

Parent Handbook

A guide for parents

NORTHRIDGE MONTESSORI SCHOOL
2185 STAVEBANK ROAD, MISSISSAUGA, ON, L5C 1T3
(905) 281 – 0840
WWW.NORTHRIDGEMONTESSORI.COM

PARENT HANDBOOK

Philosophy & Program Statement

We follow the educational methods developed by Dr Maria Montessori. The Montessori philosophy seeks as its goal an independent self-directed child. Our program fosters the development of responsibility, collaboration, cooperation and an enjoyment of learning. We provide a firm foundation of academic learning and problem-solving skills thus stimulation children's ideas & willingness to learn. Low student/teacher ratios allow the teacher to provide the student with the amount and type of attention that is required for the student to flourish. Dr Montessori believed that the goal of childhood education should be to cultivate the child's own desire to learn. Specifically designed Montessori materials are integrated with other developmentally appropriate activities to provide the child with progressive learning in the areas of practical life, sensorial, mathematics, language & cultural activities.

Our program provides a total curriculum which allows for the optimal growth of children in all areas including social, emotional, physical & cognitive development. The children are supported in a safe, nurturing and stimulating environment that promotes self-esteem and emphasizes child-selected and child-directed activities. Each home, child and family is recognized as unique. Family styles, values, cultures and traditions are respected and reflected in the curriculum.

Services offered

Northridge Montessori offers a full Montessori curriculum, based on individualized, hands-on learning. Children are accepted between the ages of 18 months to 6 years old. We operate on a full calendar year system (January 01 to December 31) and provide before and after school care at no extra cost. **Hours of operation are from Monday to Friday, 7:00 am – 6:00 pm.** Northridge Montessori operates in CWELCC offering reduced fees for children under the age of 6 years old.

Enrolment & Service Terminations

A child cannot be accepted into the school unless the Registration procedure is fully completed. A one month written notice will be required to withdraw a child from the program.

In case this notice is not provided, fees will be charged for that month. There are no refunds or reductions for mid-month withdrawals. Child services will be terminated if the school policies are not followed or if the fees are not paid. The Northridge Montessori School environment should always be a positive one for all students. Thus, we reserve the right to dismiss any child who does not seem to be benefiting from the programs & curriculum that we offer. Furthermore, we promote & reinforce a zero-tolerance policy regarding aggressive behaviours - verbal & physical. Students who do not seem to be cooperating with our positive system of values, as well as treating others with respect will be asked to seek attendance at another institution.

Registration/Orientation Procedures

In order to accept a child into the school, the following are required:

- All registration forms completed and signed.
- 2 copies of the child's immunization record.
- All post-dated cheques for the full academic year (dated for the 1st of each month).
- First & last month's fees (payable at time of registration).

A lump sum payment option is also available, whereby payment for the whole year can be made at the time of registration. On the first day of school the new student will be introduced to his/her teachers. The parent/guardian of the child can accompany him/her in his/her classroom for a maximum of 30 minutes.

Illness in a child & degree of illness which precludes child from care

In the case that a child becomes ill or is suspected of having a communicable disease during school hours, the parents/guardians of the child will be contacted to arrange for the child to be taken. If your child complains of feeling ill, has a fever, or diarrhea, we request that he/she stays at home. Children who have a communicable disease such as chicken pox, German measles, measles, mumps, & whooping cough must be kept at home. Their return must be accompanied by a doctor's note. This is for the benefit of all children. As per Bill 142 (Immunization of School Pupils Act 1983) all pupils in school are to be fully immunized against Measles, Mumps, Rubella (German measles), Diphtheria, Tetanus & Polio. Students without up-to-date immunization cannot be admitted to the school.

Administration of Medications

The school is not permitted to administer any over the counter medication that is not specifically prescribed to the child.

Before a staff member can administer any prescribed medication, the following procedure must be followed **without exception**:

1. Completely fill out a Medication Form
2. Authorize your consent with your signature
3. Release medication ONLY to the teacher in charge
4. The medication must be in the original bottle, labeled with the student's name
5. The teacher has the right to refuse admittance to a child who appears to be sick upon arrival at school.
6. Parents and/or emergency contacts will be contacted if a child's condition worsens during the day.

Fee Payment Policy & Payment Options

There are two fee payment options: on a monthly basis (via post-dated cheques or e-transfer) OR lump sum amount (paid at the time of registration).

Monthly basis: Post-dated cheques, dated for the first of the month are due for the full year. Alternatively, e-transfer is an accepted method.

Lump Sum: The entire year's fees may be paid at the time of registration. Lump sum option may be eligible for a discount. Please contact the administrator.

Fee payment policy relating to absences due to illness or vacation

There are no refunds or reduction of fees due to illness or vacation. There are no refunds for mid-month withdrawals, or days missed for any other reason throughout the school year.

a, departures & release of children from the program

To ensure your child's safety, upon arrival, please accompany your child to a staff member, and remain with your child, until the staff has assumed responsibility for supervision. The school does not assume responsibility for any child who is dropped off in the parking area or left at the door of the building. It is advisable to inform the staff of any changes in routine or behavior that may affect your child's participation in the program.

When picking up your child, please ensure that a staff member is aware of your departure. We recommend that you come for your child at a regular time every day. Children feel more secure when their daily pick-up timetable is maintained.

Children will not be released from school to anyone other than parents, grandparents & nannies who have been previously introduced. If someone other than these people will be picking up your child, please notify the staff by completing the necessary "alternate pick up/drop off" section on the application form for admission. The new person will be asked to provide government issued photo identification (e.g. driver's license, passport) at the time of pick up.

We strive to give our students a sense of order & punctuality. School starts promptly at 9.00am & the morning session ends at 12.00 noon. The afternoon session begins at 1.00pm & ends at 3.50pm. Currently we are offering only full time. (9:00am-3:50pm) Please ensure that your child arrives on time. A student arriving late for class is both disruptive & distracting from the ongoing learning process. Late arrivals miss out on the excitement generated by the introduction of new topics & materials by their teacher.

Please be punctual in dropping off & picking up your child, so as to prevent disruption of school functioning. A late fee will apply when a child is not picked up on time as this will affect the hours of scheduled supervision provided by staff. After 6.00pm, the late fee is \$1 per minute due to detainment of staff beyond regular hours.

Guiding children's behavior

Children are disciplined in a positive manner at a level that is appropriate to their actions & their ages. This is in order to promote self-discipline, ensure health & safety, respect the rights of others and maintain equipment. Corporal punishments are not permitted under any circumstances.

Students are taught and must realize the consequences of their actions; recognize the respect & properties of others; and achieve self-control & self-discipline through positive reinforcement.

Methods of discipline are discussed at staff meetings and consistent disciplinary measures are agreed upon. We promote & reinforce a zero-tolerance policy regarding verbal and/or physical

aggressive behaviors. Parents are asked to help us by encouraging these policies & positive system of values outside of school hours. Your cooperation is necessary & very much appreciated.

Off-site activities / Activities off the premise

From time to time, Northridge Montessori School may organize activities or excursions that take place off the school premises to enhance children's learning experiences. These may include local walks and visits to community parks. A notice will be sent home well in advance of the excursion, informing you of the destination, time & date. It will also include a permission slip to be signed & returned. Parents are always welcome to join the group as volunteers. [All volunteers are required to provide a criminal reference check (CRC); forms are available from the administrative office; there are no charges for volunteer CRC's in the Region of Peel]. Volunteers and students will be paired and supervised by an employee at all times and not being permitted to be alone with any child.

Children's belongings

All children's clothing should be clearly labeled with the child's name on the inside with a permanent marker. Please send your child dressed in clothes & shoes that are comfortable & easy for children to handle. A complete change of clothing must be kept at the school in case of accidents (e.g. spills). Please remember to bring in a set of clean clothes if the previous ones were taken home to be washed. Toys may not be brought to school without the teacher's permission, to avoid being misused or broken.

Process for expressing concern

As we truly value input from families, we strive to provide systems of communication that will ensure parent-to-staff contact & facilitate quick responses to family needs. Opportunities for daily communication (verbal and/or written), formal meetings, center visits, & parent participation in our programs are offered & encouraged. In addition, there are specific opportunities each year for parents to provide a brief evaluation of their child's program. However, comments & suggestions are welcome anytime throughout the year at your convenience.

Role of parents in the program

A Montessori education is one that extends beyond the classroom, and into the home environment. Parents are strongly encouraged to understand how the principles of Montessori can be integrated into the home. Throughout the year there are opportunities for parents to meet with the teachers to discuss these concepts and learn more about the Montessori philosophy.

