review and sign, provide a copy to parent/guardian and a copy to be kept in child's file and accident log.

Monthly Inspection: to be completed by the Supervisor or Designate.

Annual Comprehensive Inspection: to be done by a 3rd party inspector with a current certificate from the Canadian Playground Safety Institute and certificate of inspection will be file through CCLS.

Renovations and Upgrades: Any outdoor play space, fixed play structure or surfacing under those structures that is constructed, will reflect the standards set out in the Canadian Standards Association standard CAN/CSA-Z614-14, "Children's play spaces and equipment". Any substantial repair, alternations or renovations must obtain approval from the Ministry prior to repair, alternation or renovation take place. The Supervisor, Director or designated person shall responsible to submit the plan via CCLS for approval.

Serious Occurrence

The purpose of the Serious Occurrences Policy is to ensure the proper response and reporting of accidents, serious occurrences. All accidents to children, no matter how minor they appear, must be reported immediately to the first person available on the following list:

1. Designated Supervisor
2. School Directors

Essential first aid supplies will be available in each classroom, the office and in the kitchen at all times and must also be carried by the staff person in charge whenever the children are outside in the playground or on a field trip off school grounds.

Identifying an Incident Minor Accident:

An accident which requires attention and yet does not require medical attention.

Serious Occurrence:

1. Death of a child receiving care while at the school.
   - Call 9-1-1 and explain the situation and ask for instruction.
   - Inform designated supervisor or director immediately.
   - Contact parent or emergency contacts if parent cannot be reached.
   - Stay with the child until emergency or parent arrived.

2. Abuse, neglect or an allegation of abuse or neglect of a child receiving care while at the school.
   - Contact and consult with local Children's Aid Society accordance with section 72 of the Child and Family Services Act for direction prior to notification of parties involved.
   - Inform the designated supervisor or director immediately.

3. A life-threatening injury to or a life-threatening illness of a child who receives care at the school.
   - Call 9-1-1 and ask for instruction.
   - Inform designated supervisor or director immediately.
   - Contact parent or emergency contacts if parent cannot be reached.
   - Stay with the child until emergency or parent arrived.

4. An incident where a child who is receiving care goes missing or is temporarily unsupervised.

Goes missing procedure:

- Alert all staff.
- Immediately search the premises, including outdoor areas.
- Have staff member who is not searching the premises immediately alert the child's parent.
- Advise the police by phone.

Temporarily unsupervised:

Children receiving care at Pris-T-giS Montessori School must be supervised by an adult at all time. If any staff member found a child unsupervised within the premises (indoor or outdoor): -

- Stay with the child and inform the designated Supervisor or Director immediately.
- Designated Supervisor or Director will investigate and follow the serious occurrence reporting procedure.

5. An unplanned disruption of the normal operations of the school that poses a risk to the health, safety or wellbeing of children receiving child care while at the school, also considered to be a grave incident (Fire, Flood, Gas Leak, Detection of Carbon Monoxide, Outbreak, Lockdown and Other Emergency Relocation or Temporary Closure).

- In case of emergency, call 9-1-1.

The parents/guardians must be contacted immediately, (if they cannot be reached their emergency contacts are to be notified), and requested to come and take the child for medical attention. If time is of importance, send the child directly to the hospital with a staff member until the parents/guardians meets the child there. If the staff member accompanies the child, the staff member must take parents/guardians' contact information, allergy information or any other medical condition information to the hospital.

Serious Occurrence Policy

1. Call 9-1-1 if ambulance or police are needed, advise that the call is from a child care provider.
2. If there is reason to suspect that a child has been abused and/or in need of protection contact Children's Aid and/or contact the nearest police station, as per the duty to report requirements under the CFSA (the person who has reasonable grounds to suspect that a child is or may be in need of protection is legally obligated to report it to the Children's Aid Society.
3. Report the incident to the first available person in the order they are listed and explain who was affected, what, when and where it happened:
    a. Designated Supervisor
    b. School Directors

Reporting an Incident Minor Accident Reporting Procedure:

1. In the event of a minor accident (Indoor or outdoor), an Accident Report will be completed. The Accident Report must be completed by the staff/volunteer that witnessed the incident or discovered that the incident occurred. The report must be completed on the same day the incident occurs.
2. The Accident Report must be reviewed by the designated Supervisor.
3. A copy of the Accident Report will be given to the child's parents/guardians on the same day it was prepared. If the report is not completed by the time the child is picked-up, the parents/guardians will be notified of the incident verbally. The Accident Report will be provided on the next school day. The original Accident Report will be kept in the child's file and a copy in the office's accident report binder.

Serious Occurrence Reporting Procedures:

1. Within 24 hours, complete and submit the Serious Occurrence on the Child Care Licensing System.

2. The Serious Occurrence Notification Form will be prepared and posted in a conspicuous place in the School immediately following report via CCLS by the designated Supervisor. The Serious Occurrence Notification is posted for a minimum of 10 business days, including any allegation of abuse or neglect.

3. The Serious Occurrence is updated as the designated Supervisor is required to provide additional information and/or takes additional actions and/or investigations are completed.

4. The designated Supervisor will make record of the serious occurrence in the Serious Occurrences Report Log.

5. The school will retain the Serious Occurrence Notification Form for at least three years from the date of the occurrence and make the forms available for current and prospective parent/guardians, licensing and municipal children's services staff upon request (consistent with the current requirements for the availability of licensing documentation).

Information on Posting of Serious Occurrence Notification should include: -

1. Date of Report
2. Name of the Centre
3. Date of the Serious Occurrence Occurred
4. Type of Serious Occurrence
5. Action Taken / Follow up
6. Update of the Serious Occurrence (if any)

(All records are to be kept for at least three years from the date of the record created.)

Instructions to all staffs and Volunteers in responding to an Incident:

1. Provide the child with immediate attention, as needed. As well, address any continuing risks to the health or safety of the child and other children.
2. Continue with the following steps in case of Serious Occurrence:
   - The parents/guardians must be contacted immediately, (if they cannot be reached, their emergency contacts are to be notified), as requested to come and take the child for medical attention. If time is importance, sent the child directly to the hospital with a staff member until the parents/guardians meet the child there. If the staff member accompanies the child, the staff member must take the parents/guardians' contact information, allergy information or any other medical condition information to the hospital. The closes hospital to Pris-T-giS Montessori School is **Markham Stouffville Hospital, 381 Church St, Markham, ON L3P 7P3, Phone: 905-472-7000**.
   - In case of emergency, call **9-1-1** to request an Emergency Service Ambulance. If an Emergency Service Ambulance is not immediately available, contact the nearest **Police Station at 1-866-876-5243** or **Fire Department via 9-1-1**, if their service considered advisable. If ambulance or police are used, advise that the call is from a child care provider, for less serious accidents, contact the closest taxi service for transportation: **Markham AA Taxi at 905-471-4800.**
   - If there is reason to suspect that a child has been abused and/or in need of protection contact **the York Region Children's Aid Society at 905-895-2318 or 1-800-718-3850.**

- Report the incident to the first available person in the order they are listed and explain who was affected, what, when and where it happened:
    1) Designated Supervisor
    2) Directors
- Designated Supervisor to complete and submit report via CCLS
- Designated Supervisor to post at parent notice board for a minimum of 10 business day with any updates or additional information following the first posting.

Fire Safety and Emergency

Pris-T-giS Montessori School uses the following policy in regards to fire and safety emergency situations, which has been approved by the local Fire Department.

1. At the commencement of employment, each staff member will be given directions as to the location and use of emergency equipment such as extinguisher, alarms, etc.
2. Each staff member will be made aware of the evacuation procedure and the location of the emergency shelter.
3. A list of emergency telephone number shall be posted by the telephone. This list shall include the following: the fire department, the nearest hospital, the nearest ambulance, the nearest poison control centre, the police department and a taxi service.
4. The written procedure regarding evacuation of the premises and the duties of the staff shall be posted in a conspicuous place in each room at all locations.
5. Fire drills will be held monthly, these will be timed.
6. Once the children are familiar with the escape route, alternate routes will be introduced.
7. A written record is kept of all fire drills, inspections, and tests on the fire equipment.
8. The children learn about fire safety and fire drill procedures through discussions, stories, visits of firefighters to the program or a visit to a local fire station. This introduction is used and designed to make the children less apprehensive and more aware of what needs to be done in an emergency.
9. Head Teacher of each room shall take the daily attendance sheet and attendance shall be taken outside. The Supervisor will take all emergency cards and a cellular phone.
10. Each teacher is responsible for ensuring that their group of children safely exit. The Supervisor or designate shall be the floor warden and assist as necessary.

Fire or other emergency Evacuation Procedure

The staff member discovering the fire sounds the alarm and closes the door to the area of the fire. Teachers led their group of children to the nearest designated exit, shutting off the lights and closing the door behind them.

The Head Teacher of each room collects attendance sheets and emergency contact numbers and take these outside. Once outside, attendance is taken. Upon assurance that the building is empty, the Supervisor will lock all doors. Teachers will escort the children to the designated place of shelter and call fire department. Supervisor will collect the emergency contact list from the office and all the children's file if time permits and ensure that the cellular phone is available.

Staff will remain with the children until the parents pick up their child. The Supervisor is responsible for calling all necessary parties in case of such an incident. The incident will be handled as a serious occurrence and reported as one.

Designated Emergency Shelters: **Bullock Campus**

160 Bullock Drive – Suite 22 Furniture

Emergency Management Policy and Procedures

Pris-T-giS Montessori School is committed to providing a safe a healthy environment for children, families, staff, students and volunteers.

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 and 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 situation that require evacuation of the school, the meeting place to gather immediately will be located at:

Bullock Campus: 160 Bullock Dive – Suite 22 Furniture.

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

If any emergency situation happen that are not described in this document, the Supervisor or designate 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 the Supervisor or designate in the daily written record.

Fire Drills will be hold monthly and the Supervisor will document date and time of drill in log book.

Procedure Phase 1:

Immediate Emergency Response

Hold and Secure

When a threat is in the general vicinity of the center but not on or inside the center premises.

Roles and Responsibilities

1. The staff member who become 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 rooms must immediately;
   - 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.
4. Supervisor or designate must immediately;
   - Close and lock all entrance/exits of the center;
   - Close all blinds and windows outside of the program rooms; and
   - Place a note on the external doors with instructions that no once may enter or exit the center.

NOTE: Only emergency services personnel are allowed to enter or exit the center during a hold and secure.

Disaster Requiring Evacuation

A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.

1. The staff member who becomes aware of the disaster must inform all other staff of the incident and that the center 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 much follow the center's fire evacuation procedures.

