



Mission Statement

"Education As An Aid To Life". We help your child master the fundamental life skills which are essential in aiding him/her to become a confident, knowledgeable and independent individual.

At Simcoe Street Montessori School, our steadfast belief in the benefits of a Montessori education forms the basis of our school's mission. We are dedicated to preparing our students in learning and coping successfully with life's fundamental skills. We provide a developmentally appropriate and intellectually stimulating programme, which is implemented in an enriched environment that is enjoyable, safe and nurturing.

Our philosophy at Simcoe Street Montessori School is based upon the belief that each child is unique. The child's individuality is demonstrated by the pace through which he/she masters the sequential stages of development.

We believe that each child has different strengths and needs. We implement individual programme plans to assist children with their personal objectives and encourage the success in their areas of strength.

Our school promotes the importance of communication. The children are encouraged to express all feelings. We help children to communicate positive and negative feelings in a manner that is physically safe and emotionally healthy to the development of self-esteem and self-worth of themselves and of others.

We work to foster socialization skills between children and peers and between children and adults. Activities are provided which allow for individual and group interaction. This allows for the development of verbal, cooperative, basic problem solving and decision-making skills within the children. Through our introduction of group participation, children will form a basis of comfort and security in situations that involve others.

Our group activities are diversified and therefore allow the achievement of success for all children in the varying development stages. As a result, this increases the children's self-esteem and self-confidence, which in turn will develop their learning potential to the fullest.

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The child's choice is highly valued in this program. Every play or work opportunity is viewed as a chance for the child to make decisions and explore. Through the use of the materials found in the classroom, the child also gains valuable hands-on experiences and discovers about cause and effect. We present choices in a safe and non-threatening environment. The child's choices are used as learning experiences. The child learns to become responsible and independent, through the teacher's encouragement and support of the child's decisions.

We introduce to the children experiences and knowledge of various cultures. This understanding will help the children accept differences amongst themselves and thus learn to be courteous and respectful towards others. This exposure will thereby instill upon the children the awareness and acceptance of the multi-cultural environment in which they live.

Simcoe Street Montessori School recognizes and respects the inherent dignity, personalities and talents of each child.

Through the consistent implementation of our mission, your child will establish trust. We believe that trust forms the foundation for preparing and empowering your child to effectively cope with life's challenges which he/she will encounter in the future.



Program Statement

At Simcoe Street Montessori School we believe that all children are individuals in their own right. They are eager, active and always curious to learn and explore new ideas and experiences.

We help your child master the fundamental life skills which are essential in aiding him/her to become confident, knowledgeable and independent.

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Through the consistent implementation of our program statement, your child will establish trust. We believe that trust forms the foundation for preparing and empowering your child to effectively cope with life's challenges which he/she will encounter in the future.

All children are capable and competent in becoming fully functional, independent and self-sufficient individuals. The staff at Simcoe Street Montessori School provide the necessary environment and materials so that each child is able to develop and grow to achieve his or her fullest potential.

The following goals have been written with the use of the document How Does Learning Happen under the authority of the Minister of Education.

The Program Statement will be reviewed annually by all staff, student volunteers and volunteers; and reviewed again when any pertinent revisions or additions are made to the Program Policy.



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

At Simcoe Street Montessori School hot nutritious meals are provided for breakfast lunch and an afternoon snack to the students each day though The Lunch Lady of Newmarket.

All of the staff members - trained staff and assistants have valid First Aid and CPR Certificates. All staff are also knowledgeable and informed about all information regarding any allergies, food restrictions and medical conditions pertaining to each child. Anaphylactic policies are reviewed annually.

Frequent handwashing using water and soap, is encouraged and reinforced to the children during washroom routines, before and after snacks and lunches and when children are sick with colds. The materials and tables are cleaned and disinfected with soap and water and bleach before class and at the end of the day and before and after snacks and lunches.

