

Gingerbread House



Parent Handbook

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WELCOME

This handbook has been developed to help facilitate the relationship between the teachers and all the parents by providing them with specific information about our school. It includes a few of our policies and procedures, goals for the children and expectations from our parents as well as our program statement. A copy of our Bi-laws (Charter) and Constitution is posted and available, in the preschool, for any parent who would like to read it.

CO-OPERATIVE

The Gingerbread House Co-operative Pre-school Corporation is a non-profit association of families who organize and administer the school. We are an organization where the parents, the teaching staff and executive board all work together to provide the best possible preschool education for both parents and children.

Each year a board of directors, including parents, is formed. They are responsible for the management of the school. Together, and along with the Supervisor and staff, they have the responsibility to suggest school policy, set the monthly budgets and purchase new equipment for our program.

With the many families participating in our co-op, we have an almost unlimited pool of skills, personalities and knowledge to draw on for the benefit of the school and children.

Enthusiastic, active participation by all members of the co-op in all elements of Operation- is necessary for the effective operation of a co-operative school. It can be a lot fun, not to mention the excellent pre-school education it provides for the children.

The teaching staff are responsible for the design and implementation of all the programs at Gingerbread House Preschool (GBH Preschool). The teaching staff, general membership and executive work closely together to ensure that the best possible programs are available for the children.

General meetings

Parents are **REQUIRED** to attend both General meetings that are held Twice/year (In September and May). They are essential to the running of the school. Any changes to our Rules and Regulations, By-laws and Constitution must be made available to the general membership. The meetings are also used to discuss upcoming events, review financial standing of the school, discuss any concerns in the current school year and vote on solutions for the next year. It is an opportunity for the parents to get to know one another, share and express ideas. Communication is essential to the successful operation of a co-op. Being informed and involved will help ensure a positive experience for both your child and you, as well as ensure that any new parents coming to the school, enjoy the same great experience that you did.

Parent Jobs

A Co-operative Preschool relies, aside from the duties of its paid staff, on the volunteer efforts of its parents. As members of the school, it is required for each family to complete a set of jobs (anyone in the family can complete them) and it is a Ministry requirement that all volunteers will need to have a Police Vulnerable Sector Check completed. Gingerbread house will Provide a code so this can be done at NO COST to you.

Parent Jobs:

Parents can choose from our Parent Board positions or our weekly assigned parent jobs. Any parent signing up for a board of directors' position will attend monthly meetings (Aug-June) and will also require a Police Vulnerable Sector Check to be completed (covered by GBH-a code is given).

Board of Directors

The monthly Executive Board meeting dates and times are agreed upon, at the start of each new school year. Each member listed below reports on their area at the monthly meeting. They are all responsible for updating, sending notifications, and reminders to parents on their area.

Chair

The Chair organizes and directs school meetings. They are responsible for facilitating the school's compliance with County operating criteria, preparing license renewals, completing government forms, renewing contracts (rental, insurance, teachers', etc.), has joint signing authority for school finances and oversees general operation of the school.

Co-chair

The Co-chair assists and shadows the chair in preparation to replace the current chair when their term ends. They are responsible for performing all the duties of the Chair in their absence.

Secretary

The Secretary compiles and distributes the agenda for every meeting, as well as, the monthly calendar for parents. At the meetings, they are responsible for taking minutes and sending them out to the Board Members.

Treasurer

The Treasurer has joint signing authority for school finances. They are responsible for working jointly with our bookkeeper in the administration and management of the preschool's finances and helping to prepare any documents needed for outside agencies.

Accounts Receivable

The Accounts Receivable member is responsible for ensuring collection of all tuition fees from parents, and deposits all the money received by the school. They are responsible for issuing tax receipts to families in January.

Fundraising Coordinator

The Fundraising Coordinator is responsible for organizing and overseeing all fundraising initiatives. They work closely with the Treasurer to submit and report on funds gained.

Membership Coordinator

The Membership Coordinator answers inquiries from potential parents, books facility tours for teachers, organizes open houses, distributes and collects registration forms and keeps an up-to-date membership database.

Parent Job Coordinator

The Parent Job Coordinator organizes and schedules the parent jobs. They work closely with the Membership Coordinator to ensure new families are scheduled for jobs.

Marketing/Publicity Coordinator

The Marketing Coordinator finds opportunities to advertise and creates all advertisements. They are responsible for maintaining the school's online presence, including the school's website and Facebook page. The Marketing Coordinator supports teachers in setting up and maintaining the remind 101 application. They coordinate and organize a table at one community event in the summer.

The other choice is the weekly parent jobs, which are assigned and completed all within one week. You will know ahead of time to arrange your schedule. Each family completes up to 2 weeks, so the quality of the program and the preschool remains the same. A list and a description of the parent jobs are available here and on our website. The Parent Job Coordinator will make and send out all the schedules to families. Families are responsible for sending out emails and arranging any changes they need to, as well as, updating the coordinator of these changes.

*(example: your child attends on Monday/Wednesday and you are scheduled for the week of **January 14-20**)*

CUP/Toy CLEANER (come early on your child's day to complete) *complete on the 16th*

LAUNDRY (take home) *take home on the 16th*

SNACK SHOPPER (at the grocery store) *bring on the 14th*

PLAYDOUGH MAKER (at home) *bring on the 14th*

HOUSEKEEPING (at the centre – maybe 2 hours to complete) *complete weekend of the 18-20 anytime*

Parent Job Deposit Policy:

In an effort to ensure that the parent jobs are completed as required, a \$200 post-dated cheque (dated February) will be given by each family to Gingerbread House preschool at the beginning of the school year, or when the child begins attending the school if starting partway through the year.

This cheque would **only** be cashed if the assigned parent job had not been completed after a verbal reminder and written warning had been given and if no effort had been made to communicate and complete the job. Otherwise, the parent job cheques will be shredded at the end of the school year.

OUR TEACHERS

Our staff are carefully chosen and have appropriate educational background and experience to ensure quality care and understanding of child development. They have personal qualities of friendliness, warmth, and the ability to relate openly to children and adults. Our staff are dedicated to the needs of the children, the concerns of the parents and the high expectations of the Gingerbread House Co-op Preschool Program itself.

The teaching staff is responsible for the design and implementation of the Preschool programs and we are very proud of the fact that we work with other consultants, parents and our executive board to ensure that the best possible programs are available for the children.

Our teachers are very enthusiastic and energetic individuals with the best interests of the children in mind. All of our teachers are Standard and First Aid Certified, and also have our Police and Vulnerable Sector Checks. If you require any information from them, they would be most happy to speak with you.

Philosophy

Gingerbread House Co-operative Nursery School understands that each child is a unique individual. Each child Plays, Learns and expresses themselves differently. It is our job to continuously examine and reflect on the environment in our center so that we provide the optimum learning experiences for each and every child in our program.

We as teachers are here to support both the child and the family in a mutually positive learning experience.

Curriculum

Children are given the freedom to select and explore all the activities provided in our classrooms. Themes are presented at story time, through games at circle and songs. Our Activity centers include play dough, dramatic play, puzzles, sensory bin, blocks building, discovery table, crafts and literacy table.

We highly encourage and will help to foster social relationships with peers. This will provide opportunities for turn-taking, sharing and will help to build each child's problem-solving skills.

OUR PROGRAM STATEMENT:

One of the focuses of the Child Care and Early Years Act, 2014 is the strengthening of our childcare centers and ensuring high quality experiences for the children. The Ministry of Education issues policy statements regarding programming for the purpose of guiding operators of childcare centers in developing their programs, including the document "HOW DOES LEARNING HAPPEN? ONTARIO'S PEDAGOGY FOR THE EARLY YEARS (2014)". This is the document used by Gingerbread House Co-op Preschool and the document indicates to us that the pedagogy is not a laid-out formula with specific curriculum and activities, but it challenges us to explore the question 'how does learning happen for children?'

This document discusses the Four Foundations or pillars of how this learning happens and they are Through Belonging, Engagement, Well-Being and Expression.