The relationship between the school and the parent is one of cooperation. The primary goal is to determine and provide what is best for each child. Parents will have open and ongoing communication with their child's class teacher. They are encouraged to become a part of the school community by attending events, volunteering during field trips and offering a skill or talent in the classroom.

Role of students & volunteers in the program

Placement students and volunteers bring talents, skills, life experiences and resources to Northridge Montessori School. We are committed to student and volunteer participation in our programs. We support the education of future professionals in the early learning and care sector and family education through the provision of field placements in our programs. Volunteers provide additional support and value to our programs. Students and volunteers' function under the direction of staff at all times and are never left alone with a child. Volunteers and students will be supervised by an employee at all times and not being permitted to be alone with any child.

Emergency Management policies and procedures

Northridge Montessori School has comprehensive **Emergency Management Policies and Procedures** in place to ensure the safety and well-being of all children, staff, and visitors. These policies outline clear steps to be followed in the event of emergencies such as fire, severe weather, lockdowns, medical situations, or other critical incidents. Our staff is trained regularly to respond calmly and effectively to any emergency situation. In the event of an emergency, parents will be notified as soon as it is safe to do so, using our established communication methods—such as phone calls, emails—depending on the nature of the situation. Updates and instructions will be provided to keep families informed throughout the process

Parents will be notified if an emergency occurs in the following method:

- 1) As soon as possible, The Supervisor must notify parents/guardians of the emergency situation and that the all-clear has been given.
- 2) Where disasters have occurred that did not require evacuation of the child care centre, the supervisor must provide a notice of the incident to parents/guardians by e-mail or by phone.
- 3) If normal operations do not resume the same day that an emergency situation has taken place, the Supervisor must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

Upon arrival at the emergency evacuation site, The Supervisor will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.

Where possible, the Supervisor will update the child care centre's voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.

After an emergency situation has ended, the "Recovery phase" the Supervisor/designate must debrief staff, children and parents/guardians after the emergency, through meetings after the emergency situation has ended which may take up to 72 hours.

In the event that the Supervisor is not present or is unavailable, the designated individual will assume responsibility for implementing and overseeing the Emergency Management Policy and Procedures.

Bad Weather – School Closure

Guidelines Employed for Deciding a FULL Facility Closure:

1. Closures within the Peel District School Board
2. Staff is incapable to make a safe drive to work
3. Loss of power or water at the centre

All communications of closure will be done through email from either mynms@hotmail.com or mynms2004@gmail.com. 24 hours before anticipated bad weather, a notification email will be sent to all parents regarding instructions and updates. The school phone answering machine will be updated to the newest announcement regarding school closure.

Waitlist Policy and Procedures

- 1) A Child is put on the waitlist when contact is made with the Supervisor of The Northridge Montessori School. This can be done over the phone, by email or in person. Confirmation of placement on the waitlist should be received within 5 business days of request.
- 2) Children are categorized on the list based on date of initial contact
- 3) It is the parents/guardian's responsibility to contact the center to confirm their spot every 6 months. This can be done in person, by phone or by email. If this is not done, your name is removed from the list.
- 4) Priority spots are given to the school staff first and then siblings of current Northridge Montessori School families. Sibling spots are maintained according to date of initial contact and the type of care required.
- 5) Parents/Guardians are not guaranteed a childcare spot until a maximum of 30 days before the spot is available regardless of the placement on the waitlist. A childcare spot is guaranteed once the enrollment is complete and a contract is signed.
- 6) When a spot becomes available, parents are called in order of the placement on the waitlist. If a parent denies the spot, then the next parent on the list is called until a parent accepts the spot and at that point the spot is considered filled.
- 7) The waitlist will be made available in a manner that maintains the privacy and confidentiality of the children listed.
- 8) There is no associated fee to be placed on the waitlist. Students will be contacted on a first come first serve basis.

PROCEDURE

The NORTHRIDGE MONTESSORI SCHOOL recognizes that choosing the right quality child care program for your child is an important decision. The NMS strives to accommodate all registration requests; however, there may be times when space is unavailable. To address this issue the SCHOOL has created a waiting list procedure.

Please note there is no fee to place your child on a waiting list. It is important for you to keep your contact information up to date with us.

Children are placed numerically on the waiting list based on the date and time that the waiting list application is received by the Northridge Montessori School. Determining where your child is on a waiting list/or admissions to the program is subject to a number of considerations including, but not limited to;

- the ages of the children on the waiting list
- the length of time each child will be in an age group before having to transition to the next age group

Exceptions that could affect the order in which admissions are offered are:

- A child protection/welfare agency requests placement for a child;
- Siblings of children currently registered in the Northridge Montessori School.
- Children of Northridge Montessori School employees;
- Children living within the school boundaries and attending their home school.

Northridge Montessori School Child Care Program waitlists are managed by the location. To find out your child(ren)'s status on the waiting list, simply contact the Supervisor of the program where you originally completed the waiting list form. The Supervisor will disclose the child(ren)'s position on the waiting list to the Northridge Montessori School parent subject to the privacy statement.

For more information visit www.northridgemonessori.com website address or call 905 281 0840.

Admission and Discharge Policy

For admission the first month's fee and a \$500 deposit is required to complete registration of the child at Northridge Montessori School. The deposit will be applied to the last month's fee at the time of withdrawal. Parents will be ensured that the child's Application Form for Admission, Medical Form, Agreement Statement and Immunization Record are complete and current before the child begins school.

For discharge inform the Supervisor and/or Administrator, in writing, one month in advance to withdraw the child, or pay for the full month in question. Further mid-month withdrawals and pro-rating of fees is not allowed under any circumstances. For example, if I wish to withdraw my child effective July 01, I/We will provide a written notice no later than May 30, indicating that June will be my child's last month of enrolment in the program. Non-payment of fees past 2 business days will result in termination of child care services.

Fee Subsidy Information

The Region of Peel provides funding for fee subsidies. Fee Subsidy is a program that is intended to assist eligible families with the cost of their child care. Inquires can be directed

at 905- 791-1585 or through the region web-site <http://www.peelregion.ca/children>
Northridge Montessori School is eligible to receive subsidized families.

Prohibited Practices Policy

(Child Care and Early Years Act, 2014 – Section 48)

Effective Date: July 1, 2026

Review Date: Annually or as required by legislative changes

Applies To: All employees, Registered Early Childhood Educators (RECEs), Montessori teachers, supervisors, supply staff, students, volunteers, and any person working or volunteering at Northridge Montessori School (TFMS).

1. Policy Statement

Northridge Montessori School is committed to providing a safe, respectful, and nurturing environment where every child is treated with dignity, kindness, and respect.

NMS strictly prohibits any practice that may harm a child physically, emotionally, psychologically, or sexually. All staff and individuals working with children are responsible for maintaining professional boundaries and following positive, supportive approaches to guidance and behaviour management.

2. Purpose

The purpose of this policy is to:

- Ensure compliance with Section 48 of the Child Care and Early Years Act, 2014 (CCEYA).
- Protect children from abuse, neglect, and inappropriate treatment.
- Clearly identify prohibited practices that are not permitted at NMS.
- Promote positive child guidance strategies that support children's development and well-being.

3. Prohibited Practices

No staff member, volunteer, student, or any person providing care at NMS shall engage in any of the following practices:

A. Physical Punishment

The following are strictly prohibited:

- Hitting, spanking, shaking, slapping, or striking a child.
- Pushing, grabbing, pinching, or using physical force as punishment.
- Using any physical action intended to cause pain or fear.

B. Harsh, Degrading, or Humiliating Treatment

Staff shall not:

- Yell at, threaten, shame, ridicule, or intimidate a child.

- Use language or actions that negatively affect a child's self-esteem or emotional well-being.
- Use punishment that frightens or humiliates a child.

C. Deprivation of Basic Needs

Children shall never be denied:

- Food or drink.
- Rest or sleep.
- Access to washrooms.
- Clothing, comfort, or necessary care.
- Emotional support and reassurance.

D. Confinement or Isolation

Staff shall not:

- Lock or confine a child in any room or area.
- Use isolation as a form of punishment.
- Prevent a child from participating in activities as a disciplinary measure.

E. Inappropriate Behaviour Management

Staff shall not use:

- Threats or intimidation.
- Rewards or consequences that shame or embarrass children.
- Any practice that is inconsistent with TFMS positive guidance procedures.

Behaviour guidance shall always be respectful, developmentally appropriate, and focused on teaching children's appropriate choices.

4. Sexual Abuse, Sexual Misconduct, and Prescribed Sexual Acts

Effective July 1, 2026, prohibited practices include sexual abuse, sexual misconduct, and prescribed sexual acts as defined under applicable Ontario legislation.

