

Parent Handbook

2026/2027



Maple Nursery School

905-877-7322

Cedarvale Park

181 Main St S.

Georgetown ON L7G 5S2

www.maplenurseryschool.com

Revised July 2026

Translations of these policies are available upon request.

- **French (Français):** La traduction de ces politiques est disponible sur demande.
- **Polish (Polski):** Tłumaczenie niniejszych zasad jest dostępne na życzenie.
- **Portuguese (Português):** A tradução destas políticas está disponível mediante solicitação.
- **Punjabi (ਪੰਜਾਬੀ):** ਇਨ੍ਹਾਂ ਨੀਤੀਆਂ ਦਾ ਅਨੁਵਾਦ ਬੇਨਤੀ ਕਰਨ 'ਤੇ ਉਪਲਬਧ ਹੈ।
- **Spanish (Español):** La traducción de estas políticas está disponible a petición.
- **Italian (Italiano):** La traduzione di queste politiche è disponibile su richiesta.
- **Urdu (اردو):** ان پالیسیوں کا ترجمہ درخواست پر دستیاب ہے۔
- **Hindi (हिन्दी):** इन नीतियों का अनुवाद अनुरोध पर उपलब्ध है।
- **Chinese (Simplified) (中文):** 可应要求提供这些政策的翻译。
- **Croatian (Hrvatski):** Prijevod ovih pravila dostupan je na zahtjev.

Table of Contents

<i>ABOUT US</i>	<i>5</i>
<i>PROGRAM PHILOSOPHY</i>	<i>6</i>
<i>BRIEF PROGRAM STATEMENT (Full at end of document)</i>	<i>7</i>
<i>PRESCHOOL ROUTINES AND OBJECTIVES.....</i>	<i>7</i>
<i>TODDLER ROUTINES AND OBJECTIVES</i>	<i>8</i>
<i>DAILY SCHEDULE.....</i>	<i>8</i>
Playroom.....	9
Creative Room	9
Gym	9
Outdoor Play Yard	9
Daily Routine	9
<i>SCHOOL SCHEDULE.....</i>	<i>10</i>
School Closures (2026–2027)	10
<i>INCLEMENT WEATHER POLICY.....</i>	<i>10</i>
<i>FIELD TRIPS.....</i>	<i>10</i>
<i>CLOTHING AND BELONGINGS.....</i>	<i>10</i>
<i>COMMUNICATION</i>	<i>11</i>
<i>QUALITY ENGAGEMENT PARTICIPATION</i>	<i>11</i>
<i>MONTHLY TUITION FEES.....</i>	<i>12</i>
<i>REGISTRATION REQUIREMENTS</i>	<i>13</i>
<i>PAYMENT INFORMATION</i>	<i>13</i>
LATE FEE POLICY (non-base fees)	13
FEE SUBSIDY PARTICIPATION.....	13
WAITING LIST POLICY	14
WITHDRAWAL POLICY.....	14
<i>IMMUNIZATIONS</i>	<i>15</i>
<i>ARRIVALS AND DISMISSALS.....</i>	<i>15</i>
<i>ABSENCES</i>	<i>15</i>

SNACKS / ALLERGIES / DIETARY RESTRICTIONS	16
ANAPHYLACTIC POLICY.....	16
Epi-pen Location.....	16
Anaphylaxis Emergency Plan	16
Training.....	17
HEALTH REGULATIONS.....	17
EXCLUDING A CHILD FROM CARE	18
SYMPTOMS THAT MAY INDICATE A COMMUNICABLE DISEASE	19
PERIODS OF EXCLUSION	19
OUTBREAK POLICY.....	20
LIABILITY	21
BUILDING ACCESS	21
CONFLICT RESOLUTION POLICY.....	21
PROHIBITED ACTIONS.....	22
SUPERVISION OF VOLUNTEERS AND STUDENTS.....	23
Purpose.....	23
Policy Statement.....	23
Screening Requirements.....	23
Orientation and Training.....	23
Supervision of Volunteers and Students.....	24
Responsibilities of the Supervisor	24
Responsibilities of Employees	25
Responsibilities of Placement Students and Volunteers	25
Monitoring.....	25
Annual Policy Review	25
Policy Review	25
EMERGENCY MANAGEMENT POLICY AND PROCEDURES	26
Purpose.....	26
Definitions	26
Emergency Management Policy.....	26
Phase 1: Immediate Emergency Response	28
Immediate Emergency Response Procedures for Other Emergencies.....	34
Phase 2: Next Steps During the Emergency.....	34
Phase 3: Recovery (After an Emergency Situation has Ended).....	36
Procedures for Providing Support to Children and Staff who Experience Distress	36

