

PARENT HANDBOOK

Reviewed and updated: July 2026



Headon Forest Montessori is enrolled in the Canada-Wide Early Learning and Child Care (CWELCC) System.

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Introduction to our School

CWELCC Parent Fee Statement

Headon Forest Montessori participates in the Canada-Wide Early Learning and Child Care (CWELCC) System. Parent fees are calculated in accordance with CWELCC requirements for eligible licensed programs. Base fees include all mandatory program components, and no additional mandatory charges are applied beyond those permitted under CWELCC guidelines. Optional and non-base fees are clearly identified in this handbook.

Quality Engagement Cycle

Headon Forest Montessori participates in Halton Region's Quality Engagement Cycle.

This cycle is a requirement for all operators and demonstrates a commitment to the Quality System Framework.

Participation includes, but is not limited to, on-site visits and meetings with regional staff, completion and submission of required data and documentation, collaborative goal setting, and the development and implementation of action plans.

About us:

Headon Forest Montessori School offers:

Toddler program: 18 months-30 months Casa program: 2.5 years- 6 years

We are an accredited Montessori school

Our history

Headon Forest Montessori School is an independent institution grounded in the philosophy of Dr. Maria Montessori. The school originally operated as Headon Forest Day Care Inc. and was officially transformed into a Montessori school on July 14, 2014. Since then, the school has evolved into a fully equipped Montessori environment, guided by certified Montessori educators and supported by a comprehensive range of Montessori materials.

Our vision is that every child feels loved, respected, safe, inspired, challenged and empowered. We are a Montessori school that is committed to continual growth and development and meeting and supporting the needs of our community in ways that are both purposeful and meaningful.

Our Values:

- Headon Forest Montessori recognizes that children are capable and curious and deliver programs and a Montessori curriculum that value and build on their strengths and abilities.
- At HFM we view children and families as capable and competent community members with valuable ideas and perspectives.
- We believe that the parents and the school must work together to help each child discover their strengths and interests.
- At Headon Forest Montessori we affirm that the framework of our educational program is the Montessori approach in its most authentic understanding.
- We nurture intellectual, spiritual, emotional, social and physical growth for the development of a mindful citizen of the world.
- We value open communication and cooperation with our community, families and stakeholders, which fosters tolerance and acceptance.

Our Mission Statement

Our vision and commitment are to develop and nurture a safe and caring community through trusted parent partnership where children and families are valued, grow and succeed. With this immense responsibility in mind, it is our promise to ensure that the framework of our educational program is the Montessori approach which fosters self-motivated growth for children in all areas of their development—cognitive, emotional, social, and physical.

Promise and Commitment

At Headon Forest Montessori we believe in creating an environment where attention is given to the development of the whole child. To reach this goal, Montessori trained teachers to guide and mentor the children using the principles of freedom within limits and self-directed activity.

The children are given a prepared environment based on the Montessori curriculum. This allows each child to achieve their potential by exploring and learning at their level of readiness. We take our role of nurturing each individual child very seriously and strongly practice mindful interactions with the child.

We continue to maintain our strong Montessori pedagogy which puts the child at the center of every decision affecting the school. We work together with our parents to create the best individual plan for each child.

Our Goals and Objectives:

Headon Forest Montessori School strives to instill in each child a love of learning, recognition of our individual gifts and talents; a belief in oneself and an acceptance of others.

As educators, we strive to:

- Remain committed to the founding principles and philosophies of Montessori education.
- Remain committed to giving our best to the children through ongoing personal development in education theory and practice.
- Follow the child and meet each child's needs, believing that all children have an innate drive and ability to learn,

progressing at an individual rate.

- Facilitate learning in a safe, stimulating prepared environment that promotes freedom of choice, new experiences and promotes learning.
- Work with parents to ensure a joyful and successful educational experience. The Montessori environment is an extension of the home and parental involvement is integral to a child's academic, social and emotional success.

Ministry of Education Program Statement Implementation Policy

How Does Learning Happen?

HFM's interpretation of Montessori education and programming is consistent with the Ministry of Education's Policy

Statement as set out in "How Does Learning Happen (HDLH)?"

The activities outlined in "***How Does Learning Happen?***" are organized around four foundational goals that are considered essential to optimal learning and healthy development for children.

Therefore, our interpretation of Montessori pedagogy and programming is consistent with the Minister of Education's Policy Statement as set out in "How Does Learning Happen (HDLH)?" and complies with Child Care & Early Years Act 2014 (General, Reg 137/15)

Belonging: Children are encouraged to develop a sense of belonging through responsive relationships with their peers and teachers and being a part of their community.

Well-Being: Through exploration and inquiry, children become involved in the world around them.

Our Montessori prepared environment offers children opportunities to construct learning experiences at their own pace and plane of development. We nurture the natural drive towards movement and self-mastery in our children. Our goal is to help them develop an awareness of the world around them and foster independence and confidence.

We encourage children to care for themselves, others and their environment and nurture self-esteem, personal dignity, mutual respect and self-regulation.

Engagement: We foster the children's exploration, play and inquiry by having a fully equipped Montessori environment in which many activities are present for the full range of ages in each room. Our environment nurtures the child's innate desire to observe, absorb, inquire and learn.

Expression: Our "Prepared Environment" revolves around the innate needs of children to explore and discover and helps them make sense and meaning of the world around them. The five curriculum areas of the Montessori pedagogy (Practical life, Sensorial, Language, Math and Culture) allows children to learn to be independent, fosters confidence and self-worth.

In our prepared environment, children learn at their own pace and follow their own individual interests, they teach themselves, using didactic materials specially prepared for that purpose.

Children develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

We have a Montessori prepared environment where children are free to explore and choose their own work with enthusiasm and interest and develop a life-long love of learning

Philosophy and Programming

The Montessori Philosophy and Method

Montessori is a philosophy and method of education, set out more than 100 years ago by Dr. Maria Montessori. The first woman in Italy to study engineering, she also became that country's first woman doctor in 1896.

Dr. Montessori recognized in children a natural curiosity and desire to learn. All her efforts were centered on this fundamental belief.

Her careful study and development of teaching materials and methods was focused on awakening this desire to learn and channeling the child's natural curiosity into a vibrant and motivating learning experience.

The Montessori Method emphasizes and develops the potential of the child by using special teaching materials, a deliberately prepared learning environment, an understanding of the individual needs of children in the classroom, a focus on independence, and teachers who are trained in developmental needs of children and in the use of Montessori methods and philosophy.

The Montessori Culture is built on the values of independence and respect – independence of thought and action; respect for self, peers, adults, knowledge, and the world around us. Dr. Montessori believed that with confidence and respect, the child would grow into an adult who could achieve great things.

In the Montessori environment, the greatest possibility exists for flexibility in individual lessons and progress, while still retaining group sessions at no expense to the individual child. The use of individual materials permits varied pace. Students work in a group composed of individuals in a three-year age grouping in a non-competitive environment.

It permits the younger children a series of models for imitation and the older ones an opportunity to reinforce their own knowledge and develop skills of leadership by helping the younger ones. Hence, the child adds to the group and receives from them what they need

Our Staff

All staff members have education and experience as required by the Child Care and Early Years Act (CCEYA), the Ministry of Education, and Montessori Canada accreditation standards.

The Casa Room (2.5-6 years) has MACTE or AMI accredited qualified Montessori Guides.

The Toddler room (18 months to 30 months) MACTE or AMI accredited Montessori Infant-Toddler Guide.

All regular/full-time staff have their First Aid and CPR training, along with a police background check.

Other certification of staff on site includes–Food Handlers & other certificates of training in Child Development and environment preparation related to child-care settings.

All Staff must be 18 years of age or older. We hire fully qualified, accredited teachers, with recognized age-appropriate Montessori Teaching Certificates. Our Staff attends a minimum of 2 training and development seminars per year to maintain a quality standard of services.

