

WELCOME TO



Parent Handbook

905-877-7322

Cedarvale Park

181 Main St S.

Georgetown ON L7G 5S2 www.maplenurseryschool.com

Revised February 2025

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

توفیر ترجمه السياسات بناء على طلباً Zhèngcè tígōng. yāoqiú yīng jiāng fānyì

Překlad politik budou poskytnuty na vyžádání.

Table of Contents

ABOUT US.....	4
PROGRAM PHILOSOPHY.....	5
BRIEF PROGRAM STATEMENT	6
SERVICES OFFERED.....	6
PRESCHOOL ROUTINES AND OBJECTIVES	6
TODDLER ROUTINES AND OBJECTIVES.....	7
DAILY SCHEDULE.....	7
SCHOOL SCHEDULE	8
INCLEMENT WEATHER POLICY.....	8
FIELD TRIPS.....	8
CLOTHING AND BELONGINGS.....	8
COMMUNICATION	9
MONTHLY TUITION FEES	9
REGISTRATION REQUIREMENTS	10
PAYMENT INFORMATION	10
LATE FEE POLICY	10
WAITING LIST POLICY.....	11
WITHDRAWAL POLICY.....	11
IMMUNIZATIONS.....	12
ARRIVALS AND DEPARTURES.....	12
ABSENCES.....	12
SNACKS / ALLERGIES / DIETARY RESTRICTIONS	12
ANAPHYLACTIC POLICY	13
HEALTH REGULATIONS.....	14
EXCLUDING A CHILD FROM CARE.....	15
PERIODS OF EXCLUSION	16
OUTBREAK POLICY	17
LIABILITY	18

CONFLICT RESOLUTION POLICY.....	18
PROHIBITED ACTIONS	18
SUPERVISION OF VOLUNTEERS AND STUDENTS	19
EXPECTATIONS OF VOLUNTEERS AND STUDENT PLACEMENT	20
Policy Review	20
IMPLEMENTATION AND REVIEW OF POLICIES/ PROCEDURES/IPS.....	20
Process of Reviewing the Policies.....	21
EMERGENCY MANAGEMENT POLICY AND PROCEDURES	21
Purpose.....	21
Definitions	21
Emergency Management Policy	22
Phase 1: Immediate Emergency Response.....	23
Phase 2: Next Steps During the Emergency	29
Phase 3: Recovery (After an Emergency Situation has Ended).....	31
Procedures for Providing Support to Children and Staff who Experience Distress.....	31
Procedures for Debriefing Staff, Children and Parents/ Guardians.....	31
Appendix B: Parent Letter	32
BEHAVIOUR MANAGEMENT POLICY.....	33
CONTRAVENTION OF POLICIES, BEHAVIOUR MANAGEMENT	34
MAPLE NURSERY SCHOOL PROGRAM STATEMENT	35
HOW DOES LEARNING HAPPEN? ONTARIO'S PEDAGOGY FOR THE EARLY YEARS	42

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 qualified staff, a cheerful environment and an experience your child will remember for years to come.

We employ three registered early childhood educators (RECEs) and three early childhood assistants. All of our classes are run with one educator and one assistant. 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 as they work on skills in each developmental domain!

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 Board of Directors allowing parents and children to grow together. The 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 Administrator. 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.

Snacks are pre-determined and scheduled. Unfortunately, we cannot allow home cooked or home prepared snacks. All snacks must be store bought and prepared in our licensed kitchen. The Regional Health department requires receipts for food to be submitted and retained for recall purposes.

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

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 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, safety and nutrition
- Positive and responsive interactions among the children, parents, child care providers and staff
- To 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 inquiry
- 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
- Promote active play, rest and quiet times while giving consideration to the individual needs to the children receiving care
- 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

BRIEF PROGRAM STATEMENT (Full at end of document)

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.

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. We will support staff with continuous professional development.

The involvement of community partners 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, their progression and development of new skills by using Bulletin Board displays, photographs, reflective journals, videos, portfolios, learning stories and the children's work. This will capture the rich experiences and learning that occur daily.

SERVICES OFFERED

Maple Nursery School offers two preschool classes: 30 months to 5 years and one toddler class: 18 months to 30 months at time of enrollment.

PRESCHOOL ROUTINES AND OBJECTIVES

Children must be 2 ½ years of age and working towards toilet training at the start of the school year to join the preschool program. We have two preschool classes, each run by one registered early childhood educator and one early childhood assistant. The preschool class sizes are limited to 12 children.

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, physically, socially and emotionally. The program is child centered 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.