All individuals working with children are strictly prohibited from:

- Engaging in any sexual behaviour or contact with a child.
- Making sexual comments, jokes, or remarks toward a child.
- Engaging in grooming behaviours or developing inappropriate, exploitative, or boundary-violating relationships with children.
- Sharing or requesting sexually explicit material.
- Violating professional boundaries with children.

Any concern involving possible sexual abuse or sexual misconduct must be reported immediately according to CAS and Duty to Report procedures.

5. Professional Boundaries

All staff must maintain professional relationships with children by:

- Using respectful and appropriate communication.

- Providing appropriate physical affection and comfort.
- Maintaining transparency in all interactions.
- Avoiding private or secret communication with children.
- Following NMS supervision and safety procedures.

6. Positive Guidance Approach

NMS uses positive guidance strategies that include:

- Redirection.
- Offering choices.
- Helping child to express emotions appropriately.
- Encouraging problem-solving.
- Teaching respect and responsibility.
- Supporting children's independence and confidence.

Children are guided with patience, respect, and understanding.

7. Duty to Report

Any person who has reasonable grounds to suspect that a child has been harmed, abused, neglected, or subjected to a prohibited practice has a legal duty to report the concern to the appropriate authorities.

The duty to report:

- Cannot be delegated to another person.
- Applies to all employees, volunteers, and students.
- Must be followed even if the concern involves another staff member.

8. Reporting Concerns at NMS

Any concern regarding prohibited practices must be reported immediately to:

Supervisor/Licensee: Northridge Montessori School Administration NMS will:

- Take immediate steps to protect children.
- Document concerns and actions taken.
- Report the incident to the Program Advisor (PA) and complete a Serious Occurrence Report, when required, in accordance with regulatory requirements
- Cooperate fully with investigations.

9. Staff Training and Policy Review

All staff, volunteers, and students shall:

- Review this policy before working with children.
- Receive training on prohibited practices and positive guidance.
- Understand their duty to report concerns.
- Review updates whenever legislation changes.

This policy will be reviewed annually and updated as required.

Rules for parents who send food to Northridge Montessori School

RE: Anaphylactic Policy

Northridge Montessori School has rules in place for food that is sent to the center. All parents who send food with their children to the center must follow these rules.

1. Ensuring a "peanut-free" and "nut-free" environment for our anaphylactic students. Due to the growing incidences and seriousness of allergies to peanuts and other foods the Center does not provide any foods with any trace of nuts which includes nuts, tree nuts or any other peanut products.
2. **NO** food can be brought to the center without prior approval and consent of the Program Supervisor. This includes any birthday cakes, chocolates or any other type of food.
3. From time-to-time events are held that involve meals brought in from parents. Parents are reminded to keep their contribution free from nuts and parents of children with allergies are responsible for monitoring their intake at such an event.
4. In case of severe allergies and approved by the Program Supervisor all food brought into the Center from home shall be clearly labeled with the child's name by the parents and also shall be nut free for the safety of other children.

Individual Plan and Emergency Procedures:

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

- Description of the child's allergy
- Monitoring and avoidance strategies
- Signs and symptoms of an anaphylactic reaction
- School staff roles and responsibilities
- Parent/Guardian consent for administering allergy medications, sharing information and posting Emergency Plan
- Emergency contact information
- Location of EpiPen and back-up EpiPen (if applicable- parents willingly provide 2, if not 1 is only required on site)
- Parents are requested to advise the Supervisor if their child develops an allergy, requires medication and/or of any changes to the child's individual plan or treatment.
- Individual plans will be reviewed prior to commencing care giving and annually thereafter by all staff, students and volunteers and as directed by the parent or physician. Copies of Individual Plans are in each child's file, emergency bags and are posted in their assigned classroom in the school. *Prior to employment or placement, all staff, students and volunteers will review the individual plan of the child with anaphylactic allergies and at least annually afterwards.

Communication Plan:

Parents of a child with anaphylactic allergies will:

1. Provide the Centre with an individualized plan for their child prior to enrolment
2. Inform the school of their child's allergies and provide all pertinent information such as, what triggers an allergic reaction, signs and symptoms to look for, emergency contact information, etc.
3. Provide the school with an up-to-date EpiPen, clearly labeled with the child's name and prescription details
4. Advise the Centre of any changes to their child's allergies and/or individual plan
5. All parents will be informed of this plan upon registering at the centre

Unplanned closures

To keep child/ staff safe, Northridge Montessori School will close when the Peel School Board schools close due to severe weather conditions.

PROGRAM STATEMENT OF NORTHRIDGE MONTESSORI SCHOOL

Northridge Montessori School follows "How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)" as the guiding document under the Child Care and Early Years Act, 2014.

We strive to be organized around the foundations of belonging, well-being, engagement and expression in children where the goals and expectations integrate the six guiding principles of ELECT (Early Learning for Every Child Today). Some of the other Ministry documents Northridge Montessori School refers to and implements in its programming are:

- How Does Learning Happen? Ontario's Pedagogy for the Early Years
- Ontario Early Years Framework
- Ontario Early Learning Framework
- Think Feel Act: Lessons from Research about Young Children
- Early Learning for Every Child Today

Northridge Montessori School uses a play-based learning approach to create the best environment for children to learn and grow. Play-based learning allows children to learn in a way that is most appropriate for them. Each child may choose to pursue activities of their own interest, giving them the opportunity to be creative and innovative as they learn.

Children are competent, capable, curious and rich in potential

Northridge Montessori School recognizes each child is a unique individual who brings his or her own abilities to the program and deserves the encouragement and space to try new things, explore new ideas and develop their own unique creativity. We provide an environment that fosters curiosity, one that allows children to explore. We believe that every child deserves a safe and caring environment (a place where children want to be and where they feel "at home"),

in which to grow and develop to their maximum potential. We understand the importance of taking children's stages of development into consideration. For each child, their stage of development is an individualized and complex interplay between developmental factors and their unique family, community and life experiences. In each case, we aim to integrate all areas of the child's development into our program in a holistic way.

Our goals for children, consistent with the Ministry of Education pedagogy, include the following:

- Every child has a sense of belonging when he or she is connected to others and contributes to their world.
- Every child is developing a sense of self, health, and well-being.
- Every child is an active and engaged learner who explores the world with body, mind, and senses.
- Every child is a capable communicator who expresses himself or herself in many ways.

To foster learning and support children's interests, Northridge Montessori School offers a variety of daily activities such as language and physical literacy, numeracy, music, outdoor play, science, nature, technology, rest time, blocks (fine motor and gross motor) and creative arts.

Independence and self-reliance

Our physical set-up meets a child's need to become independent and self-reliant by allowing free choice of play materials, and with the exception of routines, free use of these materials within limits. Cubbies, tables, toy shelves, toilets, etc. are all at the child's level. The children are encouraged to be self-reliant in routines such as dressing, toileting, washing, eating, and tidying up their playthings. An adult is available for assistance when needed, but the child is made to feel responsible for the job at hand.

The initiative, imagination, and courage to face the situation

The creative part of the program is planned to meet a child's need to develop initiative, imagination and the courage to face situations. The child is given no set patterns to follow when working with paint, paper, play dough, markers, or any creative media; the children may use these materials the way they wish. Dramatic toys (doll centre, blocks, puppets, etc.) stimulate the child's imagination. Using these toys the child enjoys role-playing, building houses, roads, etc.

No one tells him/her what must be constructed. We provide an environment that allows children to explore their surroundings and fosters curiosity. In addition to an environment conducive to play-based learning, Northridge Montessori School provides a safe, caring and healthy environment for our children. We strive to ensure that children feel like they belong, making friends and interacting with their teachers. We understand that each child's development differs and that factors such as family, community and life experiences influence it. In each case, we aim to integrate all areas of the child's development into our program in an all-inclusive way

Our goals for children, consistent with the Ministry of Education pedagogy, include the following:

- Every child has a sense of belonging when he or she is connected to others and contributes to their world.
- Every child is developing a sense of self, health, and well-being.
- Every child is an active and engaged learner who explores the world with body, mind, and senses.
- Every child is a capable communicator who expresses himself or herself in many ways.

Our programs are intended to:

- encourage children to interact and communicate in a positive way and support their ability to self-regulate
- foster the children's exploration, play and inquiry
- provide child-initiated and adult-supported experiences

The program statement offers opportunities to create relationships with others in the program. Our educators further support children's self-regulation through play partner interactions by following the lead of children, observing their interests and taking note of how they interact with others and the physical environment. Through continual observation and attention our educators support children in developing strategies to remain calm and to regulate their emotions.