Procedures for Debriefing Staff, Children and Parents/ Guardians	36
<i>Appendix A: Acknowledgement of Support Services.....</i>	<i>37</i>
<i>BEHAVIOUR MANAGEMENT POLICY.....</i>	<i>38</i>
METHODS OF DISCIPLINE	38
CONTRAVENTION OF POLICIES, BEHAVIOUR MANAGEMENT	38
<i>MAPLE NURSERY SCHOOL PROGRAM STATEMENT</i>	<i>39</i>
Health, Safety, Nutrition and Well-being of Children (A).....	40
Relationships among children, families, and staff (B)	40
Positive self-expression, communication and self-regulation (C)	41
Foster Children’s Exploration, Play and Creativity (D)	42
Providing child-initiated and adult supported experiences (E)	43
Creating positive learning environments in which each child’s learning and development will be supported. (F).....	43
Individual needs of children during Indoor/Outdoor play and Quiet Time (G)	44
Parent engagement and communication (H)	44
Community Partners (I)	45
Supporting staff in continuous professional learning (J)	45
Documentation (K).....	45
<i>HOW DOES LEARNING HAPPEN?</i>	<i>46</i>

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 at least three early childhood assistants. All our classes are run with at least 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, 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, parents automatically become voting members of the corporation, and as such, are expected to attend general meetings.

All parents are expected to support the operation of the school, in addition to providing a peanut/nut-free snack on a rotating basis. Opportunities to participate include the Board of Directors, fundraising committee, and school maintenance or clean-up. An email will be sent out to all parents in September asking for volunteers for the various committees. We encourage everyone to contribute their time and talents in ways that best suit them.

Snacks are pre-planned and scheduled. For health and safety reasons, we are unable to accept home-cooked or home-prepared items. All snacks must be store-bought and will be prepared in our licensed kitchen. The Regional Health Department requires that food receipts be submitted and kept on file 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 create positive, safe, and nurturing environments where children are supported with the tools and resources they need to reach their full potential. We believe children are capable and full of potential, and that they thrive in high-quality programs that encourage choice, spark curiosity, build on strengths, develop skills, and foster meaningful relationships.

As a family-based, co-operative organization, we are committed to embedding the core values of caring, honesty, respect, responsibility, health, and inclusiveness into all that we do.

At Maple, we strive to uphold the highest standards in our programs. We believe the following elements create the best conditions for a high-quality childcare experience:

- Inclusion
- Family involvement
- Positive relationships between staff and children
- Play-based programming guided by children's interests
- Developmentally appropriate activities that offer choice
- Small group settings
- Qualified, well-supported staff
- Professional program administration
- Collaborative relationships with the Ministry of Education
- Strong practices in health, safety, and nutrition
- Positive, responsive interactions among children, families, and staff
- Encouraging children to communicate and interact positively while supporting self-regulation
- Fostering exploration, play, and inquiry
- Providing child-initiated, adult-supported experiences
- Creating positive learning environments that support each child's development
- Promoting active play, as well as rest and quiet time, while respecting individual needs
- Encouraging ongoing communication and engagement with families
- Partnering with the local community to support children, families, and staff
- Supporting continuous professional learning for staff and all those working with children

BRIEF PROGRAM STATEMENT (Full at end of document)

Maple Nursery School uses this guiding resource to strengthen the quality of our programs and ensure enriching experiences that support positive outcomes in children's learning, development, health, safety, nutrition, and overall well-being through play-based learning.

We view children as competent, capable thinkers who are curious and rich in potential. We value and build on their strengths and abilities, encouraging positive interaction and communication while supporting the development of self-regulation skills.

We recognize families as experts who know their children best and have valuable insights to share. We are committed to fostering meaningful engagement and ongoing communication with families about both the program and their child's development.

Our educators are knowledgeable, reflective, and experienced professionals. We value the environments and experiences they create for children and support a balance of child-initiated, adult-supported learning. We are also committed to continuous professional learning for all staff.

We believe that strong partnerships with community organizations are essential in creating a supportive, nurturing, and enriching environment for children and families.

We use documentation, including observation, planning, reflection, and evaluation, as a tool to support learning and communication. This includes bulletin board displays, photographs, reflective journals, videos, portfolios, learning stories, and samples of children's work. These methods help capture and share the rich learning experiences that take place each day.

PRESCHOOL ROUTINES AND OBJECTIVES

Children must be **2½ years of age** by the start of the school year and be **working toward independent toileting** to participate in Maple Nursery School's Preschool Program.

We offer two Preschool classes, each led by a **Registered Early Childhood Educator (RECE)** and supported by an **Early Childhood Assistant (ECA)**. To provide a warm, nurturing, and engaging learning environment, class sizes are limited to **12 children**, allowing educators to build meaningful relationships with each child and provide individualized support.

Our Preschool Program follows a play-based, child-centred approach that supports the development of the whole child. Through carefully planned experiences and opportunities for exploration, children develop socially, emotionally, physically, cognitively, and creatively while building confidence and a lifelong love of learning.