Gingerbread House Co-op Preschool is dedicated to supporting children as a whole. We encourage their 'Engagement' by providing stimulating learning experiences, to take chances and encourage each child to think about what could come next. We help to foster 'Belonging' by listening and trying children's ideas, supporting and encouraging the children to interact positively while in a warm, nurturing and safe environment. We encourage their sense of 'Well-being' by providing both indoor and outdoor learning opportunities and encouraging each child to further develop their self-care and regulation, while acknowledging that each child is competent, curious and rich in potential. 'Expression' can be supported through language as well as providing opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

Gingerbread House Co-op Preschool (GBH) is experienced in providing inclusive programming for all children. When working with children with special needs GBH Staff work closely with parents, school networks and other community partners who support children. It is truly a TEAM effort and having these community partners involved in our program help to enrich both the program environment and our knowledge as teachers. By ensuring the appropriate support and resources are in place for our program, each child will be supported and encouraged to reach their fullest potential through opportunities provided in the daily programming.

We see families as experts who know their children better than anyone and have important information to share with us. GBH Staff continuously work to build on relationships and participate in daily communication with parents about the program and their children (either at the door, through emails and/or phone calls). Parents, families and educators alike work at GBH cooperative to help build our program and center. Everyone's ideas are valued, and our parents help make the decisions that keep moving our center forward every year.

We at Gingerbread House value the diverse community around us and often look to implementing their services and knowledge into our preschool as a source of support, learning and understanding. We work closely with the KidsAbility and C.M.H.A teams which include a resource consultant, social development consultant, speech therapist and occupational therapist. We are able to direct our parents to these supports and many other useful services for families. We have often invited members of the community to share their important roles with us such as police officers, firefighters and dentists. Our bulletin boards are a huge way of sharing these unique opportunities with everyone in the form of handouts, photos and crafts that have emerged from these experiences.

GBH recognizes that each educator at our center comes with their own experiences and interests and because of this our educators, who are encouraged to further develop their knowledge, help to provide a rich and stimulating environment for the children. Through daily and monthly reflective practices the educators are on a journey of using the How Does Learning Happen Document to support child-initiated experiences. By reflecting (listening, observing, documenting and discussing) with others, all Educators will further develop their understanding of the environment around them and use these skills to have more meaningful interactions with the children in their classroom.

This Program Statement will be reviewed and approved on a yearly basis, by the members of our Executive Board and through discussions with the Supervisor, will ensure that the Statement is implemented in the Preschool Programs. The Supervisor will ensure that the Program Statement is reviewed by any New Staff, Students, and Volunteers before they interact with any children and he/she will also review the Program Statement with them every time the document is modified.

PROGRAM STATEMENT IMPLEMENTATION POLICY

It is the policy of Gingerbread House Co-op Preschool (GBH) to use our Program Statement as a guideline in the use of positive procedures that support belonging, well-being, engagement and expression which will support the developmental growth and safety of all children. This policy is a conscious effort to engage the child in ongoing learning and self-reflection. A program of high quality that meets the needs of each child and support life skills of each child through social, emotional, physical, creative and cognitive development.

The document will be reviewed and approved, on a yearly basis, by the members of our Executive Board and the Supervisor will ensure that the statement is implemented within the preschool center. Each staff member/volunteer/student will be required to read and/or review this policy yearly and/or each time this document is modified. A copy of this policy will be kept for staff to refer to in the Policy and Procedures binder in the office.

MONITORING PROCEDURES

Every employee/volunteer/student teacher will be observed, by the supervisor. A more formal observation will take place every six months with a summary of these observations. Concerns, if any, will be recorded in the staff member's file. These observations will assist in ensuring that the policy is being followed. The Executive Chair will be responsible for monitoring the policy techniques used by the Supervisor. If any contravention of the Policy is observed or reported to the Supervisor or Executive Chair, the Executive Board will be informed, and the following Contravention Policy will be followed:

CONTRAVENTION OF THE POLICY

Failure to comply with the Prohibited Practices Policy may result in one or more of the following:

1. Verbal Warning
2. Written Warning
3. Immediate Dismissal

Immediate dismissal will occur if the contravention of the policy is considered to be of a severe nature. This will be up to the discretion of the Executive Chair and/or the Executive Board of Gingerbread House Co-op Preschool.

The Child Care and Early Years Act (2014) includes goals that every licensed Child Care program must meet and ensures that they outline their approaches on how they will meet these goals.

- a) **GOAL:** To provide a safe environment while encouraging students to make healthy nutritional choices that support healthy development, well-being and a growing sense of self.

APPROACHES: Gingerbread House Preschool meets all of the requirements of the Ministry of Education and Public Health under Health and Safety. Daily, monthly, seasonal and yearly inspections of the playground are carried out. Daily water flushing and yearly lead testing of our water supply are taken, as well as, Annual fire certificates and monthly fire drills.

Our snack menu is approved by Public Health to be healthy and nutritional. All staff members, volunteers and students are aware of any children's allergies and individual emergency plans for anaphylaxis and must review and sign policies/procedures for health and safety each year.

b) GOAL: Support positive and responsive interactions among the children, childcare providers and staff.

APPROACHES: Gingerbread House Preschool staffs build strong relationships with the children. We are fully aware that each child is unique and constantly observe, reflect and adapt our environment to offer many opportunities of learning for each child. We know that children who have been exposed to positive experiences, support and encouragement, will develop strong self-regulation skills.

Each parent/guardian is greeted every day and time is made for those who have concerns or information that pertain to their child. All Staff ensures that all interactions with parents are supportive, respectful and safe.

We encourage community involvement to share experiences and knowledge, to give our students a hand on, unique learning opportunity.

c) GOAL: Encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

APPROACHES: The staff at Gingerbread House Preschool set a good example by always communicating with each other, students and parents in a calm and respectful manner. Through our understanding of the document, How Does Learning Happen, we know that problem solving, age-appropriate risk and a sense of self belonging are a big part of developing self-regulation. It is a learning process, and we offer positive support and encouragement to each child as they are developing this skill.

d) GOAL: Foster the children's exploration, play and inquiry.

APPROACHES: Children learn more when they are interested and involved in the process. Through on-going observation, listening and engaging with the students, staff at Gingerbread House are able to respond to their interests and ideas by offering activities, information and resources which encourage them to explore, using a wide range of mediums.

e) GOAL: Provide child initiated and adult supported experiences.

APPROACHES: Responding to our observations, we are able to create a program which encourages children to explore and investigate the world around them. Staff ask questions which give the students an opportunity to expand their learning experiences.

f) GOAL: Plan for and create positive learning environments and experiences in which each child's learning and development will be supported.

g) GOAL: Incorporate indoor and outdoor play, as well as active, quiet and restful time during the day and give

consideration to the individual needs of each child.

APPROACHES: Each child is unique, we develop strong relationships with our students and recognise their qualities and abilities regardless of gender, race, religion, culture, family environment or development. Our environment is inviting and spacious, with areas that allow for individual, small group or large group activities. We include natural elements such as wood, rocks and plants as well as everyday real items such as dishes, glass jars for exploration of the world around them. Outdoor play is incorporated into our program to encourage large motor skills and develop safe, appropriate, risk taking.

- h) **GOAL:** Foster the engagement and ongoing communication with parents about the program and their children.
- i) **GOAL:** Involve local community partners and allow those partners to support, families, children and staff.
- j) **GOAL:** Support staff, home daycare providers or others who interact with the children in continuous professional learning.

APPROACHES: Our parents are the experts on their children. We value their input everyday with information on their children. Aside from daily communication at arrival and departure time, we have display boards with information, from photos, art, children's quotes, daily documentation to reminders of upcoming events. Throughout the year we have family events, a movie/pizza night in the church gym upstairs, Christmas party, potluck dinner, to name just a few. We work very closely with CMHA, ISS, local schools and many other community partners who offer support and services for families. They are able to come into our program to work with a specific child and offer support, strategies and ideas with staff. Guelph offers many workshops and conferences and is rich in resources for our staff members to continuously develop professionally and help to enable them to stay up to date with current developments in the childcare field.

- k) **GOAL:** Document and review the impact of strategies set out in clauses (a) to (j) on the children and their families.

APPROACHES: Gingerbread House Preschool staff reflect on a daily basis to ensure that the program and environment is meeting the needs of each child. If we feel that our approaches are not meeting a high standard, we will discuss with parents, board members and our program co-ordinator about changes that can be made. Through daily documentation, we are able to review and monitor the impact of our approaches and programming on a continual basis.

POLICY REVIEWING PROCEDURES

Every new employee, volunteer, and student shall read and/or review the Program Statement Implementation Policy before having any interactions with the children. This policy will be reviewed with employees, volunteers, and students on an annual basis at staff meetings. Upon completion of the review, each individual will be required to sign the Staff Meeting minutes. The Supervisor will be required to sign this form as well, indicating that they were the person responsible for the review. It is the responsibility of the Executive Chair to review this policy with the Supervisor during their annual performance appraisal.