RELATIONSHIPS AMONG CHILDREN, FAMILIES, STAFF AND COMMUNITY PARTNERS

Northridge Montessori School works with families and children as a team. We foster collaborative and cooperative relationships between children and adults. We believe that a relationship of trust is the basis of a good foundation for this team to work towards the children meeting their maximum potential. We promote a sense of belonging for children and their families in our programs by creating positive communications and partnership with families. Staffs empower the children to resolve conflicts, learn responsibility along with social skills. Northridge Montessori School is committed to working collaboratively with all of our community partners to meet the best interest of the children and their families.

Our school is committed to a respectful and supportive approach to discipline, where we guide children with understanding and encouragement, avoiding punishment, aggression, and the use of raised voices.

HEALTH, SAFETY, NUTRITION AND WELL-BEING OF CHILDREN

Early years sets the foundation for children's health and well-being.

Health and safety

Health and safety of adults and children is extremely important to us. Northridge Montessori School meets and strives to exceed all health and safety requirements of the Ministry of Education and local government bylaws. This information is also presented in our Parent Policies.

Nutrition

Northridge Montessori School follows Canada's Food Guide to develop menus. The menus are reviewed by the person who has food handler's course. Menus can be viewed on the parent communication board. We accommodate dietary or religious food requirements for children in our program.

A sense of closeness and belonging

The staffs are educators who are consistent and gentle. Each child is given individual attention during the day and special attention should he/she need it. Each group is comprised of children his/her own age plus those a little younger or a little older but developmentally at the same stage. The child feels comfortable and value

POSITIVE SELF-EXPRESSION, COMMUNICATION AND SELF-REGULATION

Northridge's inclusive programming leads to children's sense of belonging. Progressive learning environments and practices, focused on play-based learning, encourage children's self-expression, communication, self-regulation and their ability to deal with stress. As they learn how to remain and return to a state of calm in stressful situations, they are best able to control their emotions, pay attention, ignore distractions and understand the consequences of their actions.

Trust in the world and people

Our staff meet the child's need to develop trust in the world and people by providing staff who are cheerful and happy to see them each day, and are consistent in their classroom conduct. The rules are always the same. The day is conducted in a familiar pattern. Everything is planned following the child's lead and interest. If this is the child's first experience away from home he/she will find it to be one of quiet consistency. Staff do not expect too much of a child, but are there to lend support necessary to the child to accomplish each new task as they are ready.

Self-worth encouraging each child to reach their maximum potential: Each child is an individual and treated as such. The group is small enough so that no child is overlooked. The child is not rushed into an activity for which he/she may be unprepared. Routines are conducted by guiding small numbers of children from one activity to another; the child accomplishes each task at his/her own rate. At the end of each day the child leaves with a feeling of satisfaction.

OUTDOOR ACTIVITIES

Each day, weather permitting, each child enjoys two hours of outdoor activity unless a physician advises otherwise in writing. Learning to run, jump, climb, and take turns is a healthy way to participate in group activities while developing coordination and strength.

Growing in language and cognitive skills

The program focuses on play-based learning where learning happens when children manipulate, explore and experiment. Purposeful play-based learning enables children to investigate, ask questions, solve problems, and engage in critical thinking. Play is responsive to each child's unique learning style and capitalizes on his or her instinctive curiosity and vision.

Our plans are developed over a period of a week or two and planned to coincide with the interests of the children. Puzzles used for spatial concepts, matching, sorting, serration, and counting games are provided. Science concepts are taught and a science table set up.

Books are available. Stories, poems, songs, games and finger plays are used daily for language development. Children articulate their ideas and use different languages to express them. Northridge Montessori School respects, fosters, responds, supports and includes different cultures and languages. In our inclusive learning environments, we welcome children of all abilities. Inclusive learning environment in our programs is implemented by

- Acknowledging diversity and valuing the culture and first language of all children
- Environment that is accessible to each child
- Recognize each child as unique and working with the families around their developmental needs

PARENT ENGAGEMENT AND COMMUNICATION

Northridge Montessori School encourages and practices open communication with the families. We aim to foster outreach, engagement and communication with families about our program and their children's learning experiences. Sharing knowledge is integral to the success of your child. Respect, empathy; trust and honesty are core values in all our interactions with families. In addition to the daily interaction with program staff, we offer many opportunities for parent feedback and involvement—such as surveys, open houses and parent interviews. We use parent input to improve our programs and services.

The partnerships with the families support our program in many ways:

- to value children's experiences and help them to reflect back on those experiences in their learning environment
- to learn together with the children involving the meaningful adults in their life
- to reflect and monitor appropriate development as the children grow
- for program staff to co-plan with children about learning
- to keep an open and ongoing dialogue with families about children's experience
- a self-reflection opportunity for program staff, as they participate in continuous professional learning
- promoting responsive relationships

COMMUNITY PARTNERS

Northridge Montessori School is committed to involving and engaging local community partners in supporting children, families and staff. Northridge Montessori School supports volunteers and students from the community and provides placement, training, learning opportunities and practical work experience, in the areas of programming and management. Volunteers and students on placement enhance the high-quality care and individual attention given to the children in the programs

PEEL INCLUSION RESOURCE SERVICES (PIRS)

At Northridge Montessori School, we are committed to providing an inclusive environment where every child can thrive. Through our partnership with **Peel Inclusion Resource Services (PIRS)**, we offer additional support for children who may benefit from individualized strategies or accommodations in the classroom. PIRS Resource Consultants work closely with our educators

and families to identify each child's unique strengths and needs, helping to create an inclusive and supportive learning environment. This service is provided at no cost to families and aims to ensure that all children can fully participate and succeed in our Montessori program.

SUPPORTING STAFF IN CONTINUOUS PROFESSIONAL LEARNING

Northridge Montessori School is committed to hiring, training and fairly compensating staff. Our non-discriminatory hiring practices provide individuals of all backgrounds the opportunity for employment. All staff are respected, supported and treated fairly. All program staff attends mandatory professional meetings and are committed to continuous professional learning. Northridge Montessori School participates in Raising the Bar in Peel, a voluntary community standards program for early learning and child care programs in Peel. In our program, positive adult-child interactions are ongoing. Staff works closely with the children to extend their learning by encouraging them to build upon their existing awareness. Staff develops programs that support early learning following the child's lead and curiosity. Our staff recognize and support the uniqueness in each child, engage with the children as co-learners during their exploration of the environment, provoke their curiosity and guide positive interactions, engage in a positive approach to support children's emotions, know when to intervene and stimulate thinking and are committed to building self-awareness, regularly reflect on practices as they engage in new learning experiences, both individually and with colleagues.

DOCUMENTING AND REVIEWING THE IMPACT OF OUR PROGRAM STATEMENT

Northridge Montessori School recognizes that pedagogical documentation is a way for our program staff to learn about how children think and learn. Our staffs make daily observations of children in the program and use this information to enlighten their future planning. The purpose of our documentation is also:

- to value children's experiences and help them to reflect back on those experiences in their learning environment
- to learn together with the children involving the meaningful adults in their life
- to reflect and monitor appropriate development as the children grow
- for program staff to co-plan with children about learning
- to keep an open and ongoing dialogue with families about children's experience
- a self-reflection opportunity for program staff, as they participate in continuous professional learning
- promoting responsive relationships

Staff and Volunteers Approaches to Implement the Program Statement

The Northridge Montessori School is committed to the ongoing professional development of all our educators. After all, what the educator learns informs practice and the benefit is passed onto the children. NMS educators attend a series of curriculum training sessions throughout their career with the CDRCP (Child Development Resource Connection Peel). Additionally, the Northridge Montessori School provides opportunities for educators to attend external learning events and conferences and keep legislated training requirements like Standard First Aid & Infant and Child CPR up to date. On a day-to-day basis the child care centre supervisor is responsible for the leadership, mentorship, coaching and development of educators. Based on the learning needs of the educators the supervisor may meet with staff to suggest strategies, conduct learning huddles to focus on a particular area of Northridge Montessori School

curriculum with the entire team, conduct regular staff meetings to reflect and plan, invite PIRS or EYS to provide materials including links, articles, and various readings to supplement educator's professional learning. More over the Staff and Volunteers sign a form stating that they have read the Program Statement and adhere to it at all times. Volunteers and students will be supervised by an employee at all times and not being permitted to be alone with any child.

Providing child-initiated & adult-supported experiences

Children and parents/guardians are warmly greeted upon arrival and after a brief check-in to share news from the evening before, the children get down to the serious business of playing.

The room is set up with a variety of activities that support the observed interests of the children. The children might join some friends at the creative art table to work collaboratively on a collage, or they might work on a Lego structure they safely stored on the counter to complete the next day.

There are no expectations imposed by the educator or curriculum on where children play, or whom they play with, or how long they play at one activity. That is for the child to choose based on their interests.