An important aspect of our staff training is **“Reflective Practice,”** which supports every teacher's own learning and thinking process. This self-monitoring of their growth as educators helps to develop best practices

as professionals whose work is to engage the child as an active participant in the learning process.

Our staff remains mindful of our quality of services and strives for a standard of excellence and innovation in our program. Our teachers adhere to our core values of inclusiveness, collaboration, integrity and accountability.

We believe in being inclusive and endeavour to remove all barriers which prevent acceptance and accessibility. We have a collaborative team which shares ideas and works together toward a common goal of providing a safe, nurturing and inspiring learning environment and embodies the ethos and culture of HF

Toddler Program (18 months to 30 months)

Our toddler program offers many opportunities for children to grow, learn and explore in a respectful and nurturing environment that supports their needs.

This program has 4 main curriculum areas and includes help with toilet training.

The class ratio is 1:5 and has a MACTE or AMI Accredited certified Infant-Toddler Montessori guide.

Through the many experiences with an intentionally prepared environment, the toddler child's needs are nurtured and developed. This time is the richest period of brain growth and development therefore a wide variety of activities are presented to the child to promote selfcare and independence, language acquisition, and exploration using all of their senses. Repetition of movement is a key element. This work will be continued as they progress to the Casa classroom.

Casa Program (2.5 – 6 Years)

The term “Casa” comes from Maria Montessori’s first program in Rome: Casa Dei Bambini, “Home for Children.” Our Casa program is based on the recognition that this is one of the most critical periods in a child’s educational and emotional development. The program demonstrates a profound respect for the child’s developing personality, as well as the fact that children thrive on experiencing the world through their senses. They are given many opportunities to explore independently, and use materials and methods deliberately designed to have them experience abstract theories in concrete form. The children are allowed a large measure of independence, which forms the basis of self-discipline and self-confidence.

Children learn from each other and naturally acquire social and academic skills. The classroom is orderly and provides freedom for each child to work according to their needs. The classroom operates on the principle of freedom within limits which is based on core Montessori beliefs – respect for each other and for the environment.

In the Casa class, the teacher student ratio is 1:8. The Lead teacher holds an AMI or MACTE Accredited Montessori Training Diploma along with two other Montessori Guides (RECE or Montessori accredited diploma). Children in the Casa classroom are typically grouped across the Montessori three-year cycle and may include children who are 2.5, 3, 4 and 5 years of age (preschool, JK & SK equivalent), depending on their individual enrolment date. This mixed age grouping encourages peer learning as well as peer modeling, builds children’s self-esteem as they are given the opportunity to learn from observing each other (younger children watch their older friends work and the older children are provided the opportunity to be role models and leaders).

Children are encouraged to help each other, teaching each other is the extension of learning that helps solidify their skills. Children are free to move about, to work with others or in groups. Socialization is very important at this age and as the children discuss their activities and learn from each other, they develop the basics of cooperation, sharing and relating to one another. Within the limits of social discipline, they may choose their own work, according to their interests, and may pursue an activity for as long as they wish. The Casa program offers a full range of Montessori materials from all five curriculum areas.

Toilet-Trained Requirement for Casa

Children enrolled in the Casa program must be fully toilet-trained before their starting date. See the Toilet Training Section in Parent and Child Responsibilities for details on how HFM supports this transition.

The Three-Year Montessori Cycle

The primary Montessori program is designed as a three-year cycle (preschool, JK & SK equivalent). Ideally children from 3 –6 years old stay with the same teacher right through their kindergarten year until they are ready for Grade 1.

Children’s social, cognitive and emotional growth and learning take time to develop as they benefit from our Montessori Prepared environment, and the final year is so important in this development.

In the first two years, children work on activities and materials that build the foundation for more complex and abstract work.

For example, over the course of the first two years, children work with concrete math materials, such as the golden beads. Working with concrete materials gives the child an increased understanding of concepts and they become deeply internalized.

As third year students are guided to more and more complex work, concrete materials are no longer as necessary and the child moves to more abstract pencil and paper math and language exercises.

In addition to academics, there is also a social component. During these three years, children experience different roles, responsibilities and expectations. The younger children learn quickly and enthusiastically from their older peers.

They look up to the older children as role models and learn how to behave and what is acceptable.

They also observe the more advanced work of the older children, something the child will be aspiring to do one day.

In turn, the older children have the unique opportunity to be mentors and community leaders.

Their understanding of concepts and skills is strengthened by practicing and sharing with the younger ones.

These opportunities help build confidence and self-esteem. For these reasons, we ask families to consider their plans for kindergarten prior to enrolling their child in a Primary classroom.

We strongly encourage families to choose Headon Forest Montessori because they value the Montessori philosophy and recognize the benefits of completing the full Montessori Casa cycle whenever possible.

Enrichment Experiences Included in the Montessori Program

Physical education, French language experiences, music, visual arts, dance and movement, cultural experiences, and guest speakers and community events are all included as part of the regular Montessori program. Families are not charged any additional fee for these enrichment experiences.

Physical Education

As a Montessori school, we recognize the importance of physical fitness and we offer our students opportunities for movement throughout their day, as well as through music and sports. Our students receive a minimum of two hours of outside play time each school day. In Casa, the students have gym/yoga once a week. These gym classes are conducted by their classroom teachers..

Music In Montessori

The music program at the Casa level involves the development of the children's awareness and love of music through singing, movement, and listening, including an emphasis on the Montessori Bell. Like our other specialties, music is as important a component of our Montessori programs as the traditional Montessori Curriculum.

Visual Arts

The Visual Arts program is an integral component of our Montessori curriculum. Children in Casa are provided with meaningful experiences with introduction of an enriching, hands on art curriculum which promotes their individual expression and creativity.

French

Students learn basic oral and conversational skills. The curriculum will also teach the students numbers, colors, days of the week, months of the year, and seasonal themes will be introduced to help label and identify everyday life experiences. Our French teacher uses visual aids, songs and games to create an interactive learning environment as part of her weekly lessons.

Socials and Events

Throughout the year, parents, guardians and grandparents of the school are invited to social events such as Mother's Day High-Tea in May, Family Day Get together in June and Winter Concert in December. Grandparents are invited to spend time in the classroom by doing a craft, observation or reading a story. Parents are welcome to book observations anytime. Once every term, special two weeks are reserved for parents who are invited to spend time in the classroom with their child.

Parent Conferences

In Montessori, each child spends three years in the Casa room, so we encourage parents to develop a relationship with the teachers. Conferences are one way for teachers and parents to better understand the progress of each child and the class as a whole. Conferences for Casa and Toddlers are planned at least twice a year and, if necessary, teachers and parents can meet whenever there is a need by making an appointment by sending an email to the administration.

Charitable Giving

Headon Forest Montessori participates in a charitable giving program that encourages the students to support local charities and international organizations that directly support children. Every effort is made to make these activities meaningful, educational, and to develop a sense of responsibility and appreciation on the part of the student.

Some of the charities we support with the help of our community

Shifra Homes

The Terry Fox Foundation Burlington Food Bank

Charities that HFM supports on an ongoing basis

Sick Kids Children's Hospital

Guest Speakers

Throughout the year we invite guest speakers to share their expertise with us. We have had authors of children's books read their stories, parent night with speakers on child brain development and psychology, educational experts- both Montessori and non-Montessori. In-house workshops are also conducted with invited guests as well as staff from HFM.

A typical Day at HFM:

Schedule for Toddlers

Before Care: 7:30 a.m.–8:30 a.m.

8:45 a.m.: Hygiene routine

9:00 a.m.: Snack

9:15 a.m.: Getting ready to go outdoors 9:30 a.m.-10:30 a.m.: Outdoor Time 10:30 a.m.: Hygiene routine

10:40 a.m.-11:40 a.m.: Work Cycle 11:45 a.m.: Lunch time

12:00 p.m.-2:00 p.m.: Rest Time 02:00 p.m.: Hygiene routine 2:15 p.m.: Evening Snack

2:30 p.m.-3:30 p.m.: Outdoor time

3:30 p.m.-4:30 p.m.: dance class, music class, French class & afternoon work and dismissal

5:30 p.m.: Last pick-up time

Schedule for Casa

Before Care: 7:30 a.m.-8:30 a.m.