Supervision Policy for volunteers and students

All children enrolled at Gingerbread House Co-operative Preschool will be effectively supervised by staff at all times. Volunteers, Co-op Students, and Placement Students will not under any circumstances be left alone with children.

All applicants for positions who have direct contact with the children, including but not limited to employees (Early Childhood Educators, Inclusion Facilitators and/or Teachers Assistants), participating parents, students and volunteers must obtain a police vulnerable sector check. Please read our website for the full Volunteer and Student Supervision Policy.

Waiting List Policy

Gingerbread House Co-operative Preschool has a capacity of 24 children per class. This number is regulated by the Ontario Ministry of Education. A waitlist will be formed when we reach our full capacity of enrollment.

In order to have your child added to our waiting list, parent and child must first have a tour of the preschool. There is no fee to have your child placed on the waiting list.

When a space becomes available, the family at the top of the waiting list, will be contacted and invited to accept the preschool spot. If the family accepts the offer, we move to the next step. If the family, for any reason, declines the spot, then we will offer the spot to the next family on the list. Any family that declines a spot will remain on the list, in the same sequence, unless they request to be removed from the waiting list.

Parents are welcome to call the office for an update of their child's status on the waiting list, at any time.

Program Hours of Operation

The Preschool Program (ages 2 ½ - 5 Years) runs from 9:00-12:000 pm (Monday-Friday)

There are Teachers at the center until 1:00pm daily if you need to stop by with questions or to pick up or drop something off.

Tours are traditionally booked from 12:15-1:15pm (Monday-Thursdays). This is because the Supervisor is one of the teachers in the classroom and believes it to be important to be available to answer parents' questions after program. If you require another time, please email or call the center and we will try and arrange another time that works better for you.

Length of the school year

Our Frist day of school begins, the first Monday after labour Day.

The School is closed for all statutory holidays, (Thanksgiving, Family Day, Good Friday, Easter Monday and Victoria Day) as well as, December Holiday break and March Break, in accordance with the Public-School Board calendar. Gingerbread House Co-op Preschool classes run on Professional Activity Days (PD Days).

What Clothes to Send Your Child In

Everyday play clothes are recommended. Soft soled shoes or slippers must be worn in the classroom for sanitary and safety reasons. In the mucky, muddy, snowy weather, please send your child with a change of shoes. It also recommended that you send a change of clothes, particularly socks, as children may step on wet floors. We recommend that you clearly label boots, coats, etc. Outdoor wear is left in the cubbies during the program. Each child is assigned a cubby at the beginning of the year

Tuition and OTHER Fees

When Registering, we tend to group our program days as 2-day options, though more days are available.

Monday & Wednesday (9 – 12:00pm)	<input type="checkbox"/>	\$170.00/month	\$170.00 deposit
Tuesday & Thursday (9 – 12:00pm)	<input type="checkbox"/>	\$170.00/month	\$170.00 deposit
3 Day option: Mon/Wed/Fri OR Tues/Thurs/Fri	<input type="checkbox"/>	\$ 250.00/month	\$250.00 deposit
4 Day option	<input type="checkbox"/>	\$330.00/month	\$330.00 deposit

Tuition is paid by post dated cheques, for the whole year. Please submit ALL the Tuition cheques, dated for the First of each month, with enrollment application.

The Post-dated cheques are made payable to: ***GINGERBREAD HOUSE CO-OP PRESCHOOL CORP.***

When your completed Registration form & deposit are submitted, your child's spot, for that year, is secured.

The Deposit is Non-refundable and is used to hold your child's spot, as well as, used as the June Tuition cheque **ONLY**.

Please date your Parent Job Cheque for **February 1st** (see parent job section for more information).

Parents, who have more than 1 child attending either our programs, during the same school year, are eligible for a 10% discount on their second child's tuition fees.

A Parent job deposit cheque for \$200 is required at the beginning of the school year. This is kept as a Security only and will be shredded at the end of the year, upon completion of your co-operative parent job(s). Cheques will only be cashed after verbal warning(s) and written notice, if job is still not being completed.

We understand that unplanned situations may arise from time to time so if for some reason, you are having difficulty with making your tuition payments, please contact the Supervisor and he/she can put you in contact with our Accounts Receivable to discuss options available to you.

Unpaid Tuition Policy

Parents of the Co-operative are not permitted to fall more than one month behind in tuition payments. If tuition is not paid on the first of the month, or it is returned NSF, we will provide a two-week grace period for you to make the payment. If our Accounts Receivable has not received your payment by that time, 'steps to obtain payment' will be made by members of the executive board in the following order:

- 1) A written reminder (either by letter or email)
- 2) Two phone calls
- 3) A written notice on behalf of the Executive Board.

If tuition is not paid by the child's last school day of the current calendar month, the Parent will be asked to withdraw their child from classes until the tuition payments (in cash) are made. Exceptions to this policy may be made if satisfactory arrangements for payment have been made with members of the Executive Board.

Non - Sufficient Funds Policy

Members will be charged \$20 for NSF cheques. After two NSF cheques have been received by the preschool for tuition payments in a one - year period, all subsequent payments must be made with cash, money order or certified cheque. In addition, if payment is delayed beyond the 1st of the month, and Accounts Receivable is unaware of reasons why, then the payment must be made in cash.

Admission

Admission to any of our school programs are first made available to parents whose children are currently enrolled in the school. New registrants are then accepted, depending on availability in the classes. Each year, the Executive Board reviews the complete registration package necessary for the registration of a child into Gingerbread House Co-op Preschool.

A child can be enrolled in any program throughout the school year, as long as there is a spot in the program still available. A parent who enrolls a child after the preschool year has begun shall pay, in their initial month, a full month's fee if the child's first day is between 1st- 14th and a half months fee if the child is enrolled after the 15th (i.e. March 6th - full month fee, March 22nd - ½ month fee).

Withdrawing a child

If a parent withdraws a child during the school year all postdated tuition Cheques shall be returned, or shredded.

One month's notice is required to be given to the Supervisor and Executive Board of withdrawal (i.e. one-month notice given January 1st of withdrawal for February 1st. January tuition paid).

If the notice is NOT given, one month's fee shall be forfeited (i.e. parent gives notice on January 20th that child is withdrawing the next week. February Tuition cheque will be cashed).

The deposit is used for June's Tuition ONLY. It is Non-refundable.

If a parent is asked to withdraw a child because of:

- Inability to comply with health regulations,
- Non-payment of tuition fees,
- Non-participation of parent job,
- Other reasons,

Tuition fee shall be paid to date of departure.

Daily Discharge Policy

No child will be released to anyone other than his/her parents or guardians without permission from the parent or guardian. Parents may place the names of persons their child may be released to on the registration form or phone or send a note stating the name of the person who will be picking their child up.

If the staff has not seen this person before, they will ask to see picture identification. Without proper identification the child will not be released. Please ensure that anyone picking your child up is aware of this policy and is thus prepared to show picture identification.

Lateness Policy

Parents are expected to pick up their children promptly at the end of their class. Morning classes let out at 12:00 p.m. In the event of delays, there shall be a 5-10 minutes grace period allowed at the end of each class (unless parents have previously spoken to teachers with arrangements). The classroom clock shall be considered correct time. It can be very stressful for young children to be continuously left waiting for their parents when all the other children have been picked up and are gone.

Teachers will speak to parents about Pick up but if parents continue to arrive late (after 2 discussions) a late fee of \$1.00 per minute from the end of your child's class will be charged to the parent. Fee payment is made prior to your child's next class and given to the supervisor. The supervisor is responsible for the collection of late fees. If parents Payment is not made the Supervisor will inform the Board of the Late charge.

Occasional Drop-In Days

Occasional Drop-in Spots are open to any child who is registered at Gingerbread house Co-operative Preschool in that current school year. The availability of the spots is reviewed yearly and is dependent upon the number and needs of the children already enrolled in each program. If available, the Staff will post the number of spots available for each program day, on the parent board.

If interested, the Occasional Drop-in Day fee is \$30.00/ day, which is collected at the start of the program, by either cash or cheque. The child will not be able to attend unless payment is made first. A parent/guardian must contact staff by email (day before), text or phone call (morning of) to confirm whether there are spots still available and to arrange a drop-in.