You may overhear a small group of children in the dramatic play centre dressed in costumes acting out a scene of being "mama, papa, and baby at the doctor". The educator has been assigned the role of "doctor" by the children and takes this opportunity to ask the children questions that expand their understanding of what happens at a check-up.

Tomorrow the educator supports the children's interest by adding books about doctors and hospitals to the dramatic play centre hoping to build on the children's interest and spark more questions and play – resulting in more learning.

Northridge Montessori School's Program Statement is reviewed annually by the Supervisor to ensure that it is aligned with the Minister's policy statement.

Parent Issues and Concerns Policy and Procedures

The purpose of this policy is to provide a transparent process for parents/guardians and Northridge Montessori school staff to use when parents/guardians bring forward issues/concerns relating to their children's attendance at Northridge Montessori.

As reflected in our program statement, we support positive and responsive interactions among the children, parents/guardians, early learning child care providers and support staff, fostering the engagement of an ongoing communication with parents/guardians about the program and their children. Our staff are available to engage

parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by Northridge Montessori Staff and the investigation will be fair, impartial and respectful to parties involved. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties.

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).

PROCEDURE

Parents/guardians reporting issues or concerns related to the program or operations of the centre can be raised verbally or in writing to the individual, classroom staff, Program Director or Area Manager.

All issues or concerns about the conduct of staff, students or volunteers that puts a child's health, safety and well-being at risk should be reported to the Program Director or Area Manager as soon as parents/guardians become aware of the situation.

The person who raised the issue/concern will be kept informed throughout the resolution process.

Issues or concerns may also be reported to other relevant local authorities (e.g., local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

The individual required to address the matter will provide an initial response either verbally or in writing to a parent/guardian for an issue or concern within two (2) business days.

ADDRESSING ISSUES AND CONCERNS

The individual required to address the matter will provide an initial response either verbally or in writing to a parent/guardian for an issue or concern within three (3)

business days and a meeting will be arranged within (10) business days from initial concern.

Staff may document the issues or concerns with the following applicable information:

the date and time received;

the name of the person who received it;

the name of the reporting person;

the details;

resolution steps taken; information given to the parent/guardian regarding next steps or referral.

Staff will utilize the Parent and/or Guardian Issues and Concerns Folder to accurately document concerns and resolutions and/or next steps.

Definitions

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

Staff: Individual employed by the licensee (e.g. home visitor).

Operator: Munira Hyder

Policy

General

Parents/guardians are encouraged to take an active role in Northridge Montessori School and regularly discuss what their child(ren) are experiencing with our staff. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their

children. Northridge Montessori Staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

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

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

An initial response to an issue or concern will be provided to parents/guardians within 10 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process. Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, 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

Northridge Montessori School maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the Program Advisor.

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit <http://www.children.gov.on.ca/htdocs/English/childremsaid/reportingabuse/index.aspx>

A detailed parent and/or guardian issues and concerns document will be filled in specific that outlines these details:

Categories of Concerns

Concerns may relate to the following areas:

Category	Examples of Concerns
Program Room-Related	Curriculum, daily activities, child guidance, routines, health and safety practices
General	Communication, nutrition, accessibility, overall child experience
Centre/Operations Related	Fees, hours of operation, enrolment process, cleanliness of facility
Staff / Duty Parent Related	Conduct, professionalism, communication with parents
Supervisor / Licensee	Decision-making, policy implementation, program leadership
Student / Volunteer Related	Conduct, interactions with children

Resolution Process

- A meeting will be scheduled within **10 business days** from the initial concern.
- If further investigation is required, updates will be provided throughout the process.
- All steps taken and resolutions reached will be **documented and kept confidential**.

Escalation Procedure

If the concern is not resolved at the initial level, it may be escalated to the **Supervisor** and/or **Licensee** for further review and action.

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Provider, Staff and/or Licensee in responding to issue/concern:
Program-Related E.g.: schedule, toilet training, indoor/outdoor program activities, menus, etc.	Raise the issue or concern to - Northridge Montessori School	- Address the issue/concern at the time it is raised; or - arrange for a meeting with the parent/guardian within 10 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 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. Provide contact information for the appropriate person if the person being notified is unable to address the matter.
General, Agency- or Operations-Related E.g.: fees, placement, etc.	Raise the issue or concern to: Northridge Montessori School	
Provider-, Staff- and/or Licensee-Related E.g.: conduct of provider, home visitor, agency head office staff, etc.	Raise the issue or concern to - the individual directly or - the licensee. All issues or concerns about the conduct of the staff that puts a child's health, safety and well-being at risk should be reported to the program advisor as soon as parents/guardians become aware of the situation.	
Related to Other Persons at the Home Premises	Raise the issue or concern to - the Northridge Montessori School	Ensure the investigation of the issue/concern is initiated by the appropriate party within 10 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
Student- / Volunteer-Related	Raise the issue or concern to - the person responsible for supervising the volunteer or student Note: All issues or concerns about the conduct of students/volunteers that puts a child's health, safety and well-being at risk should be reported to the operator as soon as parents/guardians become aware of the situation.	

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the operator.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15 must be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

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

Regulatory Requirements: Ontario Regulation 137/15

Parent issues and concerns

45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,

- (a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;
- (b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and
- (c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

Parent handbook

45. (1) Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include,

- (a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;

Intent

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

Disclaimer: This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding their obligations under the CCEYA and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each home child care agency it operates and each premises where the licensee oversees the provision of home child care.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

Child Care Centre Serious Occurrence Policy and Procedures

Name of Child Care Centre: Northridge Montessori School

Date Policy and Procedures Established: June 2023

Date Policy and Procedures Updated: December 2025

Purpose

The purpose of this policy and the procedures within is to provide clear instructions for staff, students and volunteers to follow for how to identify, respond to and report a serious occurrence. It ensures that there is a plan to deal with any serious incidents that may affect the health, safety and well-being of children and those working directly with children, and that these serious incidents are addressed by the child care centre and reported to the Ministry of Education for review.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures with respect to serious occurrences for child care centres.

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

Policy

Identifying a Serious Occurrence

Under the *Child Care and Early Years Act, 2014*, serious occurrences are defined as:

1. the death of a child who received child care at a child care centre,
2. abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a child care centre,
3. a life-threatening injury to or a life-threatening illness of a child who receives child care at a child care centre,
4. an incident where a child who is receiving child care at a child care centre goes missing or is temporarily unsupervised, or
5. an unplanned disruption of the normal operations of a child care centre that poses a risk to the health, safety or well-being of children receiving child care at the child care centre.

Reporting a Serious Occurrence

- Staff will notify the licensee, supervisor or designate of a serious occurrence as soon as they become aware of the incident.

- All serious occurrences will be reported to the Ministry of Education in the Child Care Licensing System (CCLS) within 24 hours of the licensee, supervisor or designate becoming aware of the occurrence.
- Identifying information such as children or staff names will not be included in the serious occurrence reports.
- If CCLS cannot be accessed (for example, where CCLS or an internet connection is unavailable), the licensee, supervisor or designate will notify the program advisor (PA) assigned to the licence by email or by telephone within 24 hours of becoming aware of the occurrence. A serious occurrence report will be submitted in CCLS as soon as the system can be accessed.
- Where a Ministry of Education PA cannot be reached by telephone, a voicemail message will be left to notify the PA of the incident.
- All updates to serious occurrences will be reported in CCLS through update reports until the serious occurrence has been closed by the Ministry of Education.
- Where the Ministry of Education requests updates to a serious occurrence in CCLS, these will be provided as soon as possible through update reports.
- Serious occurrences reported to the Ministry of Education will be documented in the daily written record.

Posting a Serious Occurrence Summary (Notification Form)

- Within 24 hours of becoming aware of a serious occurrence, Supervisor or Designate will complete a Serious Occurrence Notification Form in either CCLS or using the form available in Appendix A.
- The form will provide a summary of the serious occurrence and of any action taken by the child care centre.
- The summary will not include identifying information (for example, names and ages of children, staff, or program rooms) and will contain gender-neutral language (for example, they, a child and more).
- The summary will be posted at the child care centre in a place that is visible and accessible to parents for a minimum of 10 business days, regardless of the serious occurrence type and the status of any related investigation.
- Where a serious occurrence is updated or revised, the summary should also be updated to reflect this change.
- All serious occurrence summaries will be retained for 3 years from the date they are created or last updated (whichever date is most recent).

Concerns about the Suspected Abuse or Neglect of a Child

- If any person, including a person who performs professional duties with respect to children, has reasonable grounds to suspect that a child has suffered, or is at risk to suffer, physical or emotional harm or sexual exploitation or molestation inflicted by the person having charge of the child, the person will report the suspicion directly to a children's aid society (CAS).
- Suspected abuse or neglect that will be reported will include physical, emotional and sexual abuse and/or neglect.