8:30 a.m.–9:30 a.m.: Out-door time (please ensure that your child comes to school with appropriate attire for the season and have sunscreen on in the summer).

9:30: Hygiene routine and Morning snack

9:40 a.m.-12:10 p.m.: Montessori Work Cycle- children choose work after they finish their snack. 12:10 p.m.: Hygiene routine and preparation for lunch

12:15 p.m.: Lunch

12:30 p.m.-2:30 p.m.: Rest Time & Quiet activities

2:35 p.m.: Evening Snack

2:40–3:25 p.m.: French//Gym/Art/Music/Dance & Movement 3:30–4:30 p.m.: Outdoor time & Dismissal

5:30 p.m.: Last pick-up time

Children should arrive no later than 9:30 a.m. to participate fully in the Montessori work cycle.

Headon Forest Montessori is not a drop-in program, and consistent late arrivals can be disruptive to the classroom community.

Families are asked to notify the school if their child will be absent or arriving late due to appointments or unforeseen circumstances.

Registration, Enrolment Policies and Tuition Fee

Application & Enrolment Policy

For New Families Introductions and Application:

Our goal is to enroll students who will thrive and meet their full potential in our Montessori school. Interested families are asked to complete a Montessori Information Session and School Tour to assist in learning about the school, teaching methods, and the learning environment. Once a family has completed their tour, observation and information session, they will send an email of interest to the administration of the school. If there is an available spot, the school administration will send the parents an enrollment application.

Returning Students

Re-Enrolment for current students and their siblings is processed annually beginning in January.

In February, new student applications are considered based on available space in the programs. When siblings are considered for admission, the school will give precedence to families that have allowed their older children to complete the entire Casa program (3 years) over those who have not.

HFM will evaluate each application on a case-by-case basis, with the needs and composition of the classrooms determining admissions decisions.

Offer of Admission

If we can offer your child admission to Headon Forest Montessori, you will receive an enrollment Form via email. The Offer of Admission must be completed by the child's parent or legal guardian. If you complete the required documents as outlined below within 7 days of the initial Offer, your child will be enrolled into the program. If any of these documents are not completed within 7 days, this Offer will be available to other applicants.

- Completion of Enrolment Form
- First month and Last two Month's (May and June) Security Deposit. Security deposits are applied toward parent fees and do not constitute an additional fee under CWELCC.

(Security Deposit will be applied to the child's final two months of tuition provided the required written notice of withdrawal is given in accordance with the withdrawal policy)

- Parent Handbook acknowledgement (MOU)
- A copy of current immunization records

If you are unable to accept the Offer of Admission for the school year in which it has been offered, you may defer acceptance (once only) to the following school year.

Academic Year Start Dates:

Admissions are accepted only for the entire year or the remainder of the academic year if enrolled after the first day.

Toddler Students: September after Labour Day. Casa Students: September after Labour Day.

July and August are Summer Camp months and do not include Montessori Work Cycle.

Halton Region Child Care Subsidy

The Halton Region Child Care Subsidy program helps qualifying families cover the cost of licensed childcare for children from birth to 12 years of age. To be eligible, families must reside in Halton Region and be working, attending school, or have a special need for their child. Families may apply directly through Halton Region. For more information on how to apply, families can visit the Halton Region website or call 311.

Non-instructional Days and School Closures

Emergency or Unplanned Closures (Parent Fees Continue)

Include:

- inclement weather
- power outages
- public health requirements
- emergencies

Parent fees remain payable during emergency or unplanned closures including but not limited to inclement weather, power outages, public health requirements or other unforeseen circumstances, unless otherwise required by applicable legislation or CWELCC requirements.

Chargeable Closure Days (Included in Parent Fees in Accordance with CWELCC Guidelines)

These are the days we are closed.

- September: School reopens after Labour Day Holiday (Paid holiday)
- November: Professional Learning Day (Paid Holiday)
- December: Winter Break: Two weeks (Paid Holiday)
- January: Follows the reopening of Halton Public schools (January 1st is a Paid Holiday)
- March & April: March Break Week 1 week (Paid Holiday)
- Good Friday (Paid Holiday)
- June: Half- day on the first Friday in June (8:30-12:00) for new student orientation day for Casa & Toddlers.

Tuition Fee, Summary of Payments and Withdrawal of Services

Summary of Fee Payments

Parent fees are calculated in accordance with CWELCC program requirements. The \$22 daily fee reflects the current CWELCC reduced daily fee and applies to children enrolled in CWELCC-eligible programs. Fees may be adjusted should provincial funding formulas or fee reduction amounts change. All mandatory components of the Montessori program are included in the CWELCC parent fee; families will not be charged additional fees for enrichment experiences or curriculum-related programming offered as part of the regular Montessori program.

Base Fees (CWELCC Eligible Fees)

Montessori program

- supervision
- Montessori materials
- classroom supplies
- meals and snacks
- outdoor program
- Montessori work cycle
- French
- music
- art
- gym
- yoga
- use of Transparent Classroom
- all mandatory program costs
- regular operating hours
- lunches and snacks

Non-Base Fees

- late pick-up fees
- NSF fees
- bank processing fees
- Any programs by third party providers and are optional **Tuition Fees**
- Optional items such as diapers, sunscreen, or diaper rash cream: families are asked to provide their own

Month	Chargeable Days	Calculation	Monthly Fee
September 2026 (Sept. 8th–30)	17	$17 \times \$22$	\$374
October 2026	22	$22 \times \$22$	\$484
November 2026	21	$21 \times \$22$	\$462

December 2026	23	$23 \times \$22$	\$506
January 2027	21	$21 \times \$22$	\$462
February 2027	20	$20 \times \$22$	\$440
March 2027	23	$23 \times \$22$	\$506
April 2027	22	$22 \times \$22$	\$484
May 2027	20	$20 \times \$22$	\$440
June 2027	19	$19 \times \$22$	\$418
TOTAL	208 Days	$208 \times \\$22$	\$4,576

Summer Camp Registration Policy

- The Summer Camp Program is separate from the Montessori academic year.
- Summer Camp is offered on a weekly enrolment basis.
- Parents may register their child for only the week(s) of care required.
- Fees are calculated using the applicable CWELCC daily parent fee in effect for that school year, and are charged only for the week(s) in which the child is enrolled.

Summer Camp Week	Dates	Number of Days	Parent Fee
Week 1	June 28 th - July 2 nd (July 1 st statutory holiday)	5	\$110
Week 2	July 5 th -July 9 th	5	\$110
Week 3	July 12 th - July 16 th	5	\$110
Week 4	July 19 th -July 23 rd	5	\$110
Week 5	July 26 th -July 30 th	5	\$110
Week 6	August 2 nd -August 6 th	5	\$110
Week 7	August 9 th -August 13 th	5	\$110
Week 8	August 16 th -August 20 th	5	\$110
Week 9	August 23 rd -August 27 th	5	\$110
Week 10	August 30 th -September 3 rd	5	\$110

Withdrawal and Notice Requirements

- Parents/guardians are required to provide a minimum of sixty (60) days' written notice when withdrawing their child from Headon Forest Montessori.
- Withdrawal notices are effective only from the first day of a calendar month. Notices submitted mid-month will be deemed to have been received on the first day of the following month for the purposes of calculating the notice period.
- Withdrawal notices may only be submitted during the Montessori academic year (September through June). As July and August operate as a separate Summer Camp Program, withdrawal notices will not be accepted during these months.
- Where sixty (60) days' written notice is not provided, payment in lieu of notice will be required.
- Parents/guardians remain responsible for all tuition fees and charges payable during the notice period, regardless of attendance.
- Tuition fees are non-refundable except where a refund is required by law or CWELCC requirements — for example, where prepaid fees exceed the daily fee cap, or where a Security Deposit is owed back under the Security Deposit and Withdrawal Policies described above.
- The school reserves the right to cancel enrolment if fees remain outstanding. Parents/guardians remain responsible

for any tuition fees owing up to the applicable withdrawal date or notice period.