Recognizing that every child develops at their own unique pace, our educators observe children's interests and abilities and provide activities that encourage curiosity, independence, creativity, and problem-solving. Children are supported and challenged in ways that are appropriate for their stage of development, without pressure to achieve milestones before they are ready.

Throughout the year, children are encouraged to develop important school-readiness skills such as communication, cooperation, self-help, responsibility, and independence. Our goal is to create a positive and inclusive environment where every child feels valued, capable, and confident as they prepare for their transition to kindergarten.

TODDLER ROUTINES AND OBJECTIVES

Our Toddler Program is designed for children **18 to 30 months of age** and provides a safe, nurturing, and engaging environment where young children can explore, learn, and grow. **Toilet training is not required** for participation, as we recognize that each child reaches this milestone at their own pace.

Each class is led by a **Registered Early Childhood Educator (RECE)** and supported by an **Early Childhood Assistant (ECA)**. Class sizes are limited to **10 children**, allowing educators to provide individualized attention while fostering strong relationships with each child and family.

The program offers a wide variety of play-based learning experiences that encourage curiosity, creativity, and independence. Children participate in activities such as painting, drawing, sensory play with sand and water, music and movement, dramatic play, and hands-on creative experiences. A variety of puzzles, manipulatives, and age-appropriate cognitive toys help develop problem-solving abilities, early thinking skills, and fine motor coordination.

Daily opportunities for active play support children's physical development. Through activities such as riding tricycles, playing with balls, climbing, dancing, and building with large blocks, children develop balance, coordination, strength, and confidence while learning to navigate their environment safely.

Language development is an important focus of the Toddler Program. Educators foster communication skills through songs, finger plays, stories, conversations, and interactive games that encourage children to build vocabulary, develop listening skills, express themselves, and interact with others. Throughout the day, children are supported in developing social skills such as sharing, taking turns, building friendships, and learning to participate in group experiences.

Our Toddler Program provides a warm and welcoming introduction to early learning, helping children build confidence, independence, and a love of exploration through meaningful play and positive relationships.

DAILY SCHEDULE

At Maple Nursery School, children enjoy a balanced daily schedule that provides opportunities for active play, creativity, exploration, and learning. Each day includes time in our **playroom, creative room, and gym**, allowing children to participate in a variety of experiences that support their social, emotional, cognitive, physical, and language development.

Playroom

Our playroom offers a rich, play-based learning environment with a variety of interest centres, including a block centre, dramatic play area, housekeeping centre, reading corner, science centre, and manipulative toys and puzzles. Children are encouraged to make choices, explore their interests, develop friendships, solve problems, and build independence through both child-directed and educator-supported play.

Creative Room

The creative room encourages children to express themselves through open-ended art experiences such as painting, drawing, cutting, gluing, and collage. The emphasis is on the creative process, experimentation, and self-expression rather than the finished product. Children also enjoy sensory experiences using our sand table, sensory table, and a variety of hands-on materials that promote curiosity, exploration, fine motor development, and cooperative play.

Gym

Our spacious gym provides children with daily opportunities to develop their gross motor skills in a safe and active environment. Using equipment such as tricycles, balls, climbing equipment, balance toys, tunnels, and large building blocks, children build coordination, strength, balance, confidence, and teamwork while engaging in active play.

Outdoor Play Yard

During the spring months, our daily gross motor program moves outdoors to our fenced play yard. Children enjoy opportunities to run, climb, explore, and participate in active games while benefiting from fresh air and the natural environment. Outdoor play encourages physical development, social interaction, imaginative play, and an appreciation of nature. The outdoor play yard replaces gym time during this season and is used whenever weather conditions are suitable.

Daily Routine

While each day is flexible and responsive to children's interests, our consistent routine helps children feel secure and confident. Daily activities include:

- Free play and learning centres
- Circle time
- Music and movement
- Snack time
- Creative and sensory experiences
- Gross motor play in the gym or outdoors

Circle time provides opportunities for storytelling, songs, discussions, games, and early literacy and numeracy experiences. It encourages language development, listening skills, social interaction, and participation in group activities while helping prepare older children for the

routines they will experience in kindergarten.

Our daily schedule balances structured and unstructured learning experiences, ensuring children have opportunities to explore, create, discover, and learn through play each day.

SCHOOL SCHEDULE

Maple Nursery School programs run from 9:00 a.m. to 11:30 a.m., Monday to Friday. The school year begins on the Monday following Labour Day.

The first week of school may follow a staggered entry schedule. Families will receive an email in early September confirming their child's start date.

School Closures (2026–2027)

- **Thanksgiving:** October 12, 2026
- **Christmas Break:** December 21, 2026 – January 1, 2027 (*inclusive – no fees collected*)
- **Family Day:** February 15, 2027
- **March Break:** March 15 – 19, 2027 (*inclusive – no fees collected*)
- **Good Friday:** March 26, 2027
- **Easter Monday:** March 29, 2027
- **Victoria Day:** May 24, 2027

The school year concludes on **June 17, 2027**.