- Where a parent express concerns that a child is being abused or neglected, the parent will be advised to contact their local CAS directly. The person who becomes aware of these concerns is also required to report the concerns to the local CAS.

Additional Policy Statements

Consider including additional policy statements, as applicable, for example, how to debrief staff, students and volunteers after a serious occurrence, what supports will be provided to children and families after a serious occurrence, what measures will be implemented to prevent initial incidents or recurring of serious occurrences, what types of incidents are not reportable serious occurrences and how to handle such incidents and more.

Our supervisor will debrief all necessary individuals on what has happened, steps done to ensure the safety of the children during the occurrence and implemented improvements for the future. Children and Families will be provided necessary resources regarding the occurrence (e.g. PIRS). This policy will be used to asses a serious occurrence.

Procedures to Respond to a Serious Occurrence

Steps to Follow for All Serious Occurrences

STEPS FOR STAFF, STUDENTS AND VOLUNTEERS TO FOLLOW:

1. Immediately:

- Ask for assistance from other staff, students, or volunteers.
- Provide immediate medical assistance, if applicable, according to Standard First Aid and CPR training, where applicable.
- Call emergency services and follow direction from emergency services personnel, where applicable.
- Ensure that other children are removed from the scene and do not have access to the area, where applicable.
- Address any risks to the health or safety of the child and/or other children present to prevent the risk of further harm.
- Notify the supervisor/designate.

0. Ongoing and after the incident:

- Follow any direction provided by third-party authorities (for example, police, CAS, public health, and more)
- Ensure that children are supervised at all times.

0. Within 24-48 hours:

- Document the incident in:
 - . the daily written record;
 - a. the child's record of symptoms of illness, if applicable; and/or
 - b. in an accident report, if applicable.

- Where an accident report is created, provide a signed copy to a parent of the child.

STEPS FOR THE LICENSEE/SUPERVISOR/DESIGNATE TO FOLLOW:

1. Immediately:

- Provide assistance to children, staff, students, volunteers and families.
- Provide immediate medical assistance, if applicable, according to Standard First Aid and CPR training.
- Call emergency services and follow direction from emergency services personnel, where applicable.

0. Within 24 hours of becoming aware of the incident:

- Collect all pertinent information to report the incident to the Ministry of Education as a serious occurrence, including:
 - A description of the incident;
 - The date, time, place where it occurred, actions taken and outcome;
 - The current status of the incident and child/parties involved; and
 - All other parties notified (for example, emergency services, CAS, parents).
- 0. Report the serious occurrence in CCLS or notify the Ministry of Education program advisor by telephone or email where CCLS is not available. **Note:** Where CCLS is not available, a serious occurrence report will be submitted in CCLS as soon as it becomes available.
- 0. Post a summary of the serious occurrence and of any action taken by the child care centre in a place that is visible and accessible to parents.

0. Ongoing and after the incident:

- Follow any direction provided by third-party authorities (for example, police, CAS, public health, and more)
- Maintain confidentiality at all times.
- Update the serious occurrence report in CCLS, as required.
- Conduct an internal review of the serious occurrence with staff, students and volunteers to establish next steps and reduce probability of repeat occurrences.
- Provide children, parents, staff, students and/or volunteers with supports, if needed.
- Review with staff, students and volunteers the child care centre's program statement policies and procedures that set out prohibited practices and expectations of promoting the health, safety, nutrition and well-being of all children.

Steps to Follow According to Specific Serious Occurrence Categories

Serious Occurrence: Death of a Child

STEPS FOR STAFF, STUDENTS AND VOLUNTEERS TO FOLLOW:**Death occurs while a child is receiving child care:**

See 'Steps to Follow for All Serious Occurrences' for staff, students and volunteers.

STEPS FOR THE LICENSEE/SUPERVISOR/DESIGNATE TO FOLLOW:

See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate, and

. Death occurs while a child is receiving child care:**1. Immediately, upon becoming aware of the incident:**

- Contact a parent of the child, or where a parent cannot be reached, contact the child's emergency contact.

b. Death occurs while a child is not receiving child care:**1. Within 24 hours of becoming aware of the incident:**

- Contact local Children's Aid Society (CAS) or police services to find out if there is an investigation. If an investigation is ongoing, conduct an internal investigation after CAS or police services have completed their investigation, if applicable.

Serious Occurrence: Allegation of Abuse and/or Neglect**STEPS FOR STAFF, STUDENTS AND VOLUNTEERS TO FOLLOW:**

'Steps to Follow for All Serious Occurrences' for staff, students and volunteers, and

Where there is a concern about the abuse or neglect of a child by any person:**1. Immediately:**

- Report concerns to the local Children's Aid Society (CAS) as per the duty to report obligations under the *Child, Youth and Family Services Act, 2017* (CYFSA).
- Document the conversation with CAS and follow their recommendations.
- Notify the supervisor/designate of the incident and the report made to CAS, where appropriate.
- Refrain from discussing the allegation with others.
- Maintain confidentiality at all times.

STEPS FOR THE LICENSEE/SUPERVISOR/DESIGNATE TO FOLLOW:

See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate, and

Where there is a concern about the abuse or neglect of a child by a staff, student or volunteer, or where a person has otherwise reported alleged abuse/neglect concerns to the supervisor/designate:**1. Immediately:**

- Notify the person who reported concerns about their duty to report obligations under the *Child, Youth and Family Services Act, 2017* (CFSA).

- Report the concerns to the local Children's Aid Society (CAS) as per the duty to report obligations under the CYFSA, unless it is confirmed that a report has already been made to CAS.
- Document the concerns.
- Contact and notify a parent of the child, where appropriate.
- Based on the nature of the allegation and/or the direction of CAS and/or internal policies, determine next steps such as disciplinary measures and additional actions, such as an internal investigation to protect children in care.
- Determine whether the individual alleged to have abused/neglected a child is registered with a professional regulatory body (for example, College of Early Childhood Educators, Ontario College of Teachers and more). If so:
 - Report the allegation of abuse to the appropriate regulatory body;
 - Report to the College of Early Childhood Educators when the employment of a registered early childhood educator (RECE) is suspended or terminated or if the RECE resigns.
- Refrain from discussing the allegation with others.
- Maintain confidentiality at all times.

0. Once all external investigations are complete (for example, by police and/or CAS), if applicable:

- Update the serious occurrence report in CCLS, as required.
- Update all other authorities to whom the allegation was reported (for example, College of Early Childhood Educators, Ontario College of Teachers, CAS and more).

Serious Occurrence: Life-threatening Injury or Illness

STEPS FOR STAFF, STUDENTS AND VOLUNTEERS TO FOLLOW:

See 'Steps to Follow for All Serious Occurrences' for staff, students and volunteers.

STEPS FOR THE LICENSEE/SUPERVISOR/DESIGNATE TO FOLLOW:

See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate.

Serious Occurrence: Missing or Unsupervised Child(ren)

STEPS FOR STAFF, STUDENTS AND VOLUNTEERS TO FOLLOW:

'Steps to Follow for All Serious Occurrences' for staff, students and volunteers, and

1. Immediately, upon becoming aware that a child or children are missing:

- Alert the supervisor/designate, and all staff, students and volunteers;
- Search the child care premises, including outdoor areas (for example, hallways, washrooms, playground, outdoor classrooms and more);
- Ensure that remaining children are supervised at all times.

- . **Where the child or children are not found after being deemed missing:**
 - Continue to search the premises.
 - Update the supervisor/designate.
- b. Where the child or children are found after being deemed missing:**
 - Update the supervisor/designate.
- 0. After the child or children have been found, after being deemed missing:**
 - Document the incident in the daily written record.

STEPS FOR THE LICENSEE/SUPERVISOR/DESIGNATE TO FOLLOW:

See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate, and

1. Immediately, upon becoming aware that a child is missing:

- Assist with searching for the missing child(ren).
 - . **Where the child or children are not found after being deemed missing:**
 - Call emergency services and follow direction from emergency services personnel.
 - Contact the child(ren)'s parent(s), or where a parent cannot be reached, contact the child's emergency contact.
 - b. Where the child or children are found after being deemed missing:**
 - Update the child(ren)'s parent(s), or where a parent cannot be reached, the child(ren)'s emergency contact(s).