Hours of Operation

- Headon Forest Montessori operates from 7:30 a.m. to 5:30 p.m. Extended care is available during regular hours of operation as part of the licensed Montessori program.
- The Montessori core program and uninterrupted Montessori Work Cycle are offered between 8:30 a.m. and 4:30 p.m. During July and August, children participate in our Summer Camp Program, which operates separately from the Montessori academic year.
- Families are encouraged to utilize only the hours of care reasonably required for their child. Families who regularly require care before 8:30 a.m. or after 4:30 p.m. are encouraged to communicate their anticipated schedule with the administration.

Fees and Payment Policies

- Tuition fees are due on or before the first (1st) day of each month and are payable by e-transfer to: **headonforestmontessori@outlook.com**
- Fees received after the first (1st) day of the service month are subject to a late payment charge of \$5.00 per day (non-base fee).
- Tuition fees are payable in full between September through June regardless of vacations, holidays, or absences. No fee reductions or credits are provided for time away from school.
- Parents/guardians are asked to notify the school in advance of any planned vacation or extended absence.
- Annual tax receipts for fees paid during the previous calendar year will be issued between February and March.
- Monthly payment receipts will be provided for all tuition payments received.

1. Parent and Child Responsibilities

Student Arrival Policy

Please email or call us if your child will be late (arrival by 9:30 a.m.) or absent, to avoid unnecessary calls to your home or workplace.

 headonforestmontessori@outlook.com  905-315-8385

Consistent late arrivals may result in termination of your child's admission, unless a valid reason has been discussed with the Supervisor/Director.

As part of our school's policy (and to support our obligations under the Child Care and Early Years Act to monitor and prevent the spread of illness), please notify us by email as early as possible — and by 10:00 a.m. at the latest — if your child will be absent, including whether the absence is due to a communicable disease or illness. This helps us track and respond to potential outbreaks in accordance with public health guidance.

Safe Arrival Policy

Headon Forest Montessori will ensure that any child receiving care at HFM is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization to HFM (e.g.: listed in the emergency contact list). In case some other person is picking up child, parents must send an email to headonforestmontessori@outlook.com or to the lead teachers: teachername@headonforestmontessori.com Please always **cc** headonforestmontessori@outlook.com for all emails.

If parents are unable to email, they can call the school at: 905-315-8385. The name of the person picking up must be given to the staff.

The staff member receiving the phone call will write down the name of the person. The person to pick up must show their ID before child is released to them. Headon Forest Montessori will not release any children from care without authorised 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.

- Call emergency contact on the child's enrolment form and ask them to pick up child. Where a child has not been picked

up and HFM is closed (Beyond 5:30 p.m.).

- Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 5:30 p.m., staff should ensure that the child is given a snack and activity, while they await their pick-up.

- Staff will call the parent/guardian to advise that the child is still in care and tell them that it's beyond closing time. The staff shall call all individuals listed on the child's emergency list.

- The staff should inquire about the pick-up time. In the case where the person picking up the child is an authorized individual or anyone on the emergency list, the staff shall: Note in the daily journal that the person has been authorised by the parent/guardian.

- Check the ID of the person before releasing the child to them.
- Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6:30 p.m. the staff shall proceed by contacting the local

Children's Aid Society (CAS) Halton Children's Aid Society Burlington Office: 905-333-4441 Staff shall follow the CAS's direction with respect to next steps.

- 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 or without supervision.
- If your child is enrolled in the after-hours program, please keep in mind that it closes at 5:30 p.m. sharp!
- Late Pick-Up Fee (Non-Base Fee): if you are not on time to pick up your child by 5:30 p.m., a fee of \$1 per minute will be charged and invoiced by the school.

Wait List Policy

Thank you for your interest in adding your name to our waiting list. Please provide the following information for your files on the waiting list:

- Parents first and last names
- Best contact telephone number(s) and email addresses
- Your expected start month
- Your child's name
- Date of Birth

Here is how the waiting list works: (There is NO charge for joining the wait list)

Call or e-mail us and book a time to come for a visit to see if our Montessori School is a good fit for your family. We have observation tours in the mornings between 10:00 a.m.-11:00 a.m.

(This is strictly for parents/guardians only) and School tours in the afternoons between 3:00 p.m.-4:00 p.m. (Children with their family welcome)

Then add your name to the waiting list.

Each age group (Toddlers and Casa) has its own individual waiting list.

The day you send an email with all your information will be your seniority date on the waiting list.

Provide the required information for your file on the waiting list: Be mindful and strategic of your expected start month, you may also put the earliest start month you will consider for e.g: you are willing to start in September but you really need a space for November.

If there are any changes to your contact information, please contact the school to update your file (e-mailing is always the best option). There is no specified length of time that you need to be on the list to be offered a space.

Spaces are created when a family or child leaves the school or a toddler moves up to the Casa Room.

We are usually able to contact families 8 weeks before any given space, as parents are only required to give us 2 months' notice of their withdrawal.

Only once the withdrawal is confirmed in writing can we begin to find a family for space.

School Director will call all families that are eligible to start in the age group so that a spot is available.

In the Casa program, we must be mindful of balance in the different age groups and enroll according to spots available for a particular age group.

All parents who are waiting for a particular month are contacted when spaces are available. Even if the month you specified has already passed if your child is still within the age group of the room, they will be offered space.

Once a family is called or e-mailed from the waiting list, they are given a specified time frame to return the call or e mail us back and express continued interest in the space available.

From the families that return our call within the specified time, the family with the highest seniority date will have first official acceptance/refusal of the available space.

Once you have declined a spot, unless specified, your name is removed from the wait list.

Addressing parents' issues and concerns

HFM supports an "Open Door" Communication Policy Procedure:

Parents are welcome to drop in and observe the program (for 30 minutes or more) after they book a slot.

If consultation with a child's teacher or HFM supervisor/director is desired, please let us know ahead of time so that the person concerned can give you their undivided attention.

Parents concerned with the care of their child, or any incidents at the school are urged to speak directly with the school director/supervisor or the head teacher. All concerns and issues will be resolved within 2 working days if not earlier.

Telephone communications (please leave a VM if not answered) and E-mails are encouraged.

Please do not ask the educators about administrative issues. Please e-mail the director/supervisor if they are not available so they can respond to you within 24 hours.

Parents can expect ongoing communication with staff concerning:

- their child's progress
- program activities
- school operation
- Children's nutrition and dietary concerns and requirements
- Child's emotional and physical wellbeing
- Any changes at home that you may want to share with the school

Parents can expect information regarding community resources to be available to them at school or asked to be sent through e-mail. Parents are asked to make themselves familiar with the Parent Handbook which states HFM's Policies and Procedures which apply to:

- the care of the children
- program information
- the general operation of HFM
- Fees
- our program statements
- holidays observed
- policies

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

Parents/guardians are encouraged to take an active role at HFM and regularly discuss what their child is experiencing with our staff and administration. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians and staff, and foster the engagement of an ongoing communication with parents/guardians about the program and their children.

All issues and concerns raised by parents/guardians are taken seriously by the administration and staff of HFM and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible. Issues/concerns may be brought forward verbally or in writing (e-mails).

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

An initial response to an issue or concern will be provided to parents/guardians within two working business days. The person who raised the issue/concern will be kept informed throughout the resolution process.

Confidentiality: Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g., to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

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

Concerns about the Suspected Abuse or Neglect of a Child: Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

See the full Child Abuse Reporting Policy in Section 6 of this handbook for complete reporting details and contact information.