INCLEMENT WEATHER POLICY

Maple Nursery School will close for the day if the Halton District School Board announces that school buses in our area (Zone 3) are cancelled due to inclement weather. Families will be notified by email from the administrator no later than 7:00 a.m. Please note that refunds, credits, or make-up classes are not provided for closures due to inclement weather.

FIELD TRIPS

A field trip is defined as any activity where children leave the school property. All field trips will be within walking distance or will have appropriate transportation arranged. Written parental consent is required for participation, and parent volunteers may be needed.

Outdoor activities within Cedarvale Park are not considered field trips. Classes may periodically go for short walks or use the nearby soccer field and park as part of their regular programming.

CLOTHING AND BELONGINGS

Families are asked to label all their child's clothing with their name or initials. Children should come to school dressed in comfortable clothing that allows for full movement. As activities can be messy, especially during arts and crafts, play clothes are recommended. Indoor shoes are

required and must be left at the school.

On the first day of school, please send a labelled Ziploc bag with a full change of clothes (all items labelled). This bag will remain at the school.

If your child is toilet training, please include extra underwear and pants. If your child is in diapers, please provide a labelled supply of diapers and a package of wipes to be kept at the change table. **Pull-ups should be the type that open at the sides for easy changing.**

COMMUNICATION

All administrative communication, including monthly snack calendars, program updates, reminders, and important notices, is sent by email. It is important that families provide an email address that is checked regularly so you do not miss any time-sensitive information.

If your contact information changes at any time, please notify us promptly so we can ensure you continue to receive all communications.

QUALITY ENGAGEMENT PARTICIPATION

Maple Nursery School participates in Halton Region's Quality Engagement Cycle, an ongoing quality assurance and improvement process required of all licensed child care operators. This process reflects our strong commitment to the Quality System Framework, which promotes high standards in early learning, health and safety, and program delivery.

Through the Quality Engagement Cycle, our program engages in regular on-site visits, observations, and meetings with Regional staff. These visits provide opportunities for meaningful dialogue, professional feedback, and support to ensure that our practices align with current legislation, best practices, and the needs of the children and families we serve.

As part of this process, we complete and submit required data, documentation, and self-reflections that help us evaluate our program. We work collaboratively with the Region to identify strengths, set goals, and establish priorities for continuous improvement.

Based on this shared reflection, we develop and implement action plans focused on enhancing program quality, strengthening educator practices, supporting inclusive environments, and improving outcomes for children and families. Progress is reviewed regularly to ensure that goals are being met and that meaningful improvements are sustained over time.

Participation in the Quality Engagement Cycle also supports ongoing professional learning for staff, encourages reflective practice, and fosters a culture of continuous growth. This ensures that Maple Nursery School remains responsive, accountable, and dedicated to providing a safe, nurturing, and enriching environment where all children can thrive.

MONTHLY TUITION FEES

Maple Nursery School participates in the Canada-Wide Early Learning and Child Care (CWELCC) initiative, which allows us to offer reduced base fees to families.

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

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

- Two-day preschool program options are Monday/Wednesday or Tuesday/Thursday.
- The three-day preschool option is Monday/Wednesday/Friday.
- The four-day option is Monday-Thursday.
- The toddler program does not operate on Fridays

Exceptions may apply. Please inquire.

NON-BASE FEES

- Late pick up: arriving after the pickup time of 11:30 a.m. will result in a \$10 late fee (cash payment).
- Late pick up: arriving for pickup after 12:00 p.m. will result in an additional late fee of \$1.00 per minute (cash payment).
- 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

Monthly tuition fees are due by the first of each month.

Payment options include:

- Cash
- E-transfer payable to maplenurseryschool@gmail.com

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 conclude at **11:30 a.m.**, and the facility closes at **12:00 noon**.

Arriving after the pickup time of 11:30 a.m. will result in a \$10 late fee (cash payment).

Arriving for pickup after 12:00 p.m. will result in an additional late fee of \$1.00 per minute (cash payment).

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.

FEE SUBSIDY PARTICIPATION

The Halton Region Child Care Subsidy program helps qualifying families cover the cost of

licensed child care for children 0-12 years old. To be eligible, families must reside in Halton Region and be either working, in school or have a special need for their child. For more information on how to apply and for additional information, you can visit the Halton Region website at [Halton - Need Help with the Cost of Child Care?](#) or call 311 to inquire.

WAITING LIST POLICY

Maple Nursery School maintains a waiting list for each school year, organized by classroom. While we make every effort to accommodate all registration requests, placement is subject to availability.

There is no fee to be placed on the waiting list. Requests may be made by email or telephone and are recorded in chronological order based on the date and time received.

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

- Children currently enrolled who have requested a change in attendance
- Siblings of children currently enrolled
- Children who were enrolled in the previous school year and wish to return

After these priorities have been addressed, remaining spaces will be offered based on **program availability** and the **chronological order** of the waiting list.