Each day the children are allowed to have a nap or rest for no more than two hours a day. For the children who do not sleep due to parents' wishes or because they have outgrown their naps; a resting mat is provided. The child may rest or do quiet work in the classroom with the teacher.

The children to staff ratios are observed and followed as set out by the Ministry. The teachers are always monitoring and scanning the children while in the classrooms and in the indoor gym and playground. Head counts (of the children) are constantly conducted . The times when the children arrive and depart the school are also documented.



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

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

Parents are always made to feel welcome and reminded that they can talk to the teachers about their children either at drop off or pick up, or they can set up a time that is mutually convenient for a meeting. Parent Teacher interviews are also scheduled twice a year when report cards are given out.

Monthly Parent Calendars are given out at the beginning of each month, letting parents know what will be happening during that particular month for e.g. events, show and tell or any specially themed days (pajama day, wearing red day etc.).

There are two Watch-Me Workshops (held in the fall and spring), where parents come in and their children will present two or three pieces of Montessori work to their parents. An annual Christmas event held in December for all the students and their family and friends. There is a bulletin board in the cubby area where information is posted for the parents/guardians.

There is always open communication between the Head Staff and the Parents/guardians, including via email, telephone calls and using the Remind App.

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Encourage children to interact and communicate is a positive way and support their ability to self-regulate.

Self-regulation is the term referring to how effectively and efficiently a child copes or deals with a stress and then recovers. When children are calm, focused and alert they are able to think properly, pay attention, get along and work and play amicably with their peers and feel empathy for others.

In order for this to occur, the child's teachers must provide an environment that is conducive to helping the child learn and interact and engage with others in a positive manner. The staff will focus on using positive reinforcements and language when interacting with the children. The staff will ensure that the child's environment is calm, not too noisy, not too visually stimulating and not have strong smells.

In the classroom, work time is quiet time when the children are busy concentrating and working on their exercises and Montessori materials. The classroom walls are also not very decorated, as this is calming for the child.

The children also have outdoor play where they can have physical activities and have opportunities to engage in learning to get along with each other and to problem solve when there are any altercations.

The children are also introduced to other cultures and nationalities through books, objects and food. This in turn will instill upon them to respect and accept other cultures and to feel a sense of belonging, hence enabling them to get along with others.

Through interaction with peers and with the staff, the child will internalize what behaviors are acceptable and how to deal with different situations and also how to calm himself/herself when he or she is upset. For example, read a book in the quiet area of the classroom or work on a puzzle or water work or talk to a teacher.



Foster children's exploration, play and inquiry.

Plan for and create a positive learning environment in which each child's learning and development will be supported.

Provide child initiated and adult-supported experiences.

At Simcoe Street Montessori School, the staff work at the child's pace. When the child is ready to advance to the next presentation or next level which is a little more challenging and requires more concentration and focus, the child will be introduced or presented with a new exercise or material to work with. The classrooms are equipped with the necessary materials that are age appropriate for the children in that particular classroom and which meets the needs of the developing children. The children are also offered choices between what materials they would like to work with. They can also work individually or choose classmates to work on certain materials.

The lesson plans may also follow the children's interest on that particular day. The teachers are flexible with their weekly lessons and or themes. The materials are rotated and some lessons and arts and crafts are changed according to the different seasons and or according to the children's observations and interests.

The teachers in the classroom observe and monitor each child's progress and document this information. Thus the teachers can plan the next presentation or material to work with the child to either introduce a new concept/information or to expand on concepts already taught.

Some of the materials are self-correcting (e.g. the Knobbed Cylinders and the Geometric Cabinet), which creates a sense of accomplishment and achievement when the child is able to correct him/herself, this also sets the child up for success. There is also mentoring in the classroom. The older children are encouraged to help the younger children and the younger children observe the older children's work to see how to do the exercise properly. This instills a sense of trust amongst the children and builds on the children's self-esteem and self-confidence.