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room-Related E.g.: schedule, sleep arrangements, toilet learning, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to – the classroom staff directly or – the supervisor or director	Address the issue/concern at the time it is raised or arrange for a meeting with the parent/guardian within 2 business days. Document the issues/concerns in detail. Documentation should include: the date and time the issue/concern was received; the name of the person who
General, school- or operations-related E.g.: fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to – the supervisor or director	received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and – any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
Staff, Supervisor, and/or Licensee-Related	Raise the issue or concern to - the individual directly or – the supervisor or director All issues or concerns about the conduct of staff that puts a child’s health, safety and/or well-being reported to the supervisor as soon as parents/guardians become aware of the situation. Provide contact information for	the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within 2-5 business days or as soon as reasonably possible thereafter.
Student- / Volunteer-Related	Raise the issue or concern to the staff responsible for supervising the student or volunteer or the supervisor and/or director All issues or concerns about the conduct of students and/or volunteers that puts a child’s	Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
	health, safety and/or well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	

Parent Code of Conduct

We must all work together in order to meet the needs of your children and strive to create a supportive community atmosphere. It is our sincere hope that you feel welcomed and supported as parents and partners of our school and that your children feel safe and secure and are inspired to play and learn while contributing their voices to their classroom program.

Any deliberate, harsh or degrading measures directed towards staff will not be tolerated. If you have any concerns of a serious nature, we ask that you direct your issues directly to the Administrator in person or in writing. For transparency and under the Early Childhood Educator's Code of Ethics, please do not send personal social media requests or phone messages to the staff at HFM. You are welcome to email the teachers and use [transparentclassroom](mailto:transparentclassroom@headonforestmontessori.com) to message your teacher or email them with their school email address. (teachername@headonforestmontessori.com). We value your input and encourage your questions, ideas and feedback. They are not only important to us; they make us better and help us gain more insight into your child under our care.

If we are unable to meet your needs, or our standards do not meet your requirements, we respect your right to choose alternative facilities. If a parent is volunteering for special events or field trips a current vulnerable sector police check will be required.

Toilet Training

Toilet training is a family affair! We are here to support your child once you have started toilet training at home. All toileting supplies must be provided by the families – HFM does not provide diapers – pull-ups – creams or wipes. If your child is

in diapers and uses a cream – please ensure you submit the permission to apply cream form.

We are willing to help with toilet training; however, we must ask the following:

- Please remember to send your child in “user-friendly” clothing that makes toilet training and diaper changes easy.
- No snap-crotch shirts, no tights, and have your child wear track pants or elastic-waist pants without zippers or buttons.
- Clothing with too many “gadgets” makes it harder to get the child on the potty in time.
- *Easy to open pull-ups* are also a must have!
- We request that you no longer send diapers and stick to pull-ups once you start. Going back and forth is confusing for your child.
- Please remember to send a toilet seat to school once you start the toilet training process.

Items from Home:

Diapers/wipes/creams – Extra Clothing – Blanket for nap time/cuddly toy (if required) – sunscreen& sun hat – Bottles or Sippy cups.

Footwear must cover the entire foot – sandals must cover the toe and have a heel strap –For your child's safety, please, no CROCS® (or flip flops)!

*Please ensure that your child is sent wearing proper attire suitable for the weather conditions.

*Be sure all items are labeled clearly! We will give you a list upon registration

Sunscreen and Diaper Rash Creams

Please apply sunscreen on your child before coming to Montessori in the morning.

Parents who provide sunscreen and a signed application permission form will ensure teachers apply additional sunscreen for the afternoon outdoor play period. A signed application permission form is also required for the application

of any diaper rash cream.

Show and Share Items: Please do not send your child with electronic devices (Gameboys, iPods, MP3 players, Cell Phones etc.).

Also, it is not encouraged to bring cherished toys as they may get lost or damaged, or toys with small batteries or sharp edges or small toys with parts that can get lost.

Children may only bring things from home on selective days and only when teachers indicate that they can bring something to share for show and share with their friends. Please send items related to their work/theme of the month/educational/ books

Please refrain from sending toys to school.

Birthday Celebrations:

As a school that celebrates the uniqueness of everyone, birthday celebrations are as important to us as they are to our students and families. For the Casa children, birthdays are usually recognized by their class during a birthday celebration that involves walking around the sun. We understand that in honour of a child's birthday, families may want to send in something for the class to share. If the family wishes to send a snack, we ask for your full cooperation with our food policy.

Healthy snacks such as fruit pieces, cheese and crackers, hummus and pita are welcome. **All food items sent should be nut-free and from a nut-free environment.**

Sweet treats such as cakes, cookies, and other baked confections should be saved for celebrations at home.

Due to our practice of inclusion, we will not be able to hand out birthday party invitations for selected few. Parents can request management to share email invites instead.

No Smoking

Parents are reminded that there is no smoking allowed on the Headon Forest Montessori property whether children are present or not. This includes the parking lot of our building. The Ontario Smoke Free Act came into effect on May 31, 2006. Under this Act smoking is prohibited in all day nurseries and private home childcare centers licensed under the Day Nurseries Act.

Custody/Guardianship

In the event parents do not share custody of the child the school must follow the instruction of the custodial parent regarding any and all issues with the child. Any court orders will need to be copied and a copy left on site in the child's file.

Only parents/ legal guardians are allowed to have any discussions regarding their child with any HFM staff member.

2. Health and Safety

Health (Illness) / Medications / Allergies (*Anaphylaxis*) / First Aid

In the event of illness parents must provide alternate arrangements for their children, to prevent other children from becoming ill. The teacher HFM administration reserves the right to refuse admittance or to request a medical certificate if the child has any of the symptoms listed below.

Should your child become ill during our program, they will be supervised away from the other children and parents will be contacted and asked to pick up the child. If it is not possible for a parent of the child to come and take the child home

Or if the child needs immediate medical attention, the child must be examined by a qualified physician or nurse. In the case of serious illness or injury during programming hours, we will complete the following:

911 will be called in the event of an emergency. HFM staff will try to contact one or both parent/guardians. If parent/guardians cannot be reached, one of the emergency contacts will be notified.

Once the child can fully participate in all aspects of the program, including outdoor activities, they may return to the program.

A First Aid Kit and First Aid Manual are kept on site, and all our teachers have a valid standard first aid cardiopulmonary resuscitation (CPR) certification.

You will be contacted if your child shows any of the following symptoms:

- Children who are unable to participate comfortably in all aspects of the program, including outdoor activities, or who display symptoms of illness
- Discharge from ears
- Discharge from eyes or pink/red eyes
- Stomachache
- Vomiting or diarrhea.
- Any rash or skin lesion that blisters – mouth sores that appear open or with visible pus.
- Excessive signs of cold, tiredness, sore throat, runny nose (especially if discharge is yellow or green in colour), sneezing, or coughing.

Parents are required to inform HFM of any serious illness or communicable / contagious disease (with their child or within their family) within 24 hours. This will allow other families within the school to be alerted – when required.

Children cannot be admitted into the school with signs of any communicable disease.

Children must be free **from a fever (or diarrhea) for at least 24 hours before returning**

to school. If the child is too ill to participate in the outdoor part of the program, then they are too ill to be in the program.

You will be emailed our Health Policy before your child's first day at school along with other policies and procedures.

Allergies, Anaphylaxis and Dietary Concerns

All allergies / anaphylaxis and dietary concerns will be clearly posted in both the food preparation areas as well as in each classroom.

A record of these will be kept in the child's file and written on the child's emergency information.

This policy is to help support the needs of a child with severe allergies and provide some information on anaphylaxis and awareness to parents, staff, students and visitors to our Montessori.

Any emergency procedures that should be taken in the event of exposure to allergens must be outlined by the parent on the

"Permission to Administer Medication" form. Any medication to be administered must be prescribed by a doctor and be current.

To ensure the safety of children with food allergies, we ask that you do not send any food or drink products without written consent from the Montessori Administrator or Director.