When a space becomes available in the requested program, families will be notified by email. A response is required within **two business days** to accept or decline the spot. If a response is not received within this timeframe, the space will be offered to the next child on the waiting list.

If a family responds within one week after the initial deadline, they will retain their original position on the waiting list but must wait for the next available space.

Families may request to be removed from the waiting list at any time. A child may also be removed if the administrator is unable to contact the family after offering a space, if no response is received within the two-business-day timeframe, or if the child becomes ineligible due to age.

WITHDRAWAL POLICY

Families are required to provide one month's written notice when voluntarily withdrawing their child from Maple Nursery School. Notice must be received by the first day of the month prior to withdrawal.

May 1st is the final date to submit notice of withdrawal. Withdrawals requested after this date will be responsible for fees through the end of the school year.

Maple Nursery School reserves the right to terminate services in the following circumstances:

- Policies are not followed
- Fees are not paid
- Repeated late pick-ups occur

- A child is absent for 10 consecutive days without communication
- The program is unable to appropriately meet the needs of the child or family

IMMUNIZATIONS

In order for a child to attend Maple Nursery School, their immunizations must be up to date in accordance with the **Publicly Funded Immunization Schedule** for their age. Immunization records must be submitted through www.halton.ca/immunize, and a copy must also be provided to the administrator for the child's file prior to the start of school.

It is essential that all health information is accurate and kept current. In the event of an emergency, the school must be able to provide up-to-date information to medical personnel.

If a family wishes to request an exemption from immunizations due to conscience and/or religious beliefs, a **signed and notarized Statement of Conscience or Religious Beliefs** must be submitted before the child's start date.

If a child becomes overdue for a required vaccination, Maple Nursery School may require the child to remain at home until proof of immunization is provided.

ARRIVALS AND DISMISSALS

All families are required to drop off their child at the classroom door and ensure that staff have recorded their arrival on the attendance log. If a child is absent without notice, staff must verify the absence, contact parents within 30 minutes (including voicemail and follow-up email if needed), and document the confirmed absence in attendance and daily records.

At dismissal, children may only be released to a parent/guardian or authorized individual, and staff must verify identity, by staff confirmation or photo ID, if the person is not known.

If a child is not picked up by closing, staff must supervise the child, attempt to contact parents and authorized contacts, and if no one is reached by 12:00 pm, contact the Children's Aid Society of Halton and follow their direction.

ABSENCES

Families are asked to notify the school by email if their child will be absent or is unwell. Please refer to the **"Excluding a Child from Care"** and **"Periods of Exclusion"** section of this handbook for more information.

Refunds, credits, or make-up days are not provided for absences due to illness or extended time away. As long as a child remains enrolled and a space is being held, monthly fees are required.

If a child is absent for more than **two weeks** without verbal or written communication, it will be assumed that the family has chosen to withdraw from the program. In this case, the space may

be offered to another child. Refunds or credits will not be issued, and the applicable month's tuition fee will still apply.

SNACKS / ALLERGIES / DIETARY RESTRICTIONS

Maple Nursery School is a peanut and tree nut-free facility. All snacks are pre-planned by staff to ensure they meet this requirement. Home-baked or home-prepared items are not permitted, even if they are nut-free, as this helps prevent the risk of cross-contamination.

All snacks must be store-bought and are prepared in our licensed kitchen. In accordance with Regional Health Department requirements, all food receipts must be submitted and retained for recall purposes.

All allergies and dietary restrictions are clearly posted in each classroom, in the kitchen, and documented in each child's file. If your child has specific dietary needs (e.g., gluten-free or dairy-free), families may be asked to provide appropriate snacks to meet those needs.

To support the safety of all children, please do not send any additional food items to school.

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 and 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 is 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.

Epi-pen Location

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.

Anaphylaxis Emergency Plan

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 they 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 employees, 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. The parents of the child are required to review the information with the Administer prior to the child's first day to ensure accuracy.

Maple Nursery School shall ensure that the risk of exposure to anaphylactic causative agents is limited 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.
- 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 posted in each classroom, in the kitchen and on the bulletin board at the main entrance
- 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

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.

Adults are encouraged to listen to the concerns of the child at risk, who may know when a reaction is occurring even before signs appear. In the event of an emergency, educators are to follow the procedures on the Anaphylaxis Emergency Plan. The child should not be left alone for any reason.

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 investigate 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

Updated September 2026 • Based on current Halton Region Public Health guidance

Prepared as a practical child-care reference; this is not an official Halton Region publication.

Observe children for new, worsening, unusual, or unexplained symptoms. A child may have a communicable disease without a fever. Consider the child's overall appearance, behaviour, ability to participate, and the presence of multiple symptoms.