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Incorporate in door and outdoor play, as well as active play, rest and quiet time, into the day and give consideration to the unique needs of the children receiving child care.

Weather permitting, each day the children have two hours of outdoor play. Outside they ride the various tricycles, play with the balls and bean bags. The children run, jump hop and skip, all of these develop their fine and gross motor skills and enhance their problem solving and conflict resolution capabilities.

When the children are unable to go outside for play, they can play in the indoor gym. There they can also use the riding toys, the balls, the blocks and use the parachute and play the various games with the parachute.

Each child is provided with a cot (depending on the classroom) and sleep time is about two hours. The children who do not sleep are encouraged to rest quietly on the resting mat with some books or they can do quiet work at the tables. This also applies to the children whose parents have requested that they have a shorten nap time (due to their children going to bed later at night).

In class there are also movement songs and games played during Circle Time and French Time. There is also a reading area for the children to sit and read or look at a book quietly or just sit to relax.



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

The children go on field trips and visit apple orchards, pumpkin farms, conservation areas and theatres to watch plays.

Various people from the community also visit the school, for example, Zoo to You, dance instructors, magicians, professional chefs to cook/bake with the children.

Parents also come to the school to talk about their various careers (for Career Week). These visitors talk to the children about their jobs and the responsibilities that these jobs entail which all co-exist in the community.

Support staff or others who interact with children in relation to continuous professional learning.

The staff are encouraged to attend seminars and or workshops to further their professional learning.

Guest speakers are also invited to come to the school to speak to the staff on topics chosen by the staff members. Workshops are also conducted at the school on Professional Activity Days.

Students from the neighboring High Schools and Colleges are also hosted by the School to facilitate the student placements. Volunteer students are also welcomed to obtain volunteer hours.

These placement students and volunteer students must all provide a valid Criminal Reference Check and must read and sign off on all of the school's policies and procedures prior to starting their placements or volunteer hours. All placement students and volunteers must be 19 years of age or older.



Document and review the impact of strategies on children and their families.

Each head teacher has documentation on every child's progress and where he/she is at developmentally, socially, physically and cognitively. This documentation is used to determine where the child is at and what will be the next level that the child will need to progress or develop towards.

Through the Watch-Me Workshops, Parent-Teacher Interviews, emails and daily interactions with the parents/guardians the staff are able to receive feedback (positive, negative/constructive) with which the teachers can analyze and implement to work together in a consistent manner to continue helping the children happily achieve and attain their greatest potential.

Please Note:

Strategies and approaches that are in contradiction and contravene the program statement of Simcoe Street Montessori School are not observed or followed in the classrooms.



Our Philosophy

Intrinsically , we believe that the following points are of primary importance in working with young children.

Children:

- are individuals in their own right
- are eager, active and curious
- are more at ease if allowed to learn at their own pace
- need as much freedom as the environment can permit
- respond more readily to positive suggestions and statements rather than commands
- need to know what behaviour is not allowed because it is unsafe or harmful to themselves or others
- need to know what limits exist in the use of equipment and materials
- need to know that you are there to help them in stressful times and encourage them and support them in new situations.

Since the children in our school range in age from 6 months to 6 years, we have a wide spectrum of abilities. Each child needs to be seen as an individual who is learning at his/her own pace and who is deeply involved in finding out about himself/herself and his/her place in the world.

Although we cannot expect all children to be developing at the same rate in any particular area, we have set down some guidelines which help us in working with the children in our school.

1. Encourage the child to contemplate and problem solve for himself/herself, even if it may seem that it is a little difficult for him/her or it would be easier for you to do it for him/her. This will enable the child to feel a sense of accomplishment and give the child a feeling of independence.
2. Support the child in his/her efforts to do something and help him/her avoid too many frustrating situations by encouraging the child to play in areas where he/she can succeed and by guiding the child through an activity when

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he/she seems to be getting discouraged.