In case you child has any special dietary needs which we are unable to fulfill parents/guardians must supply the required food, in this case food coming from outside must clearly list all the ingredients. If they are not in their original packaging, please list all the ingredients in the container that the food is sent in.

Prescription Medication:

All medications will be stored in a locked medicine box, inaccessible to the children. Children are not given any medication

without a doctor's prescription or without the parents' written consent.

A "Permission to Administer Medication" form must be filled out by the parent to indicate written consent. This form will include full instructions for administering (only the directions on the bottle will be accepted for administering the medication) with parent signature.

All medications must be in their original pharmacy bottles with original pharmacy labels. This record of medication administration will be kept on site and signed by designated staff administering the medication.

With any prescription medication children may not return to care until they've had a full 24 hours of dosage, are no longer

contagious and ready to participate in the full day, to ensure they are well on the road to recovery.

Non – prescription Medications: This type of medication will NOT be administered by the Montessori unless written consent is given by a physician to the parent. In case of Medication must be in the original container with full labeling intact.

Immunization: Parents are required to provide immunization records or valid exemption documentation as required under applicable legislation. We need to keep an

up-to-date immunization record of your child at Montessori. Each time your child gets immunized, please provide us with updated information.

Hygiene and Health Promotion

Proper hygiene practices will be always used.

Hand-washing will be practiced by both staff and children to prevent the spread of germs. Toileting / Diapering will include essential cleansing – hand washing and disposal of used wipes and diapers (away from any food prep/ consumption areas).

Disinfecting of these areas will be done daily or when required.

Food prep area will be sanitized and kept clean and free of debris, daily or when required. Appropriate food preparation practices will be always maintained.

Play and sleep areas will be sanitized – linens laundered and equipment / toys washed on a weekly basis or when required (The school sends the cot sheet and blankets home every Friday; we would request you to wash your child's blanket every Friday or earlier if required). Laundering will include some plush toys or play clothes.

All cleaning supplies and equipment will always be inaccessible to the children.

First Aid: Staff at the school has been fully trained in first aid and CPR – in the event of an emergency staff will act in a safe and professional manner – contact emergency services if required & contact parents. An accident / incident form will

be filled out and the parents will be asked to sign the form to indicate they are aware of the incident and all that has taken place.

Serious Occurrence & Enhanced Serious Occurrence

The safety and well-being of all children in our school are a priority, and we work diligently to provide a safe, creative, and nurturing environment for each child in our care. However, even under the closest supervision and in spite of all the best precautions,

accidents and Serious Occurrences can sometimes occur. Many factors may lead to a Serious Occurrence, and it does not necessarily mean that the school is out of compliance with licensing requirements or that children are at risk in our school.

In the event that the school has a Serious Occurrence incident, a Serious Occurrence Notification form will be posted in a visible area in the school, near the school license and Licensing Summary chart, for a minimum of ten days. This posting will give parents' information about the incident and outline follow-up actions taken and outcomes while respecting the privacy of

the individuals involved. Longer-term actions taken by the school will also be included to prevent similar incidents in the future, where applicable.

Serious Occurrence Policy and Procedure

Policy: Headon Forest Montessori Staff will immediately report an occurrence of serious nature to their Supervisor/Director/Designate. It is not staff's responsibility alone to determine if an incident is a Serious Occurrence (SO),

Procedure: The Supervisor/Director/Designate, following a submission on the CCLS of the Serious Occurrence Initial Notification Report (INR) to the Ministry, communicates information to parents about the Serious

Occurrence by printing the SO Notification Form from CCLS and posting it near the license, for all to see upon entering Montessori

Nutrition

Our menus meet the recommendations set out in Canada's Food Guide recommendations as published by Health Canada..

There will be two snacks and a lunch given to the students in a full day program. An afternoon snack is available for children who remain at school beyond the Montessori core program hours.

Children with dietary restrictions and allergies are accommodated with meals that meet their specific requirement. We post our menus on our news board and send you an email every morning and parents have access to these menus. Drinking water is always available.

All snacks and meals will be provided by the Montessori – to ensure the safety of children with food

allergies. We ask that you send no food or drink products without written consent from the Montessori Administrator or Director to fulfill any special diet requirements. In case your child has any special dietary needs which we are unable to

fulfill parents/guardians must supply the required food, in this case food coming from outside must clearly list

all the ingredients. If they are not in their original packaging, please list all the ingredients on the container that the food is sent in.

All food allergies and food restrictions are posted where food is prepared and served. Parents/guardians must indicate any food allergies on their child's Application Form, Child's Individual Student Plan (if applicable) and Emergency Card.

Please do not drop off your child with food in their hands or mouth as this can cause other children with allergies to get some distress and it could be a choking hazard if not observed.

Children will be required to sit at the table for all snacks and meals – which means that sippy cups / bottles will not be allowed in other areas of the school.

Children who require assistance during mealtimes will be accommodated. Staff will be seated at the table with the children during meals and snack times.

Rest, Nap and Outdoor Time

Every day, your child will be given the opportunity to rest/nap. A nap cot and sheet will

be provided by Montessori. Parents are to supply a blanket and cuddle item (if required). Rest period during the day is from 12:00 p.m. to 2:00 p.m. for Toddlers and 12:30-2:30 p.m. for Casa.

Children are permitted to sleep rest or engage in quiet activities based on the child's needs. If you are picking your child

up from the Montessori during this time, we ask that you respect that others may be resting and do so quietly. However, we strongly encourage pickups and drop-offs to be outside of nap time. Each child enrolled in our licensed Montessori program for 6 hours or more in a day is expected to play outdoors for at least 2 hours each day, weather permitting.

We have outdoor time in the morning and late afternoon.

Fire Drills:

- The purpose of a fire drill is to ensure that the occupants and staff are familiar with emergency evacuation procedures. This will ensure an orderly evacuation should it become necessary.
- Fire drills must be completed monthly, and the date and time of fire drills must be recorded and documented in the logbook.
- The Fire Drill form is completed after each fire drill and is kept in the binder.
- Following each fire drill, Program staff will assess how the fire drill went, and the children will be asked if they know

what to do if they hear "fire" or the alarm during program time.

- In the event of a fire, we will evacuate the school immediately (multiple exits are available) and gather outside. Monthly fire drills will be practiced so the children are familiar with the procedures.

Emergency Management Policy and Procedures (Overview)

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

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response;
2. Next Steps during an Emergency; and
3. Recovery.

(Please refer to the detailed procedures at the end of the Parent Hand Book)

HFM Policies & Procedures

3. Behaviour Management and Discipline Policy

We encourage children to have positive self-esteem. We teach children to respect themselves and others. It is our belief that children's behaviour is usually a reflection of their needs. If children feel good about themselves, their behaviour will mirror that. We adhere to a behaviour management policy that includes redirection, resolution and reasoning

and logical/natural consequences.

We believe children thrive in an atmosphere of encouragement and support.

We do not use "time outs" or punitive measures such as corporal punishment, humiliation or isolation.

We feel these measures (are unacceptable and often) increase a child's feelings of resentment which in turn will inevitably result in more of the behaviours we are trying to avoid.

Staff will be required to adhere to our behaviour management policy. While we respect a range of parenting strategies, we require that you respect our policies while in school. Parents will be expected to work with the staff and their children towards manageable solutions to the issues. The management of challenging behaviours is the responsibility of both staff and parents.

Every effort will be made to keep you constantly aware of any difficulties or changes in behaviours.

Our child guidance policies reflect these beliefs, and the following methods will be used by HFM teachers as

appropriate in individual situations:

- Redirection: guiding a child towards an acceptable option when engaged in an unacceptable activity.
- Natural and logical consequences: Limit setting—boundaries are developed by the HFM teachers for the children as a group or for individual children, according to specific situations.
- Modeling appropriate behavior: Providing and encouraging choices.
- Anticipating conflict: planning an appropriate program environment.
- Positive reinforcement and encouragement.