The Staff reserve the right to cancel the option of having occasional drop-in days, at any time.

Field Trips

To enhance your child's learning, our school participates in 1 or 2 field trips throughout the year. The date of the trip and any pertinent information will be given to the parents in our newsletter, posted on the website and/or written on our parent boards, at the centre.

All children are accompanied by a Parent/Guardian who has obtained a VULNERABLE SECTOR POLICE CHECK and transported to our field trips, in a properly secure car seat. If the parent is unable to attend, the parent will arrange for another adult (ex.grandparent, aunt/uncle, trusted adult) to transport and accompany their child on the field trip. Any child who is NOT able to be accompanied and transported by an adult WILL NOT be able to participate on our Field Trips. The school is not responsible for arranging transportation.

Siblings may attend and will be charged the same as each registered child, children in bucket seats will NOT be charged.

FUNDRAISING

Fundraisers are discussed, announced and/or decided upon at the General 'Orientation' Meeting in September. Any funds raised are first used to pay off the day-to-day operational costs and then are used to purchase NEW and exciting play-based materials for the classrooms. Fundraising is an integral part of how we keep costs down for families.

Parents are asked to volunteer their time for at least ONE of these fundraisers/years. Each Fundraiser is reviewed yearly, as well as, parent involvement and whether they are optional or mandatory.

We have an ongoing fundraiser called Mabel's Labels. You can access and place orders by typing in campaigns.mabelslabels.com for Gingerbread House Co-op Preschool.

It is a great way to label your child(ren)'s belongings and children enjoy picking out the colour and design of their label. You can also pass the website on to your family and friends, so they may place an order as well.

Inclement Weather Policy

If the School Buses in South Wellington, including the City of Guelph are cancelled, Gingerbread House Preschool will be closed for the day. Please check www.stwdsts.ca for the bus updates.

GBH Staff will send out an email that morning, to parents letting them know of the closure and they will also call 106.1 FM to put the announcement on the Guelph radio station (106.1 FM).

Outside Play Policy

The children in the preschool classes at Gingerbread House Preschool will have 20-30 minutes of Gross Motor playtime (scheduled within their daily program) either outside in the playground or inside with Gross Motor toys.

Please dress your child for outside play appropriately for the weather each day before leaving home. The school does NOT have extra snow suits, hats or mittens that we can lend to the children.

Sanitation

- ❖ All children will wash their hands before snack with liquid soap and paper towels provided.
- ❖ Snack tables and cloths will be wiped after snack using Virox and water.
- ❖ If drinks are given in plastic cups, the cups will be washed in a hot dishwasher and disinfected before next use.
- ❖ A thorough cleaning of all equipment and furnishings, including the shampooing of the carpets is done before school commences and throughout the school year.
- ❖ Snacks will be served on individual napkins.
- ❖ Room is cleaned weekly.
- ❖ Carpets are vacuumed after every class.
- ❖ Washrooms are cleaned with Virox and disinfected after every class.
- ❖ Toys will be washed and disinfected as they are used, using the 3 sink method or dish washer.
- ❖ Facial tissue will be accessible to staff and children in classrooms.
- ❖ Hand sanitizers will be available in the 2 preschool rooms for use during program.
- ❖ Soiled items are kept in a separate location and laundered at least weekly, including parent smocks, dishcloths and towels.
- ❖ Dress up clothes and blankets etc. will be washed as needed and at least once a month.

Criminal Reference (Vulnerable Sector) Check Policy

A Criminal Reference Check, completed by the Guelph Police or your local police station (where you reside) will be required from every staff, volunteer (including parents who accompany their child on a field trip), student and Executive Board member at Gingerbread house Co-op Preschool every 5 years and a yearly offense declaration form will be signed consecutively for every year in between, as long as this person remains employed. However, if they leave Gingerbread House Preschool and then wish to return after an extended period of time, greater than 6 months, another Criminal Reference Check with Vulnerable Sector Check will be required. If the break is shorter than 6 months and a police check with vulnerable sector is already in their file, no greater than 5 years old, an offence declaration will be required to sign.

Gingerbread House Preschool will accept Police Checks (VSPC), from employees, volunteers and Students that are NO GREATER than 6 months old. Any greater and a New VSPC will be required.

If there is a delay in getting the results (i.e. we have not received it before the Applicant's first day of working/volunteering) GBH Preschool will put strategies in place so the Applicant will not be left alone with any child(ren) until the results have been received and reviewed. While waiting for the Legal (VSPC), the center will collect the receipt that a Vulnerable Sector Police Check (VSPC) has been requested and put it in the file.

If volunteer/student is under 18, they are required to sign an offense declaration, in front of a staff and it will be put in their file. Once the volunteer turns 19, they will be required to apply for a VSPC.

Once the VSPC is received by the applicant, it will be submitted to the Supervisor and reviewed. Assuming the report in Negative, the Supervisor will put the original in the file. If the Applicant wished for the center to take a copy, then the person making the copy needs to write on the back that it is a "TRUE COPY", sign, date it and then put it in their file.

If the results are anything but Negative, the Supervisor and Executive Chair will meet to discuss whether the results are anything that could have any influence on the children or other staff. Having BOTH signed Confidentiality Agreements with GBH Preschool, any and all information that is reviewed or discussed is confidential. They will review the Regulations set out by the CCEYA 2014, as well as the Regulations set out by the CECE If they feel there is any possibility of danger to the children, the Applicant will not be allowed to work in the Preschool.

No Individual shall work or volunteer at GBH Preschool if they have been convicted of an offense: under the CCEYA 2014, under the Criminal Code of Canada or ANY Subsections involving sexual interference, child pornography, murder, infanticide, duty to provide necessities or any other federal or provincial offence prescribed by the regulations. They shall not be allowed to work for GBH If they have been found GUILTY for Professional Misconduct by their governing act and board, the individual's membership in their governing body was revoked and has NOT been readmitted and if their certificate or documentation that authorized them to practice was revoked (and not reissued to this date) and/or restricted in any way.

Any person reviewing and discussing these results (Supervisor, Executive Chair) will have signed our Confidentiality Form and thus be bound to the Personal Information Protection and Electronic Documents Act (PIPEDA). The information provided

by these police checks will be used to assist in making the decision if the applicant is suitable and legally able to work in our childcare environment. Part of this is collecting and reviewing any criminal charges or misconducts by the above-named boards. None of the information provided will be discussed outside of this forum otherwise; in agreement with our confidentiality form 'any violation can or may result in legal or disciplinary action up to and including dismissal from my duties'.

If the Police Check results in charges found, but these charges are not any of the above-named convictions and they DO NOT impact the safety and well-being of the children and families, then the Supervisor and Executive Chair will accept the Police Check (VSPP) and continue the process for the applicant.

When applying for a Vulnerable Sector police Check (Level 3), please go to the [Guelph Police](http://www.guelphpolice.ca/en/services-and-reporting/record-checks.as) (<http://www.guelphpolice.ca/en/services-and-reporting/record-checks.as>) website that will give you the address of the local police station, their hours of business and what forms of ID you will need. The form is to be filled out at the station.

If you are volunteering, a student or on our Executive Board, you will need to take a 'volunteer' letter with you from our center that contains a special number to waive the cost of the Police Check. We will print this off for you.

If you have completed and submitted the required police check the previous year, you are required to submit a signed "Offense Declaration" consecutively and up to the 5th year, where upon another police check (VSPP) will be required. Please print off the Offense Declaration, within this policy, read it fully, sign it and submit it, within 15 days of the Anniversary date of the previous year's VSPP or Offense Declaration to the Supervisor who will review it with you and then put it in your file.

Children with No Immunization/ Conscious Objectors

A written letter is required and will be placed in your child's file stating your preference over immunizing your child. Whether it conflicts with sincerely held religious beliefs, your own conscience beliefs or medical reasons (which would need a letter of support from the child's Doctor). Children that have not received any immunizations because their parents are Conscious objectors will be asked to stay at home during outbreaks of any childhood diseases at the school. This is for their safety (Examples being, whooping cough, mumps, diphtheria, measles, etc.). These families will be notified by either phone or email by the preschool teacher, Assistant Supervisor or Supervisor of GBH to stay at home until it is safe for their return.

If any of these diseases are reported in families of children in our school, GBH will be required to notify the Wellington/Dufferin/Guelph Public Health unit at (519) 846-2715 Ext.4715 GBH will also check if any further action is required for you.

