

WELCOME TO



Parent Handbook

905-877-7322

Cedarvale Park

181 Main St S.

Georgetown ON L7G 5S2

www.maplenurseryschool.com

Revised May 2018

Translation will be provided upon request.

Traduction des politiques sera fourni sur demande.

La traducción de las políticas será proporcionado a petición.

Traduzione di politiche verrà fornito su richiesta.

Die Übersetzung der Politik werden auf Anfrage zur Verfügung gestellt warden.

政策翻译将应要求提供

Zhèngcè fānyì jiāng yīng yāoqiú tígōng.

وسيتم توفير ترجمة السياسات بناء على طلبا.

Překlad politik budou poskytnuty na vyžádání.

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ABOUT US

Welcome to Maple Nursery School. We are excited for you to join our school and look forward to the wonderful experience that preschool will offer your child.

Maple Nursery School was established in 1967 by a group of interested parents as a non-profit organization to provide a quality pre-school experience for their children. It is located in lovely Cedarvale Park in the Community Centre.

We offer two, three, four or five day programs for children whose ages range from 18 months to 5 years old. Our programs offer an experienced staff, a cheerful environment and an experience your child will remember for years to come.

We employ three RECE teachers and three assistants. All Pre-school classes are run with one teacher and one assistant. Duty parents volunteer on a rotating schedule. There are limited spots available in each class for duty parents. Toddler classes are run with a teacher and a teacher assistant with no duty portion required. We rotate between three different classrooms during the morning. These rooms include our Creative room, our Gym and our Playroom. Your child will have fun in all of our different areas!

Maple Nursery School is a co-operative school in which parents and staff work together to offer the children the best possible pre-school experience. We are run by a volunteer parent based Board of Directors allowing parents and children to grow together. Board of Directors elected annually from among the parents carries out the administration of the school. Information outlining the various responsibilities, particulars in respect to serving on the Board, etc. may be obtained from the Registrar. Since Maple Nursery School is legally incorporated, all parents automatically become voting members of the corporation, and as such, are expected to attend general meetings.

All parents are expected to participate in the running of the school in addition to providing a peanut/nut free snack on a rotating basis. Participation can be on the Board of Directors, fundraising committee, school maintenance and clean up etc. A committee sign-up sheet will be provided at the start up meeting in September. All parents, including returning parents, must attend this meeting. Parents are encouraged to contribute their time and talents in whatever ways they are able. Each family must take turns providing a nutritious, nut free snack for the school throughout the year.

Snacks are pre-determined and scheduled.

If you have any questions or require further information, you can find us at www.maplenurseryschool.com or email us at maplenurseryschool@gmail.com.

Maple Nursery School 905-877-7322
Geraldine Hardcastle (Supervisor) 905-873-1600
Alison Waite (Registrar) 289-891-8589

SCHOOL SCHEDULE

Our programs begin at 9:00 am and finish at 11:30 am.

School begins on the Monday after Labour Day; September 10, however the first week of school is staggered entry. You will receive an emailed letter in late August with your child's start date.

All classes follow the regular school schedule. Holidays include:

October 8 : Thanksgiving

December 21 - January 4 : Christmas Break

February 18 : Family Day

March 11 - 15 : March Break

April 19 : Good Friday

April 21 : Easter Monday

May 20 : Victoria Day

It is the policy of Maple Nursery School if the Halton buses are cancelled due to inclement weather school will be cancelled for the day.

The school year finishes on June 13.

Late pick-up policy: Our facility closes at 12:00 noon. If a parent is aware that they are going to be late, they should advise the staff of this and their plan to pick up the child. Due to the operational and staffing costs incurred when a parent/guardian is late, a late fee will be charged.

TUITION FEES

Program	Ages	Number of days	Tuition Fee	Second Child
Toddler	18 months - 2.5 years	2 days	\$196.00	\$148.00
		3 days	\$285.00	\$214.00
		4 days	\$349.00	\$261.00
Preschool Non Duty Parent	2.5 years - 6 years	2 days	\$196.00	\$148.00
		3 days	\$285.00	\$214.00
		4 days	\$349.00	\$261.00
		5 days	\$406.00	\$306.00
Preschool Duty Parent	2.5 years - 5 years	2 days	\$148.00	\$110.00
		3 days	\$214.00	\$158.00
		4 days	\$261.00	\$194.00
		5 days	\$305.00	\$252.00
Drop In *CASH ONLY*	2 years - 5 years	Fridays	\$25 per day	
Late Pick up (11:30-12:00) *CASH ONLY*	18 months - 5 years	Daily	\$10 per day	
Late Pick up After 12:00	18 months - 5 years	Daily	\$1 per minute	

- Toddler program operates Monday to Thursday.
- Two Day program options are available Monday/ Wednesday or Tuesday/Thursday. Exceptions may apply. Please enquire.
- Three day Pre-school option is available Monday/ Wednesday/ Friday. Exceptions may apply. Please enquire.

Participating parent requirements

2 Day Program 1 day a month

3 Day Program 1 day / 2 days a month, alternating

4 Day Program 2 days a month

5 Day Program 2 days / 3 days a month, alternating

REGISTRATION REQUIREMENTS

Please ensure you complete the following:

- Registration Form

Available for download from our website.

- Child Immunization Form

Please contact registrar to receive this form. This form does not need to be signed by a physician.

- Registration Fee

*The first time registration fee for each child in any program is \$40. The fee for returning children is \$25. Cheques are payable to **MAPLE NURSERY SCHOOL**.*

- Post-dated Tuition Cheques

*Dated the first of each month and made out to **MAPLE NURSERY SCHOOL**. Cheques for June should be 50% of your tuition fee as the school closes in the middle of June.*

Duty Parents must provide the following:

- Criminal Reference Check

Criminal checks can be easily applied for at the police station. Please note that it may take 2-6 weeks to get the form back so it would be best to apply as soon as possible to insure that you can provide the school with a copy prior to the first day.

- Parent Medical Form

Please find this form on page 34. Must be signed by your physician.

- Behavioral Management Form

Please find this form on page 33.

Please ensure that **ALL** registrations forms are **COMPLETE**.

ADMISSION

All applications will be accepted on a first come, first serve basis. Children presently enrolled in the school and their siblings are encouraged to register early for the following year, prior to opening registration to the general public. Confirmation of registration is not possible until registration forms, registration fee and all postdated tuition cheques have been received. We will accept registration packages without the criminal check or parent medical form provided that they are received prior to the start of the school year. Incomplete applications will be returned to the parents and the child will not be registered until the application is completed and resubmitted.

If any cheques are returned N.S.F. during the year, you will be charged the bank fee of \$15.00. Two N.S.F. cheques will result in the request from the Treasurer for cash payments to be made monthly for the balance of the year. Failure to make these payments will result in the automatic withdrawal of your child from the school.

WAITING LIST POLICY

No person will be charged a fee for reserving a spot on the Maple Nursery School waiting list.

Confidentiality will be maintained for those who are put on the waiting list by using FIRST NAME, LAST INITIAL. Families requesting a spot will be listed in order by the date of their request.

The waiting list will be available to parents upon request.

- | | | | |
|-----|----|--------------------------|-----------------|
| EX. | 1. | JOHN S- JANUARY 10, 2017 | TUES/THURS SPOT |
| | 2. | MARY C-JANUARY 15, 2017 | MON/WED SPOT |

Once a spot becomes available, families will be charged a registration fee at that time.