2. Staff must immediately:
   - Remain calm;
   - Gather all children, classroom assistants, students and volunteers, the attendance record, children's emergency contact information, any emergency medication and medical supplies;
   - Everyone exits 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.
3. If possible, staff should also:
   - Take a first aid kit; and
   - Gather all non-emergency medications.
4. Designated staff will:
   - Help any individuals with medical and or/special needs who need assistance to go to the meeting place (in accordance with the procedure in 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 closest accessible exit and ensure their require medication is accessible, if applicable; and
   - Wait for further instructions.

5. If possible, the site designate must conduct a walk=through of the center to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.

Disaster External Environmental Threat

An incident outside of the building that may have adverse effects on persons in the center. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.

1. The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.

If remaining on site:

1. Staff member who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.

2. Staff member must immediately:
   - Remain calm;
   - Take children's attendance to confirm all children are accounted for;
   - Close all program room windows and all doors that lead outside (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.
3. Supervisor or designate must:
   - Seal off external air entryway not located in program rooms (where applicable);
   - Place a note on all external doors with instructions that no one may enter or exit the center until further notice; and
   - Turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable).

If emergency services personnel otherwise direct the center to evacuate, follow the procedures outlined in the "Disaster Requiring Evacuation" section of this policy.

Phase 2: Next Steps During the Emergency

1. Where emergency services personnel are not already aware of the situation, the Supervisor or designate must notify emergency services personnel (911) or the emergency as soon as possible.
2. Where the center has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.

List of Emergency Contact Persons:

Flora Ho, Director

Theseus Cheng, Director

Mable Lau, Supervisor- Bullock Campus

Local Police Department: 1-866-876-5243 or 911

Ambulance: 911

Local Fire Services: 911

3. Where any staff, students and/or volunteers are not on site, Supervisor or designate 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 center.
4. Supervisor or designate 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.
5. Throughout the emergency, staff will:
   - Help keep children, classroom assistants, students and volunteers 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.
6. In situation 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.

Procedures to follow when "All-Clear" notification is given

Procedures

1. The individual who receives the "all-clear" from an authority must inform all staff that the "all-clear" has been given and that it is safe to return to the center.
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 center.
3. Staff must:
   - Take attendance to ensure all children are accounted for;
   - Escort children back to their program room(s), where applicable;
   - Take attendance upon returning to the program rooms(s) to ensure that all children are accounted for; where applicable; and
   - Supervisor or designate will determine if operations will resume ad communicate tis decision to staff.

Communication with parents/guardians

1. As soon as possible, Supervisor or designate 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 center, Supervisor or designate must provide a notice of the incident to parent/guardian by email or phone. Notification should be made as soon as possible.
3. If normal operations do not resume the same day that an emergency situation has taken place, Supervisor or designate must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

Procedures to follow when "Unsafe to Return" notification is given

Procedures

1. The individual who receives the "unsafe to return" notification form an authority must inform al staff of this direction and instruct them stay at the meeting place, 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 meeting place.
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. Supervisor or designate will post a note for parent/guardians on the center entrance with information of the meeting place, where it is possible and safe to do so.
5. Upon arrival at the meeting place, staff must;

- Remain calm;
- Take attendance to ensure all children are accounted for;
- Help keep children calm;
- Engage children I activities, where possible;
- Conduct ongoing visual checks and head counts of children;
- Maintain constant supervision of the children;
- Keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and
- Remain at the meeting place until all children have been picked up.

Communication with parents/guardians

1. Upon arrival at the meeting place, Supervisor or designate will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.

2. Where possible, Supervisor or designate will update the center's voicemail box as soon as possible to inform parents/guardians that the center has been evacuated, and include the details of the meeting place location and contact information in the message.

Additional procedures of next steps during an emergency

Ensure children with medication receive medication as required. Provide food, water as needed. If possible, document any children's and staff injuries and/or accidents.

Phase 3: Recovery (After an emergency situation has ended)

Procedures for resuming normal operation

- If possible, reopen center
- If necessary, find temporary location
- Contact parents via email or phone
- Contact Ministry of Education Program Advisor
- If necessary, respond to media and community inquires
- Contact insurance company if necessary
- File the serious occurrence report on CCLS with 24 hours

Procedure for providing support to children and staff who experience

If staff or children experience stress related to an emergency event, Management Team will provide individuals or parents/guardians with the contact information for York Region Public Health to access appropriate mental health supports & services. York Region Public Health Contact Number: 1-877-464-9675.

Procedure for Debriefing Staff, Children and Parents/Guardians

Pris-T-giS Management Team will debrief staff, parents/guardians after the emergency.

The management team will prepare a memo providing details of the emergency situation and next steps for the center to resume regular service to clients. This memo will be emailed to all parents/guardians and staff. If individuals do not have an email address, management team will contact these individuals by phone.

Pris-T-giS Montessori

Fire and Fire Drill Policy and Procedure

1. Fire drills are conducted once a month.
2. Each staff will be instructed as to her/his responsibilities in the event of a fire before commencing work for the first time.
3. Each staff member is responsible for familiarizing her/his self with the fire procedures.

In case of fire and when Fire Alarm is sounded, please follow the procedures as below.

Supervisor should be responsible for: -

1. Announce immediate evacuation on intercom system.
2. Call emergency service (911) if needed.
3. Check all common area/washrooms/staff room/kitchen/Janitor room/Stock room and ensure all children/staffs has evacuated and close the door behind.
4. Evacuate to the nearest exit.
5. Co-ordinate with Head Teachers to ensure attendance is taken and all staffs/children are arrived at the safe zone.
6. Announce “All Clear” signal to all Head Teachers/Staffs return to the classrooms when it is safe.
7. Upon returned, ensure all children/staffs are back in the classrooms and attendances are taken.
8. Check Fire Alarm System to ensure it is re-set and in proper operation status.
9. Discussed with staff on the occurrence and ensure everyone followed the procedures.
10. Report to Operator and file all necessary reports.

Head teachers should be responsible for: -

1. Have the children stop what they are doing.
2. Stand at the door with attendance log to prepare for evacuate.

3. Ensure all children and staff members are evacuated and closed all door behind when exit.
4. Take attendance once arrive the safe zone.
5. Ensure all children/staffs are safe and calm.
6. Instruct Assistant teachers and Children return to the classroom after “All Clear” signal has announced.
7. Take attendance once return classroom.
8. Discuss the situation with the children.

Assistant teacher (A) as assigned should be responsible for: –

1. Calmly assist children line up at the door.
2. Lead children out to the designated Fire Exit.
3. Assist children proceed to the West side parking zone.
4. Stay and ensure safety of the children.
5. Lead and return to classroom with children after “All Clear” signal have been announced.

Assistant teacher (B) as assigned should be responsible for: -

1. Calmly assist children line up at the door with Assistant Teacher (A).
2. Take the emergency outdoor bag and emergency medications.
3. Stay and ensure the safety of the children.
4. Return to classroom with children out to the designated Fire Exit with Assistant Teacher (A).

Accident and Injury Policy

Recording and Reporting an Accident

If a child receives an injury while at the school, the staff member present will:

1. Immediately tend to the child's injury (i.e. apply ice, and aid, etc.)
2. Fill out an "Accident Report" which is to be signed by the staff member and parent.
3. Once the Accident Report is signed it will be filed in the child's file.
4. A copy of the Accident Report will be provided to parent.

Human Resources and Professional Development

It is the policy of Pris-T-giS Montessori School to establish and maintain accurate records for each employee. Employees have access to their own files and will be allowed to review these files in the presence of the Director.

Personnel records are considered to be confidential. No other persons will be permitted to access or use in any way any information contained in the employee's file without the written consent of the employee concerned. The Director is responsible for establishing and overseeing the maintenance of accurate records for all employees in a secure location that will prevent unauthorized access and maintain confidentiality.

In a constant effort to promote professionalism in the field of Early Childhood Education, Pris-T-giS Montessori School believes in the importance of promoting and supporting Professional Development and continuing education along with the requirements of the Montessori Program Standard and College of ECE's Continuous Professional Learning. Full-time permanent employees are encouraged to participate in educational activities. In-house trainings and seminars will also be offer to staffs on Professional Development Day.

Confidentiality

All staffs, students, and volunteers of Pris-T-giS Montessori school shall ensure that any information regarding children, families, and personnel and other material relating to Pris-T-giS Montessori School program shall be kept in the strictest of confidence. By signing the employment contract, the employee/volunteer agrees to abide by this policy.

Health and Safety Policy Safe Work Practice

Pris-T-giS Montessori School is committed to the health and safety of all employees. Any concerns in regards to Health and Safety are to be brought to the attention of the Supervisor. Concerns will be documented and brought to the office to be addressed. Concerns with non-compliance of the Health and Safety procedures will be dealt with on an individual basis.

All injuries or accidents involving staff and/or children will be recorded by attending staff member immediately following the incident. This incident report involving staff will be forwarded to the Director.

It is the responsibility of all staff to ensure the safety of the children in our care by adhering to all health and safety policies. Staff must comply with our Policies and Procedures.

Standard First Aid and Infant and Child CPR Certification

All employees are required to hold a current and valid Standard First Aid and Infant and Child CPR Certification within a reasonably, possibly and the length of time is justified within three (3) months from the first day of the employment.

Personal Cell Phone Policy

Children under the care of Pris-T-giS Montessori School will be supervised at all times. Nothing should distract a staff from this supervision. Staff must not use personal cell phones or other personal electronic devices when they supervise children. Staff should not make personal calls when they care for and supervise children.

Personal cell phones should not be seen or heard at anytime during a staff member's shift while they are completing their Job Description.

Staff must ensure that anyone who may need to contact them during working hours knows to call the school's phone number.

If a personal cell phone or other device is used to photograph or videotape children (with permission of the school and parents), the data must be downloaded onto the school computer and immediately deleted from their phone or device.

If staff need to take a personal cell phone for safety purposes on outings with children, this should only to be used for emergency contact with the school or a child's parents/guardians.

Information about children, parents, staff and the school (including photos or videos) must not be posted on:

- a staff member's personal web space
- social networking web sites
- public networking for file sharing sites
- any other type of internet website

Program Statement, Policy and Procedure Implementation

All staff, students and volunteers will read the Program Statement and sign off in the Policy and Procedures Sign Off binder prior to employment or prior to interacting with children, and when the statement has been modified, and on an annual basis.

The Director or Supervisor will meet on a regular basis with each team to establish a clear understanding of the program statement, to support staff in their delivery of the Program Statement and to aid the staff in self-reflection, to be recorded, and added to the binder on an annual basis. The Director will view each staff as competent and able, and give them time to be heard and respected, and to reflect on their own performance and their contributions to the environment and the development of each child in their care. The Director or Supervisor will use all observations, interactions and conversations to monitor all staff.