Health & Illness:

The Public Health Unit conducts a health inspection of the facilities at the beginning of the school year. Throughout the year, the Health Unit may also conduct spot inspections.

The Child Care and Early Years Act, 2014 stipulates that prior to admission, each child must be immunized according to the local medical officer of health. Therefore, we require a copy of the child's immunization record, or a letter of exemption, and a medical information sheet be completed and signed by the parent. These must be submitted at the time of admission and should be updated annually.

To maintain a good standard of health we conduct daily health checks. Suitable arrangements should be made in the event your child is ill. If your child's ill health prevents him/her from participating in normal program activities, the child will be considered too ill to attend our program. Should your child become ill, you will be contacted immediately to pick up your child.

Symptoms:

- Fever (within 24hrs)
- Diarrhea
- Vomiting
- Undiagnosed rash/skin condition
- Obviously infected discharge
- Sore throat

Children who show signs of illness when they arrive will be sent home, and children who return to school too soon after being ill will be sent back home as well. The child must be symptom-free for at least 24 hours or until any special tests (if required) are negative, before returning to the preschool.

During an outbreak situation, the child must be symptom-free for at least 48 hours before returning to the preschool.

Notifying Parents in The Event Of Illness/Accident

- Staff will attempt to contact parents at home unless given other instructions by parents
- If unsuccessful, staff will try to contact either parent at work
- If unsuccessful, staff will try a cell phone if possible
- If neither parent is able to be reached at home, work or on a cell phone, staff will contact the Emergency Contact name that the parent has provided on the registration forms

Behaviour Guidance

Gingerbread House Co-operative Preschool acknowledges the legislative force of the Child Care and Early Years Act 2014 and believes in managing the behaviour of children in a positive manner at a level appropriate to their actions and ages in order to promote self-discipline, ensure health and safety, respect the rights of others and maintain equipment.

Any Employees, Volunteers and/or Students are expected to comply with the policies and procedures expressed herein and with the Child Care and Early Years Act 2014.

Prohibited Practices

Under NO circumstances will corporal punishment be used for behaviour management and Gingerbread House Co-operative Preschool does not permit the following practices in response to any child's behavior:

1. 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:
 - a) ▪ Humiliation
 - b) ▪ threatening
 - c) ▪ swearing
 - d) ▪ Harassment
 - e) ▪ yelling
 - f) ▪ Sarcasm
2. ▪ Corporal Punishment of the child
3. ▪ 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.
4. ▪ inflicting any bodily harm on a child, which includes making them drink and eat against their will.
5. ▪ Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.
6. ▪ locking the exits of the preschool 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.

Behaviour Management Guidelines

To ensure a child's safety and well-being, and to foster social and emotional development, it is necessary at times to impose limits or set standards of acceptable behavior. The role of the teacher and parent is to support a child's sense of being a worthwhile person while providing opportunities for the child to learn appropriate ways to interact with others.

Discipline should be:

- 1) Related to the nature of the troublesome behaviour.
- 2) Appropriate to the development level of the child.
- 3) Used in a positive and consistent manner.
- 4) Designed to assist the child to learn appropriate behaviour.
- 5) Implemented as soon as possible after troublesome behaviour.
- 6) Discussed with a parent if a difficult situation arises with a child.

Acceptable Behavior Management Techniques

- *Prevention* – Reasonable expectations, a consistent daily routine, and a developmentally appropriate environment and program
- *Anticipate* – Intervene positively before any problems occur
- *Redirect* – Use positive language by focusing on what the child may
- *Encourage and praise* – Acknowledge and point out desired behavior
- *Provide choices* – Allow choices when possible. If a choice is not possible, then state that clearly.
- *Clear expectations* – Expectations of the children to be made clear and desirable behaviour to be modeled and reinforced.
- *Care and respect* – Treat the child with care and respect when enforcing limits

Strategies for Preventing Behaviour Problems

The following strategies can be used in the classroom to prevent behavior problems:

Programme

- Have a planned daily routine and show the routine with picture cards
- Provide a variety of developmentally appropriate activities

Environment

- Ensure that health and safety standards are met
- Asses how space is being used

Staff/Parents

- Establish a positive relationship with the children
- Have reasonable expectations of the children
- Communicate these expectations clearly to the children
- Ensure opportunity for daily conversations with parents or meetings

Each volunteer or employee is required to review this policy with the Supervisor or Assistant Supervisor upon commencing duties and annually afterwards. They are all required to indicate he/she has read and understands the Behaviour Guidance Policy for Gingerbread House Co-operative Preschool. The Behaviour Guidance Policy for Gingerbread House Co-operative Preschool will be in our parent handbook and/or on our website for parents to review before our yearly start date.

A written observation of the behaviour guidance practices of each employee, volunteer, and student shall be recorded at regular intervals throughout the year, annually and filed confidentially. These records shall be kept for two years after the entry is made.

Any violation of these behaviour guidance practices must be reported immediately to the Supervisor who, in turn must report it directly to the Chair of the Executive Board. The Chair will use discretion in the prompt resolution of the violation dependent upon the severity. The Chair of the Board may follow the Disciplinary Action Procedure and complete a

Disciplinary Warning Notice Form. This is a direct reference to the Policy within the Child Care and Early Years Act 2014.

Failure to comply with these policies and procedures may result in the following depending upon circumstances at issue:

1. A verbal warning will be given.
2. A written warning will be put in the employees file, using the Disciplinary Warning Notice Form, referring to the earlier offense and advising the employee that a further offense will result in another written warning and Disciplinary action will be decided by the Board.
3. Another written warning is given, put in the employees file, referring to the 2 previous offences and a disciplinary action is taken by the Board. Employee is notified that any further offenses will lead to termination of employment at Gingerbread House co-operative preschool.
4. Employee is terminated, and the Supervisor will document the details of the termination using the Disciplinary Warning Notice Form.
5. If the incident involves a volunteer, the situation will be reviewed with the Board case by case but could lead to a temporary or permanent removal of the volunteer, with or without warning or explanation.
6. If the incident involves a student, written and/or verbal report is given to their monitoring teacher followed by removal from the program.

In most situations, a progressive discipline process will be utilized. However, certain infractions of the Behaviour Guidance Policy may be deemed serious enough that progressive discipline will not be applied. Instead, levels 2, 3 or 4 may be initiated immediately depending on the nature of the situation. This will be in consultation with the Executive Board.

Circumstances to consider include:

- Seriousness of the offense,
- Actual or potential risk or harm to the child,
- Past performance of the employee (parent) in general,
- Recent performance,
- Frequency of occurrence,
- Previous disciplinary action taken.

Nutrition and Allergies

Gingerbread House Co-op Preschool provides a morning snack for the children. This follows Canada's Food Guide and is monitored and approved by Public Health. Our Menu is posted on a parent board and on our website. We encourage each child to try each type of food. Our goal is to help children develop a taste for a variety of foods.

GBH follows the Anaphylaxis Policy to ensure the safety of all children with allergies in our programs. Upon registration, parents of children with a risk of an anaphylactic response will complete an Anaphylaxis Action Plan.

Our Centre is peanut-free, and due to severe allergies and Public Health requirements, any outside food brought into the centre must comply with any allergy restrictions currently at GBH. Special treats to be shared must include the manufacturer's list of ingredients or the Recipe used. Please check with the staff to see what 'current' allergies are in our centre.

Anaphylaxis Policy

Intent

Anaphylaxis is a serious allergic reaction that is life threatening. The allergy may be related to food, insect stings, medicine, latex etc. This Anaphylaxis Policy is intended to help support the needs of a child with a severe allergy and provide information on anaphylaxis to parents, staff, students and visitors at our Preschool.

Strategies to Reduce the Risk

When there is a child in the Preschool with an Anaphylaxis Allergy the class the child is enrolled in will become "free" of the allergen.

If deemed necessary for the child's well-being, the entire school will become free of the allergen. This will be determined by the Supervisor on an individual basis depending on the allergy and after discussing the individual situation with the parents. When planning field trips the teachers will consider any possible risks of exposure to the allergen. The EpiPen and Individual Action Plan, will be in the Emergency bag, that is brought on the class trip. The child with the anaphylaxis allergy will always be closely supervised, by both teachers and parents.