COMMUNICATION

Please be aware that we communicate via email for all of our administrative functions as well as duty/snack calendars, etc. Please provide an email address that you check regularly in order to ensure you receive these communications.

IMMUNIZATION FORM

The Immunization Form is provided by the school and is required upon admission of each child. It is essential that any health condition be stated and that our records remain current. In an emergency, the school must be able to provide accurate information to medical personnel.

WITHDRAWAL

In the event of a child's withdrawal from a program, **one month's notice must be forwarded to the Registrar by the first of the month prior to withdrawal.** This period must be paid for and any remaining post-dated cheques will be returned. **February 1st** will be the last date to give notice of

withdrawal. Therefore, the last date for actual withdrawal with the return of cheques will be March 1st. Any withdrawal after this date will be liable for fees to the end of the school year.

Please note that if your child will not be starting school in September, written notification must be received by August 1st or you are liable for September's fees.

In rare circumstances, a teacher may ask for withdrawal of a child due to the child's failure to adjust to nursery school routines or procedures. In this instance, a rebate will be made from the last day of attendance.

STAFF

We employ three Registered Early Childhood Education (RECE) teachers and three assistants. All classes are run with one teacher and one assistant. Each teacher is responsible for no more than 12 children.

PARTICIPATING PARENTS

Participating/ Duty Parents are required to attend school and assist with assigned duties. Duties include general maintenance, preparing crafts, prepping for events and assisting in the classroom. The schedule will be sent to parents via email on a monthly basis. It is the responsibility of the parent to advise the registrar of any days they cannot attend prior to its release. There are limited spots available in each class for duty parents

Participating parent requirements

2 Day Program 1 day a month

3 Day Program 1 day / 2 days a month, alternating

4 Day Program 2 days a month

5 Day Program 2 days / 3 days a month, alternating

Participating parents must provide the school with a criminal reference check. These can be obtained from the local police department. Participating parents are required to have a skin test or chest x ray that shows negative for tuberculosis, as well as provide proof of up to date immunization records. The participating parent medical form must be submitted to the registrar prior to school commencement.

To be licensed by the government, the school must guarantee that the regulation ratio of adults to children is adhered to at all times. Therefore, your decision to participate is a very important commitment to the school. If you are unable to attend on any given day, you must find a replacement and either switch days with that person or give them \$30.00. **If you are unable to find a replacement we will find one for you at a cost of \$40.00.**

In order to participate, your paperwork must be handed in prior to your first scheduled day.

A maximum of ten weeks maternity leave is allowed for participating parents.

SUPERVISION OF VOLUNTEERS AND STUDENTS

Maple Nursery School will ensure that every child who is in attendance is supervised by an adult at all time. Direct unsupervised access (when adult is left alone with a child) is not permitted for person who are not staff or duty parents or under the age of 18. Any placement student or community volunteer is not to have unsupervised access to a child. Community volunteers and placement students may not be counted in the staffing ratio.

The following procedures will be followed by placements or volunteers:

- Behaviour management policy and procedures will be reviewed with the supervisor prior to providing care. Placements and Volunteers are to sign the forms and sign that they have read the policy.
- Monitoring of Behaviour management practiced will be done 2 annually. A check list will be used as a tool to monitor these practices.
- The IP for a child with anaphylaxis and any emergency procedures will be reviewed prior to providing care and 2 annually after.
- A Vulnerable Sector Criminal reference check is required prior to commencing work.

Roles and Responsibilities of Supervisor/Supervising staff member

- Supervisor is to designate a staff member in charge of each volunteer or placement student
- Supervisor to provide an orientation and review of all policies prior to care and shown a copy of the parent handbook.
- Supervisor to provide guidance and support.
- Supervisor to utilize student placement and volunteers to assist in childcare without allowing unsupervised access to any child.

Expectations of Volunteers and Student placement

Follow guidance of Supervisor/Staff member and assist in child care and school responsibilities without unsupervised access to children.

Policy Review

This policy is to be review prior to volunteering, bi annually thereafter, and any time changes are made to the policy.

PROGRAM PHILOSOPHY

Our Programs are designed to provide positive, safe and nurturing environments where children have the tools and resources needed to reach their full potential. We know that children are rich in potential and thrive in quality programs that provide choice, opportunities for curiosity, focus on strengths, promote the development of skills and foster positive relationships. As a family based co-operative organization, we work to incorporate core values of caring, honesty, respect, responsibility, health, and inclusiveness into everything we do.

At Maple we aim to achieve the highest quality standards in our programs. We believe that the following indicators create the best conditions for a high quality child care experience:

- inclusion
- family involvement
- positive relationships among staff and children
- play-based programming based on the interests of the children
- developmentally appropriate activities that offer children choice
- appropriate indoor and outdoor activities
- small groups
- qualified, well-supported staff
- professional administration of the program
- professional, collaborative relationships with the Ministry of Education
- Health and safety and nutrition
- Support positive and responsive interactions among the children, parents, child care providers and staff
- Encourage the children to interact and communicate in a positive way and support their ability to self-regulate
- To foster the children's exploration, play and enquiry
- To provide child initiated and adult supported experiences
- To plan for and create positive learning environments and experiences in which each child's learning and development will be supported
- incorporate indoor and outdoor play as well as active play, rest and quiet time and give consideration to the individual needs of the children receiving childcare
- foster the engagement of and ongoing communication with parents about the program and their children
- to involve local community partners to support the children, their families and staff
- support staff or others who interact with the children at a childcare centre in relation to continuous professional learning

PRE-SCHOOL PROGRAM

Routines and Objectives

Children must be 2 ½ years of age and working towards toilet training at the start of the school year.

The pre-school curriculum is a body of experiences promoting the child's total development. Our programs offer a child the opportunity to grow intellectually, socially and emotionally. The program is child centred and children are encouraged to develop specific skills when their readiness is apparent. No child is pressured to acquire skills beyond his/her developmental level. Neither is a child restrained from developing his/her full potential. All children are encouraged to develop independence and skill in problem solving.

The children spend time each day in our playroom, creative room and, weather permitting, outdoors. Our playroom is very well equipped with a book corner, science corner, housekeeping, puzzle and listening centres, manipulative toys and large blocks. Our creative room is designed to develop the child's creative skills, such as painting, crayoning, gluing, etc. The process and the opportunity to explore and experiment with various media, rather than the product, are important here. There is also a sandbox and a water table which encourage socializing. Outdoor activities are the norm, however when weather prohibits this, our gym is well equipped with apparatus for large muscle development. The daily routine also includes a snack time, music time and circle time. Circle time provides an opportunity to focus on language development and, for older children, to familiarize themselves with some kindergarten routines.

During the school year, field trips are arranged to the library, dentist, fire hall and the park. Visitors such as police officers and other professionals (including Santa Claus) are welcomed on occasion as well as local performers who add an extra dimension to the program. The children cover several themes during the year, including: shapes, children of other nations, friendship, animals, emotions and numbers. All seasons and festivals are celebrated at the appropriate time. All of these activities are fully supervised.

Although we do not restrict enrolment to the 3-day and 5 day programs by age, the staff and Board of Directors recommend that parents consider the 5-day program for the 3 ½ to 5-year-old child. Themes and activities are dealt with in more depth with this group and there are extra activities provided. It is possible that a 4-year-old child might be grouped with mostly three year-old children in a 3-day group. As you can understand, program implementation is dependent on the developmental level of the group. The program in a 3-day group might not be appropriate for your 4-year-old child. If you would like more information with which to make your decision, please contact our Supervisor.