Teachers do observations on each of the children on a daily basis. The observations serve to capture the children's interests, inquiries and discoveries. Based on these observations the teachers determine the children's interest. Program planning follows; teachers provide materials and provocations to deepen the children's thinking and learning.

Teachers will create individual lesson plan (every two weeks) that demonstrates children's thinking and learning. Lesson plans will be displayed in the classrooms and shared with parents.

Monthly team meetings will take place with the teachers in each classroom to support them in their program implementation.

Quarterly staff meetings will take place with the full staff team to provide a forum for on-going learning for staff and an opportunity to contribute to the evolution of the program and overall effectiveness of the school.

Individual observations of each teacher will take place once a year, accompanied by feedback and mentoring on their performance and teaching style.

On-going monitoring of the classrooms will be done to ensure that the Program Statement and Policy is being observed and that none of the prohibited practices are happening. In the event that any prohibited practices should occur immediate disciplinary action will take place according to the school's policy.

a. An immediate meeting scheduled by the Supervisor to address the prohibited practices with the individual;

b. Continues monitoring by the Supervisor of the individual to ensure prohibited practices has been corrected to the satisfaction of the Supervisor and in accordance to the policy;

c. Follow-up meeting within 2 weeks from the date of the prohibited practices occurred;

d. Non-compliance with Prohibited Practices may result in the immediate suspension or termination of employment in the case of a staff member; or immediate cessation of volunteer privileges; or termination.

e. Records of all meetings will be kept in personnel file and copy to individual.

Training will be provided to all students and volunteers so that they are familiar with the program statement and implementing all aspects of it along with the classroom teachers.

Monitoring Compliance and Contraventions Procedure

All Policies and Procedures that are set out in this handbook including but not limited to Playground, Safety Policy, Anaphylactic Policy, Individual Plan for Children with Anaphylaxis, Sanitary Practice Policy, Sleep Supervision Policy, Serious Occurrence Policy, Medication Policy, Supervision of Volunteers and Students policy, Parent Issues and Complaints policy, Emergency Management policy, Program Statement and Program Statement Implementation Policy, Staff Training and Development Policy, Criminal Reference Check/Vulnerable Sector Check Policy, Fire Safety/Evacuation Procedures, Waiting List Policy and Individualized support plans (anaphylaxis, medical needs, support) are to be monitored on an ongoing basis, when changes being made and annually. All record of reviews will be signed by staff members, volunteers and students and such record will be kept in a secure location for at least three years from the date of creation. This handbook or any updated version of this handbook is accessible to staff member, students, volunteers and parents at all time.

1. The Supervisor and the Director will be responsible to review all policies and procedures annually.
2. The Supervisor will be responsible to review all policies and procedures with staff members, volunteers and students before providing care to children, annually and when changes are being made.
3. The Supervisor will be responsible to observe all staff members, volunteers and students semi-annually and on an ongoing basis to ensure all policies and procedures are being followed under the Regulation. The Supervisor will complete the record of observation, record of compliance or contraventions will be filed and to be kept in a secure location for three years from the date of creation.
4. Each child's individualized support plan (if any) will be developed in consultation with parents and other professional. Such individualized support plan will be monitored on an ongoing basis and revised as needed. All record will be filed and kept in each child's file as required.

POLICIES AND PROCEDURES WITH RESPECT TO CONTRAVENTION OF ABOVE REGULATIONS

1. **Volunteer and Students**

   The individual will not be allowed to participate and a replacement must be used until the Director has reviewed allegation and incident. If allegation is serious, the participating individual may be asked to leave the premises.

2. For **Staff Members** who have difficulty putting the above methods into practice or who habitually refuse to do so, the following steps will be taken:

   - Identify the difficulty and the reasons for it;
   - Discuss the implications with respect to the child;
   - Further discussions and results again committed to writing and signed by both parties. If no improvement is shown over two weeks-or one to two month period, and if the teacher does not appear to be trying, or if the teacher clearly disagrees with the above philosophy, then termination of employment will be required. If teacher feels she has been terminated unfairly, he/she can appeal the decision to the Director within 24 hours after termination notice has been given.

In addition to the fair, nurturing and considerate treatment of the children outlined above, the staff, families, volunteers and students are obliged to behave in an ethical, professional and considerate manner to one another.

All of the above procedures will be documented and to be kept in a secure location for at least three years from the date of creation. A copy of the document will also be provided to staff members, volunteers and students after discussion or action taken.

CHILD ABUSE POLICY AND PROCEDURE

Pris-T-giS Montessori School provides services to children and their families, and therefore has roles and responsibilities with respect to child abuse and neglect. The Child and Family Services Act requires that everyone who has reasonable grounds to suspect that a child is in need of protection, shall immediately report the suspicion and the information on which it is based to Children's Aid. Further action will then be determined by Children's Aid. Pris-T-giS Montessori School will comply with this directive, as stated below.

Legal Requirements

A child is defined as a person from birth until his/her 16Th birthday

Duty to Report

In accordance with the Child and Family Services Act, it is the responsibility of every person in Ontario (including a person who performs professional or official duties with respect to children) to immediately report to the Children's Aid Society if she/he suspects that child abuse has occurred or if a child is at risk of abuse. This includes any operator or employee of a center/school licensed by the Ministry of Education. An individual's responsibility to report cannot be delegated to anyone else.

Failure to Report

It is an offence under the Child and Family Services Act for a professional to contravene one's reporting responsibilities, The penalty imposed (a fine of up to $1000) emphasizes that a child's safety must take precedence over all other concerns.

Confidentiality

The duty to report suspicions of child abuse overrides the provisions of confidentiality in any other statue, specifically those provisions that would otherwise prohibit disclosure by a professional or official. The only exception to this is solicitor/client privilege.

Protection from Liability

All persons making a report of suspected child abuse are protected against civil action, unless that person is proven to have acted ".maliciously or without reasonable grounds for the belief or suspicion."

The Child Care and Early Years Act

The Child Care and Early Years Act requires behaviour management policies and procedures be in place, which can be found in the Policy and Procedure. It is also a

requirement under this legislation that if a staff person is suspected of abusing a child, York Region Children's Services will be notified within 24 hours, and a Serious Occurrence Report will be submitted.

Reporting Procedures

Any staff/student/volunteer who suspects that a child has been abused or is at risk for abuse should inform the Supervisor of the intention to immediately call the York Region Children's Aid Society. York Region CAS contact: York Region Children's Aid Society: 24 hours a day, 7 days a week. Telephone: (905) 895-2318 or 1 (800) 718-3850

The person who suspects the abuse must make the call her/himself – do not ask anyone else to help you decide if a report should be made, or to make the report for you. Do not discuss your suspicions with anyone else until you have spoken with a Children's Aid worker. If necessary, access immediate medical attention if a child has sustained injuries. Where the injuries were suspected to have been caused by child abuse, do not inform the parent of the intention to access medical care for the child until you have spoken with a Children's Aid worker and have been directed to do so.

If there are any concerns or doubts regarding making a report of suspected abuse, the staff/student/volunteer will be encouraged by the Supervisor to consult with a worker from a Children's Aid Society. If the allegation is against another child in the Centre, the Supervisor will consult with a Children's Aid worker as to how to best protect, supervise and support both the alleged victim and abuser and other children. It is the responsibility of the person who suspects child abuse to follow through on the report to a Children's Aid Society, and the Supervisor will provide support and direction. When making the report, give your name, the Centre's name, your position and phone number to the Children's Aid worker.

No staff/student/volunteer will advise someone not to report suspicions of child abuse, or to try to stop the person from reporting or consulting with a Children's Aid Society. There will be no sanctions or reprimands for anyone who consults/reports suspicions of child abuse. However, disciplinary actions will result if there is an attempt to stop someone from following through on the legal duty to report.

If a staff/student/volunteer has any further suspicions of abuse, or new information with respect to a child, she/he must immediately make another report to the appropriate Children's Aid Society, regardless of any previous reports.

Information considered confidential cannot be kept in confidence if it is related to a suspicion of child abuse – all staff/students/volunteers must follow through on the legal duty to report.

Making a Report of Suspected Child Abuse

Suspicions of child abuse must be reported immediately to a Children's Aid Society. If the child's religious affiliation is known with certainty, the report can be made directly to the society of the appropriate religious affiliation.

Children's Aid Society

Catholic Children's Aid Society

Jewish Family and Child Service

Native Child and Family Services

If the child's religious or cultural affiliation is not known, or is neither Catholic, Jewish nor Native, the report can be made to a Children's Aid Society.

All documentation is to be forwarded to the Supervisor to be kept secure in the office safe, locked away from the child's general file.

What to Report to a Children's Aid Society

The staff/student/volunteer making a report of suspected child abuse to a Children's Aid Society may not have access to all the information listed below. If this is the case, do not conduct an investigation to search it out. Remember, it is imperative that the staff/student/volunteer report the information to a Children's Aid Society as soon as possible.

The following is a list of information, if known, that the staff should be prepared to provide the Children's Aid Society in making a report of child abuse. Information about the child(ren):

- Identifying information (e.g., name and address of child, primary caregiver, the child's religion).
- Current whereabouts of the child/family.
- Present physical and/or emotional conditions of the child.
- Any special vulnerabilities, medical conditions, communication issues.
- The name of the centre attended.

Circumstances which prompted the report:

- What was it that led to the report being made today?
- What are the sources of the information for the report?
- What are the details regarding concerns or the incident which precipitated making the report today?

- Do you know of any other relevant incident or have any other information?
- What actions, if any, have you taken prior to reporting the matter to a Children's Aid Society?

Information about the child's family and alleged offender:

- Parents: names, dates of birth, addresses, telephone numbers, places of work.
- Alleged offender: name, date of birth. If not the parent, the alleged offender's relationship to the child, address, phone number, place of work.
- Current whereabouts of the alleged offender.
- Does the alleged offender have access to the child, siblings or other children?
- What is the parents' awareness of admission or reaction to the suspected abuse and the child's disclosure?
- What is the language spoken by the parents, alleged offender?
- Are there any cultural considerations?
- The name of the child's/family's physician.
- Any concerns for family members with respect to mental health, physical illness, substance abuse, weapons and/or violence?
- Names and addresses of extended family members and others who could be supportive to the child and family.

Other Information:

- Who else has direct knowledge of the incident being reported?
- Who else may have observed the child or other incidents?
- Who else knows this family well?
- What other professionals or agencies may be involved with the child and family?