Serious Occurrence: Unplanned Disruption of Normal Operations

- Fire
- Flood
- Gas Leak
- Detection of Carbon Monoxide
- Outbreak
- Lockdown
- Other Emergency Relocation or Temporary Closure
- Public Health ordered closure

STEPS FOR STAFF, STUDENTS AND VOLUNTEERS TO FOLLOW:

'Steps to Follow for All Serious Occurrences' for staff, students and volunteers, and

- . **Where the incident is suspected to be an outbreak:**
- 1. Immediately:**
 - Notify the supervisor/designate on site of concerns.
 - Separate children who are showing symptoms of illness from other children.
 - Follow any directions provided by the local public health authority.

0. **Within 24-48 hours:**

- Record symptoms of ill health in the affected child(ren)'s records.
- Document the incident in the daily written record.

b. Where the incident is not an outbreak (all other disruptions of normal operations):

1. **Immediately:**

- Follow the child care centre's fire safety and evacuation plan and/or the emergency management policies and procedures, as applicable.

0. **Within 24-48 hours:**

- Document the incident in the daily written record.

STEPS FOR THE LICENSEE/SUPERVISOR/DESIGNATE TO FOLLOW:

See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate, and

• **Where the incident is suspected to be an outbreak:**

1. **Immediately:**

- Contact the local public health department.

b. Where the incident is deemed an outbreak by the local public health department:

1. **Immediately:**

- Follow instructions from the local public health department.
- Contact the parent(s) of the affected child(ren) and ensure the affected child(ren) are picked up by their parent(s) and/or taken to hospital.
- Obtain an outbreak posting from the local Medical Officer of Health and post in an area easily accessible for parents.

Note: Outbreaks must be reported as a serious occurrence only if deemed an outbreak by public health.

0. **Within 24-48 hours ins:**

- Notify all parents of children enrolled at the child care centre of the outbreak.

c) Where the incident is not deemed an outbreak, follow any direction provided by public health.

d) Where the incident is not an outbreak (all other disruptions of normal operations):

1. **Immediately:**

- Follow the child care centre's fire safety and evacuation plan and/or the emergency management policies and procedures, as applicable.

Note: a hold and secure (an external threat in the area) is not a reportable serious occurrence.

Additional Procedures

Consider including additional procedures, as applicable, for example, steps to conduct an internal investigation about an allegation of abuse, how to ensure required supervision and ratios are maintained when responding to different serious occurrences, what the supervisor/designate should do to support and provide assistance in responding to a serious occurrence and more.

In the case of an allegation of abuse, an internal investigation will be conducted documenting statements of all parties involved. Supervisor will assign roles within the classroom to ensure required supervision is maintained (assigning teachers to watch children, move hazardous equipment etc.)

Glossary

Children's Aid Society (CAS): A local agency with the exclusive mandate, under the *Child, Youth and Family Services Act, 2017* to investigate allegations of child abuse or neglect and to deliver child protection services.

Emergency: An urgent or pressing situation in which immediate action is required to ensure the safety of children and adults in the child care centre.

Interact: To be or become involved in communication, social activity or work with somebody else or one another (Source: Encarta Dictionary). Examples of interactions with children include conversing, playing, directing, intervening, supervising or assisting in fulfilling their needs (for example, food/drink consumption, toilet use).

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

Lockdown: A threat inside the building that will restrict movement within the child care centre.

Parent: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family (all references to parent include legal guardians but will only be referred to as "parent" in this policy).

Serious Occurrence: An incident that must be reported to the ministry of education within 24 hours.

Staff: Individual employed by the licensee (for example, program room staff).

[enter additional definitions here]

Regulatory Requirements: Ontario Regulation 137/15

SERIOUS OCCURRENCES

38.

1. Every licensee shall ensure that,

. there are written policies and procedures with respect to serious occurrences in each child care centre operated by the licensee and each premises where it oversees

the provision of home child care, that address, at a minimum, how to identify, respond to and report a serious occurrence;

a. a report is provided to a program adviser of any serious occurrence in any child care centre operated by the licensee or any premises where it oversees the provision of home child care within 24 hours of the licensee or supervisor becoming aware of the occurrence;

b. a summary of the report provided under clause (b) and of any action taken as a result is posted for at least 10 business days in a conspicuous place at the child care centre or home child care premises; and

c. the summary of the report is kept in accordance with section 82.

Disclaimer: This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding its obligations under the CCEYA and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each child care centre it operates.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

Supervision of Students and Volunteers Policy

Name of Child Care Centre: **NORTHRIDGE MONTESSORI SCHOOL**

Date Policy and Procedures Established: November, 2018

Date Policy and Procedures Updated: December, 2025

Purpose

Northridge Montessori School welcomes both placement students and volunteers into the various programs offered in our child care program. We believe it is a valuable part in gaining experience in a child care environment. Volunteers and students also play an important role in supporting staff in the daily operation of child care programs.

This policy will provide supervising staff, students and volunteers with a clear understanding of their roles and responsibilities.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding volunteers and students for child care centres.

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

Policy

General

- **Students and volunteers will always be supervised by an employee and never permitted to be alone with any child or group of children who receive child care.**
- Students and volunteers will not be counted in staff to child ratios.

It is required that every volunteer or student at Northridge Montessori School is supervised by an employee at all times and is not permitted to be alone with any child who receives child care at the Centre.

Student and Volunteer Supervision Procedures: Roles and Responsibilities

The licensee/designate must:

- Ensure that all applicable policies, procedures and individual plans are reviewed with students and/or volunteers before they start their educational placement or begin volunteering, annually thereafter and when changes occur to the policies, procedures and individualized plans to support appropriate implementation.
- Ensure that all students and/or volunteers have been trained on each child's individualized plan.
- Ensure that a vulnerable sector check (VSC) and annual offence declarations are on file for all staff, students and/or volunteers in accordance with the child care centre's criminal reference check policy and procedures and Ontario Regulation 137/15.
- Ensure that expectations are reviewed with students and/or volunteers including, but not limited to
 - how to report their absence;
 - how to report concerns about the program;
 - are not to communicate child's progress with parents/guardians
- Inform students and/or volunteers that they are never to be included in staff to child ratios or left alone with children.
- Appoint supervising staff to the students and/or volunteers, and inform them of their supervisory responsibilities.
- Inform students and/or volunteers of their duty to report suspected child abuse or neglect under the Child and Family Services Act.

The supervising staff must:

- Ensure that students/volunteers are never included in staff to child ratios.
- Ensure that students/volunteers are supervised at all times and never left alone with children.
- Introduce students and/or volunteers to parents/guardians.
- Provide an environment that facilitates and supports students' and/or volunteers' learning and professional development.
- Provide students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy.
- Provide students and/or volunteers with feedback on their performance.
- Work collaboratively with the student's practicum supervising teacher.
- Monitor and notify the centre supervisor of any student and or volunteer misconduct or contraventions with the centre's policies, procedures, prohibited practices or individual plans (where applicable) in accordance with the centre's written process for monitoring compliance and contraventions.

Students and/or volunteers must:

- Maintain professionalism and confidentiality at all times, unless otherwise required to implement a policy, procedure or individualized plan.
- Notify the supervisor or designate if they have been left alone with children or have any other concerns about the child care program (e.g. regarding staff conduct, program statement implementation, the safety and well-being of children, etc.).
- Submit all required information and documentation to the licensee, supervisor or designate prior to commencing placement or volunteering, such as a valid VSC.
- Review and implement all required policies, procedures and individualized plans, and sign and date a record of review, where required.
- Review allergy lists and dietary restrictions and ensure they are implemented.
- Respond and act on the feedback and recommendations of supervising staff, as appropriate.
- Report any allegations/concerns as per the "Duty to Report" under the *Child and Family Services Act*
- Complete offence declarations annually, no later than 15 days after the anniversary date of the last VSC or offence declaration (whichever is most recent) in accordance with the child care centre's criminal reference check policy.

- Provide an offence declaration to the supervisor/designate as soon as possible any time they have been convicted of a Criminal Code (Canada)

Dress Code

All volunteers and students are expected to dress comfortably and respectfully.

All Volunteers and Students Are Expected to:

- Familiarize themselves with all policy and procedures of the Centre.
- Respect all aspects of confidentiality related to the Centre, Staff, Children and their Families.
- Report any suspicions of child abuse to the local Children's Aid Society.
- Make an initial commitment to the Centre for a length of time agreed upon by the coordinator and the volunteer.
- For students, the length of time will be agreed upon by the Educational Institute and the Centre.
- Fulfil those responsibilities assigned to them by the coordinator or designate

Glossary

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

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

Student: Individual who is enrolled in an education program/school and is completing a placement.

Volunteer: An individual who participates in the child care program and interacts with children in care but is not paid by the licensee (e.g. parents assisting on an occasional or recurring basis with child care programming, such as excursions, field trips, etc.).