TODDLER PROGRAM

Routines and Objectives

The Toddler Program is open to children between the ages of 18 months to 2 ½ years of age. It is not necessary for the child to be toilet trained in order to participate in this program. The class is run by a RECE and assistant. The class size is limited to 10 toddlers.

Our program includes activities such as sand and water play, painting and special creative activities. The children are also able to manipulate cognitive toys, which enhance learning as well as fine tune motor skills. An opportunity for developing large muscles and co-ordination is provided through tricycles, balls and large blocks. Development of listening and language skills is an important part of the toddler program. An opportunity to do so is provided through stories, games and songs. The toddler program does not allow for outdoor activities on a daily basis.

PROHIBITED ACTIONS

At Maple Nursery School we take the care and safety of your child seriously. Maple Nursery School shall not permit any of the following by an employee or a person in charge of the care of children.

- Corporal punishment of a child
- Deliberate harsh or degrading measures to be used on a child that would humiliate or undermine the child's self-respect.
- Deprivation of a child's of basic needs including food, shelter, clothing or bedding.
- Locking of the exits of the rooms or building for the purpose of confining a child.
- Use of locked or lockable room or structure to confine a child who has been withdrawn from other children.

Our forms of discipline include redirection, discussion and time-outs for short periods Discipline will be used appropriately in relation to the nature of the troublesome behavior and to the developmental level of the child. A positive and consistent manner is used and designed to assist the child in learning appropriate behavior. In the event a difficult situation arises with the child, a discussion with parent(s)/guardian(s) will ensue.

LIABILITY

Children will be insured against accident and injury when on school property during school hours. No responsibility will be assumed by the school for loss of clothing or other personal belongings at school.

CONFLICT RESOLUTION POLICY

- Maple Nursery School will promote open lines of communication with each parent/family attending the school. This will be stated at the Parent Meeting at the beginning of the school year.
- Maple encourages Parents to address their concerns to the President of the Parent Board and or Director.
- Their concerns will be acknowledged within the 24 hr rule.
- Their concerns will be kept confidential.
- If needed, the parents of the child will be called upon and be questioned.
- Upon receiving a complaint, Maple Board President and or Director will address it with the supervisor and Parent Board.
- The complainant will be given the opportunity to address their complaint in person at an emergency board meeting.
- Together the board and supervisor will make a joint decision on the next steps to be taken.
- In the event, an outside agency will be called upon to mediate the situation.
- All members in the meeting will adhere to a general code of conduct to remain peaceful and fair to all parties.
- Parents are encouraged to contact Maple Nursery School for any reason at
maplenurseryschool@gmail.com
905-877-7322
Alison Waite-Director
Geraldine Hardcastle-Supervisor
Michelle Pereira-President

FIELD TRIPS

Any potential field trips will be arranged within walking distance from the school. These trips would be offered to students in the pre-school programs. The toddler program does not participate in field trips. Children will require parental consent in order to attend. Parent volunteer may be required.

DRESS CODE

Children should come dressed in comfortable clothing that can get dirty, since some activities we do on a daily basis are messy. A spare change of clothes is required in each child's backpack. Indoor shoes are not required but are highly recommended.

ALLERGIES

All allergies (and dietary concerns) will be clearly posted in each classroom, in the kitchen and written on the child file. If your child has any dietary needs (gluten free, dairy free), you may be required to bring a supply of specific snacks to meet their individual needs. Please note that we are a PEANUT FREE facility.

ANAPHYLACTIC POLICY

Maple Nursery School shall ensure that the risk of exposure to anaphylactic causative agents carried out as follows:

- All Parents are instructed through monthly emails that all snacks provided must not include any of the following: nuts, tree nuts, peanuts, nut extract or any foods listed as possible allergens in any IP's.
- Store bought packaged items are to be brought to the school in their original packaging.
- Parents of a child with anaphylaxis are to inspect the daily snack provided to ensure that there are no anaphylactic allergens.
- Teachers will ensure that the snack is inspected for allergens before serving to an anaphylactic child.
- Staff will ensure that all sensory craft materials will be nut free and free of any anaphylactic allergens present in the school in the event that we have an anaphylaxis child enrolled.

Maple Nursery School will include in the information package that is available to parents in the school prior to their child's enrollment, a fact sheet on life-threatening allergies, including anaphylactic allergies.

Maple Nursery School will develop an Individualized Plan for a child with anaphylaxis. Input from the parent or guardian and the child's physician will be included in the IP. The IP will include emergency procedures specific to that child.

Emergency Procedures shall be reviewed as follows:

1. By all employees before they begin employment, annually thereafter and anytime a change is made to the IP.
2. By volunteers and placement students prior to providing care in the classroom, annually thereafter, and any time changes are made to the IP.

Training from a physician or parent on procedures to be followed in the event of a child having an anaphylactic reaction will be conducted prior to the child's enrollment at Maple. This will include:

*signs and symptoms specific to child

*actions to be taken by the staff

*how to administer the medication

*each trained staff will then be able to train another staff member/volunteer as per the "Train the Trainer" method.

Ontario Regulation 137/15

These provisions are aligned with Sabrina's Law, 2005, which requires all district school boards and school authorities in Ontario to develop an anaphylactic policy.

HEALTH REGULATIONS

(1) Maple Nursery School shall ensure that any recommendation or instruction of a medical officer of health with respect to any matter that may affect the health or wellbeing of a child receiving child care is carried out by the staff.

(2) Maple Nursery School shall ensure that, where a report is made by the local medical officer of health or any person designated by the local medical officer of health or the local fire department, one copy of the report is kept on premises and another copy is sent immediately to our program adviser.

(3) Maple Nursery School shall ensure a record is kept of all inspections made by any person referred to in subsection (2) and any inspector or program adviser, and that any recommendations are recorded in the daily written record.

Medical forms for both parents and children are kept on file in the school.

- When a communicable disease has been reported by the parents, notice will be posted in the school to warn other parents. Incubation time for the child with the disease as in the handbook.
- A sick child should not attend school. If the teacher notices symptoms of illness, the teacher will notify the parents so that the child may be taken home. If the teacher is unable to reach the parents, the emergency contact person will be called. The child will be isolated from the other children and symptoms of ill health will be written in the child's file.
 - Ex of illness symptoms are:
 - *elevated temperature
 - *acute cold, nasal discharge, coughing
 - *vomitting, diarrhea
 - *red or discharge in the eyes or ears
 - *undiagnosed skin rashes, or infections
 - *unusual irritability, fussiness, restlessness
- First aid will be administered by the teacher involved and the parents shall be notified of any treatment given. In the event of an injury, a report will be filled out by the staff member in charge of that individual child. The form will be signed by that staff member and the parent of the child. The form will be kept in the child's file.

At minimum the form will include:

*Child's name	*Location of Accident	*Copy of Form provided to parent
*Staff name	*Description of Accident	
*Date and and Time of Accident	*Nature of Injury	
	*Staff response and First Aid	

- Before acquiring any pets, the staff shall look into possible allergies. The animal will be checked for any illness before introducing to the nursery school.
- Every child will have their individual immunization sheet handed in and kept in their file. In the event that they do not have their immunizations, due to religion or conscience or a legally qualified medical practitioner gives medical reasons, the appropriate forms approved by the ministry shall be submitted.
- Children with diarrhea must be excluded from the program until all acute symptoms have subsided and it has been 48 hrs has passed since the last bout.