TODDLER ROUTINES AND OBJECTIVES

The Toddler Program is open to children between the ages of 18 to 30 months 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 an 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 coordination 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.

DAILY SCHEDULE

The children spend time each day in our playroom, creative room and gym.

- Our playroom is well equipped with a block centre, dramatic play centre, housekeeping centre, reading corner, science centre, manipulative toys and areas for social engagement and group activities.
- 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. Sensory play in the form of a sandbox and a sensory table are available and encourage socializing.
- Many opportunities to develop gross motor skills are available in our large gym including bikes, balls, and blocks.
- The daily routine also includes a snack time, music time and circle time. Circle time provides an opportunity to focus on cognitive and communication development and for older children to familiarize themselves with some kindergarten routines.

SCHOOL SCHEDULE

Maple Nursery School programs begin at 9:00 am and finish at 11:30 am, and are offered Monday through Friday. Our school year begins on the Monday after Labour Day.

The first week of school may be a staggered entry. You will receive an emailed letter in early September with your child's start date.

Maple Nursery School is closed during the following holidays:

Thanksgiving - October 14, 2024

Christmas Break - December 23, 2024, to January 3, 2025 inclusive

Family Day - February 17, 2025

March Break - March 10, 2025, to March 14, 2025 inclusive

Good Friday – April 18, 2025

Easter Monday – April 21, 2025

Victoria Day – May 19, 2025

The school year finishes on June 12, 2025.

INCLEMENT WEATHER POLICY

Maple Nursery School will be closed for the day if the Halton District School Board announces school buses are cancelled in our area (Zone 3) due to inclement weather. Families will receive an email from the administrator by 8:00 am. Refunds, credits or make-up classes are not provided if cancelled due to inclement weather.

FIELD TRIPS

A field trip is defined as any time the children leave the school property. Any potential field trips will be within walking distance from the school or transportation will be arranged. Children will require parental consent in order to attend. Parent volunteers may be required.

Any potential outdoor activities within the Cedarvale Park property are not considered field trips. Classes may periodically go for short walks, or play on the soccer field or at the park.

CLOTHING AND BELONGINGS

Families are asked to label all of their children's clothing with either their names or initials.

Children should attend school wearing comfortable clothes that allow for full movement. Children get messy during arts and craft time, therefore play clothes are encouraged. Indoor shoes are required.

On the first day of school, children should bring a labelled ziplock bag with a full change of clothes (please label or initial all items). This bag will remain at the school. If your child is toilet training, please pack extra underwear and pants. If your child is in diapers, please provide a labelled sleeve of

diapers and a package of diaper wipes that can be left at the change table for easy changing. *Pull-ups should be the kind that are detachable on the sides for easy use.* Indoor shoes may be left with your child’s teacher when the weather requires them, otherwise, please send them in their indoor shoes.

COMMUNICATION

Please be aware that we communicate via email for all of our administrative functions including the monthly snack calendars. Please provide an email address that you check regularly in order to ensure you receive these communications.

MONTHLY TUITION FEES

Maple Nursery School has opted into the Canada-Wide Early Learning and Child Care (CWELCC) initiative which provides our families with lower base fees.

BASE FEES

Program	Ages	Number of days per week	Fees
Toddler	18 months - 2.5 years	2 days	\$97.34
		3 days	\$144.00
		4 days	\$189.33
Preschool	2.5 years - 5 years	2 days	\$97.34
		3 days	\$144.00
		4 days	\$189.33
		5 days	\$236.00

**A \$18.90 registration fee apply for all applications **

- The Toddler program operates Monday to Thursday.
- Two-day preschool program options are: Monday/Wednesday or Tuesday/Thursday.
- Three-day preschool option is Monday/Wednesday/Friday.

Exceptions may apply. Please inquire.

NON BASE FEES

- Late pick up is available until 12:00 noon for \$10, cash only.
- Late pick up after 12:00 noon: \$1 per minute, cash only.
- Late payment fee: Tuition payments must be received within **five** business days of their due

date or a \$25.00 late fee will be applied.

- **NSF cheque fee: A \$25 bank fee will be charged for any NFS cheques.**

Tuition fees are pro-rated from September to May which allow us to charge one standard monthly. *Fees are not collected for the Christmas or March Breaks.*

June tuition fees will vary by child, depending on the number of days of attendance their individual schedule provides. Families will be charged their child's daily fee for these days. This information will be calculated and provided upon completion of the registration requirements.

REGISTRATION REQUIREMENTS

All registrations will be accepted on a first come, first serve basis. Returning families are encouraged to register early. Registration is complete when all required documentation and fees have been received.