If a Staff/Student/Volunteer is Suspected of Child Abuse If a staff/student/volunteer/parent suspects another caregiver in the Centre of abusing a child(ren) in care, she/he should inform the Supervisor of the intention to call a Children's Aid Society. If the allegations are made by a parent, inform the parent of her or his duty to report to a Children's Aid Society, and the Supervisor obligation to speak with a child protection worker. The staff person with whom the parent spoke will immediately inform the Supervisor of the parent's allegation. If the staff person suspected of abuse is the Supervisor, then the owner of the center will be informed.

The staff/student/volunteer making the allegation will follow the reporting procedure outlined above and will complete the necessary documentation.

The person suspected of abuse will not be told by anyone about the suspicion, the intention to report or that a report has been made until after the Supervisor has consulted with a Children's Aid worker for direction.

The Supervisor will consult with a child protection worker as to what, if anything, should be done to protect a child(ren) at the Centre from further contact with the alleged abuser.

The Supervisor will notify York Region Children's Services within 24 hours of the occurrence, and submit a Serious Occurrence Inquiry Report to Barrie Region: Fax (705) 812-5396 or 1 (855) 823-3313 or by email to Childcare_Barrie@ontario.ca

The Supervisor will immediately notify the centers owner who, in consultation with the Supervisor, Children's Aid Society and legal counsel will determine what action, if any, will be taken with respect to the suspected person's job responsibilities.

The operator will immediately contact the Centre's insurance company when abuse by a staff member is suspected.

The Supervisor will meet with the suspected person to discuss any procedures for a change in duties, responsibilities, etc. The Supervisor will follow-up with a written confirmation of any decisions and the reason for such, a copy of which is to be given to the suspected person, and a copy retained on file.

When the Children's Aid Society/Police Conduct an Investigation in the Centre

When child abuse has been reported, the investigative team may request permission from Pris-T-giS Montessori School. to interview a child on the premises. All efforts will be made by staff to cooperate with the police/child protection worker in order for the investigation to be completed in such a way as to provide the least disruption to the day-to-day operations of the Centre.

If the authorities have told any staff/student/volunteer of the intention to come to the Centre, the Supervisor is to be notified immediately.

The Supervisor will arrange for an appropriate private location for the interview to be conducted. When the authorities arrive, the Supervisor will ask for identification upon their arrival.

If a Children's Aid worker or police officer arrives unannounced, the Supervisor will ask for identification and call her or his respective office to confirm that she/he is a representative of a child protection or police service.

The police or child protection worker may determine that it would be in the best interests of the child to conduct an interview without the prior knowledge of and without the child's parent(s) present. All staff involved must respect this decision and not speak to the parent(s) until further notice.

The Supervisor will prearrange with the investigative team, if a support person from the Centre can be present when the child is being interviewed. Any support person who agrees to attend the interview will be reminded by the Supervisor that she/he may be required to attend and testify in court proceedings related to the case.

If, after interviewing a child, the investigative team feels it is necessary to apprehend the child, the Supervisor/staff/students/volunteers will cooperate. The Supervisor will clarify with the investigative team as to who will be responsible for contacting the parent(s).

The Supervisor will document the names of the investigate team, the date, time, how long the authorities were at the Centre, and any relevant outcome. The documentation will be kept in a locked filing cabinet, separate from the child's general file.

When the Children's Aid Society or Police Conduct an Investigative Telephone Inquiry

Should a staff member receive a call from a child protection worker or police officer who calls to gather information with respect to the protection of a child, that staff person will follow the steps outlined below:

- Ask the person on the telephone for her or his full name, telephone number and name of the agency that she/he represents.
- In order to ensure that the person calling is a child protection worker or a police officer, the staff member will inform the person calling that she/he will be called back immediately.

The staff member will immediately call the person back, confirming that the telephone number is that of a York Region Children's Aid Society or the police division, and that the individual inquiring about a child is a representative of the said agency.

A staff member may answer questions posed by a child protection worker or police officer and provide information over the telephone as long as the information is related to suspicions of child abuse and the protection of the child.

The staff member is to immediately inform the Supervisor of any telephone conversations that have occurred between the staff member and a child protection worker or police officer.

The staff member will document the telephone call, including the date, time and length of the call, and the name of the child protection worker or police officer. All documentation is

to be forwarded to the Supervisor to be kept in the office safe, separate from the child's general file.

Further Consultation with a Children's Aid Society

Further contact with a Children's Aid Society may be initiated by a Supervisor/staff/ student/volunteer in the following circumstances:

A worker has not responded to the individual's initial call or message.
The individual believes that the concerns reported on behalf of the child have not been fully understood by the worker, and a second opinion from a supervisor at the Children's Aid Society is desired.
Any further suspicions of abuse occur.
Changes in the family situation or that of the alleged abuser are discovered.
The child or alleged abuser transfers out of the Centre.
The child does not return to the Centre when expected.
The Supervisor will be notified if a staff/student/volunteer re-contacts York Region Children's Aid Society. The person who re-contacted York Region Children's Aid Society is responsible for completing the documentation.

Confidentiality and Disclosure of Information to Others

Any information related to a suspicion or report of child abuse is confidential between the person directly involved, the person making the report and a Children's Aid Society. The Supervisor, in consultation with a Children's Aid Society, will give direction regarding the appropriate sharing of information with staff/students/volunteers/the operator. Discussing any information with others related to a situation of suspected child abuse outside the designated individuals is a breach of confidentiality and may leave you liable for slander.

In a case where a child has been apprehended by a Children's Aid Society, the Supervisor will speak to a worker to determine whether or not the child will return to the Centre as scheduled.

The Supervisor will advise the staff and determine the best way to explain the child's situation to the other children. This will be done in such a way as to balance the child's/family's right to confidentiality with the concerns of others in the Centre.

Students on Placement at the School

When a student is on placement, she/he is expected to follow the daycare's policies and procedures regarding child abuse.

Accessibility Policy

Statement of Organizational Commitment

Pris-T-giS Montessori School is committed to ensuring equal access and participation for people with disabilities. We are committed to treating people with disabilities in a way that allows them to maintain their dignity and independence. We believe in integration and we are committed to meeting the needs of people with disabilities in a timely manner. We will do so by removing and preventing barriers to accessibility and meeting our accessibility requirements under the Accessibility for Ontarians with Disabilities Act and Ontario's accessibility laws.

Pris-T-giS Montessori School is committed to meeting its current and ongoing obligations under the Ontario Human Rights Code respecting non-discrimination.

Pris-T-giS Montessori School understands that obligations under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) and its accessibility standards do not substitute or limit its obligations under the Ontario Human Rights Code or obligations to people with disabilities under any other law.

Pris-T-gis Montessori School is committed to excellence in serving and providing services or facilities to all customers including people with disabilities. Our accessible policies are consistent with the principles of independence, dignity, integration and equality of opportunity for people with disabilities.

Training

We are committed to training all staff and volunteers in Ontario's accessibility standards and aspects of the Ontario Human Rights Code that relate to persons with disabilities.

Every employee must complete the AODA online course before employment start and annually after. The certificate of completion will be kept in personal file as record. Employer will update all employee in respect of any changes to the policies.

In addition, we will train:

a) all persons who participate in developing the organization's policies; and

b) all other persons who provide services or facilities on behalf of the organization

Training includes:

• purpose of the Accessibility for Ontarians with Disabilities Act, 2005 and the requirements of the Customer care Standards.

• how to interact and communicate with people with various types of disabilities.

• how to interact with people with disabilities who use an assistive device or require the assistance of a service animal or a support person.

• how to use the equipment or devices available on-site or otherwise that may help with providing services or facilities to people with disabilities.

• what to do if a person with a disability is having difficulty in accessing our organization's goods, services or facilities.

***Assistive Devices*:**

People with disabilities may use their personal assistive device when accessing our services or facilities. In cases where the assistive device presents a significant and unavoidable health or safety concern or may not be permitted for other reasons, other measures will be used to ensure the person with a disability can access our goods, services or facilities.

We communicate with people with disabilities in ways that take into account their disability. We will work with the person with disabilities to determine what method of communication works for them.

Service Animals:

By following the Ministry of Education CCEYA's guideline about "Animal on site" We welcome people with disabilities and their service animals. Service animals are allowed on the parts of our premises that are open to the public and third parties. When we cannot easily identify that an animal is a service animal, our staff may ask for documentation (template, letter or form) from a regulated health professional that confirms the person needs the service animal for reasons relating to their disability.

A service animal can be easily identified through visual indicators, such as when it wears a harness or a vest, or when it helps the person perform certain tasks.

A regulated health professional is defined as a member of one of the following colleges:

• College of Audiologists and Speech-Language Pathologists of Ontario

• College of Chiropractors of Ontario

• College of Nurses of Ontario

• College of Occupational Therapists of Ontario

• College of Optometrists of Ontario

• College of Physicians and Surgeons of Ontario

• College of Physiotherapists of Ontario

• College of Psychologists of Ontario

• College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario

If service animals are prohibited by another law, we will do the following to ensure people with disabilities can access our services or facilities:

• explain why the animal is excluded

• discuss with the customer another way of providing goods, services or facilities

Complete the following only if applicable:

Service animals are prohibited from the following areas Under York Region Public Health Guideline :-

Kitchen

Support Persons:

A person with a disability who is accompanied by a support person will be allowed to have that person accompany them on our premises. In certain cases, this organization might require a person with a disability to be accompanied by a support person for the health or safety reasons of:

• the person with a disability

• others on the premises

Before making a decision, this organization name will:

• consult with the person with a disability to understand their needs

• consider health or safety reasons based on available evidence

• determine if there is no other reasonable way to protect the health or safety of the person or others on the premises

If this organization determines that a support person is required, the support person will need to follow our volunteer/visitor policy as per the Ministry of Education CCEYA's regulation.

Notice of Temporary Disruption

In the event of a planned or unexpected disruption to services or facilities for customers with disabilities, Pris-T-giS Montessori School will notify customers promptly. This clearly posted notice will include information about the reason for the disruption, its anticipated length of time, and a description of alternative facilities or services, if available.

The notice will be made publicly available in the following ways:

-Posting at front entrance

-Send by email

Feedback Process

Pris-T-giS Montessori School welcomes feedback on how we provide accessible customer service. Customer feedback will help us identify barriers and

respond to concerns. Feedback may be provided in the following ways:

By email or mail.

All feedback, including complaints, will be handled in the following manner:

Feedback will be directed to the Directors

Customers can expect to hear back in **7** working days.

Pris-T-giS Montessori School ensures our feedback process is accessible to people with disabilities by providing or arranging for accessible formats and communication supports, on request.

Notice of Availability of Documents

Pris-T-giS Montessori School will notify the customer and employees that The Accessible Policy available on our website www.pris-t-gis.com and a print copy at the office.