EXCLUDING A CHILD FROM CARE

Children should be kept at home if they have:

- An illness that prevents them from taking part in the activities.
- An illness that requires more care than a caregiver can provide without affecting the health and safety of other children.
- Symptoms of a communicable illness as listed on page 15 (also refer to Period of Exclusion fact sheet).

Children may return when:

- The symptoms have subsided, the child is well enough to participate in activities and any applicable exclusion periods have been observed.

Symptoms that May Indicate a Communicable Disease

Fever	Elevated body temperature especially if other symptoms such as vomiting, sore throat, diarrhea, headache, stiff neck or undiagnosed rash are present. Note: The child may have a communicable disease without having a fever. Other symptoms must be considered
Respiratory symptoms	Difficult or rapid breathing or severe coughing
Vomiting	Two or more episodes of vomiting within the previous 24 hours
Diarrhea	An increased number of abnormally loose stools in the previous 24 hours; or two or more unexpected loose stools per day without obvious dietary, drug or medical cause. Observe the child for other symptoms such as fever, abdominal pain or vomiting and/or foul-smelling stools.
Eye/nose drainage	Mucus or pus draining from an eye or nose.
Sore throat	Especially when other symptoms such as fever, decreased appetite, or difficulty swallowing are present
Skin problems	Rashes that are undiagnosed or contagious
Itching	Persistent itching (or scratching) of the body or scalp
Appearance/Behaviour	Child looks or acts differently; unusually tired, pale, lacking appetite confused, irritable, or difficult to awake.
Unusual Colour	Eyes or skin - yellow (jaundice) Stool - grey or white Urine - dark, tea colored

PERIODS OF EXCLUSION

Anyone with the following diseases should remain at home and away from others:

Disease	Exclusion Period
Diarrhea (non-outbreak situation)	Until 24 hours after cessation of diarrhea
E. coli	Until two consecutive negative stool specimens in 24 hours
Giardia	Until diarrhea has stopped
Head lice	Until child has been treated for head lice
Hepatitis A	Until one week after onset of jaundice
Impetigo	Until 24 hours of antibiotics
Influenza	Until five days after symptoms began
Measles	Until four days after rash appeared
Meningitis (bacterial or viral)	Until child is recovered, decision to be made by a physician
Mumps	Until five days after swelling began
Pertussis (whooping cough)	Until five days after antibiotics are started, or until three weeks if not treated
Pinkeye, bacterial	Until antibiotics one full day of antibiotic treatment
Pinworms	Until 24 hours after treatment is started
Ringworm	Until treatment has started; keep child from swimming/wading pools, and water play until treatment is complete
Rubella (German Measles)	Until seven days after onset of rash
Scabies	Until 24 hours after treatment
Scarlet fever	Until 24 hours after starting treatment
Shigella	Until two consecutive negative stool samples taken 24 hours apart
Strep Throat	Until 24 hours after antibiotics are started
Tuberculosis - active	Call Public Health 905-825-6000
Vomiting	Until the vomiting stops, or it is determined that the vomiting is caused by a noninfectious condition

The following illnesses do NOT require a person be excluded, unless the child is not well enough to participate in regular activities:

Chickenpox	Fifth Disease	Pinkeye without discharge
Cold sores	Hand, Foot, Mouth Disease	from eye
Colds	Hepatitis B	Roseola
Cytomegalovirus	HIV	Thrush or diaper rash
Ear infections		Shingles

OUTBREAK POLICY

Staff will consider any of the following as a potential outbreak:

*Increase of cases of the same or similar symptoms among the children and child care providers over what is normally expected or a higher rate of absenteeism.

*Suspect an outbreak when two children in the same group suffer from gastrointestinal or influenza-like illness within a 48 hr time period.

-Gastrointestinal illness is two or more episodes of vomiting/and or diarrhea within 24hrs.

-Influenza-like illness is the acute onset of respiratory symptoms with fever and cough and one or more of the following symptoms: sore throat, muscles aches, joint pain, weakness.

What to do in an Outbreak

Report- when there are more cases of illness among children and/or caregivers than usual.

Call **905-825-6000 ext 7341**

Outbreaks are reported when there is a closure of a room or the entire centre and care cannot be provided to some or all students.

Separate- the affected children from one another. Children with similar symptoms can be kept together, but must be kept away from well children.

Document- Start a list of children to send to the health department.

IMPLEMENTATION AND REVIEW OF POLICIES/PROCEDURES/IPS &

Monitoring Process of Compliance/Contraventions of Policies, Procedures and IP's

The following Policies, Procedures and IP's (if applicable) will be reviewed by all Staff, Volunteers, and Volunteer Students:

1. With employees, before they begin their employment.
2. With volunteers or students who will be interacting with children at the child care centre, before they begin to volunteer or before they begin their educational placement.
3. With each person described in paragraph 1 or 2, bi annually after the first review and at any other time when changes are made to a policy, procedure or individualized plan.

Playground Safety Policy
Anaphylactic Policy
Sanitary Practices Policy
Serious Occurrence Policy
Medication Policy
Supervision of Volunteers and Students Policy
Program Statement Implementation Policy
Staff Training Development Policy
Criminal Reference Check/Vulnerable Sector Check Policy
Fire Safety/Evacuation Procedures
Policies and Procedures for Monitoring Compliance and Contravention
Waiting List Policy
Parent Issues and Concerns Policy and Procedures
Emergency Management Policies and Procedures
Individual Plans (if applicable)

All Staff/Volunteers currently employed at Maple Nursery school will verbally confirm that they follow the policies and IP's set in place. A record is kept with the date of each review conducted and that each record is signed by each Staff/Volunteer/Student and the Supervisor or Director conducting the review. These records will be stored in a locked cabinet for at least 3 yrs after the review was completed. During the review the Supervisor or Director will verbally state that all policies and IP's are current and up to date.

Process of Reviewing the Policies

Each Staff/Volunteer/Student Volunteer will be reviewed based on a checklist (Policy checklist) of the above policies bi-annually. The Supervisor or Director will observe some daily activities of each staff member and volunteer as an informal review. If during an informal review, a contravention is observed it will be documented in the same method as a formal review.

Each review will be documented as compliance or contravention on the checklist and comments will be made as needed.

Contraventions

When a contravention is observed, the Supervisor will verbally address the issue with the specific Staff/Volunteer/Student. A written record will be completed, signed and dated by both the Supervisor and the Staff/Volunteer/Student. The written record will be kept in a locked cabinet for 3 yrs thereafter. Dependant on the nature and or severity of the occurrence, it could lead to the dismissal of that Staff/Volunteer or Student.

Possible Actions to be taken:

Verbal warning
Review of Policies and Procedures and IP's within a time frame
Supervision for a certain time
Professional Learning courses linked to contravention

EMERGENCY MANAGEMENT POLICY AND PROCEDURES

Purpose

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

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

Definitions

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

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

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

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

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

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

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

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

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

Emergency Management Policy

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

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

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

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: **The Macloed House. Located 500 steps to the right of the school when facing the front of the building.**

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: **Remain at the Meeting place unless otherwise instructed by emergency personnel**

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

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

If any emergency situations happen that are not described in this document, **Emergency services** will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by **the Supervisor** in the daily written record.