- Registration Form - available on our website at www.maplenurseryschool.com.
- Immunization Records - Immunization records must be submitted to Halton Region via www.halton.ca/immunize. A copy must be printed or emailed to Maple Nursery School for our records.
- Annual Registration Fee (base fee) is \$18.90.

PAYMENT INFORMATION

Tuition fees are due by the first of each month.

Payment options include:

- Cash
- E-transfer payable to maplenurseryschool@gmail.com
- Monthly post-dated cheques payable to Maple Nursery School. If selecting this as your payment option, post-dated cheques for Sept-June must be submitted on or before the first day of school. If any cheques are returned NSF during the year, you will be charged the bank fee of \$25.00 (non base fee). Two NSF cheques will result in the request from the Treasurer for cash payments to be made monthly for the balance of the year.

If any fees have not been paid within **five** business days of their due date, a \$25.00 late fee will be applied to the next month's fees (non base fee).

Income Tax receipts will be issued each February for the previous year. Please ensure we are provided with your up-to-date email address as they are sent electronically.

LATE FEE POLICY (non base fees)

Our programs end at 11:30am and our facility closes at 12:00 noon. Late fee will be applied for late pick up, payable to the person left to care for your child. If an emergency prevents you from picking up

your child by 12:00 noon, please call the centre with an alternate plan. We will be glad to notify any changes in plans to your child to prevent them from becoming upset.

WAITING LIST POLICY

Maple Nursery School offers a waiting list for each calendar school year and is divided by classroom. Maple Nursery School will strive to accommodate all requests for the registration of a child at the childcare centre. No fee will be charged to parents for placing a child on the waiting list. Requests to place children on a waiting list will be received via email or telephone call. Children will be placed on the waiting list in chronological order, based on the date and time the request was received. Once the child is on the waiting list, the administrator will advise the parent of their position on the list.

When space becomes available, priority will be given in the following order:

1. Children who are currently enrolled and who have requested a change in attendance;
2. Siblings of children currently enrolled;
3. Children who were enrolled the previous school year and wish to return in the new year.

Once these children have been placed, other children on the waiting list will be prioritized based on program room availability and the chronology in which the child was placed on the waiting list.

Parents of children on the waiting list will be notified via email that a space has become available in their requested program. Parents will be provided a timeframe of two business days in which a response is required before the next child on the waiting list will be offered the space. Where a parent has not responded within the given timeframe, the Maple Nursery School will contact the parent of the next child on the waiting list to offer them the space. In the event a parent contacts Maple Nursery School within one week of their given timeframe, they will continue to maintain their priority sequence on the waiting list, however, they would need to wait for the next available space.

Families may choose to be removed from the waiting list at any time. Children will be removed from the waiting list in the event that the administrator is unable to contact parents after multiple email and phone attempts.

WITHDRAWAL POLICY

You must provide the Administrator with one month's written notice when voluntarily withdrawing your child from Maple Nursery School. Notice must be received by the first of the month prior to withdrawal. May 1st is the last date to give notice of withdrawal. Any withdrawal after this date will be liable for fees until the end of the school year.

Maple Nursery School may terminate services if policies are not followed, fees are not paid, repeated failure to pick up the child at scheduled times, failure to show up for 10 consecutive days without communication or if we find we are not able to properly meet the specific needs of your family.

IMMUNIZATIONS

In order for a child to attend Maple Nursery School, they must be up to date with the immunizations specified for their age according to the Publicly-Funded Immunization Schedule. Immunization records must be submitted via www.halton.ca/immunize with a copy submitted to the administrator for the child's file. This is required before a child can be admitted to school. 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.

If a family wants their child to be exempted from receiving immunizations due to a guardian's conscience and/or religious beliefs, a signed and notarized statement of conscience and/or religious beliefs document must be received prior to starting. If a child is overdue for a scheduled vaccination, Maple Nursery School may inform the family that the child is not able to attend until proof of vaccination has been submitted.

ARRIVALS AND DEPARTURES

All families must drop off their child at their classroom door and ensure that the staff has marked them in on their attendance records. At the end of the program, children will only be released to authorized individuals. Please verify with the administrator to ensure that your child's file is up to date with all authorized individuals.

ABSENCES

Please email the school if your child is sick or will be absent for the day. Please refer to the Excluding a Child from Care and the Periods of Exclusion section on **pg. 14** of this handbook.