Pris-T-giS Montessori School will provide these documents in an accessible format or with communication support, on request. We will consult with the person making the request to determine the suitability of the format or communication support. We will provide the accessible format in a timely manner and, at no additional cost.

Information and Communications

We have a process for receiving and responding to feedback and the process is accessible to persons with disabilities upon request.

We communicate with people with disabilities in ways that take into account their disability. When asked, we will provide information about our organization and its services, including public safety information, in accessible formats or with

communication supports:

a) in a timely manner, taking into account the person's accessibility needs due to disability; and

b) at a cost that is no more than the regular cost charged to other persons.

We will consult with the person making the request in determining the suitability of an accessible format or communication support. If the organization determines that information or communications are unconvertible, the organization shall provide the

requestor with:

a) an explanation as to why the information or communications are unconvertible; and

b) a summary of the unconvertible information or communications.

Employment

We notify employees, job applicants and the public that accommodations can be made during recruitment and hiring. We notify job applicants when they are individually selected to participate in an assessment or selection process that accommodations are available upon request. We consult with the applicants and provide or arrange for suitable accommodation.

We notify successful applicants of policies for accommodating employees with disabilities when making offers of employment. We notify staff that supports are available for those with disabilities as soon as practicable after they begin their employment. We provide updated information to employees whenever there is a change to existing policies on the provision of job accommodation that take into account an employee's accessibility needs due to a disability.

We will consult with employees when arranging for the provision of suitable accommodation in a manner that takes into account the accessibility needs due to disability. We will consult with the person making the request in determining the suitability of an accessible format or communication supports specifically for:

a) information that is needed in order to perform the employee's job; and

b) information that is generally available to employees in the workplace

Where needed, we will also provide customized emergency information to help an employee with a disability during an emergency. With the employee's consent, we will provide workplace emergency information to a designated person who is providing assistance to that employee during an emergency.

We will provide the information as soon as practicable after we become aware of the need for accommodation due to the employee's disability.

Harassment Policy

Pris-T-giS Montessori School is committed to creating a work environment that favours equality and inclusion of all its employees and clients. Priority is given to protecting our employees and our visitors from harassment and discrimination. Such conduct interferes with everyone's ability to perform their duties and is not in keeping with the centre's philosophy of trust and mutual respect.

Our employees and children have the right to be treated with dignity and respect and have a work environment free from harassment and discrimination as described in the Human Rights Code of Ontario and the Occupational Health and Safety Act. This particular policy applies to all staff of Pris-T-giS Montessori School both in the workplace and when participating in work-related activities.

Employees are expected to assist Pris-T-giS Montessori in its attempts to prevent and eliminate harassment in the workplace. We will treat any form harassment that occurs with great attention regardless of who the culprit is. Nothing in this policy limits an individual's right to file a complaint with the Human Rights Commission or the Ministry of Labour should they feel the situation warrants such action.

Pris-T-giS Montessori School has adopted a comprehensive strategy to address harassment and discrimination:

- Regularly monitoring organizational systems for barriers relating to code grounds
- Providing an effective and fair complaints procedure
- Promoting appropriate standards of conduct at all times

Definition

The Occupational Health and Safety Act defines workplace harassment as "engaging in a course of vexations, comments or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome."

Harassment and discrimination can take the following forms including:

- Discrimination-based Harassment Includes any verbal or physical conduct, that may reasonably be perceived as denigrating or showing hostility or aversion toward an individual because of the individual's race, colour, religion, gender, sexual orientation, national origin, age, disability, or other status protected by law, or because of the protected status of the individual's relatives, friends, or associates. This type of harassment includes, but is not limited to:

1. Epithets, slurs, negative stereotyping, demeaning comments, including comments pertaining to a person's dress, accent or other cultural differences, or intimidating acts that are based on an individual's protected status; and/ or

2. Written or graphic material (whether by printed or electronic media) circulated within or posted within the workplace that shows hostility toward or is demeaning to an individual or group because of his or her protected status.

- Sexual harassment Generally there are two types of sexual harassment:

1. Repeated sexual advances or solicitations made by a person where such person knew or ought reasonably to have known that the advance was unwelcome; and/or

2. A reprisal or threat of reprisal for rejection of a sexual solicitation or advance made by a person who is in a position to grant or deny a benefit.

Examples of harassment include:

- Epithets, remarks, jokes or innuendoes related to a person's race, gender identity, gender expression, sex, disability, sexual orientation, creed, age or any other ground
- Posting or circulating offensive pictures, graffiti or materials, whether in print form or via email or other electronic means
- Singling out a person for humiliating or demeaning "teasing" or jokes because they are a member of a code-protected group
- Comments ridiculing a person because of characteristics that are related to a ground of discrimination. For example, this could include comments about a person's dress, speech or other practices that may be related to their sex, race, gender identity or creed

Sexual and gender-based harassment:

- Gender-related comments about a person's physical characteristics or mannerisms
- Paternalism based on gender which a person feels undermines his or her self-respect or position of responsibility
- Unwelcome physical contact
- Suggestive or offensive remarks or innuendoes about members of a specific gender
- Propositions of physical intimacy
- Gender-related verbal abuse, threats or taunting
- Leering or inappropriate staring

- Bragging about sexual prowess or questions or discussions about sexual activities
- Offensive jokes or comments of a sexual nature about an employee or client
- Rough and vulgar humour or language related to gender
- Display of sexually offensive pictures, graffiti or other materials including electronic means
- Demands for dates or sexual favors

Sexual Solicitation

This policy prohibits sexual solicitations or advances by any person who is in a position to grant or deny a benefit to the recipient of the solicitation or advance. This includes managers and supervisors, as well as co-workers where one person is in a position to grant or deny a benefit to the other. Reprisals for rejecting such advances or solicitations are also not allowed.

Poisoned environment

A poisoned environment is created by comments or conduct (including comments or conduct that are condoned or allowed to continue when brought to the attention of management) that create a discriminatory work environment. The comments or conduct need not be directed at a specific person, and may be from any person, regardless of position or status. A single comment or action, if sufficiently serious, may create a poisoned environment.

Responsibilities of Executive Directors, Managers and Supervisors

- Promote a harassment-free workplace;
- Provide employees with information and instruction regarding the workplace policy and program with respect to workplace harassment including appropriate steps to be taken and investigation procedures;
- Take every reasonable precaution for the protection of the worker;
- Ensure employees understand who to contact regarding concerns about the policy or when to report an incident;
- Model behaviour, which helps support a positive work environment;
- Ensure the workplace is free from harassment and discrimination;
- Respond to complaints brought to their attention;
- Respect the confidentiality and sensitivity of such issues;
- Document all information and investigation results;

- Request that an investigation into allegations of harassment be conducted where appropriate; and
- If witnessing harassment or elements of a poisoned work environment, take action.

Responsibilities of Employees

- Compliance with this policy is the responsibility of all employees;
- Employees must avoid any behaviour or conduct that could reasonably be interpreted as a violation of this policy;
- Employees must maintain a work environment free from discrimination and harassment.

Process for Making Harassment Complaints

For less serious incidents of harassment, if employees have witnessed or experienced conduct which they believe to be inconsistent with this policy, they have a responsibility to:

- Make the objection clearly known to the offender.
- Ask the individual to stop the behaviour.
- Where an employee approaches another employee with a workplace harassment complaint/ concern, s/he should clearly state that the perceived action/ behaviour is viewed as harassment under the terms of the Centre's policy.
- In certain circumstances, it may be inappropriate or the employee may feel comfortable in asking the individual to stop. In this case, the behaviour should be directly reported to their Supervisor or the Director.
- If the behaviour continues after making the objection known, or is more serious in nature, contact your Director.
- A written record of the action/behaviour and complaint should be provided to your Supervisor or Director including the dates, times, nature of the action/ behaviour, and witnesses (if any).

Investigation Process

- All complaints will be investigated promptly.
- All those directly involved and witnesses will be spoken with.
- Notes/statements will be prepared during each interview, reviewed by the person (s) being interviewed and signed for accuracy.

- Records or other documents relevant to the incident being investigated (this may include work schedules, complaints and observation notes and may involve taking pictures of the scene) will be reviewed.
- Relevant collective agreement, employment contract language or organizational policies/procedures will be reviewed.
- Depending on the scope of the investigations, employees may need to seek the assistance of the Director.
- A final summary/ report of the investigation will be prepared.

Corrective Action

Any employee found to have engaged in conduct that violates this policy will be subject to discipline, up to and including termination of employment. Since allegations of harassment are very serious, frivolous complaints found to have been made for improper purposes will result in disciplinary action being taken against the complainant.

Employees should feel secure in knowing that their concerns will be handled discreetly and sensitively. As such, employee issues will usually remain between the employee and their Supervisor. On occasion, however, an investigation may require consulting with another employee, Supervisor, Director or the Board, in order to ensure an appropriate resolution. In such cases, the employee will be consulted prior to involving others.

Reprisals

This policy strictly prohibits reprisals against an employee because s/he has brought forward a legitimate concern or has provided information regarding a concern under this policy. Any employee who commits or threatens reprisal against another employee for following this, or any of the Centre's policies in good faith, may be subject to discipline, up to and including dismissal for cause.

Behaviour Guidance Policy

Purpose of the Policy

A positive learning environment is the objective in all facets of the care and guidance of the children of Pris-T-giS Montessori School, including those times in which difficult situations require disciplinary measures. Corporal punishment and other prohibited disciplinary practices as defined are absolutely prohibited in order to protect the emotional and physical well-being of the children in the care of Pris-T-giS Montessori School. A positive discipline program ensures health and safety, respect for the rights of others and maintains equipment.

Behaviour Guidance Policy

At Pris-T-giS Montessori School, we believe children have the right to quality care which is safe and healthy and provides learning opportunities that promote their growth and development.

To ensure a child's safety and well-being and to foster social and emotional development, it is necessary at times to impose limits or set standards of acceptable behaviour. Teachers should be guided by their knowledge and understanding of a child's growth and development, as well as an understanding of the individual child.

Appropriate guidance of the children's behaviour occurs in an environment where a trusting and caring relationship has been established between teacher and child.
This can be achieved by showing genuine interest and warmth and by viewing the children and their feelings as important and worthy of respect.

The role of the staff is to support a child's sense of being a worthwhile person while providing opportunities for the child to learn appropriate ways to interact with others. Promoting positive self-esteem helps children to become emotionally healthy and self-confident. Once trust and a sense of security is established, the children will feel safe to express themselves, knowing that there are supportive and understanding adults who can be counted on to help them gain control of their own world.

Children are given the opportunity to express their emotions and are guided in appropriate ways of communicating their wants and needs to others. Adults empathize with the children and try to interpret their feelings and motives.