Regulatory Requirements: Ontario Regulation 137/15

Supervision of volunteers and students

11.1 (1) Every licensee shall ensure that every volunteer or student at a child care centre it operates at is supervised and is not permitted to be alone with any child who receives child care at the child care centre.

(2) Every licensee shall ensure that there are written policies and procedures regarding volunteers and students that set out, at a minimum,

- (a) the requirement described in subsection (1);
- (b) the roles and responsibilities of the licensee and supervising employees; and
- (c) the roles and responsibilities of volunteers and students.

Disclaimer: This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding their obligations under the CCEYA and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each child care centre it operates.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

SAFE ARRIVAL AND DISMISSAL POLICY

Background

Everett Smith was just three weeks shy of his second birthday when he died in late June 2022 in the back seat of a car in Bancroft, Ont., after a family emergency changed his family's morning routine and his mom didn't realize he hadn't been dropped off at his daycare when she headed into work.

New rules for Ontario child-care operators are aimed at preventing the rare but horrific deaths of children in hot cars. As of Jan 1, 2024, licensed home daycares and child-care centers are mandated to implement a Safe Arrival and Dismissal policy setting out the steps they will take when a child doesn't arrive as expected.

It's a step Everett's parents see as comforting, knowing that something positive will come out of such a devastating tragedy.

Purpose

This policy and the procedures will help support the safe arrival and dismissal of children receiving care at Northridge Montessori School.

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

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

Policy

Northridge Montessori School will ensure that any child receiving care at our school is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization to the school to release the child.

Northridge Montessori School will only dismiss children into the care of their parent/guardian or another authorized individual. The school will only release children to adults over 18 years old. Where a child does not arrive at school (10:00 am) or as expected, or is not picked up on time as per the Enrolment Agreement, staff must follow the Safe Arrival and Dismissal procedures set out below.

Procedures for Arrival

When accepting a child into care at the time of drop-off in the mornings, the attending teacher must:

- greet the parent/guardian and the child.
- ask the parent/guardian how the child's morning has been.
- if there are any changes to the child's pick-up procedure for that day; (i.e., someone other than the parent/guardian is picking up the child), then:
 - If the parent/guardian has indicated that someone other than the child's Parent/guardians will be picking up the child; the teacher must confirm that the person is listed on the Emergency Contact Card.
 - If the pick-up person is not listed, ask the parent/guardian to email the office and Provide authorization for pick-up in writing by giving the first & last name of the individual who is to pick the child.
 - The teacher will not take the name/s of anyone who will pick up the child at the door, at dismissal time. Child will not be released to anyone without prior communication to the office via email or phone call to the school.
 - Complete the Attendance Record and indicate the child's arrival time and mark the Health Check column. Document the change in pick-up procedure in the daily journal when the child is picked up.

Where a child has not arrived at school **at the expected time and the parent/guardian has not communicated the absence or late arrival** (email or phone call), the teacher in the classroom must:

- Inform and they must commence contacting the child's parent/guardian no later than 10:00 am. The attending staff must email on Gmail and try to call both parents/guardians at least twice, until an adult is able to confirm the child's absence.
- During the check up call, if no response is received from either parent the attending staff must contact at least one more time and leave a message. The attending staff will allow 15 minutes for the parent/guardian to respond to the school's message left on voicemail and email.
- If the school does not receive a telephone call or email on Gmail from any one of the parents/guardians, the school will contact the Police Department and CAS report a missing child.
- Once the child's absence has been confirmed, the classroom teachers will document the child's absence on the Attendance Record and any additional information about the child's absence in the Daily Communication Journal.

Procedure for Absence

- Please inform staff and teachers if your child will be absent from care by calling before 10:00 AM or providing a written email at mynms2004@gmail.com

Procedure for Dismissal

The teacher who is supervising the child at the time of dismissal will only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization to the school.

- If the teacher does not know the individual picking up the child (i.e., parent/guardian or authorized individual), the teacher must confirm with another teacher or the office that the individual picking up the child is the child's parent/guardian or authorized individual.
- Failing this, the teacher will check the Driver's License of the individual and cross check the name with the school Emergency Contact Card information.

Where a child has not been picked up at the usual expected time:

Where a parent/guardian has previously communicated to the office a specific time or time frame that their child is to be picked up from the school that day and the child has not been picked up:

- The Attending teacher will contact parent/guardian via a phone call and advise that the child is still in school and has not been picked up.
- If unable to speak directly to the parent/guardian, then leave a clear message on Gmail stating the child has not been picked up yet and a late fee will apply.
 - If the parent/guardian does not respond to the voice message or Gmail within 10 minutes, and where the staff is unable to reach the parent/guardian again, the attending Teacher must call the emergency contact person listed on the Emergency Card and let them know that the child needs to be picked up from school as we are unable to reach the parents.
- Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the school.
- Where the staff has not heard back from the parent/guardian, authorized individual or the Emergency contact person on school's records, wait until program closes and then refer to procedures under "where a child has not been picked up and the school is closed".

Where a child has not been picked up and the school is closed – 6:00 pm

Where a parent/guardian, authorized individual who was supposed to pick up a child from care and has not arrived, staff shall ensure that the child is given a snack and activity, while they await their pick-up.

The staff shall proceed with calling the parent/guardian to advise that the child is still in care and needs to be picked up immediately.

- In the case where the person picking up the child is an authorized individual; the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
- If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact the emergency contact person listed on the child's Emergency Contact card.
- Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's Emergency Contacts card, staff shall proceed with contacting the local Children's Aid Society. Staff shall follow the CAS's direction with respect to next steps.
- The Policy will be reviewed every year and whenever the need arises.

Enrollment Guideline and Fee Schedule

We are pleased to share important updates and details regarding enrollment, fee schedules, and the Federal Government's CWELCC (Canada-Wide Early Learning and Childcare) program. Please review this information carefully to ensure a smooth transition to the new CWELLC

discounted fee and its implementation process for your child at Northridge Montessori School (NMS).

Enrollment Guidelines

To secure your child's spot, the following payments are required at the time of enrollment:

1. Non-refundable First Month's Tuition Fee.
2. Non-refundable Last Month's Fee (applied to the last month your child attends or used in lieu of the required 30-day withdrawal notice).

Payments can be made:

- Monthly on the 1st of each month
- Cheque payable to *Northridge Montessori School*.
- EMT to mynms@hotmail.com

Please submit the following documents with your enrollment form:

- A copy of your child's up-to-date immunization record.
- A copy of your child's Health Card.
- A recent photo of your child and a family photo.

Fee Schedule and CWELCC Discount

The following is the updated fee schedule effective January 1, 2026, with CWELCC discounts applied:

Program Options	NMS Fee	Parents Pay After CWELCC Discount
Pre-Casa (Preschool) Full Day	\$1,290.00	\$22.00 per day per child on the number of days in a month

Additional Fee Policies

- Extended hours are available based on availability and prepayment.
- Late pick-up fee: \$5 per minute after the scheduled pick-up time.
- Returned cheques: \$50 per occurrence.
- Late payments: \$10 per day after the 1st of each month. Payments over 30 days late may result in termination of enrollment.

- Refunds: Tuition fees are non-refundable, including for vacation days, inclement weather, school holidays, or sick days.

CWELCC-Approved Rates: Base Fees and Non-Base Fees

The following table outlines what is included under the **Base Fee** (covered by the CWELCC program) and what is categorized as **Non-Base Fees**:

Program	Base Fee	Non-Base Fee
Full-Day Program	✓	
Before and After School Program	✓	
Additional Fee (\$5 per minute after scheduled pick-up time)		✓
Late Payment Fee (\$10 per day after due date)		✓
Non-Sufficient Funds Fee (\$50 per occurrence)		✓
Field Trips		✓
Special Events		✓
Extra-Curricular Programs		✓

Closure Days for Northridge Montessori School Year

Northridge Montessori operates in a calendar year from January 1 to December 31. During this period, we provide licensed child care services Monday to Friday from 7:00 am to 6:00 pm.

January 1st, 2026

New Year's Day

February 16th, 2026

Family Day

April 3rd, 2026

Good Friday

May 18th, 2026

Victoria Day

July 1st, 2026

Canada Day

September 7th, 2026

Labour Day

October 12th, 2026

Thanksgiving Day

December 25th, 2026

Christmas Day

December 26th, 2026

Boxing Day

Fees for these closure dates are already included in your monthly fees.

Northridge Montessori School operates in an academic year from January 1 to December 31.

Northridge Montessori School is, at the moment not offering any activities off the premises.

Unplanned Closures:

To keep you, your children, and our staff safe, Northridge Montessori school will close when the

Peel District School Board schools close due to severe weather conditions. Northridge

Montessori will notify families via email and there will be no refund for inclement weather.