Refunds, credits or make-up days will not be provided if a child is sick or absent for an extended period of time. As long as a child remains enrolled and secures a space, payment must be made for each month. Should your children be absent for more than 2 weeks with no verbal or written notice given to the centre, we will assume that you have chosen to withdraw from the program, and therefore your space will be given away. Refunds or credits will not be provided and you will be charged that month's tuition fee.

SNACKS / ALLERGIES / DIETARY RESTRICTIONS

We are a peanut/tree nut free facility. All snacks that are served are pre-determined by our staff to ensure they adhere to this policy. Home baked goods are not permitted in the school, even if the product is in fact nut free. This is to prevent any accidental cross contamination of the baked good with a peanut/tree nut source or residue from the aforementioned source. All snacks must be store bought and prepared in our licensed kitchen. The Regional Health department requires receipts for food to be submitted and retained for recall purposes.

All allergies and dietary restrictions 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 leave all other snacks at home to ensure we adhere to our PEANUT/TREE NUT FREE facility requirements.

ANAPHYLACTIC POLICY

Anaphylaxis is a severe and potentially life threatening reaction to particular allergens which differ from child to child. Some children have a high sensitivity to allergens that a reaction can occur within seconds or minutes of exposure to an allergen such as food products (peanuts, dairy, egg, etc.), medications, insect bite/sting, latex, etc. Cross Contamination of any allergens or items (i.e.: hands, utensils, food prep areas, etc.) with a peanut/nut source/other allergens or residue can also cause an anaphylactic child to have a life-threatening reaction. The most serious reaction being respiratory difficulties, blockage of the airway, which if not medicated immediately, can lead to death. Being an allergen aware Centre, we make every possible effort to reduce the risk to children and adults with severe allergies, including anaphylaxis. Please ensure to inform the Centre if your child is at risk of an allergy and/or carries an epi-pen.

All children with an anaphylactic allergy are to have an epi-pen while in attendance at the school. As most children are too young to carry their own, the child's educator will carry the epi-pen on their person in a zippered fanny pack pouch. This epi-pen must remain at the school and will not be sent home until the year is over.

When a child with an anaphylactic allergy registers for Maple Nursery School, parents must complete an anaphylaxis emergency plan which will inform all staff of the medical condition, symptoms, triggers, how you would like the situation to be handled, as well as important information such as medication required, dosage, storage and contact information including parents/guardians and doctor's information. This form is to be renewed by the child's parents/guardians annually, along with their family doctor, and updated as required within the year. All employee's, students and volunteers must read and sign all Action Plans prior to employment/placement and annually thereafter. Additional documentation is required for the epi-pen kept on site and any additional medications.

Maple Nursery School shall ensure that the risk of exposure to anaphylactic causative agents is limited by through the following procedures:

- 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 within our school community.
- 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 possible

allergens within our school community.

- Anaphylaxis Emergency Plan shall be reviewed by all employees, volunteers and placement students prior to providing care in the classroom, anytime a change is made to the IP and/or annually

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 beginning care at Maple Nursery School. This will include: signs and symptoms specific to the child, actions to be taken by the staff, how to administer the medication and 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.

HEALTH REGULATIONS

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.

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. 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. Incubation time for the child with the disease as in the handbook.

A child who is sick 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.

Symptoms of illness include:

- elevated temperature
- acute cold, nasal discharge, coughing
- vomiting, diarrhea
- red or green 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, the Maple Nursery School incident report form 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.

Before acquiring any pets, the staff shall look into possible allergies. The animal will be checked for any illness before being introduced 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 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:

Chicken Pox (Varicella)	Until they are feeling well and it has been 5 days since the start of their rash or until lesions have crusted over, whichever comes first.
Disease	Exclusion Period
E. coli	Until two consecutive negative stool specimens in 24 hours
Gastroenteritis (diarrhea/vomiting)	Gastrointestinal symptoms can be an indication of other illnesses. If no specific pathogen is identified, a child may return once free of vomiting and diarrhea for at least 48 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

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

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

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.

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 the families/caregivers of the children attending the school. We encourage parents to address their concerns to the President of the Parent Board and or supervisor.

- Concerns will be acknowledged within the 24 hr rule.
- Concerns will be kept confidential.
- If needed, the parents of the child will be called upon and be questioned.
- Upon receiving a complaint, the president of the parent board and/or supervisor will address.
- 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

Administrator - Vicky Spires

Supervisor - Geraldine Hardcastle

President - Jaclyn Aldred

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.