Prohibited Practices:

HFM believes that the practices outlined below are inappropriate, negate children's rights and must not be utilized:

- **Corporal Punishment:** any corporal punishment of the child like hitting, spanking, kicking or using excessive physical force.
- **Physical restraint:** of a child, such as confining the child to a highchair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting themselves or someone else, and it is used only as a last resort and only until the risk of injury is no longer imminent.
- **Locking Exits for confinement:** locking the exits of the school 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;

- **Harsh or degrading Treatment:** 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 their self-respect, dignity or self-worth;
- **Depriving Basic Needs:** depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;
- **Inflicting Bodily Harm:** inflicting any bodily harm on children including making children eat or drink against their will.

All staff members, volunteers and student teachers will be required to review annually the policies and procedures regarding Behaviour Guidance and discipline

Child Abuse Reporting Policy

Please be aware that the School Principal/Admin/Staff/students/volunteers are obligated legally to report any concerns of neglect or physical, emotional, or sexual abuse to the local Children's Aid Society, even unconfirmed suspicions. We will not inform parents/guardians before making these reports to CAS. However, in the event that an incident involving your child occurs in the school whereby Children's Aid has been contacted, the director will meet with you and inform you of the situation.

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

If a parent/guardian express concerns that a child is being abused or neglected, the parent/guardian will be advised to contact the local Children's Aid Society (CAS) directly. Persons who become aware of such concerns are also responsible

for reporting this information to CAS as per the "Duty to Report" requirement under the Child, Youth and Family Services Act, 2017. Current information is available through the Ministry of Children, Community and Social Services website. <http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Volunteers and Student Teachers:

Students and volunteers on a placement are important to our program. In order to ensure safety and well-being of all children in our program, students and volunteers will not have direct unsupervised access to children and are not counted in our required ratios.

HFM has an orientation in place that includes a Criminal Reference Check and Vulnerable Sector Screening. A review of the policies and procedures including the individual anaphylaxis plan for each child and all emergency procedures are reviewed before they commence. Measures are put in place to monitor the behaviour of all volunteers and students. Reviews are completed on an annual basis and at any time there is a change made.

All staff of HFM, volunteers and students must have a Criminal Reference Check (CRC) and Vulnerable Sector Screening (VSS) that is current within six months, prior to starting their contract with HFM. CRC and VSS will be

completed every five years. Annually, when a new CRC and VSS is not required, all staff of HFM, volunteers and students will sign a Declaration of Offence certificate indicating whether there has been any incident that would alter the results of their CRC and VSS.

This must be completed no less than 3 weeks before the annual anniversary of the original CRC and VSS Verification Form signoff

Supervision for Volunteers and Students

Only employees will have direct unsupervised access to children. Volunteers and students may not be counted in the staffing ratios and will be supervised by the full-time permanent staff within the setting. No child is supervised by a person under 18 years of age. HFM expects volunteers and students to follow and take directions from the

RECE's and all the Montessori trained staff at HFM. Students enrolled in Montessori and ECE courses only

will be accepted to complete placement at HFM. Each student or volunteer will receive a tour and orientation before commencing placement or volunteer experience at HFM. This orientation will be carried out by our supervisor or

by the lead Casa Room teacher. During the orientation, a full review of policies and procedures is to be done by the volunteer or student placement teacher.

HFM Behaviour Management policies and procedures as well as all other policies and procedures are reviewed with all employees, volunteers, and students who will provide care or guidance at HFM before they begin providing care or guidance and at least annually afterwards. Students and volunteers will comply with the written behaviour

management procedure. Students and volunteers will review the individual plan for a child with anaphylaxis or any medical needs.

The emergency procedures are re-viewed by volunteers and students. The plans are reviewed before they begin providing care and at least annually afterwards. All volunteers are required to provide a criminal reference check. Criminal reference checks for students are routinely required by community colleges and universities prior to students beginning a placement in childcare,

Inclusion Policy

Headon Forest Montessori staff support and provide an enriched Montessori learning environment that nurtures and fosters each child's

development while meeting all requirements of licensed childcare legislation.

We believe that every child is entitled to full participation and support to meet their individual needs. HFM believes that all children are unique with a multitude of gifts and abilities, and have the right to be valued, accepted and included.

Regardless of a child's level of ability in any area (socially, physically, mentally, emotionally), they have the right to be provided a safe and caring environment that is conducive to their needs.

Therefore, HFM is committed to partnering with the children's family, community resources and other professionals in the field, in order to provide all children with any needed support. We will do our very best to make accommodations to ensure

that all parents are able to actively participate in all meetings pertaining to the developmental needs of their children.

Confidentiality

Headon Forest Montessori has policies in place for all employees who may encounter or become privileged to confidential or sensitive information about Headon Forest Montessori School and their staff, clients, products, services, or procedures. It is the expectation that information is kept in the strictest confidence during employment and any time thereafter.

Access Student's Files

HFM is regulated by the Child Care and Early Years Act, which includes periodic inspections of our premises up to and including access to students' files. For example, but not limited to the Provincial Program Advisor, Regional Consultant, Ministry of Health inspectors, etc.

Headon Forest Montessori School adheres to all licensing requirements set out by the Child Care and Early Years Act (CCEYA), the Ministry of Education, and Montessori Canada accreditation standards.

These policies and procedures are subject to changes with the introduction of additional governmental guidelines. Employees

will continue to be updated and trained on any new protocols. Families and stakeholders will also be notified of all applicable changes.

Thank you for your commitment to the health, safety and well-being of the children, staff, and all stakeholders involved in

the Headon Forest Montessori School community.

Community Support Resources

Families may find the following resources helpful:

- Reach Out Centre for Kids (ROCK)
- ASK – Halton's Developmental Services
- Halton Region Children's Services
- Halton Public Health
- EarlyON Child and Family Centres
- Ministry of Education – Licensed Child Care Information

Contact information and current online resources are available through the respective organizations' official websites and may change from time to time.

[Please sign the Parent Acknowledgement and Agreement form on the following page and return to the school Thank you!](#)

Parent Acknowledgement and Agreement

Child's Name: _____

Parent/Guardian Name(s): _____

At Headon Forest Montessori School, we believe that a child's success is built upon a strong partnership between home and school. By enrolling your child at Headon Forest Montessori School, you acknowledge and agree to support the Montessori philosophy, school policies, and the educational experience provided to your child.

By signing below, I/We acknowledge and agree that:

1. I/We have read and understand the policies and procedures outlined in the Headon Forest Montessori School Parent Handbook and agree to abide by them.
2. I/We understand that Headon Forest Montessori School is first and foremost a Montessori school and that children benefit most from consistent attendance, participation in the uninterrupted Montessori Work Cycle, and a collaborative partnership between home and school.
3. I/We understand that tuition fees are based upon enrolment in the Montessori program and are not calculated on daily attendance. Tuition remains payable during planned school closures and temporary or emergency closures as outlined in the Parent Handbook and applicable policies.
4. I/We understand that withdrawal from the program requires a minimum of sixty (60) days written notice in accordance with the school's Withdrawal Policy.
5. I/We understand that any Security Deposit collected upon enrolment will be applied in accordance with the Security Deposit and Withdrawal Policies outlined in the Parent Handbook.
6. I/We understand that Headon Forest Montessori School operates from 7:30 a.m. to 5:30 p.m. Families are encouraged to utilize only the hours of care reasonably required for their child and to communicate their anticipated schedule with the administration when appropriate.
7. I/We understand that the Montessori academic year runs from September through June. July and August are Summer Camp months and are separate from the Montessori academic year. The Montessori Work Cycle is not offered during Summer Camp programming.
8. I/We understand that in the event of an emergency requiring evacuation or relocation, Headon Forest Montessori School will implement its Emergency Management Policies and Procedures and will notify families as soon as reasonably possible.
9. I/We acknowledge that Headon Forest Montessori School values and encourages completion of the full Montessori cycle whenever possible and that we are committed to supporting our child's educational journey in partnership with the school.
10. I/We understand that Headon Forest Montessori School is enrolled in the Canada-Wide Early Learning and Child

Care (CWELCC) System and that tuition fees and eligible fee reductions are administered in accordance with applicable CWELCC requirements.