Child guidance is maintained through careful, active supervision, setting clear limits and giving age appropriate explanations. Teachers approach discipline in a positive manner, using praise and attention to encourage desirable behaviours. Teachers treat each child as a unique individual and are fair and consistent. They will encourage children to accept the consequences of their behaviour and engage in problem solving alternatives where age appropriate.

Methods used include:

1. Redirection L guiding a child into acceptable options.
2. Natural and logical Consequences: making the child aware of the results of their actions.
3. Setting Limits: teachers develop boundaries for the children, either as a group or individually according to the situation.
4. Modeling: demonstrating appropriate behaviours to the children.
5. Providing Choices: teachers outline appropriate choices and children are encouraged to make decisions for themselves.
6. Anticipating: teachers plan and prepare the environment in such a manner to avoid conflict.

Behaviour Guidance Policy Adherence

All staff, supply staff, program volunteers and duty parents are required upon employment (or prior to participating in school programs) and annually thereafter to sign a form affirming that they have read and understand the behaviour guidance policy and procedures.

Should staff, supply staff, program volunteers and duty parents fail to comply with or contravene the behaviour management policy, the supervisor is obligated to act immediately.

The supervisor must not permit and is prohibited from doing anything understood as prohibited disciplinary practices in the Child Care and Early Years Act (2014). The Board is responsible for reviewing, monitoring and maintaining all records pertaining to Pris-T-giS Montessori School's behaviour guidance policy.

Prohibited Disciplinary Practices

There shall be no:

- Corporal Punishment of a child.
- Physical restraint of the 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.
- Locking the exits of the child care centre or home 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 the licensee's emergency management policies and procedures.

- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth.
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- Inflicting any body harm on children including making children eat or drink against their will.
- Sexual abuse, sexual misconduct and prescribed sexual acts (as defined under the *Early Childhood Educators Act, 2007*)

Failure to Comply Procedures

Should staff or supply staff fail to comply with the behaviour management policy of Pris-T-giS Montessori School, the following steps will be taken by the supervisor:

- A verbal warning
- A written warning
- Dismissal

Should a program volunteer fail to comply with the behaviour management policy of Pris-T-giS Montessori School; the following steps will be taken by the supervisor:

- A verbal warning
- A written warning
- Formal notice that he/she will not be welcome as a volunteer in school events where children are present and will be required to purchase replacement services to fulfill his/her obligations as a member of Pris-T-giS Montessori.

Permitted Disciplinary Practices

In our program we foster cooperation and independence by using:

1. Redirection: guiding a child into acceptable options.
2. Natural and Logical Consequences: making the child aware of the results of their actions.
3. Setting Limits: teachers develop boundaries for the children, either as a group or individually according to the situation.
4. Modeling: demonstrating appropriate behaviours to the children.

5. Providing Choices: teachers outline appropriate choices and children are encouraged to make decisions for themselves.
6. Anticipating: teachers plan and prepare the environment in such a manner to avoid conflict.

A positive approach ensures health and safety, respect for the rights of others and maintains equipment.

• If disruptive behaviour is persistent, the Supervisor shall contact the parents to determine an appropriate course of action.

Monitoring

The supervisor will ensure that this policy is available for and reviewed by staff members and volunteers.

Policy Implementation

Before commencing employment, staff will sign our Personal Policy acknowledging this, Policy. Placement student and volunteers will be asked to sign this Policy acknowledging stating that all the policies and procedures with respect to child abuse have been read, understood and will be followed. Updated policies and procedures will be brought to the attention of all staff/students/volunteers for their advisement and signature.

Policy Review

The policies and procedures with respect to child abuse will be reviewed annually by the Supervisor and updated accordingly.

Safe Arrival and Dismissal Policy and Procedures

Purpose

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

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

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

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

The Policy

General

- Pris-T-giS Montessori will ensure that any child receiving child care at the school is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care center may release the child to.
- Pris-T-giS Montessori School will only dismiss children into the care of their parent/guardian or another authorized individual. The center will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Procedures

<u>Accepting a child into care</u>

1. When accepting a child into care at the time of drop-off, program staff in the room must:

    - greet the parent/guardian and child.
    - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the child's personal file or where the individual

is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
- document the change in pick-up procedure in the daily written record.
- sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care center and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must inform the supervisor or designated supervisor and they must commence contacting the child's parent/guardian no later than 10:00am. Supervisor or designated supervisor will contact the parent via Lillio messaging system. If we do not hear back from the parent/guardian by 11:00am, the supervisor or designated supervisor shall contact the parent/guardian by phone. If parent is not able to reach by phone, or did not reply after voice mail is being left by 12:00pm, the supervisor or designated supervisor will contact the emergency contacts listed on file.

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

<u>Releasing a child from care</u>

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

Where a child has not been picked up as expected (before center closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up, the supervisor or designated supervisor shall contact the parent/guardian by phone and advise that the child is still in care and has not been picked up.

- Where the staff is unable to reach the parent/guardian, staff must call again or send a message via Lillio. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the center.
- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact the emergency contacts on file.

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:00pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first, if no response, contact the authorized individual responsible for pick up.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact the emergency contact on the child's file.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 7:00pm the staff shall proceed with contacting the local Children's Aid Society (CAS) 1-800-718-3850. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

Glossary

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

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

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

Prevention of Unauthorized Access to the School

To ensure the safety and security of all children, staff, and visitors, the school maintains controlled access to the building throughout all operating hours. Unauthorized individuals are not permitted to enter the school premises.

Procedures

1. All school entrance doors will remain locked during operating hours.
2. Parents and visitors must use the designated doorbell to request entry and wait for a staff member to respond and unlock the door.
3. Staff will verify the identity and purpose of individuals requesting access before allowing entry.
4. Parents and visitors must not hold doors open or allow other individuals to enter the building without staff authorization.
5. All visitors must report to the office or designated staff member upon entering the school.
6. Staff must remain vigilant and ensure that all entrance doors are securely closed and locked after each entry.

Responsibilities

All staff members are responsible for following these procedures consistently to prevent unauthorized access and maintain a safe and secure environment for all children.

The cooperation of parents and visitors is greatly appreciated in helping us maintain the safety and security of our school community.

CHILD SUPERVISION POLICY AND PROCEDURE

PURPOSE

The purpose of this policy is to ensure that all staff, students and volunteers have a clear understanding of their roles and responsibilities in supervising children receiving care at the school.

The policy establishes consistent supervision practices to ensure that:

- Every child is supervised by an adult at all times, both indoors and outdoors, on and off the premises.
- Children are accounted for through regular attendance checks and headcounts.
- Staff maintain active supervision and remain aware of children's whereabouts and activities.
- Higher-risk situations are identified and managed proactively.`1q
- Children are protected from preventable injuries, unauthorized departures and other safety risks.
- All staff understand how to respond immediately when a child cannot be accounted for.
- Appropriate communication, documentation and reporting procedures are followed.

This policy is intended to meet the requirements of Ontario Regulation 137/15, including the written supervision policy requirements introduced under O. Reg. 197/26, effective January 1, 2027.

POLICY STATEMENT

Pris-T-Gis Montessori School is committed to providing a safe and secure environment in which every child is appropriately supervised throughout the entire period of care.

Active supervision is a shared responsibility. All employees, students and volunteers must remain alert, attentive and aware of the children assigned to their care.

Supervision must be continuous, intentional and appropriate to the children's ages, developmental abilities, individual needs and the environment.

Staff must never assume that another employee is supervising a child unless responsibility has been clearly communicated and accepted.

The following requirements apply:

1. Children must never be left unattended.
2. Staff must maintain appropriate sightlines and hearing awareness of children at all times.
3. Staff must know the number and identities of children assigned to their supervision.
4. Headcounts and name-to-face attendance checks must be conducted at designated times.
5. Staff must immediately communicate any discrepancy in attendance or supervision.
6. Staff must not leave their assigned supervision area without arranging an appropriate handover.
7. Students and volunteers must work under the direction and supervision of an authorized employee.
8. Children must never be released to an unauthorized individual.
9. Any missing or unaccounted-for child must be treated as an immediate safety emergency.

No staff member may delay reporting a missing child while attempting to complete an extended search. The missing child procedure must begin immediately.

ADDITIONAL PREVENTIVE SUPERVISION MEASURES

The school will implement proactive measures to strengthen supervision and reduce potential risks.

Door and Entrance Security

- All entrance and exit doors must remain secured according to the school's security procedures.
- Staff must monitor entrances during arrival and dismissal periods.
- Children must never be permitted to open exterior doors or leave the premises independently.
- Visitors must follow the school's sign-in and identification procedures.
- Staff must never prop open a secured entrance without authorization and appropriate safety controls.
- Any malfunctioning lock, door, alarm or access-control system must be reported to the supervisor immediately.

- Staff must remain alert to unauthorized individuals attempting to enter the premises.

Outdoor Gate Security

- All outdoor playground gates must remain closed and secured whenever children are using the outdoor play area.
- Staff must position themselves where entrances, exits and areas with limited visibility can be monitored.
- Children must not be permitted to play near an unsecured gate.
- Any damaged or malfunctioning gate must be reported immediately, and the affected area must not be used until it is made safe.

Staff Training

All employees, students and volunteers must receive orientation regarding this policy before participating in child supervision.

Training will include:

- Active supervision techniques.
- Attendance procedures and headcounts.
- Classroom and playground positioning.
- Higher-risk supervision circumstances.
- Safe transitions between indoor and outdoor environments.
- Washroom supervision.
- Arrival and dismissal procedures.
- Off-site supervision.
- Supervision and Missing child emergency procedures.
- Incident reporting and communication.

ROLES AND RESPONSIBILITIES

Licensee / Management

The licensee and management are responsible for:

- Ensuring the school has written supervision policies and procedures.
- Providing sufficient qualified employees to meet required staffing ratios.
- Ensuring appropriate supervision arrangements are maintained throughout operating hours.
- Providing staff with necessary training and resources.

- Ensuring the physical environment, doors, gates and playgrounds are maintained safely.
- Monitoring staff compliance with this policy.
- Reviewing supervision concerns and implementing corrective measures.

Supervisor / Designated Person in Charge

The supervisor is responsible for:

- Ensuring this policy is implemented consistently.
- Assigning supervision responsibilities to staff.
- Ensuring classrooms and outdoor areas have appropriate supervision coverage.
- Monitoring attendance records and headcount procedures.
- Addressing staffing shortages and supervision concerns immediately.
- Conducting regular observations of supervision practices.
- Ensuring staff, students and volunteers understand their responsibilities.
- Responding to missing child incidents and coordinating emergency procedures.
- Contacting parents and emergency services when required.
- Ensuring serious occurrences are reported and documented.
- Conducting incident reviews and staff debriefings.