When the allergen is a food:

- ❖ No snacks (including food treats for parties) will be allowed to be brought into the school by parents.
- ❖ All snacks will be bought in packages with the ingredients listed (no bulk buying).
- ❖ Any food items used for crafts in the sensory bin will be purchased in packages with the ingredients listed.
- ❖ Staff will all be encouraged to repeatedly check the ingredients in all snacks and all food items used for crafts and sensory play.
- ❖ Packages of all snacks and food items used in the Preschool will be available for the child's parent to see at all times.

Communication Plan

When a child is admitted to the preschool that requires use of an epi-pen for anaphylaxis allergies a meeting with either a parent/guardian will have to take place before the child's first day of attendance at school. At this meeting the parent will have to fill out an Individual Action Plan form explaining what the child's allergies are as well as the emergency treatment plan for the child in case of an allergic reaction happening while at the school. The parent will have to demonstrate the proper use of the epi-pen to the supervisor and teachers on staff. The parent will also be asked to provide a "head shot" picture of their child that can be used on the form to identify the child.

On the back of this form all staff will be required to sign and date that they have been trained in the proper use of the epi-pen as well as the emergency treatment plan and the allergies the child has. This will be done annually, as long as, the child is in attendance at the school. Each child at the school with an anaphylaxis allergy will have this procedure followed and forms signed.

The form will then be photocopied, and a copy will hang in each classroom, the kitchen and put in the emergency binder.

Training

The Supervisor will ask the parent if he/she feels comfortable providing training to the staff regarding their child's allergy. If the parent **is** comfortable the Supervisor will set up a time when all staff can be trained by the parent before the child attends school. If the parent **is not** comfortable providing the training, the Supervisor will arrange for a Physician to meet with the staff and provide the training.

When a supply teacher is called, the supervisor will ensure that the teacher is aware of all allergies including any child who has an anaphylaxis allergy. The Supervisor will review the Individual Action Plan & Emergency Procedure for the child.

Emergency Procedure

- The Emergency Procedure will be developed on an individual basis with the child's parent.
- One person will stay with the child at all times.
- If the child is transported to the hospital, one calm familiar person will go with the child & stay with him/her until a parent/guardian arrives.

Review of Policy

The anaphylactic policy, the individual plans and the emergency procedures of the policy shall be reviewed by:

- All the employees BEFORE they begin their employment.
- Volunteers and Students, who are providing temporary care and supervision, BEFORE they begin their placements.
- Any parent, who is coming into the program to assist with daily programming, BEFORE they enter the program.

Serious Occurrence Policy

The purpose of this policy and the procedures within is to provide clear instructions for staff, students and volunteers to follow, identify, respond to and report a serious occurrence. It ensures that there is a plan in place to deal with any serious occurrence that may affect the health and safety of any individuals using our services or on our premises and that they are being reported and followed up on.

Under the Child Care and Early Years Act, 2014, Serious Occurrences are defined as any of the following situations:

1. The **death of a child** who received child care at a child care centre.

(A death of a child must be reported as a serious occurrence if there may be a relationship between the child's death and the child's care in the licensed program.)

2. **Abuse, neglect or an allegation of abuse or neglect** of a child who receives care at a child care centre.
3. A **life-threatening injury or illness** of a child who receives care at a child care centre.

Injuries:

Injuries to the head, back or neck resulting in unconsciousness or physical paralysis

Severe eye injury (impalement)

Injuries to the chest resulting in laboured breathing (collapsed lung), cardiac arrest, internal bleeding or vomiting blood

Anaphylactic reactions

Near drowning

Substantial blood loss

Drug overdose

First time seizure, multiple seizures or seizures lasting more than 5 minutes

Fracture with bone deformity and/or bone exposure

Illness:

E. Coli

Flesh Eating Disease

4. An incident where a child who is receiving care at a child care centre goes **missing or is temporarily unsupervised**.

(An incident where a child who is receiving child care at a centre and goes missing or is temporarily unsupervised. CCLS has two sub categories: child found; and child still missing.)

5. **Unplanned disruption of the normal operations** of a child care centre that poses a risk to the health, safety or well-being of children receiving care.

(Unplanned disruption of service may involve program closure, relocation (not including a planned temporary relocation), immediate evacuation, restrictions placed on a child care program (i.e. lockdown, outbreak). CCLS has these sub categories: fire, flood, gas leak, detection of carbon monoxide, outbreak, lockdown, other emergency relocation or temporary closure.)

Serious Occurrence Procedure

1. Provide the child or adult with immediate medical attention, if needed.
2. The staff or any other witnesses having knowledge of the occurrence shall orally report the occurrence immediately to the Supervisor or designate.
3. The Supervisor or designate, once notified, will conduct a preliminary inquiry immediately.
4. All persons having knowledge of the occurrence will remain at the program location until they are excused by the Supervisor or designate conducting the preliminary inquiry.
5. The preliminary report shall be written and signed by the Supervisor or designate before staff involved goes off duty.
6. The Supervisor or designate notifies the Chair of the Executive Board of the incident immediately.
7. The Supervisor or designate must complete the **Serious Occurrence Initial Notification Report (INR) online through the Child Care Learning System WITHIN 24 HOURS**.
8. The Supervisor will gather the following information to be included in the "Serious Occurrence Notification Form". [Description of the occurrence, Client's allegation (if applicable), Date, Time and place where it occurred, Time occurrence reported, Reason for the occurrence, People involved, Action taken, Current status, Parties notified (coroner, police, Family and Children's Services, parents or Guardian), Further action recommended (specific to immediate situation or related to underlying factors like staff training, modification of environment, review of policies)].

OFF-SITE PROCEDURES

For any accident which occurs on a field trip an accident form must be completed by the staff member who witnessed the accident. See field trip policy.

The staff member who witnessed the accident is responsible for making the parent(s) aware if the child had been accompanied by another guardian (grandparent). The form will be signed by the parent/guardian and then offered a copy.

In the event of a major accident and a trip to the hospital is required, the following procedure will apply:

- a) The Staff will call the parents to inform them of the accident (if the child was accompanied with another guardian)
- b) Have the guardian/parent take the child to the nearest hospital or take to hospital by ambulance, whichever is needed.
- c) Supervisor or designate will accompany guardian to hospital with child, until parent arrives.

Staff will not leave the centre without "Emergency File Cards" for each child.

Reporting a Serious Occurrence

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

All serious occurrences will be reported to the Ministry of Education in the Child Care Licensing System (CCLS) within 24 hours of the supervisor or designate becoming aware of the occurrence.

If CCLS cannot be accessed (e.g. where CCLS or an internet connection is unavailable), the supervisor or designate will notify the program advisor (PA) assigned to the licence by email or by telephone within 24 hours of becoming aware of the occurrence.

A serious occurrence report will be submitted in CCLS as soon as the system can be accessed. Where a Ministry of Education PA cannot be reached by telephone, a voicemail message will be left to notify the PA of the incident.

- Identifying information such as children or staff names will **not** be included in the serious occurrence reports.

All updates to serious occurrences will be reported in CCLS through update reports until the serious occurrence has been closed by the Ministry of Education.

Where the Ministry of Education requests updates to a serious occurrence in CCLS, these will be provided as soon as possible through update reports.

Posting a Serious Occurrence Summary (Notification Form)

Within 24 hours of becoming aware of a serious occurrence, Gingerbread House Co-operative Preschool will complete a Serious Occurrence Notification Form in either CCLS or using the form available in Appendix B (if the CCLS or internet is not available).

The form will provide a summary of the serious occurrence and of any action taken by the Preschool.

The summary will not include identifying information (e.g. names and ages of children, staff, or program rooms) and will

contain gender-neutral language.

The summary will be posted at the Preschool, in our cubby room, where it is visible and accessible to parents for a minimum of **10 business days**, regardless of the serious occurrence type and the status of any related investigation.

Any and all updates will be added to the posted notification (summary) and the summary will remain posted for an **additional 10 business days**, from the date of the update.

All serious occurrence summaries will be retained for 3 years from the date they are created or last updated (whichever date is most recent).

Protection of Personal Information and Privacy

- The supervisor must ensure the information posted in the Serious Occurrence Notification Form protects personal information and privacy
- To help support the protection of privacy and personal information,
- **no child or staff names, initials, and age or birth date of child are to be used on the Serious Occurrence Notification Form**
- **No age group** identifiers are to be used (ie: preschool class, toddler class)

Allegations of Abuse

Serious Occurrence Notification Forms pertaining to allegations of abuse are posted within 24 hours of the occurrence. Once Family and Children's Services (FCS) has concluded its investigation and the allegation is either verified or not verified; changes to the Notification Form can be made and the Form is reposted for another 10 Days.