By signing below, I/We acknowledge that we have read, understood, and agree to the policies, procedures, and expectations outlined in the Parent Handbook.

Parent/Guardian Signature: _____

Printed Name: _____

Date: _____

Parent/Guardian Signature: _____

Printed Name: _____

Date: _____

Acknowledgement of Support Services Letter

Headon Forest Montessori partners with Halton Inclusion Services, delivered jointly by Halton Region, Community Living Burlington, Community Living North Halton, and ErinOak Kids, to help every child feel included and supported.

You may occasionally see Resource Consultants, Occupational Therapists, or Speech-Language Pathologists visiting the classroom. They observe how the room is running and work with educators to share strategies, training, and tools — this support is often for the group as a whole rather than any one child.

Resource Consultants check in on children's development, help build school-readiness plans, and share resources through workshops. If more targeted support is needed, they may involve a Speech-Language Pathologist (who supports communication through gestures, pictures, sounds, or words) or an Occupational Therapist (who looks at how the room and materials are set up to support play, feeding, and daily routines).

If our team feels your child could benefit from extra support, an educator will reach out to you directly. Questions can always go to the Supervisor or Director.

Emergency Management Policy and Procedures

Purpose

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

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

Definitions

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

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

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

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

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

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

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

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

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

Policy

Staff will follow the emergency response procedures outlined in this document by following these three phases:

4. Immediate Emergency Response;
5. Next Steps during an Emergency; and
6. Recovery.

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

For situations that require evacuation of the Centre, the meeting place to gather immediately will be located at: The field on the left side of the school.
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If it is deemed ‘unsafe to return’ to the school, the evacuation site to proceed to is located at: entrance from the field to 3318 Dundas St. Burlington, ON L7M 0W3

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

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

If any emergency situations happen that are not described in this document, Lead Casa/Toddler Teacher will provide directions to staff for the immediate response and next steps. Staff will follow the directions 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 Supervisor. In case of her absence, it will be the head Casa teacher/lead toddler teacher in the daily written record.

Additional Policy Statements

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

Fire drills to be conducted once every month. Emergency kits to be inspected by teachers and supervisor seasonally. Epi -pens to be inspected and expiry dates to be clearly written on the fanny pack label
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Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	
Lockdown When a threat is on, very near, or inside the childcare Centre. E.g. a suspicious individual in the building who is posing a threat.	

Hold & Secure When a threat is in the general vicinity of the childcare Centre, but not on or inside the childcare premises. E.g. a shooting at a nearby building.	1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately. 3) Staff in the program room 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. In her absence Lead Casa/toddler Teacher must immediately: • close and lock all entrances/exits of the childcare Centre; • close all blinds and windows outside of the program rooms; and • place a note on the external doors with instructions that no one may enter or exit the childcare Centre. Note: only emergency services personnel are allowed to enter or exit the Centre during a hold and secure.
Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.	1) The staff member who becomes aware of the threat or Supervisor. In her absence - Lead Casa/Toddler Teacher: • remain calm; • call 911 if emergency services are not yet aware of the situation; • follow the directions of emergency services personnel; and • take children's attendance to confirm that all children are accounted for. A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel. B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.

Disaster Requiring Evacuation A serious incident that affects physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.	The staff member who becomes aware of the disaster must inform all other staff of the incident and that the Centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the Centre's fire evacuation procedures. Staff must immediately: • remain calm; • gather all children, the attendance record, children's emergency contact information about any emergency medication; • exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions; • escort children to the meeting place; and • take children's attendance to confirm all children are accounted for; • keep children calm; and • wait for further instructions. If possible, staff should also: • take a first aid kit; and • gather all non-emergency medications. Designated staff will: • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the school field or the designated meeting place and ensure their required medication is accessible, if applicable; and • wait for further instructions.)If possible, the site designate must conduct a walk-through of the child care Centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.
Disaster –External Environmental Threat An incident outside of the building that may have adverse effects on persons in the childcare Centre. E.g. gas leaks, oil spill, chemical release, forest fire, nuclear emergency.	1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises. If remaining on site: 1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately. 2) Staff must immediately: • remain calm; • take children's attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (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. In her absence Lead Casa/toddler Teacher must: • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the childcare Centre until further notice; and • turn off all air-conditioning equipment (i.e. heating, ventilation and/or air conditioning, where applicable). If emergency services personnel otherwise direct the childcare Centre to evacuate, follow the procedures outlined in the "Disaster Requiring Evacuation" section of this policy.

Natural Disaster: Tornado / Tornado Warning	1) <i>The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</i> 2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately. 3) <i>Staff must immediately:</i> • remain calm; • <i>gather all children;</i> • <i>go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;</i> • take children's attendance to confirm all children are accounted for; • <i>remain and keep children away from windows, doors and exterior walls;</i> • keep children calm; • conduct ongoing visual checks of the children; and • wait for further instructions.
Natural Disaster: Major Earthquake	1) Staff in the program room must immediately: • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3) Once the shaking stops, staff must: • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 4) If possible, prior to exiting the building, staff should also: • take a first aid kit; and • gather all non-emergency medications. 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 6) Designated staff will: • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to outside to the school field and ensure their required medication is accessible, if applicable; and • wait for further instructions. 7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.

Immediate Emergency Response Procedures for Other Emergencies

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Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, Supervisor or Lead Casa teacher or Lead toddler teacher must notify emergency services personnel (911) of the emergency as soon as possible.

- 2) Where the childcare Centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency and the status, once it is possible and safe to do so.

List of Emergency Contact Persons:

Local Police Department: Emergency: 911

Fire Department: 905-333-0772- 905-637-9536 Hospital: Joseph Brant: 905-632-3730

Oakville Hospital: 905-845-2571

Poison Control: 416-813-5900 – 1-800 -268-9017

Police: 905-825-4777

- 4) Where any staff, students and/or volunteers are not on site, Supervisor, Lead Casa teacher or Lead ECE 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 childcare Centre.
- 5) Supervisor, Lead Casa teacher or Lead Toddler teacher must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
 - help keep children calm;
 - attendance to ensure that all children are accounted for;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.
- 7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

8a) Procedures to Follow When “All-Clear” Notification is Given	
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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 childcare Centre. 2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the childcare Centre. 3) Staff must: • take attendance to ensure all children are accounted for; • escort children back to their program room(s), where applicable; • take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and • re-open closed/sealed blinds, windows and doors. 4) Supervisor, Lead Casa teacher or Lead ECE will determine if operations will resume and communicate this decision to staff.
Communication with parents/ guardians	1) As soon as possible, Supervisor, Lead Casa teacher or Lead ECE must notify parents/guardians of the emergency and that the all-clear has been given. 2) Where disasters have occurred that did not require evacuation of the childcare Centre, Supervisor, Lead Casa teacher or Lead ECE must provide a notice of the incident to parents/guardians through an E-Mail and verbally at home time. 3) If normal operations do not resume the same day that an emergency has taken place, posted notice and E-Mails must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

8b) Procedures to Follow When “Unsafe to Return” Notification is Given

Procedures	1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site. 4) Headon Forest Montessori will post a note for parents/guardians on the child care Centre entrance with information on the evacuation site, where it is possible and safe to do so. 5) Upon arrival at the evacuation site, staff must: • remain calm; • take attendance to ensure all children are accounted for; • help keep children calm; • engage children in activities, where possible; • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up.
Communication with parents/ guardians	1) Upon arrival at the emergency evacuation site, Headon Forest Montessori supervisor/designate will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2) Where possible, Headon Forest Montessori supervisor/designate will update the childcare centre’s voicemail box as soon as possible to inform parents/guardians that the childcare centre has been evacuated, and include the details of the evacuation site location and contact information in the message.