The following is taken directly from the Child Care and Early Years Act:

O. Reg 137/15 48. No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care,

- a) Corporal punishment of the child;
- b) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- c) Locking the exits of the child care centre or home child care premises for the purpose of

confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;

- d) Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- e) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- f) Inflicting any bodily harm on children including making children eat or drink against their will.
- g) Appropriate 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.

SUPERVISION OF VOLUNTEERS AND STUDENTS

Maple Nursery School will ensure that every child who is in attendance is supervised by an adult at all times. Direct unsupervised access (when an adult is left alone with a child) is not permitted for persons 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 are followed by placements or volunteers:

- Behaviour management policy and procedures is reviewed with the supervisor prior to providing care. Placements and Volunteers must sign required documentation and sign that they have read the policy.
- Monitoring of behaviour management practices is completed twice annually. A checklist will be used as a tool to monitor these practices.
- The emergency plan for children with anaphylaxis is reviewed prior to providing care and twice annually thereafter.
- 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 members and assist in child care and school responsibilities without unsupervised access to children.

Policy Review

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

IMPLEMENTATION AND REVIEW OF POLICIES/ PROCEDURES/IPS

And 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 plans.

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

Conflict Resolution Policy

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. Depending 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 Artisan Cottage. Located 500 steps to the left 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

- Regular monthly 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 backup in case the tablet is 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.

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.</p> <p>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. 4) Supervisor must immediately: <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>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the threat or Emergency must: <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>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>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</p> <p>A serious incident that affects the physical building and requires everyone to leave the premises.</p> <p>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 • 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 <p>exit the child care centre until further notice; and</p> <ul style="list-style-type: none"> • 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>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible. 2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately. 3) Staff must immediately: <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; • 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 other cases, call 911.

Additional Procedures for Immediate Emergency Response

Maple Nursery School attendance is designed so that educators can see who is present at all times. Once a class has safely exited the building and all children are accounted for, the early childhood assistant can go help the other classes, if needed.

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 Contacts

Police Department: 911

Site Supervisor: Geraldine Hardcastle

Ambulance: 911

Licensee Contact: Geraldine Hardcastle

Fire Services: 911

Child Care Centre Site Designate: Vicky Spires

- 4) Where any staff, students and/or volunteers are not on site, **Supervisor or Site designat** 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 to 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”
 - 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.
 - 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.
 - Staff must:
-

- take attendance to ensure all children are accounted for;
- escort children back to their program room(s), where applicable;
- take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and
- re-open closed/sealed blinds, windows and doors.
- **Supervisor and Site designate** will determine if operations will resume and communicate this decision to staff.

Communication with parents/guardians

- As soon as possible, **Site Designate/Director** must notify parents/guardians of the emergency situation and that the all-clear has been given.
- 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**.
- 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

- 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.
- Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site.
- 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.
- **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.
- Upon arrival at the evacuation site, staff must:
 - remain calm;
 - take attendance to ensure all children are accounted for;
 - help keep children calm;
 - engage children in activities, where possible;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children;
 - keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and
 - remain at the evacuation site until all children have been picked up

Communication with parents/guardians

- 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.

- 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

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 the 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)

Procedures for Resuming Normal Operations

- Emergency services must clear the building and deem it safe for all staff and students.
- If an 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. The 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.

Procedures for Providing Support to Children and Staff who Experience Distress

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 without hesitation to those in need.

Procedures for Debriefing Staff, Children and Parents/ Guardians

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 the plan was conducted. If there are any concerns by parents, we will address them according to the Conflict Resolution Policy and possible amendments will be made to the policy. Such changes will be made by the Supervisor and Director. All changes to the policy will be signed off by all staff members and volunteers.

Appendix B: Parent Letter

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 daycare 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 location 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 serving standard.

Licensed child care centers and private-home daycare 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 is in non-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:

- 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.
- Deliberate harsh or degrading measures to be used on a child that would humiliate a child or undermine the child's self respect.
- Deprivation of a child of basic needs including food, shelter, clothing or bedding.

No one at Maple Nursery School Shall:

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

Staff/Volunteers Shall:

- Staff/Volunteers will use a positive tone of voice when relating to students.
- Staff/Volunteers will get down to the child's eye level when relating to students.
- Staff/Volunteers will use positive mannerism when relating to students.
- Staff/Volunteers will guide students appropriately when interacting with them.

Methods of Discipline

- Redirection
- Discussion
- 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 occurs, 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:

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 follows 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
- 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.
- Educators 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 about various roles in our dress up areas.

During their “free play” time, we encourage children to choose what interests them. This can be an educational table of toys, puzzles, or a 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.

APPROACH

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.

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 years.

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 (K)

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)