Once the Ministry has investigated and given any updates to the Notification Form, changes can be added and a New form can be posted for 10 Days.

Concerns about the Suspected Abuse or Neglect of a Child

If any person has reasonable grounds to suspect that a child has/might suffer physical or emotional harm, sexual exploitation or molestation inflicted by a person having charge of the child, the person will report the suspicion directly to Family and Children's Services (FACS).

Suspected abuse or neglect that will be reported will include physical, emotional and sexual abuse and/or neglect.

Where a parent expresses concerns that a child is being abused or neglected, the parent will be advised to contact their local Family and Children's Services directly. The person who becomes aware of these concerns is also required to report the concerns to Family and Children's Services (FACS).

Annual Analysis of Serious Occurrences

An annual analysis of all serious occurrences that occurred in the previous calendar year will be completed by Gingerbread House Co-operative Preschool (the form available in Appendix C may be used for this purpose).

The annual analysis will be used to identify issues, trends and actions taken.

The analysis and record of actions will be kept on file for Ministry of Education review and retained for 3 years.

The Supervisor (or Designate) will call and notify our Ministry Program Advisor of the Serious Occurrence and the steps we have already taken.

Sherry Standish

Program Advisor, Toronto West Region
Child Care Quality Assurance and Licensing
Early Learning Division, Ministry of Education
Telephone: [905-693-9771](tel:905-693-9771) ext 569
Local: [647-723-2148](tel:647-723-2148)
Toll Free: [1-844-682-2768](tel:1-844-682-2768)
Email: sherry.standish@ontario.ca

PLEASE NOTE:

- Send the serious occurrence to the attention of the Program Advisor (Sherry Standish)
- It is appropriate to leave a voicemail for your Program Advisor to inform them, indicating that a serious occurrence report has been filed, outlining the nature of the occurrence and the action taken and current status
- Please do not follow up (confirm receipt) of the serious occurrence

COUNTY OF WELLINGTON

In the event of a serious occurrence it is necessary to also fax or email a copy of the report to our County of Wellington Program Advisor and notify them of the steps we have taken.

Margaret Wrobel

Program Advisor, County of Wellington
Telephone: (519) 837-3620 ext. 3000
Fax: (519) 837-1213
Email: margaretw@wellington.ca

Child Abuse Policy

The Gingerbread House Co-operative Preschool is committed to taking a pro-active position regarding the prevention of child abuse through:

- Ongoing observation of the children in our care;
- Professional education with respect to early identification, effective response and adherence to legal obligations, including reporting;
- Keeping abreast of relevant issues;
- Communication and support of the child and family; and
- Working with other community service providers.

In accordance with the Child and Family Services Act (Section 72), it is the responsibility of every person in Ontario, including professionals who work with children, to immediately report to a Children's Aid Society if s/he suspects that child abuse has occurred or if a child is at risk and in need of protection. This includes any operator or employee of a day preschool. An individual's responsibility to report cannot be delegated to anyone else.

A child in need of 'protection' can mean any child suffering from physical, sexual and emotional abuse, neglect and risk of harm. In an individual case there could be only one form or a combination of these factors.

Failure to Report

It is an offence under the Child and Family Services Act for a professional to contravene one's reporting responsibilities. The penalty imposed (a fine of up to \$1000) emphasizes that a child's safety must take precedence over all other concerns.

Confidentiality

The duty to report suspicions of child abuse overrides the provisions of confidentiality in any other statute, specifically those provisions that would otherwise prohibit disclosure by a professional or official. The only exception to this is solicitor/client privilege.

Protection from Liability

All persons making a report of suspected child abuse are protected against civil action, unless that person is proven to have acted "... maliciously or without reasonable grounds for the belief or suspicion..."

Who to call?

Family and Children's Services

7Days/Week, 24 Hours/Day

1-800-265-8300

(519) 824-2410

A report to all Family and Children's Services can be made any day, at any hour. However, if reporting after regular business hours, you will likely be required to leave a message, your name and return telephone number with an answering service. Indicate if your call is urgent. You will then need to wait for a return call from an after-hours protection worker. Leaving a message with an answering service is not considered a report- you must speak directly to a worker. If the staff/student/volunteer thinks the child is in immediate danger, do not wait to be called back- phone the police.

Steps and Responsibilities

The executive Board/Supervisor shall ensure that all staff is familiar with the Child and Family Services Act in reporting cases of suspected child abuse.

- **Staff Responsibilities**

- Care should be taken to ensure that the suspicion of abuse is based on reasonable grounds. Note, however, that staff members are not required to seek proof of abuse.
- A staff member who suspect's child abuses shall not discuss his/her concerns with other staff members (except the Supervisor), the parents of the child or the child. This function is to be handled by Family and Children's Services.
- When a staff member has "reasonable grounds" for believing that abuse is occurring, she/he shall verbally inform the Supervisor of his/her concerns.
- Staff should continue to maintain their relationships with the parents as outlined in the appropriate job description.
- If the Supervisor does not agree that there are reasonable grounds for reporting of abuse to Family and Children's Services, the staff member may do so at his or her own discretion. The Supervisor will consult with the Chair and Executive Board.

- **Supervisor Responsibilities**

- The Supervisor shall provide a careful second opinion to determine whether there are, in his/her opinions, sufficient grounds for reporting the case to the Family and Children's Services.
- If the Supervisor does not agree that there are reasonable grounds for reporting of abuse to Family and Children's Services, the staff member may do so at his or her own discretion. The Supervisor will consult with the Chair and Executive Board.
- The Supervisor shall not discuss the teacher's observation with the parents or attempt to obtain additional evidence through discussions with the parents or other staff members. These tasks are the responsibility of the Family and Children's Services worker who investigate cases of possible child abuse.
- When the Supervisor is convinced that there are reasonable grounds for suspecting child abuse, she shall immediately report the teacher's observation, as well as her own, to the Chair, Executive Board and then the Family and Children's Services Worker.
- Interpretation of this information should be left to the Family and Children's Services (FCS) investigation. Concurrent with the report to FCS, the Program Supervisor shall document her/his involvement in memorandum form.

If a Staff Member is Suspected of Abuse

▪ **Staff Responsibilities**

- Any staff member who has “reasonable grounds” for suspecting that another staff member has abused a child enrolled in the centre shall verbally report his/her concerns to the Supervisor.
- The Supervisor shall immediately prepare meticulous documentation of all information pertaining to the alleged abuse. The report shall be forwarded to the Chair who, in turn, will forward it to the Executive Board for consultation.
- The Supervisor, in the presence of the Chair, shall discuss the report with the staff member who is the alleged source of the abuse.
- When the Supervisor has reasonable grounds for suspecting child abuse by a staff member, he/she shall inform the parents of the situation with the Executive Board and meticulously document the details of this discussion.
- If the Supervisor has reasonable grounds for suspecting a staff member of child abuse, she shall temporarily suspend the staff member.
- The Chair shall meet with the Executive Board and counsel for the Centre.

Discussing the Situation with a Parent/Caregiver

A staff/student/volunteer who suspects abuse will **not** tell a parent/caregiver or child about the suspicion, intention to report or that a report has been made until after discussion with the Supervisor, Chair and Executive Board and report to Family and Children’s Service’s (FCS) has been made. Discussing any suspicions of child abuse with a parent/caregiver/child before consulting with FCS worker could jeopardize the child and/or contaminate the investigation. In situations where the cause of the child’s injuries, the nature of the child’s disclosure, or the behaviours observed are not clear, consult with a FCS worker before speaking to a child/parent, to discuss the appropriateness of clarifying a situation and to obtain direction.

If it is appropriate to clarify any information this should be done in a non-threatening casual way. For example, asking a child “how did you get that bruise?”, or asking a parent “Billy said that you and he are going on a trip. Where to?”

1. Use an interested and concerned tone of voice
2. Avoid accusatory questions or statements
3. Ask what happened, and how it happened, rather than why
4. Ask open-ended questions.

If someone other than the parent/caregiver is the suspected abuser, consult with the Supervisor and FCS worker as to who should notify the child’s parent/caregiver. If it is decided that it is appropriate for the preschool to inform a parent(s)/caregiver of the report, emphasize to the parent/caregiver both the concern for the child and the legal obligation to report suspicions of child abuse.