3. When something is happening that you know is not best for all concerned, try to direct the child's (children 's) energies into some activity which is more appropriate.
4. Children seem less threatened and can relate to us, as adults, if we stoop down and meet them at their eye level when assisting or listening to them.
5. Children enjoy relating funny experiences with teachers and like us to laugh with them when humorous things happen.
6. Children seem to respond better and more quickly to our directions and suggestions if we speak clearly to them, using as few words as possible.
7. In helping the child to know what we want of him/her, it seems best to ignore small inappropriate things (e.g., swearing) and to offer help and praise, rather than disapproval, where possible.



Prohibited Practices

Students at Simcoe Street Montessori School have the right to be physically safe, emotionally secure and to be taught effectively in a calm and positive learning environment.

The following prohibited practices (section 48, subsection 5.6) are not permitted to be used by the staff or any adult, while on the school's premises to discipline the children:

1. Corporal punishment of the child is totally prohibited.
2. Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
3. Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth.
4. Any actions which would deprive a child of his/her basic needs. Basic needs would include: food, drink, clothing, shelter, toilet use, sleep or bedding.
5. Any staff member or adult is not permitted to lock the exits of the child care centre for the purpose of confining a child, or confining the child in a locked or lockable room without adult supervision if that child has been separated from the other
6. children, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures. Any staff member or adult is not permitted to use a locked or lockable room or structure to confine a child if that child has been separated from the other children.
7. Inflicting any bodily harm on children including making children eat or drink against their will.

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Parent/Guardian Communication

1. At Simcoe Street Montessori School maintaining good communication between teachers and parents/guardians is a necessary and vital aspect of our program. During drop off or pick up time, through the daily exchange of information which may be about any parent's anxieties, teacher's observations or your child's disposition; we as teachers are better able to understand your child and thus encourage and help your child to reach his full potential while at school.

2. As a parent or guardian, should you have any concerns about your child's care, please do not hesitate to arrange an appointment with the supervisor to discuss your concerns. Should you wish to speak with your child's teacher, send a note or phone the office for an appointment. Your child's teacher will be pleased to schedule an appointment at a mutually convenient time.

3. Parents are welcome visitors to our school. Please schedule an appointment with the supervisor prior to your visit. All visitors to the school, including parents, are required to report to the reception desk to sign their names, before entering the school.

The following procedures are necessary to minimize class disruptions, maintain school routines and ensure students safety. After 9:00 a.m. all the outside doors of the school will be locked.

- Always check in at the reception desk when visiting, so that all adults in the building are known to us.
- If you are bringing any items of your child to school, please bring it to the office where it will be given to your child's teacher at an appropriate time.
- If you are dropping off your child after 9:00 a.m., please report to the reception desk first then you may go to your child's cubby. Please do not walk into your child's classroom after 9:00 a.m., as it disrupts the program and disturbs the children.
- When picking up your child for an appointment, please send a note to the teacher or inform the office. You may then pick up your child from the

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reception area. Never take your child from school without first notifying office personnel.

Thank you in advance for your co-operation with these procedures and for visiting the school.

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Parent Policy Statement

1. Current emergency information is vital if the school is to respond expediently in the event of an emergency. In order that the information for your child is continuously up-to-date, it is the responsibility of the parents/guardians to contact the school if any changes are made to the following:

parent' s/guardian' s home and/or work phone number and address

- . emergency contact name and phone number
- . alternate place to go in the event of an emergency
- . child's health condition, allergies, any special medical, or additional information
- . O.H.I.P number
- . doctors name, address and phone number
- . babysitters name and phone number

2. On arrival, parent/guardian must accompany child into the school to the mudroom. Once the child has hung up his/her jacket, back pack and other belongings in his/her cubby and changed into indoor shoes, the parent/guardian should take the child to the door of his/her respective classroom. The teacher on duty will receive the child. Please do not enter the classroom, as this will disrupt the class in progress.