Additional Policy Statements

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

- **Regular montly fire drills will be performed by all staff and students.**
- **An emergency bag is prepared for all classrooms. This bag includes, water, first aid kit.**
- **Daily attendance is recorded and can be accessed by all staff at all times during the day. A cell phone can be used as a back up in case of tablet not working.**
- **There are emergency procedures posted in every classroom and will be followed by all staff. Staff sign off on knowing these procedures.**
- **In the case of any emergency 911 will be called by the Supervisor or the replacement of the supervisor if she is not available to do so.**

Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p>Lockdown When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3) Staff inside the child care centre must: <ul style="list-style-type: none"> • remain calm; • gather all children and move them away from doors and windows; • take children’s attendance to confirm all children are accounted for; • take shelter in closets and/or under furniture with the children, if appropriate; • keep children calm; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions. 4) If possible, staff inside the program room(s) should also: <ul style="list-style-type: none"> • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. 5) Supervisor will immediately: <ul style="list-style-type: none"> • close and lock all child care centre entrance/exit doors, if possible; and • take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>
<p>Hold & Secure When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately. 3) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions.

	<p>4) Supervisor must immediately:</p> <ul style="list-style-type: none"> • close and lock all entrances/exits of the child care centre; • close all blinds and windows outside of the program rooms; and • place a note on the external doors with instructions that no one may enter or exit the child care centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>
<p>Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<p>1) The staff member who becomes aware of the threat or Emergency must:</p> <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services is not yet aware of the situation; • follow the directions of emergency services personnel; and • take children’s attendance to confirm all children are accounted for. <p>A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</p> <p>B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p>
<p>Disaster Requiring Evacuation A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.</p>	<p>1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre’s fire evacuation procedures.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • gather all children, the attendance record, children’s emergency contact information any emergency medication; • exit the building with the children using the nearest safe exit, bringing children’s outdoor clothing (if possible) according to weather conditions; • escort children to the meeting place; and • take children’s attendance to confirm all children are accounted for; • keep children calm; and • wait for further instructions. <p>3) If possible, staff should also:</p> <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>4) Designated staff will:</p> <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to Click here to enter text. and ensure their required medication is accessible, if applicable; and

	<ul style="list-style-type: none"> • wait for further instructions. <p>5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p>
<p>Disaster – External Environmental Threat</p> <p>An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p>If remaining on site:</p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. <p>3) Supervisor must:</p> <ul style="list-style-type: none"> • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
<p>Natural Disaster: Tornado / Tornado Warning</p>	<p>1) The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</p> <p>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>3) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • gather all children; • go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways; • take children’s attendance to confirm all children are accounted for; • remain and keep children away from windows, doors and exterior walls; • keep children calm;

	<ul style="list-style-type: none"> • conduct ongoing visual checks of the children; and • wait for further instructions.
<p>Natural Disaster: Major Earthquake</p>	<ol style="list-style-type: none"> 1) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3) Once the shaking stops, staff must: <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 4) If possible, prior to exiting the building, staff should also: <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 6) Designated staff will: <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the nearest safest location in the building and ensure their required medication is accessible, if applicable; and • wait for further instructions. 7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.

Immediate Emergency Response Procedures for Other Emergencies

In all cases call 911.

Additional Procedures for Immediate Emergency Response

E.g. assisting other program rooms during an emergency, etc.

Our attendance is designed so we can see who is present at all times. Once a class is safely exited the building and all children are accounted for...the assistant in each room can then go and help the other classes if need be.

Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, **Supervisor** must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons: [insert information (e.g. supervisor, licensee, on-site designate, board of directors, local authority)]

Local Police Department: 911

Ambulance: 911

Local Fire Services: 911

Site Supervisor: Geraldine Hardcastle

Licensee Contact(s): Geraldine Hardcastle

Child Care Centre Site Designate: Alison Waite

- 4) Where any staff, students and/or volunteers are not on site, **Supervisor or Site designate** must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
- 5) **Supervisor** must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.

- 7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

8a) Procedures to Follow When “All-Clear” Notification is Given	
Procedures	<ol style="list-style-type: none"> 1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre. 2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre. 3) Staff must: <ul style="list-style-type: none"> • take attendance to ensure all children are accounted for; • escort children back to their program room(s), where applicable; • take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and • re-open closed/sealed blinds, windows and doors. 4) Supervisor and Site designate will determine if operations will resume and communicate this decision to staff.
Communication with parents/guardians	<ol style="list-style-type: none"> 1) As soon as possible, Site Designate/Director 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, Site Designate/Director must provide a notice of the incident to parents/guardians by email and phone. 3) If normal operations do not resume the same day that an emergency situation has taken place, Supervisor and or director must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

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

<p>Procedures</p>	<ol style="list-style-type: none"> 1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site. 4) Supervisor will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so. 5) Upon arrival at the evacuation site, staff must: <ul style="list-style-type: none"> • remain calm; • take attendance to ensure all children are accounted for; • help keep children calm; • engage children in activities, where possible; • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up.
<p>Communication with parents/guardians</p>	<ol style="list-style-type: none"> 1) Upon arrival at the emergency evacuation site, Site Designate/Director will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2) Where possible, Site Designate/Director 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.

Additional Procedures for Next Steps During an Emergency

E.g. documenting children’s accidents/injuries, providing water and/or snacks, etc.

***Any injuries will be documented on an injury report. Parents will be given a copy and they will sign our copy. Document will be added to child’s file.**

***Water will be provided to all staff and students while at the Evacuation site.**

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

<p>Procedures for Resuming Normal Operations E.g. where, applicable, reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc.</p>	<p>Emergency services must clear the building and deem it safe for all staff and students. If emergency was a false alarm, staff and students will carry on with classroom routines as normal. If the emergency was legitimate, classes will resume the following school day. Staff will do a walk about to ensure all programming can carry out normally the following day. Parents will be sent an email reporting the details of the emergency and inviting them to an emergency parent meeting during the next 2 days of school. Parent President will be in attendance to help Site Designate/Director conduct this meeting. Any issues by the parents will be addressed according to the Conflict resolution policy.</p>
<p>Procedures for Providing Support to Children and Staff who Experience Distress</p>	<p>Additional support will be given to those in need on an as needed basis. We can provide contact information for resources within the community. The Fire Dept/Police Dept can send a representative to speak to each class to settle some concerns. Support for staff will be given with out hesitation to those in need.</p>
<p>Procedures for Debriefing Staff, Children and Parents/Guardians Include, where, applicable, details about when and how the debrief(s) will take place, etc.</p>	<p>Supervisor/Director must debrief staff, children and parents/guardians after the emergency. As stated above, the director and Parent President will conduct a brief parent meeting to go over the details of the emergency and how it the plan was conducted. If there are any concerns by parents, we will address them according to the Conflict Resolution Policy and possible ammendmants will be made to the policy. Such changes will be made by Supervisor and Director. All changes to the policy will be signed off by all staff members and volunteers.</p>

Regulatory Requirements: Ontario Regulation 137/15

Emergency management

68.1 (1) In this section,

“emergency” at a child care centre means an urgent or pressing situation in which immediate action is required to ensure the safety of children and adults in the child care centre. O. Reg. 126/16, s. 42.