Symptom	What to watch for
Fever	Elevated body temperature, especially when accompanied by vomiting, sore throat, diarrhea, headache, stiff neck, rash, respiratory symptoms, or a noticeable change in behaviour.
Respiratory symptoms	Runny or stuffy nose, sneezing, cough, congestion, sore throat or hoarseness, chills, difficulty breathing, loss of appetite, unusual tiredness/malaise, muscle pain or headache. Severe, continuous, croupy or whooping cough, or difficulty breathing requires particular attention.
Vomiting	Two or more unexpected episodes of vomiting within 24 hours may indicate gastrointestinal illness. Consider other symptoms and whether there is a known non-infectious cause.
Diarrhea	Two or more unexpected loose or watery bowel movements within 24 hours, or an unusual increase in loose stools without an obvious dietary, medication, or medical cause. Watch for fever, abdominal pain, vomiting, or foul-smelling stools.
Eye/nose drainage	Mucus or unusual drainage from an eye or nose. Eye discharge may be associated with conjunctivitis.
Sore throat	Sore throat, particularly when accompanied by fever, decreased appetite, swollen glands, or difficulty swallowing.
Skin problems	New or unexplained rash; sores, blisters, open areas, or lesions with crusty, yellow or green drainage.
Itching	Persistent or unusual itching or scratching of the body or scalp.
Appearance/behaviour	Child looks or acts differently than usual: unusually tired, pale, confused, irritable, difficult to wake, lacking appetite, or unable to comfortably participate in regular activities.
Unusual colour	Yellowing of the eyes or skin (jaundice); grey or white stool; unusually dark or tea-coloured urine.

Current child care respiratory/gastrointestinal guidance: Children and staff with respiratory symptoms should stay home until symptoms have been improving for at least 24 hours and they have no fever. Children and staff with vomiting or diarrhea must be free of those symptoms for at least 48 hours before returning.

PERIODS OF EXCLUSION

Current Halton Region guidance • **September 2026**

If you think a child may spread an illness, keep the child at home and away from others and contact a healthcare provider when diagnosis or medical advice is needed. During an outbreak, Public Health may provide additional or different exclusion directions.

Disease / Condition	Current exclusion guidance
Chickenpox (Varicella)	Stay home until feeling well and 5 days have passed since the rash began, or until lesions have crusted over, whichever comes first.
COVID-19	Stay home until there is no fever and symptoms have been improving for 24 hours; for nausea, vomiting and/or diarrhea, symptoms must be improving/resolved for 48 hours. Stay home for any new or worsening symptoms.
Fifth Disease (Parvovirus)	No exclusion if the child is well enough to participate and does not have a fever.
Gastroenteritis (vomiting/diarrhea)	If no specific pathogen is identified, remain home until free of vomiting and diarrhea for at least 48 hours.

Hand, Foot & Mouth Disease	No exclusion if well enough to participate and no fever. Stay home if excessive drooling from mouth sores and/or open blisters are present until these symptoms resolve.
Impetigo	Stay home until prescribed antibiotic treatment has been taken for at least 24 hours and the child is well enough to participate.
Influenza & common cold	Stay home until the child feels well enough to participate in regular activities. For respiratory symptoms in child care, symptoms should be improving for at least 24 hours and there should be no fever.
Measles (Rubeola)	Stay home for at least 4 days after the rash begins.
Mumps	Stay home for at least 5 days after swollen glands first appear.
Pink-eye (Conjunctivitis) - bacterial	Stay home until prescribed antibiotic treatment has been taken for at least 24 hours.
Pink-eye (Conjunctivitis) - viral	Stay home until eye discharge resolves or as directed by a physician.
Ringworm	Stay home until the first treatment has been started.
Rubella (German measles)	Stay home until at least 7 days after the rash first appears.
Scabies	Stay home until after the first treatment.
Scarlet fever	Stay home until prescribed antibiotic treatment has been taken for at least 24 hours and the child is well enough to participate.
Strep throat	Stay home until prescribed antibiotic treatment has been taken for at least 24 hours and the child is well enough to participate.
Whooping cough (Pertussis)	Stay home until 5 days of appropriate antibiotic treatment have been received, or for 3 weeks from onset of illness if not treated.

Important: Some infections not listed above (for example, E. coli, Shigella, hepatitis A, meningitis or active tuberculosis) may require case-specific direction from Halton Region Public Health. Contact Halton Region at 311 or 905-825-6000 when Public Health direction is required.

Sources: Halton Region, "Periods of Exclusion - Childhood Diseases" (current 2026 webpage); Halton Region respiratory virus infection-control guidance for child care; and the symptom categories from the Halton Region Child Care Health Resource supplied by the user (2016), updated to align with current Halton symptom/outbreak terminology.

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

OUTBREAK POLICY

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

- Increase of cases of the same or similar symptoms among the children and child care providers over what is normally expected or a higher rate of absenteeism.
- Suspect an outbreak when two children in the same group suffer from gastrointestinal or influenza-like illness within a 48 hr time period.
- Gastrointestinal illness is two or more episodes of vomiting/and or diarrhea within 24hrs.
- Influenza-like illness is the acute onset of respiratory symptoms with fever and cough and one or more of the following symptoms: sore throat, muscles aches, joint pain, weakness.