Parent Issues and Concerns Policy and Procedures

Name of Child Care Centre:

Date Policy and Procedures Established:

Date Policy and Procedures Updated:

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

Definitions

Licensee: Gingerbread House Cooperative Preschool.

Staff: Individuals employed by the licensee.

Board chairperson: Parent volunteer who oversees the management of our preschool.

Policy

General

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

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

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

An initial response to an issue or concern will be provided to parents/guardians within 24 hours or 1 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

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

parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children’s Aid Society).

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

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

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> ▪ the classroom staff directly <p>or</p> <ul style="list-style-type: none"> ▪ the supervisor 	<ul style="list-style-type: none"> ▪ Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> ▪ arrange for a meeting with the parent/guardian within business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> ▪ the date and time the issue/concern was received; ▪ the name of the person who received the issue/concern;

<p>General, Centre- or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> ▪ the supervisor 	<ul style="list-style-type: none"> ▪ the name of the person reporting the issue/concern; ▪ the details of the issue/concern; and ▪ any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> ▪ the individual directly or ▪ the supervisor <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Student- / Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> ▪ the staff responsible for supervising the volunteer or student or ▪ the supervisor ▪ <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	

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

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

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police

department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate

Contacts:

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

Supervisor: Ruth Dale 519-836-1870

Board Chairperson: Laura A. gingerbreadhousepreschool@gmail.com

Regulatory Requirements: Ontario Regulation 137/15

Parent issues and concerns

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

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

Parent handbook

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

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

Intent

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

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

Emergency Management Policy and Procedures

Name of Child Care Centre: Gingerbread House Co-operative Preschool

Date Policy and Procedures Established: October 2017

Date Policy and Procedures Updated: October 2018

Purpose

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

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

Definitions

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

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

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

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

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

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

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

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

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

Policy

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

- Immediate Emergency Response;
- Next Steps during an Emergency; and
- Recovery.

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

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: the front entrance fence

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: L'Ecole Edward Johnson Public School, 397 Stevenson St. N. (Across the street from the church.)

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, will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

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

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

Additional Policy Statements

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

Regular, monthly, fire drills occur throughout the school year and an emergency bag with contact lists is located by the office door.

Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p>Lockdown When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<ul style="list-style-type: none"> ▪ The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. ▪ Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. ▪ Staff inside the child care centre must: <ul style="list-style-type: none"> ▪ remain calm; ▪ gather all children and move them away from doors and windows; ▪ take children’s attendance to confirm all children are accounted for; ▪ take shelter in closets and/or under furniture with the children, if appropriate; ▪ keep children calm; ▪ ensure children remain in the sheltered space; ▪ turn off/mute all cellular phones; and ▪ wait for further instructions. ▪ If possible, staff inside the program room(s) should also: <ul style="list-style-type: none"> ▪ close all window coverings and doors; ▪ barricade the room door; ▪ gather emergency medication; and ▪ join the rest of the group for shelter. ▪ will immediately: <ul style="list-style-type: none"> ▪ close and lock all child care centre entrance/exit doors, if possible; and ▪ take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>

<p>Hold & Secure When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<ul style="list-style-type: none"> ▪ The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. ▪ Staff members who are outdoors must ensure everyone returns to their program room(s) immediately. <p>3) Staff in the program room must immediately:</p> <ul style="list-style-type: none"> ▪ remain calm; ▪ take children’s attendance to confirm all children are accounted for; ▪ close all window coverings and windows in the program room; ▪ continue normal operations of the program; and ▪ wait for further instructions. <p>4) must immediately:</p> <ul style="list-style-type: none"> ▪ close and lock all entrances/exits of the child care centre; ▪ close all blinds and windows outside of the program rooms; and ▪ place a note on the external doors with instructions that no one may enter or exit the child care centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>
<p>Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<ul style="list-style-type: none"> ▪ The staff member who becomes aware of the threat must: <ul style="list-style-type: none"> ▪ remain calm; ▪ call 911 if emergency services is not yet aware of the situation; ▪ follow the directions of emergency services personnel; and ▪ take children’s attendance to confirm all children are accounted for. ▪ 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 to 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 child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.

<p>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.</p>	<ul style="list-style-type: none"> ▪ The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises. <p>If remaining on site:</p> <ul style="list-style-type: none"> ▪ Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately. ▪ Staff must immediately: <ul style="list-style-type: none"> ▪ remain calm; ▪ take children’s attendance to confirm all children are accounted for; ▪ close all program room windows and all doors that lead outside (where applicable); ▪ seal off external air entryways located in the program rooms (where applicable); ▪ continue with normal operations of the program; and ▪ wait for further instructions. ▪ must: <ul style="list-style-type: none"> ▪ seal off external air entryways not located in program rooms (where applicable); ▪ place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and ▪ turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
<p>Natural Disaster: Tornado / Tornado Warning</p>	<ul style="list-style-type: none"> ▪ <i>The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</i> ▪ Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately. ▪ <i>Staff must immediately:</i> <ul style="list-style-type: none"> ▪ remain calm; ▪ <i>gather all children;</i> ▪ <i>go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;</i> ▪ take children’s attendance to confirm all children are accounted for; ▪ <i>remain and keep children away from windows, doors and exterior walls;</i> ▪ keep children calm; ▪ conduct ongoing visual checks of the children; and ▪ wait for further instructions.

**Natural Disaster:
Major Earthquake**

- 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.

- 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.

- 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.

- If possible, prior to exiting the building, staff should also:
 - take a first aid kit; and
 - gather all non-emergency medications.

- Individuals who have exited the building must gather at the meeting place and wait for further instructions.

- 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 and ensure their required medication is accessible, if applicable; and
 - wait for further instructions.

- The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.

Immediate Emergency Response Procedures for Other Emergencies

Additional Procedures for Immediate Emergency Response

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Phase 2: Next Steps During the Emergency

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

List of Emergency Contact Persons:

Local Police Department: 911

Ambulance: 911

Local Fire Services: 911

Site Supervisor: Ruth Dale 519-836-1870

Licensee Contact(s): Laura Andrighetti 519-362-4638

- Where any staff, students and/or volunteers are not on site, must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
- 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.

- 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.

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

8a) Procedures to Follow When "All-Clear" Notification is Given	
Procedures	<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ take attendance to ensure all children are accounted for; ▪ escort children back to their program room(s), where applicable; ▪ take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and ▪ re-open closed/sealed blinds, windows and doors. ▪ will determine if operations will resume and communicate this decision to staff.
Communication with parents/ guardians	<ul style="list-style-type: none"> ▪ As soon as possible, 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, must provide a notice of the incident to parents/guardians by . ▪ If normal operations do not resume the same day that an emergency situation has taken place, must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

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

<p>Procedures</p>	<ul style="list-style-type: none"> ▪ 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. ▪ 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: <ul style="list-style-type: none"> ▪ remain calm; ▪ take attendance to ensure all children are accounted for; ▪ help keep children calm; ▪ engage children in activities, where possible; ▪ conduct ongoing visual checks and head counts of children; ▪ maintain constant supervision of the children; ▪ keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and ▪ remain at the evacuation site until all children have been picked up.
<p>Communication with parents/ guardians</p>	<p>1) Upon arrival at the emergency evacuation site, will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.</p> <p>2) Where possible, 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.</p>

Additional Procedures for Next Steps During an Emergency

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

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

<p>Procedures for Resuming Normal Operations E.g. where, applicable, reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc.</p>	<p>The Supervisor will ensure the proper authorities have been notified of the emergency situation. This may include the Ministry of Education Program Advisor, The City of Guelph and Public Health. The Chair Person will contact the insurance company if needed. The Trinity Church staff will be notified of any repairs that need to be seen to.</p>
<p>Procedures for Providing Support to Children and Staff who Experience Distress</p>	<p>When an emergency situation has ended a list of support services will be made available. It may include counselling services through community agencies. The Supervisor will talk to the children and staff to provide the opportunity to express their feelings about the incident.</p>
<p>Procedures for Debriefing Staff, Children and Parents/ Guardians Include, where, applicable, details about when and how the debrief(s) will take place, etc.</p>	<p>must debrief staff, children and parents/guardians after the emergency. Debriefing for parents, children and staff should be handled as soon after the emergency event as possible. Debriefing may involve a discussion of what went well and how our procedures worked in the specific emergency situation. We may discover some changes to our procedures are required.</p>