The designated person will assume the supervisor's immediate responsibilities when the supervisor is not on site and an urgent situation requires immediate action.

Classroom Teachers and Employees

All classroom employees are responsible for:

- Maintaining direct and active supervision of children.
- Knowing the exact number of children present.
- Conducting required headcounts and attendance checks.
- Positioning themselves to maintain clear sightlines.
- Monitoring children's activities, interactions and movements.
- Identifying potential hazards.
- Communicating any supervision concerns immediately.
- Ensuring children remain within designated areas.
- Following the required procedures during transitions and outdoor activities.
- Never leaving children unattended.

Students and Placement Students

Students must:

- Follow the instructions of the supervising teacher.
- Remain within their assigned supervision area.
- Report any safety concerns immediately.
- Never assume responsibility for a group of children independently.
- Never leave children unattended.
- Never take children to another area without the supervising employee's knowledge and approval.

Students must not be counted toward the required employee-to-child ratios.

Volunteers

Volunteers must:

- Follow all school supervision and safety procedures.
- Work under the direction of an authorized employee.
- Never be left alone with children.
- Never be assigned independent responsibility for supervising children.
- Immediately notify the supervising employee if a child is missing, injured or involved in an unsafe situation.

Volunteers must not be counted toward the required employee-to-child ratios.

DAY-TO-DAY SUPERVISION PROCEDURES

Active Supervision

Active supervision requires staff to continuously observe, listen and remain aware of all children in their assigned area.

Staff must:

1. Position themselves strategically to observe all children.
2. Maintain appropriate visual and auditory awareness.
3. Frequently scan the entire classroom or playground.
4. Move around the environment rather than remaining in one stationary position.
5. Anticipate potential risks before an incident occurs.

6. Pay particular attention to children using equipment, moving between areas or participating in activities with increased risk.
7. Intervene immediately when unsafe behaviour or a hazardous situation is observed.
8. Communicate with other staff when changing supervision positions or responsibilities.

Staff must avoid distractions, including personal mobile phone use, unnecessary conversations and tasks that interfere with active supervision.

Attendance and Headcount Requirements

Staff must conduct both numerical headcounts and name-to-face attendance checks.

A numerical count alone is not sufficient to confirm that every child is present.

The following minimum headcount schedule must be followed:

Situation	Required check
Beginning of the program/day	Confirm each child's arrival against attendance records
Before leaving a classroom	Count and identify every child
Upon entering another room	Recount and confirm every child
Before going outdoors	Name-to-face check and headcount
Upon entering outdoor play space	Recount and confirm every child
Before leaving outdoor play	Name-to-face check and headcount
Upon returning indoors	Recount and confirm every child
Before boarding transportation	Confirm every child against the attendance list
After exiting transportation	Recount and confirm every child
During community walks and field trips	At every transition
At dismissal	Verify each child's authorized release

Additional headcounts must be performed whenever:

- Children move from one area to another.
- The group becomes divided into smaller groups.
- A child leaves or joins a group.
- An unexpected interruption occurs.
- A staff member is uncertain about a child's whereabouts.

Important: Headcounts do not replace continuous supervision. Staff must continue observing children between scheduled counts.

Maintaining Appropriate Staffing and Coverage

- Required employee-to-child ratios must be maintained at all times.
- Staff must communicate before leaving an assigned area.
- A replacement employee must assume supervision before the original employee leaves.
- Staff must not leave a classroom or playground to complete personal tasks without arranging coverage.
- If staffing falls below the required ratio, the supervisor must immediately arrange appropriate coverage or take steps to ensure compliance before activities continue.

SUPERVISION DURING HIGH-RISK CIRCUMSTANCES

Higher-risk situations require increased staff awareness, strategic positioning and additional headcounts.

Transitions Between Classrooms and Rooms

Before moving children:

1. The teacher must confirm the number and identities of all children.
2. The teacher must ensure the destination area is ready and safe.
3. Staff must establish who is leading and who is following the group.
4. Children must move together in an orderly manner.
5. Staff must maintain visual supervision throughout the transition.
6. The teacher must recount children upon arrival.
7. Any missing or unaccounted-for child must be reported immediately.

Children must never be left behind in a classroom, hallway or activity area.

Staff must physically check the room, including washrooms, reading corners and other areas where children may be out of immediate view, before closing the area.

Transitions Between Indoor and Outdoor Play Areas

Before going outdoors:

- Check the outdoor area for safety hazards.
- Confirm that all required staff are present.
- Complete a name-to-face attendance check.
- Ensure children are dressed appropriately for the weather.
- Confirm that all outdoor gates are closed and secured.

During the transition:

- One staff member should lead the group where staffing permits.
- Another staff member should follow the group where staffing permits.
- Staff must ensure children do not run ahead or fall behind.
- Staff must monitor doorways, hallways and access points.

Upon arrival outdoors:

- Conduct another headcount.
- Position staff throughout the playground.
- Ensure all areas are visible and monitored.

The same procedure must be followed when returning indoors.

Outdoor Playground Supervision

Staff must actively supervise all children throughout outdoor play.

The following requirements apply:

- Staff must spread out strategically to cover the entire playground.
- Blind spots must be monitored through staff positioning and regular movement.
- Staff must pay particular attention to play structures, climbing equipment, slides and areas behind equipment.
- Staff must monitor outdoor gates continuously.
- Children must not be permitted to climb fences or approach unauthorized exits.

- Staff must regularly scan the entire outdoor area.
- Headcounts must be completed at least every 15 minutes and at every transition.
- Staff must intervene immediately when unsafe play is observed.

If a staff member must attend to an individual child, the remaining staff must ensure that the rest of the group continues to receive appropriate supervision.

Supervision Around Gates and Entrances

Outdoor gates and entrances are considered higher-risk areas.

Staff must:

- Check that gates are secured before children enter.
- Position themselves where they can monitor gate access.
- Prevent children from opening gates independently.
- Ensure children do not gather unsupervised near entrances.
- Immediately report damaged locks, gates or security systems.
- Keep children away from any area where gate security is compromised.

Parking Lots and Vehicle Areas

Parking lots are considered high-risk environments because of moving vehicles and limited visibility.

Staff must:

- Never allow children to walk independently through parking areas.
- Keep children together in an organized group.
- Use designated pedestrian routes wherever available.
- Position staff at the front and rear of the group where staffing permits.
- Conduct headcounts before entering and after leaving parking areas.
- Keep children away from moving vehicles.
- Never allow children to play or wait unattended in parking areas.
- Ensure no child remains inside a vehicle after transportation.

During arrival and dismissal, staff must ensure children are released only to authorized parents or guardians.

Arrival and Dismissal

Arrival

- Staff must greet children and confirm their arrival.
- Attendance must be recorded promptly.
- Staff must ensure children are transferred into the care of an authorized employee.
- A child must not be assumed to be present simply because they are expected to attend.

Dismissal

- Staff must verify the identity and authorization of the person collecting the child.
- Children must remain under staff supervision until properly released.
- Attendance records must be updated immediately after departure.
- Children must never be released to an unauthorized person.
- Any unusual or unexpected pickup arrangement must be verified with the parent or guardian.

Off-Site Activities, Community Walks and Field Trips

Off-site activities require additional planning because the school no longer has the same physical security controls as the school.

Before departure:

- Obtain the required parent permission.
- Prepare an updated attendance and emergency contact list.
- Review the destination and identify potential hazards.
- Assign specific supervision responsibilities to staff.
- Confirm the required staffing ratios and appropriate supervision arrangements.
- Review emergency procedures with accompanying staff.

During the activity:

- Conduct a headcount before leaving the school.
- Conduct another headcount upon arrival.
- Maintain staff positioning at the front, middle and rear of the group where staffing permits.
- Keep children together.
- Conduct headcounts at every change of location.

- Maintain close supervision near roads, parking areas, water, animals and other hazards.
- Never allow children to wander away from the designated group.

For farm visits, outdoor education programs and similar destinations, staff must provide additional supervision around animals, fences, equipment, ponds and other potentially hazardous areas.

Before returning:

- Complete a name-to-face attendance check.
- Confirm that every child is present.
- Recount children when boarding and after exiting transportation.
- Confirm that all children have returned safely to the school.

No staff member may leave the off-site group without an appropriate handover of supervision responsibilities.

MISSING OR UNACCOUNTED-FOR CHILD PROCEDURE

Definition of a Missing Child

For the purposes of this policy, a child is considered missing or unaccounted for when staff cannot immediately confirm the child's location or physical presence when the child is expected to be under the school's care.

The missing child procedure must be initiated immediately when any of the following occurs:

1. A child is listed on the attendance record but cannot be located during a headcount or attendance check.
2. A child is expected to be with the group but their whereabouts cannot immediately be confirmed.
3. A child is discovered missing from a classroom, washroom, playground or other designated area.
4. A child has left the premises or outdoor play area without authorization.
5. A child has been inadvertently left behind during a classroom transition, community walk, field trip or transportation activity.
6. A child cannot be accounted for following arrival, dismissal or a change in supervision responsibility.
7. Staff have reason to believe that a child may have exited the building or playground without authorization.

A child who cannot be immediately accounted for must be treated as a missing child emergency.

Immediate Response

The employee who discovers the missing child must:

1. Immediately notify the supervisor or designated person in charge.
2. Clearly announce that a child is missing and identify the child.
3. Provide the child's name, age, last known location, clothing and any relevant information.
4. Ensure the remaining children continue to be supervised by other employees.
5. Follow the supervisor's instructions while the emergency response is underway.

The supervisor or designated person in charge must immediately activate the missing child procedure.

Immediate Search of the Premises

Staff assigned to the search must immediately check:

- The child's last known location.
- All classrooms and activity areas.
- Washrooms and changing areas.
- Hallways and staircases.
- Indoor play spaces.
- Outdoor playgrounds and play structures.
- Areas behind equipment and other blind spots.
- Outdoor gates and building exits.
- Parking areas and surrounding accessible spaces.

Staff must check areas where a young child could potentially hide or become trapped.

One employee must remain responsible for supervising the remaining children. The school must not compromise the safety of other children during the search.

Contacting Emergency Services

The supervisor or designated person must call **911 immediately** when a child is believed to have left the premises, may be exposed to immediate danger, or cannot be promptly located through the initial immediate checks.

Staff must not delay contacting emergency services while conducting a prolonged search.

The supervisor must provide emergency responders with:

- The child's full name and age.
- A description of the child's clothing and appearance.
- The child's last known location and time last seen.
- Any known medical or developmental considerations relevant to the search.
- The circumstances surrounding the disappearance.
- The school's address and contact information.

Staff must follow all directions provided by emergency responders.

Parent or Guardian Notification

The supervisor or designated employee must contact the child's parent or guardian immediately after the missing child procedure is activated.