What to do in an Outbreak

- **Report-** when there are more cases of illness among children and/or caregivers than usual. Call **905-825-6000 ext 7341** and follow the directions of the Health Department
- In some cases, stool sample collection kits will be obtained from the Health Department and distributed to the affected children.
- **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 with their symptoms and date of onset.

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.

BUILDING ACCESS

To help ensure the safety and security of all children, families, and staff, our entrance doors remain locked throughout our hours of operation. Families and authorized visitors may enter the centre by using the Ring doorbell located at our main entrance (Door 4). A staff member will verify the visitor and unlock the door to allow entry.

Only authorized individuals are permitted to enter the centre. Staff are trained to monitor access to the building and to identify unfamiliar individuals before granting entry. Visitors who are not known to staff will be asked to identify themselves and state the purpose of their visit before being admitted.

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 hour 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 or 905-877-7322.

Supervisor - Geraldine Hardcastle
 Administrator - Vicky Spires
 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 childcare at a child care centre it operates or at a premises where it oversees the provision of childcare,

- 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 childcare centre or home childcare 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. Sexual abuse, sexual misconduct or engaging in a prescribed sexual act, as those terms are defined in the *Early Childhood Educators Act, 2007*. O. Reg. 137/15, s. 48; O. Reg. 126/16, s. 34; O. Reg. 197/26, s. 15.

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

Purpose

Maple Nursery School values the contributions of placement students and community volunteers in supporting children's learning and development. The purpose of this policy is to ensure that volunteers and students are appropriately supervised at all times and that the health, safety, and well-being of children remain the highest priority.

Policy Statement

Maple Nursery School will ensure that every child attending the program is always supervised by an employee.

Placement students and community volunteers are welcome to assist with program activities; however:

- they shall **not have unsupervised access to children**;
- they shall **never be left alone with a child or group of children**;
- they **shall not be counted in the required staff-to-child ratios** under the *Child Care and Early Years Act, 2014* (CCEYA);
- they shall always work under the direct supervision of an employee.

For the purposes of this policy, "unsupervised access" means being left alone with a child or group of children without a Maple Nursery School employee present and actively supervising.

Screening Requirements

Before beginning their placement or volunteer service, where applicable, placement students and volunteers must:

- complete any required orientation;
- provide a current Vulnerable Sector Check, where required by legislation or Maple Nursery School;
- complete any required health or employment documentation;
- review and acknowledge all applicable Maple Nursery School policies and procedures.

Orientation and Training

Prior to working with children, placement students and volunteers will receive an orientation from the Supervisor or designate that includes:

- Maple Nursery School's philosophy and program statement;
- their roles and responsibilities;
- expectations regarding confidentiality and professional conduct;
- supervision expectations;

- emergency procedures;
- child abuse reporting obligations;
- infection prevention and control practices;
- health and safety procedures;
- emergency management procedures, including fire, evacuation, lockdown, shelter-in-place, and missing child procedures;
- the Anaphylaxis Policy and the emergency plan for children with anaphylaxis;
- the Child Guidance and Behaviour Management Policy and Procedures;
- all other policies and procedures applicable to their role.

Placement students and volunteers will sign an acknowledgement confirming they have reviewed and understand all applicable policies and procedures before beginning their placement.

Supervision of Volunteers and Students

The Supervisor will designate an employee to supervise each placement student or volunteer.

The supervising employee will:

- provide day-to-day guidance and mentoring;
- assign duties appropriate to the individual's experience and abilities;
- ensure the volunteer or student remains within sight and/or hearing of an employee while working with children;
- monitor interactions with children to ensure policies and procedures are followed;
- provide feedback, coaching, and support throughout the placement or volunteer experience;
- ensure volunteers and students are never left in sole charge of children.

Responsibilities of the Supervisor

The Supervisor is responsible for:

- ensuring placement students and volunteers receive an orientation before beginning their duties;
- ensuring all applicable policies and procedures are reviewed before volunteers or students work with children;
- assigning a supervising employee;
- ensuring placement students and volunteers are never counted in staffing ratios;
- ensuring placement students and volunteers do not have unsupervised access to children;
- maintaining documentation of orientation and policy review;
- providing guidance, support, and ongoing supervision.

Responsibilities of Employees

Employees supervising volunteers and students will:

- model professional practices;
- provide instruction and support;
- always maintain responsibility for the care and supervision of children;
- intervene immediately if safety concerns arise;
- report any concerns regarding a volunteer or student's performance to the Supervisor.

Responsibilities of Placement Students and Volunteers

Placement students and volunteers are expected to:

- follow the direction of the Supervisor and supervising employee;
- comply with all Maple Nursery School policies and procedures;
- maintain confidentiality regarding children, families, and staff;
- interact positively and respectfully with children;
- immediately report any concerns relating to the health, safety, or well-being of a child;
- seek assistance whenever unsure of their responsibilities;
- never assume sole responsibility for the supervision or care of children.