(2) Subject to subsection (3), every licensee shall ensure that each child care centre it operates has written policies and procedures regarding the management of emergencies that,

- (a) set out the roles and responsibilities of staff in case of an emergency;
- (b) require that additional support, including consideration of special medical needs, be provided in respect of any child or adult who needs it in case of an emergency;
- (c) identify the location of a safe and appropriate off-site meeting place, in case of evacuation;
- (d) set out the procedures that will be followed to ensure children’s safety and maintain appropriate levels of supervision;
- (e) set out requirements regarding communications with parents;
- (f) set out requirements regarding contacting appropriate local emergency response agencies; and

- (g) address recovery from an emergency, including,
 - (i) requiring that staff, children and parents be debriefed after the emergency,
 - (ii) setting out how to resume normal operations of the child care centre, and
 - (iii) setting out how to support children and staff who may have experienced distress during the emergency.
- O. Reg. 126/16, s. 42.

(3) Despite subsection (2), a licensee is not required to have emergency management policies and procedures described in that subsection if,

- (a) the child care centre is located in a school, the licensee uses or adopts the school's emergency management policies and procedures and those policies and procedures address the same matters as described in subsection (2); or
- (b) the licensee is otherwise required to have a plan that addresses the same matters as described in subsection (2). O. Reg. 126/16, s. 42.

Intent

The intent of this provision is to require licensees to have policies and procedures that protect the health and safety of children and staff in the event of an emergency.

The provision requires that staff roles and responsibilities be clearly outlined in the event of an emergency.

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.

Appendix B: Parent Letter

New Requirement to Post Serious Occurrences in Licensed Child Care Programs

Dear Parent/Guardian:

The safety and well-being of our children in licensed child care programs is the highest priority. Operators of licensed child care centers and private-home day care agencies work diligently to provide a safe, creative and nurturing environment for each child. In spite of all the best precautions, serious occurrences can sometimes take place.

The Ontario government has introduced a new policy that requires licensed child care centers and private-home day care agencies to post information about serious occurrences that happen at a centre or home location effective November 1, 2011. To support increased transparency and access to information, a “Serious Occurrence Notification Form” must be posted at the center or home action in a visible area for 10 days.

A serious occurrence could include:

- Serious injury to a child;
- Fire or other disaster on site,
- Complaint about serve standard.

Licensed child care centers and private-home day care agencies are already required to report serious occurrences to the Ministry of Children and Youth Services, which is responsible for child care licensing. This new policy requires child care operators to post information in their facilities so that parents also have access to it.

This posting will give parents information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved. Longer-term actions taken by the operator will also be included to help prevent similar incidents in the future, where applicable.

Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that an operator in out of compliance with licensing requirements or that children are at risk in the child care program.

This new policy supports the government’s efforts to increase access to information about licensed child care programs in Ontario. This includes the recent launch of child care licensing inspection findings on the Licensed Child Care Website which is available at:

<http://www.ontario.ca/ONT/port61/licensedchildcare>.

We encourage you to speak to the operator of your child care program for more information about serious occurrences and the new Serious Occurrence Notification form posting policy.

Vince Tedesco - Regional Director.

BEHAVIOUR MANAGEMENT POLICY

Maple Nursery School shall not permit:

1. Corporal punishment of a child, by an employee or a person in charge of the care of children, or any child or group of children.
2. Deliberate harsh or degrading measures to be used on a child that would humiliate a child or undermine the child's self respect.
3. Deprivation of a child of basic needs including food, shelter, clothing or bedding.

No one at Maple Nursery School shall:

1. Lock or permit to be locked for the purpose of confining a child, the exits of the rooms of the building.
2. Use locked or lockable room or structure to confine a child who has been withdrawn from other children.

STAFF/VOLUNTEERS SHALL

1. Staff/Volunteers will use positive tone of voice when relating to students.
2. Staff/Volunteers will get down to child's eye level when relating to students.
3. Staff/Volunteers will use positive mannerism when relating to students.
4. Staff/Volunteers will guide students appropriately when interacting with them.

METHODS OF DISCIPLINE

1. Redirection
2. Discussion
3. Time-out for short periods

Discipline should be:

- related to the nature of the troublesome behavior
- appropriate to the developmental level of the child
- used in a positive and consistent manner
- designed to assist the child to learn appropriate behavior
- implemented as soon as possible after the troublesome behavior
- discussed with parent(s)/guardian(s) if a difficult situation arises with a child

CONTRAVENTION OF POLICIES, BEHAVIOUR MANAGEMENT

If contravention of the school's policies occur, the person responsible for this contravention will be subject to an official discussion with the Supervisor.

The President of the Board will be notified of the contravention and the Supervisor will give a report on the discussion.

Unless the Supervisor and the President are satisfied that such contravention will not reoccur, that person may be dismissed from her/his work immediately.

Signature of Parent or Guardian:

Date:

Reviewed by:

Date:

Test Your Knowledge

Name: _____

Date: _____

1. Under the Accessibility for Ontarians with Disabilities Act, 2005, different standards on accessibility are being developed that will set requirements for identification, removal, and prevention of barriers for people with disabilities in key areas of daily living.
True False
1. The customer service standard is voluntary standard. Your business or organization can decide whether or not to put it into practice.
True False
1. The term “disability” only applies to people who use wheelchairs.
True False
1. Avoiding someone because of their disability is a barrier in attitude.
True False
1. Your organization must accept feedback about the way it provides goods or services to people with disabilities.
True False
1. You should not ask your customer to repeat himself if you don't understand him the first time. It might offend him.
True False
1. If a person has vision loss they cannot see anything.
True False
1. It's helpful for someone who uses a hearing aid if you reduce background noise.
True False
1. You should always speak directly to your customer, not to their support person or companion.
True False
1. If your customer uses a manual wheelchair, feel free to push them around your store.
True False
1. You can always tell when someone has a disability.
True False
1. Assistive devices enable a person with a disability to do everyday tasks and activities.
True False
1. Your organization must allow people with disabilities who use a support person to bring their support person with them while accessing goods or services on parts of the premises that are open to the public.
True False
1. Service animals should be treated as pets.
True False

Awareness quiz

Name: _____

Date: _____

Purpose: This quiz will help you to evaluate misconceptions you may have about people with disabilities.

1. A positive attitude is important when meeting or helping a person with a disability.
True False
1. Generally, people see the disability first and the person second.
True False
1. All disabilities are caused by disease or are inherited.
True False
1. People with mobility impairments do not care about how they look, and they cannot shop the way other people do.
True False
1. Someone who uses a power wheelchair cannot drive a motor vehicle.
True False
1. If you notice someone is wearing a hearing aid, speak loudly so he or she can hear you.
True False
1. When guiding a person who has vision loss, you should always take them by the arm.
True False
1. Someone who is severely physically disabled cannot do anything alone.
True False
1. A person who is Deaf cannot use a phone.
True False
1. A person can have a disability and not be held back by it.
True False
1. People who have vision loss have a better sense of hearing.
True False
1. You should avoid using expressions such as “look”, “see” and “watch out” when talking to someone with vision loss.
True False
1. The majority of people who are Deaf or hard of hearing can speech-read.
True False
1. If you see someone who uses a wheelchair having trouble, you should give him or her a push.
True False
1. Over one million Canadians have some kind of disability that makes it difficult for them to read conventional print.
True False
1. When a customer with a disability is in your workplace, you should always provide extra attention.
True False
1. Guide dogs see colors and read signs.
True False

1. People who are Deaf or hard of hearing see better than everyone else.
True False
1. People who are Deaf or hard of hearing cannot talk at all.
True False
1. People who use wheelchairs are paralyzed.
True False
1. Mental health disability is rare, untreatable disorder.
True False
1. People with learning disabilities cannot be productive.
True False
1. Intellectual disability is the same as mental health disability.
True False
1. About one in seven Ontarians has a disability.
True False
1. Forty-seven percent of Ontarians over the age of 65 have disabilities.
True False

Maple Nursery School Program Statement:

Maple Nursery School offers a learning program that is consistent with Ministry of Education policies, pedagogy and curriculum. Some of the Ministry documents we reference in our program include the following:

- 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

At Maple Nursery School we feel children learn through play with an emphasis on active learning. Since we know that children learn best by pursuing their personal interests and goals, children make their own choices about materials and activities during the program time. As they pursue their choices and plans, children explore, ask and answer questions, solve problems, and interact with peers, program staff, volunteers, students on placement and other adults.