3. At departure, child will be handed over to parent or authorized adults (whose names are on the enrollment forms). When adults are not recognized by staff on duty, a valid piece of identification with a recent photograph is requested, so that the child may be released.

4. In the event that a child will be picked up by a person whose name is not listed on the pick-up form, the child's parent/guardian should notify the office or the child's teacher and provide the name of the pick-up person. A letter stating written authorization from the parent/guardian, for a different person to pick up the child, may also be provided to the office or teacher. Again, a valid piece of identification with a recent photograph will be requested, before the child may be released. If requested by the parent/guardian, this person's name may also be added to the child's pick-up list.

5. A late fee of \$1.00 for EVERY MINUTE LATE will be charged if a

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parent/guardian is late in picking up his/her child. If , due to unforeseen circumstances, you are unable to pickup your child on time; please notify the school in advance and you will be given a 10 minute grace period during which the late fee will be waived. After the grace period, you will be charged \$1.00 for EVERY MINUTE LATE. This payment is payable in cash to the staff on duty (not to the school). Late fees will be applied taking into consideration any inclement weather conditions.

6. Parent/guardian is required to notify the school, if the child will be absent on any given day, in order to avoid unnecessary, follow up from the office. Please note, fees are still due regardless of the number of days in the week/month of absenteeism, due to illness, inclement weather, school or statutory holidays.

7. If a child is absent due to illness, vacation or any other reason, the days missed cannot be "made-up " or reimbursed. Due to staff and student ratio requirements and class capacity, children cannot be accommodated on days other then their scheduled enrolled days.

8. Should there be an unavoidable circumstance or adverse weather, the school may be closed. Parents/guardians will be notified by email. If all York Region public schools are closed, Simcoe Street Montessori School will also be closed. A message stating the status of the school will also be recorded on the school's answering machine.

9. Monthly fire drills are mandatory. If the school needs to be evacuated, attempts will be made to inform parents/guardians. The location of the designated emergency shelter (which is the Color Town paint store) is posted on the bulletin board. Please familiarize yourself with its location.

10. School calendar of events, special activities and other pertinent information will be given to parents/guardians or sent home with your child, during the course of the school year. Parental participation in field trips is encouraged and greatly app



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Student Illnesses and Accidents

In a case where illness or injury appears to be serious, every effort will be made to contact a parent/guardian. Parents are required to pick up children and get the necessary treatment. If contact is unable to be made and it is determined that medical assistance is needed (in the event of a serious emergency), the Principal or designate may take the child to the hospital or an ambulance may be called where appropriate. Efforts will be made to inform parents/guardians who will be required to join the child at the hospital. If your child is ill or injured, we must know where to contact you. Therefore, it is essential that the information we have on file be accurate. If the information below changes during the school year, please contact the school immediately:

Parent' s/guardian' s work and or home phone number
Emergency contact phone number
Alternate place to go in the event of an emergency
Babysitter
Child' s health condition
Doctor

Accidents during daily activities are inevitable and unavoidable. Immediate attention is given to the child for treating minor bruises, scrapes and cuts and parents are notified at pick-up time. An Accident Report is filled out by the child' s teacher and signed by the Principal and kept in the child' s file. When applicable an Incident Report may be filled out by the child's teacher and signed by the Principal and if necessary the child' s parent/guardian. The Incident Report will also be kept in the child' s file.



Medication Policy

If your child is required to take prescription medication at school, the parent/guardian must complete and sign the medication logbook, thus, authorizing the teacher to administer the medication. The medication logbook contains information such as the child's name, the date, the name of the medication, the dosage, how often to administer the medication, the parent's/guardian's signature (providing written authorization for the administration) and any other pertinent information. This logbook will be kept in the child's classroom. The medication must also be in its original container, labelled with the child's name, the name of the medication, the dosage, the doctor's name, instructions for storage, date of purchase and administration.

Note: Children cannot share medication.

This procedure excludes children who require Epi-Pens, allergy medication and asthma inhalers.