The parent or guardian must be informed of:

- The fact that the child cannot be located.
- The last known location and circumstances.
- The immediate steps being taken.
- Whether emergency services have been contacted.

Communication must remain factual, calm and direct.

Staff must maintain communication with the family and provide updates as appropriate.

Supervision of Remaining Children

While the search is underway:

- The supervisor must assign employees to maintain supervision of all remaining children.
- Children must remain in a safe, controlled area.
- Staff must remain calm and avoid creating unnecessary panic.
- Students and volunteers must follow instructions from the supervisor.
- No employee may leave the school or search area without authorization.
- Staff must cooperate with emergency responders.

When the Child Is Located

Once the child is found:

1. Ensure the child's immediate safety and assess whether medical attention is required.
2. Provide first aid or emergency assistance if necessary.
3. Inform emergency services immediately if they have been contacted.
4. Notify the parent or guardian that the child has been located.
5. Document the circumstances, including where and how the child was found.
6. Ensure the child is appropriately supervised.
7. Inform management and follow all serious occurrence reporting requirements.

Incident Debriefing and Follow-Up

Following the incident, the supervisor must arrange a debriefing with relevant staff.

The review must identify:

- What happened and when.
- The last confirmed location of the child.
- Whether required headcounts were completed.
- Whether supervision responsibilities were clearly assigned.
- Whether any transition or communication failure occurred.
- Whether doors, gates or other security measures contributed to the incident.
- Whether staff followed the missing child procedure.
- What corrective measures are necessary to prevent recurrence.

Additional training or changes to supervision arrangements must be implemented where required.

REPORTING AND DOCUMENTATION

Daily Written Records

The supervisor must ensure that incidents affecting the health, safety or well-being of children are documented in the school's daily written record.

Documentation must include:

- Date and time of the incident.
- Child's name.
- Location and circumstances.
- Names of employees involved.
- Description of what occurred.
- Immediate actions taken.
- Notifications made to parents and emergency services.
- Outcome and follow-up actions.

Serious Occurrence Reporting

A missing child incident must be treated as a reportable serious occurrence, whether the child is subsequently located or remains missing.

The supervisor or licensee must:

- Report the incident through the Child Care Licensing System (CCLS) within 24 hours of becoming aware of the occurrence.
- Notify the assigned Ministry program adviser or inspector as applicable.
- Follow the school's Serious Occurrence Policy and Procedure.
- Complete all required reporting and documentation.
- Ensure the serious occurrence notification summary is posted in a conspicuous location for at least 10 business days, as required.
- Retain the report and related records according to applicable record-retention requirements.

Parent Communication

Parents or guardians must be informed promptly when an incident affects their child's safety or well-being.

All communication must be accurate, confidential and respectful of the privacy of children and families involved.

Record Retention

All supervision records, incident reports, staff training records, missing child reports and drill records must be maintained in accordance with the school's record-retention procedures and applicable Ontario requirements.

MISSING CHILD DRILLS

The school will conduct missing child emergency drills at least once every three months, beginning January 1, 2027, in accordance with Ontario Regulation 137/15, section 68.2.

Drills will be conducted in a manner that does not create unnecessary distress or alarm for children.

The purpose of the drills is to ensure that staff understand:

- How to identify an unaccounted-for child.
- Who must be notified.
- Who is responsible for searching.
- Who is responsible for supervising the remaining children.
- Who contacts emergency services.
- Who contacts parents.
- How to communicate with emergency responders.
- How to document the incident.

A written record must be maintained for each drill, including:

- Date and time.
- Staff participating.
- Scenario used.
- Procedures reviewed.
- Areas requiring improvement.
- Corrective actions and follow-up training.

Records of missing child drills must be retained for at least 12 months.

MONITORING AND COMPLIANCE

The supervisor and management will monitor compliance with this policy through:

- Regular classroom observations.
- Playground supervision observations.
- Review of attendance and headcount records.
- Review of staff positioning and transitions.
- Monitoring of entrance and gate security.
- Review of incident and near-miss reports.
- Staff meetings and refresher training.

Any failure to follow this policy will be addressed immediately.

Where necessary, additional training, written instructions or corrective action may be implemented in accordance with the school's employment and disciplinary policies.

Failure to comply with supervision requirements may place children at risk and may result in disciplinary action.

POLICY REVIEW

This policy will be reviewed:

- At least annually.
- Whenever Ontario legislation or licensing requirements change.
- Following a missing child incident or significant supervision concern.
- Whenever the school identifies a need to strengthen existing supervision procedures.

All employees, students and volunteers must acknowledge that they have read, understood and agree to follow this policy before participating in activities involving children.

Pris-T-giS Montessori

Policy and Procedure: Hazard Identification, Assessment and Mitigation

Purpose

Pris-T-Gis Montessori School is committed to providing a safe and healthy environment for all children, staff, families, and visitors.

The purpose of this policy is to ensure that hazards on the child care premises are identified, assessed, reported, and promptly eliminated or mitigated to prevent injury or harm to children.

The school recognizes that young children may not have the ability to recognize potential dangers. Therefore, staff must remain vigilant and take proactive measures to identify and address hazards that could cause immediate or reasonably foreseeable harm.

Scope

This policy applies to:

- All school staff, supervisors, supply staff, and volunteers.
- All indoor classrooms and common areas.
- Outdoor playgrounds and play areas.
- Any other premises or areas used by children during school operations.

Identification of Hazards

Staff must regularly inspect the premises and remain alert to any items, conditions, or circumstances that may pose a risk to children's health and safety.

Examples of potential hazards include, but are not limited to:

Poisonous and hazardous substances

- Cleaning products, disinfectants, and sanitizers.
- Medications and medical supplies.
- Chemicals, pesticides, and other toxic substances.
- Any hazardous materials that are not properly stored or secured.

Furniture and equipment

- Broken or damaged classroom furniture.
- Unstable equipment or improperly installed fixtures.
- Sharp edges, exposed nails, or damaged materials.

Trip and fall hazards

- Toys, classroom materials, or personal belongings left on walkways.
- Wet or slippery floors.
- Electrical cords or other objects obstructing walkways.
- Unsafe stairs, railings, or playground surfaces.

Outdoor and playground hazards

- Broken playground equipment.
- Sharp objects, debris, or dangerous materials.
- Damaged fencing or unsecured gates.
- Unsafe ground surfaces or conditions that could cause falls.
- Weather-related hazards, including ice, standing water, and slippery surfaces.

Hazard Assessment and Immediate Action

When a hazard is identified, staff must take immediate action to protect children.

The following procedures must be followed:

1. **Identify and assess:** Determine the nature of the hazard, the potential severity of harm, and whether children are at immediate risk.
2. **Remove children from danger:** Immediately move children away from the affected area or item.
3. **Eliminate the hazard:** Whenever possible, remove the hazardous item or correct the unsafe condition immediately.
4. **Restrict access:** If the hazard cannot be corrected immediately, close off the affected area, use appropriate barriers, and ensure children cannot access it.
5. **Notify management:** Report the hazard to the Supervisor or Designated Person in Charge immediately.
6. **Arrange corrective action:** Management must ensure that appropriate repairs, maintenance, replacement, or other safety measures are completed as soon as possible.
7. **Verify safety:** The affected area must not be reopened until the hazard has been properly addressed and deemed safe for children's use.

No staff member should ignore, overlook, or postpone reporting a hazard that could potentially cause injury to a child.

High-Risk Hazards and Parent/Guardian Notification

The school recognizes its responsibility to maintain transparency and communicate significant safety concerns to families.

When a high-risk or significant hazard is identified on the premises that could cause reasonably foreseeable harm to children, the Supervisor or Designated Person in Charge must:

- Assess the potential risk and take immediate steps to protect children.
- Notify the Directors and document the nature and location of the hazard.
- Inform parents and guardians of enrolled children about the identified hazard.
- Clearly explain the actions already taken or planned to eliminate or mitigate the associated risk.
- Provide updates to families, when necessary, particularly if the hazard remains unresolved or further safety measures are required.

Parent notifications may be provided through email, written notices, or other official school communication channels.

Routine hazards managed through standard safety measures do not require individual parent notification. Examples include cleaning products secured in locked cabinets, electrical outlet covers, and appropriate playground supervision.

Daily Safety Inspections and Ongoing Monitoring

To maintain a safe environment, staff must conduct regular safety checks throughout the school day.

Before children arrive:

- Inspect classrooms and common areas.
- Ensure furniture and shelving are stable and secure.
- Check floors and walkways for obstructions.
- Confirm hazardous substances and medications are properly stored.
- Inspect indoor and outdoor play areas for unsafe conditions.

During operating hours:

- Continuously monitor classroom and play environments.
- Immediately address spills, broken materials, and unsafe conditions.
- Ensure walkways and emergency exits remain clear.
- Check playground equipment and surrounding areas before and during outdoor activities.

At the end of the day:

- Ensure all hazardous materials are secured.
- Remove damaged or unsafe equipment from children's access.
- Report outstanding maintenance concerns to management.

Documentation and Record Keeping

All identified significant hazards and corrective actions must be documented.

Management will maintain these records and review outstanding hazards to ensure that appropriate corrective actions have been completed.

Roles and Responsibilities

Licensee / Management

- Ensure the premises are maintained in a safe condition.
- Ensure this policy is implemented and reviewed.
- Arrange necessary repairs and corrective measures.
- Ensure parents are notified of significant hazards and mitigation actions.
- Maintain appropriate documentation.

Supervisor / Designated Person in Charge

- Monitor the implementation of this policy.
- Ensure regular safety inspections are conducted.
- Respond promptly to reported hazards.
- Ensure staff understand their responsibilities.
- Follow up on corrective actions and outstanding safety concerns.

All Staff

- Remain vigilant and proactively identify potential hazards.
- Conduct regular safety checks in their assigned areas.
- Immediately report hazards to management.

- Take appropriate steps to protect children from immediate danger.
- Never allow children to access an area or item known to be unsafe.
- Cooperate with management in implementing corrective measures.

Staff Training and Policy Review

All staff members must review this policy and understand their responsibilities in identifying, reporting, and addressing hazards.

This policy will be reviewed:

- Annually.
- Whenever there is a change in applicable legislation or regulations.
- Following a significant safety incident or identified hazard, when necessary.

All staff members must acknowledge that they have read, understood, and agreed to follow this policy.

Policy Compliance

Failure to follow this policy, including failure to report known hazards or take appropriate action to protect children, may result in further staff training or disciplinary action, depending on the circumstances.

The school is committed to maintaining a proactive safety culture in which every staff member shares responsibility for protecting children and ensuring that the school environment remains safe at all times.