Children are competent, capable, curious and rich in potential

Maple Nursery 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 an environment in which they feel safe and comfortable (a second "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 a unique interplay between developmental factors and their own family, community and life experiences. In each case, we aim to integrate all areas of the child's development into our program.

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 all senses.
- Every child is a capable communicator who expresses himself or herself in many ways.

Children's interests are valuable to their learning and offer a rich variety of experiences. The type of activities we offer daily include:

- drama, music, dance and visual arts
- physical activity
- language and literacy
- Nature and science
- construction and design
- daily opportunities for physical activity

Our programs are designed 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
- offer opportunities to create authentic lasting relationships with others in the program

Health, safety, nutrition and well-being of children (A)

GOAL-

We know that the early years set the foundation for children’s health and well-being.

The brain is molded by a child's interactions and relationships with parents and other significant people in their lives.

Early brain development is stimulated through experiences and interactions with responsive adults.

We understand that the first step in establishing and nurturing health, safety and well-being for children in our programs is through the connections they make with the program staff and volunteers. Here are some other specific ways we promote well-being in our programs.

APPROACH-

Health and safety—as a licensed child care operator, Maple Nursery School meets and exceeds all health and safety requirements of the Ministry of Education and local government bylaws. Information is posted throughout the centre, on the front bulletin board and others (for example the Anaphylaxis Policy) are provided in the Parent Handbook. You can also speak to our program staff at any time to view our complete health and safety policies and protocols.

Nutrition— Our snack menu follow Canada’s Food Guide. We accommodate dietary or religious food requirements for children in our programs.

Relationships among children, families, and staff (B)

GOAL- It is one of our core values at Maple Nursery School to foster collaborative and cooperative relationships among all of our partners.

Maple Nursery School strives to promote a sense of belonging for children and their families in our programs by creating positive interactions and collaboration of families. We understand that relationships of trusts are the basis for learning and cooperation.

APPROACH- Every child is entitled to be given the opportunity to develop personal responsibility and social skills, to learn to problem-solve and to learn about diversity and inclusion. Some examples we encourage are:

- Proper table manners at snack time
- Turn taking with more popular toys
- Sharing of materials
- Space for groups of children to play at one centre
- Proper greetings and farewells

The skills of conflict resolution are important to lifelong learning. As competent individuals, children are active participants in resolving conflicts. We encouraged them to come up with ideas and solutions to problems that arise. Phrases we may encourage each child to use would be:

- Help me please.
- Can I play too?
- I need to go to the bathroom.
- I need more...
- Hands on your own body
- In older children, preschool age, we would also encourage the children to help with the resolution to the problem. Such as:
 - Wiping up spills
 - Putting toys away
 - Apologizing
 - Sharing
 - Setting up new creatives
 - Circle helpers

Positive self-expression, communication and self-regulation (C)

GOAL- At Maple Nursery School, our inclusive programming leads to children's sense of belonging. Positive learning environments and experiences, focused on active play-based learning, encourage children's communication, self-expression and self-regulation.

We seek to be aware of, foster, support, encourage, respond to and document the many ways in which children express themselves. Children have many ways in which they articulate their ideas, the variety of "languages" they use to communicate. We also seek to support and reflect children's home language and culture in our programs.

In our inclusive learning environments, we welcome children of all abilities. Respect for diversity, equity and inclusion is vital for optimal development and learning. Here are some of the ways in which we create an inclusive environment in our programs:

APPROACH-

- Recognize each child as having equal rights to participate in program activities, trips and events.
- Recognize and respect the unique qualities of each child and family, including ancestry, culture, ethnicity, race, language, gender, gender identity, sexual orientation, religion, socioeconomic status, family environment, and developmental abilities and needs.
- Create strategies that value the culture and first language of all children.
- Establish programming strategies to foster an inclusive learning environment in which every child can participate.
- View the diversity of children and families as an asset, and plan programs to reflect differences and enrich the environment.

Our program also supports children's self-regulation, their ability to deal with stress and remain calm, alert and ready to learn. When children are calmly focused and alert, they are best able to modulate their emotions, pay attention, ignore distractions, inhibit their impulses and understand the consequences of their actions. We are continually learning about how to create learning environments and programming

that helps support children's self-regulation—to help children remain or return to a state of calm. Staff can support a child's developing abilities by:

- Responding to and learning the child's individual cues
- Understanding the child's individual stressors
- Develop strategies for becoming or staying calm
- Modeling appropriate behaviour and responses in different situations
- Include children in decision making processes

Foster Children's Exploration , Play and Creativity (D)

GOAL- Our programs focus on active play-based learning as this is the way that children naturally learn best. It is their natural response to the environment around them. We foster children's exploration, play and creativity.

APPROACH- When children are manipulating objects, acting out roles, or experimenting with different materials, they are engaged in learning through play. Play allows them to actively construct, challenge, and expand their own understandings through making connections to prior experiences, thereby opening the door to new learning. Intentional 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 innate curiosity and creativity. Areas of play at Maple include:

- Gym (tricycles, scooters, plasma cars, giant blocks, hoops, nets)
- Creative (paint, glue, cutting, easel, daily crafts, sensory bin, sand table)
- Playroom (dress up clothing, books, puzzles, fine motor skilled bins, play house, music)
- Ongoing science experiments
- Live creatures
- Classroom charting

Providing child-initiated and Adult supported experiences (E)

GOAL- At Maple we understand the importance of child -initiated and adult supported play. It is in the best interest of the children to learn what they find interesting. Therefore we provide a guideline for each week but we let the children lead us to new possibilities of creativity and learning.

APPROACH-

- Children are provided with a wide range of interesting, open-ended resources.
- They are encouraged to investigate imaginatively through the tools provided.
- We are there to manage the routine of the day in order to make sure the children have adequate time to follow through with their ideas and self-initiated play.
- Teach children the practical skills they need in order to play safely with each other and the tools they are provided with.

Creating Positive Learning environments in which each child's learning and development will be supported. (F)

GOAL- Maple believes that each child learns at a different pace. Every child has a unique learning curve that needs to be individually supported and honoured.

APPROACH- Staff plan on a daily basis based on the observations that they make on children's interests. In this way, learning is extended, leading to deeper investigation with materials and the environment. Staff plan for and create positive learning environments and experiences in which each child's learning and development will be supported.