Monitoring

The Supervisor will monitor the supervision of placement students and volunteers on an ongoing basis to ensure compliance with this policy.

Behaviour guidance practices and interactions with children will be observed regularly, and any concerns will be addressed through coaching, additional training, or other appropriate corrective action.

Annual Policy Review

All employees, placement students, and volunteers, as applicable, will review this policy:

- before commencing their placement or volunteer service;
- whenever the policy is revised; and
- at least annually thereafter.

Employees, placement students, and volunteers will sign an acknowledgement confirming they have reviewed and understand the policy.

Policy Review

This policy will be reviewed annually and whenever there are legislative or operational changes to ensure continued compliance with the *Child Care and Early Years Act, 2014* and its regulations.

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 childcare 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 childcare 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 childcare centre.

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

Meeting Place: the designated safe place near the childcare centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the childcare 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 childcare 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 always supervised during an emergency situation.

For situations that require evacuation of the childcare 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 childcare 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
Lockdown When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.	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 childcare centre must: • 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: • 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: • close and lock all childcare centre entrance/exit doors, if possible; and take shelter. Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.

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.	1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately. 3) Staff in the program room must immediately: • remain calm; • take children's attendance to confirm all children are accounted for; • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions. 4) Supervisor must immediately: • 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 childcare centre. Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.
Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.	1) The staff member who becomes aware of the threat or Emergency must: • 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. 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. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.

Disaster Requiring Evacuation A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.	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. 2) Staff must immediately: • 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. 3) If possible, staff should also: • take a first aid kit; and • gather all non-emergency medications. 4) Designated staff will: • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • In doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them and ensure their required medication is accessible, if applicable; and • wait for further instructions. 5) If possible, the site designate must conduct a walk-through of the childcare centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.
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Disaster – External Environmental Threat 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.	1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises. If remaining on site: 1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately. 2) Staff must immediately: • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. 3) Supervisor must: • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the childcare centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). If emergency services personnel otherwise direct the childcare centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.
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Natural Disaster: Tornado / Tornado Warning	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: • 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.
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Natural Disaster: Major Earthquake	1) Staff in the program room must immediately: • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3) Once the shaking stops, staff must: • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 4) If possible, prior to exiting the building, staff should also take a first aid kit; and gather all non-emergency medications. 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 6) Designated staff will: • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • In doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to 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 childcare centre to ensure all individuals have evacuated, where possible.
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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

Ambulance: 911

Fire Services: 911

Site Supervisor: Geraldine Hardcastle

Licensee Contact: Geraldine Hardcastle

Child Care Centre Site Designate: Vicky Spires

4. Where any staff, students and/or volunteers are not on site, **Supervisor or Site Designate** must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them 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 A: Acknowledgement of Support Services

Our childcare program is supported by Halton Inclusion Services.

Halton Inclusion Services is delivered by Halton Region, Community Living Burlington, Community Living North Halton and ErinoakKids. Together, we help all children feel included and supported in our program.

You may see Resource Consultants, Occupational Therapists, and Speech and Language Pathologists (SLPs) visiting our centre. They watch how things are going in the classroom and work with educators to share ideas, training, and helpful tools. Often this support is for the whole classroom and may not be focused on any one child. Resource Consultants help our educators by checking in on children's development, making plans that focus on children's strengths and needs, supporting children who are getting ready for school and delivering workshops, sharing information and providing useful materials.

If more help is needed, the Resource Consultant may bring in a Speech and Language Pathologist or an Occupational Therapist. Speech and Language Pathologists and Occupational Therapists are regulated health professionals who support children's learning and development.

In our centre, the Speech and Language Pathologist offers helpful suggestions to support children in joining classroom activities and play that encourage different ways for children to communicate— through pictures, gestures, sounds, or words.

The Occupational Therapist looks at how the classroom and materials are set up to help children take part in play, feeding and daily routines.

Sometimes, after observing the program, the team may notice that a child could use extra help to be successful. If your child could use extra support, our educators will reach out to you.

If you have any questions, please speak to our Supervisor or Director. They'd be happy to help.



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.
- Sexual abuse, sexual misconduct or engaging in a prescribed sexual act, as those terms are defined in the *Early Childhood Educators Act, 2007*. O. Reg. 137/15, s. 48; O. Reg. 126/16, s. 34; O. Reg. 197/26, s. 15.

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 or:
- Use 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

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

Discipline should be:

- related to the nature of the troublesome behaviour
- appropriate to the developmental level of the child
- used in a positive and consistent manner
- designed to assist the child to learn appropriate behaviour
- implemented as soon as possible after the troublesome behaviour
- 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.

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
- 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 or 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 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 trust 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, 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 educators 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 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 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 Meeting held towards the end of every school 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.