PLEASE DO NOT PUT MEDICATION IN YOUR CHILD'S BACK PACK. Please give the medication directly to the teacher. If the medication needs to be refrigerated, it will be kept in the refrigerator in the school's kitchen. If your child is on medication by prescription, he/she must be kept at home for 24 hours to allow the medication to take effect.

Only prescription medication can be administered by the teacher to the child. Non-prescription medication including Tylenol, Temptra and aspirin cannot be administered to a child, unless specifically ordered by the child's physician and a medication form must be completed and signed by the parent/guardian. The non-prescription medication must be in its original container, labelled with the child's name, the name of the medication, the dosage, the doctor's name, instructions for storage, date of purchase and administration.

STUDENT ILLNESS

A child who arrives at school with a fever over 38 degrees (100.4 F) or infectious illness, will not be admitted to class. Parents/guardians will be contacted and will be requested to pick-up the child immediately. The child may return to school once he/she is fever free for 24 hours.

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Your child should remain at home if he/she is **vomiting** or has **diarrhea** . Your child may return to school when he/she has not vomited or has not had diarrhea for 24 hours.

If your child has **an ear infection or other type of infection**, please do not bring your child back to school until he/she has been on antibiotics for 24 hours. Please note, a child cannot be kept indoors during any outdoor activities, due to a parent's/guardian's wishes because the child does not feel well. If your child is well enough to attend school, your child is well enough to be outdoors.

All drugs and medications on the premises of a day nursery must be:

1. Stored in accordance with the instructions for storage on the label.
2. Administered in accordance with the instructions on the label and with the written authorization of the child's parent or guardian.
3. Inaccessible at all times to children.
4. Kept in a locked container when the drug or medication is either stored in the child's classroom in the teacher's cupboard or stored in the refrigerator in the school's kitchen.

Administration of Medication

1. It is preferable to remove a child from the activity area to administer medication in a quiet environment with the least possible interruption. Medication should be dispensed in a well-lit area.
2. Whenever possible all children receiving medication should receive it at the same hour.
3. For each child receiving medication, an entry should be made on a form or in a medication logbook. Staff giving the medication should list each dose administered and the time. If a dose is omitted, reasons should be listed.
4. Any accidental administration of medication (i.e., medication to the wrong child or dose error) should be recorded and reported to the supervisor, who should then notify a parent or guardian of the child to whom the drug or medication was administered.
5. Left over medication or surplus of medication should be returned in the original container to a parent/ guardian of the child or discarded with parental/guardian permission.

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6. Note: Whenever possible, parents should be encouraged to give any drugs or medications to their children at home, if this can be done without affecting the treatment schedule.



COMMUNICABLE DISEASES

Upon enrollment, parents must complete the health form supplied by the school. All the children must be immunized according to the Ontario Ministry of Health regulations. The Public Health Department checks immunization records.

The school may, at its discretion, request that parents/guardians have their child examined by a doctor if any of the following communicable diseases is suspected:

Pink Eye
Ring Worm
Head Lice
Impetigo Trench Mouth
Red Measles
German Measles
Scarlet Fever
Epidemic Strep/Sore Throat
Fifth Disease (Slapped Cheek Syndrome)
Meningitis
Small-Pox
Diphtheria
Mumps
Poliomyelitis
Whooping Cough
Chicken Pox
Infectious Jaundice

Should a child be away from school due to a communicable disease, a doctor's note, stating that the child is no longer contagious, will be required upon returning to school. If your child contracts a communicable disease, please report this immediately to the school's office. This will enable school staff to watch for symptoms in other children and to inform parents.

Staff should be familiar with general signs and symptoms of infectious communicable illness.

Staff should note:

an elevated temperature, flushing, pallor or listlessness;
an acute cold, nasal discharge or coughing;

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vomiting or diarrhea;
red or discharging eyes or ears;
undiagnosed skin rashes or infections;
unusual irritability, fussiness and restlessness.