At Maple, we believe that we have knowledgeable and responsive early educator who will:

- Recognize that responding to the unique abilities, needs, and characteristics of each child, family, and community is central to supporting learning and development.
- Engage with children as co-learners as they explore their environments.
- Provoke children's thinking, create meaningful programs, and guide interactions with children and their families.
- Use a warm and positive approach to support children's developing ability to express emotions and take other perspectives.
- Know when to stand back and observe and when to enter children's play to stimulate thinking.
- Make a commitment to build self-awareness, regularly reflect on practices and engage in new learning experiences, both individually and with colleagues.

Individual needs of children during Indoor/Outdoor play and Quiet Time (G)

GOAL- At MAPLE we recognize that each child has individual needs. We provide opportunities for quiet play as well as more active and gross motor play in order to accommodate each child during their time.

APPROACH- Children at MAPLE play outdoors and indoors, depending on the weather, to further physical development in gross motor by running, jumping, climbing and tricycling. They can develop relationships with other children and fantasize various roles in our dress up areas.

During their "free play" time, we encourage children to choose what interests them. This can be education table of toys, puzzles, or house centre etc. We feel this type of play helps the child develop coordination, attention span, self confidence in being able to complete a task, and social interaction with other children.

Creative activities such as painting, gluing, drawing and cutting work are all available to the children. We have a sand table, sensory bin and painting easels. We encourage children to experiment with different materials, in turn helping them to socialize and share. These activities allow a shy child to be in closer proximity to other children helping them to become acquainted with their peers.

At MAPLE, we alternate between quiet activities and busy times to give children a balanced amount of exertion and rest.

Parent engagement and communication (H)

GOAL - Maple aims to foster outreach, engagement and communication with families about our program and their children’s learning experiences. We believe that families are experts on their children. Sharing knowledge is integral to the success of your child.

Maple aims to ensure that families have the support of available, affordable, safe, reliable, high quality licensed child care for their children, which ensures parents peace of mind while their children are in the Maple program. Respect, care, empathy, trust and integrity are core values in all our interactions with families.

We know that our partnerships with our families help our program to best meet the needs of the children:

- Families form the foundation for a child's early development. Families know their children best, and are the first and most powerful influence on learning and development.
- The needs of each child are considered in the context of their family composition, values, culture, and language. This approach enriches relationships between early childhood settings, families, and their communities.
- We involve parents and other important adults in various events and activities at our programs. This connects them to their children's early development, and enhances the child's learning.
- We provide the opportunity for parents to become a “participating” parent. This allows for a more established relationship with those families.

In addition to the daily interaction with program staff, we offer many opportunities for parent feedback and involvement—such as surveys and focus groups. We use parent input to improve our programs and services.

Community partners (I)

GOAL- Maple is committed to involving local community partners and to engaging those partners in supporting Maple children, families and staff.

APPROACH- We provide learning opportunities and practical work experience, in the areas of programming and administration, to members of the community through the recruitment, placement, training and recognition of volunteers and students on placement. Volunteers and students on placement augment the high-quality care and individual attention given to the children in the programs.

We also have community partners—individuals, organizations and agencies who support Maple children and families financially. We collaborate with these partners and continue to create more opportunities to expand these relationships on behalf of our children and families.

Supporting staff in continuous professional learning (J)

GOAL- Maple is committed to hiring, training and fairly compensating staff. We hire staff who have a positive and sensitive attitude towards children. Our non-discriminatory hiring practices provide individuals of all backgrounds the opportunity for employment. We believe that everyone has worth and value, and all staff are entitled to be respected, supported and treated fairly.

APPROACH- MAPLE provides continuous learning opportunities by encouraging our staff to take part in any/all Quality First workshops. Mandatory seminars and workshops are attended by the necessary staff members.

MAPLE Staff attend workshops at The HALTON RESOURCE CONNECTION whenever possible.

All staff are up to date with CPR/First Aid and renew every 3 YRS.

Formal professional learning is vital, but we also know that the most central professional growth happens day-to-day, as our staff co-learn with children and each other as self-reflective professionals.

Documentation

GOAL- We make every attempt to keep in touch with our families through various forms of documentation.

APPROACH-

- Daily interaction at drop off and pick up allows teachers and parents to create a comfortable relationship with each other.
- Our Parent Only Facebook page provides families documentation of our daily activities through photographs and text.
- Emails and newsletters for upcoming events keep families up to date on what's happening at the school.
- Daily small staff meetings are held after school to discuss the events of the day.
- More formal meetings are held with the Parent Board various times throughout the year.
- Annual General Meetings are held towards the beginning and end of every year.

“HOW DOES LEARNING HAPPEN? ONTARIO’S PEDAGOGY FOR THE EARLY YEARS (2014)” is a document to be used for the purpose of guiding licensed childcare programs. This professional learning resource will support early years programs and will inspire critical reflection and discussion among the staff, the children and their families. (Minister’s Policy Statement on Programming & Pedagogy, made under the Child Care and Early Years Act, subsection 55 (3),2014)

OUR PROGRAM STATEMENT:

Maple Nursery School will use this resource guideline to strengthen the quality of our programs and ensure high quality and enriching experiences that lead to positive outcomes in relation to the children’s learning, development, health and safety, nutrition and well-being through play based learning. Our program provides learning opportunities both indoors and outdoors.

We see children as competent individuals, capable of complex thinking, curious and rich in potential and we will value and build on their strengths and abilities. We will encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

We see families as experts who know their children better than anyone and have important information to share with us. We will foster the engagement and ongoing communication with parents about the program and their children.

We see our educators as knowledgeable, reflective, resourceful and rich in experience and we value the experiences and environments created for the children. We will provide child-initiated and adult-supported experiences. The Centre will support staff with continuous professional development.

Community Partners involvement is also essential to maintaining a supportive, nurturing and educational environment

We will use documentation through observation, planning, reflecting and evaluation and use this as a tool to.....

• Communicate to families and other professionals about the children's learning and progress/wellbeing and development using Bulletin Board displays and photographs, reflective journals, videos, portfolios, and the children's work. This will capture the rich experiences and learning that occur daily.

PROGRAM PHILOSOPHY:

Our Programs are designed to provide positive, safe and nurturing environments where children have the tools and resources needed to reach their full potential.

We know that children are rich in potential and thrive in quality programs that provide choice, opportunities for curiosity, focus on strengths, promote the development of skills and foster positive relationships.

As a family based co operative organization, we work to incorporate core values of caring, honesty, respect, responsibility, health, and inclusiveness into everything we do.

At Maple we aim to achieve the highest quality standards in our programs. We believe that the following indicators create

the best conditions for a high quality child care experience:

- inclusion
- family involvement
- positive relationships among staff and children
- play-based programming based on the interests
- of the children
- developmentally appropriate activities that offer
- children choice
- appropriate indoor and outdoor activities
- small groups
- qualified, well-supported staff
- professional administration of the program
- professional, collaborative relationships with the

- Ministry of Education
- Health and safety and nutrition
- Support positive and responsive interactions among the children, parents, child care providers and staff
- Encourage the children to interact and communicate in a positive way and support their ability to self regulate
- To foster the children's exploration, play and enquiry
- To provide child initiated and adult supported experiences
- To plan for and create positive learning environments and experiences in which each child's learning and development will be supported
- incorporate indoor and outdoor play as well as active play, rest and quiet time and give consideration to the individual needs to the children receiving childcare
- foster the engagement of and ongoing communication with parents about the program and their children
- to involve local community partners to support the children, their families and staff
- support staff or others who interact with the children at a childcare centre in relation to continuous professional learning