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PHILOSOPHY OF EARLY CHILDHOOD EDUCATION

The overall goal of Early Childhood Education is to provide children with an environment that will promote their optimum development at a time when they are in a critical period of their development, socially, physically, emotionally, and intellectually. While each of these areas of development are important, **the child's feeling of self worth is most crucial and must underlie every aspect of their first school experience.**

The following tenets underlie the philosophy of the North Grenville Co-operative Pre-School and Learning Centre's Pre-School and Childcare programs:

- Each child is an individual with their own rate and style of learning and growing, their own unique patterns or approaches to situations, and their own innate capacities. Every child needs opportunities adapted to their individual needs with respect for individuality.
- All aspects of growth are interrelated: physical, emotional, social, and intellectual. In planning a program we consider the child as a whole, not just one aspect of his development. For example, in planning opportunities for developing physical skills we are also interested in how these skills build self-confidence, increase opportunities for contact with other children, and add to the child's knowledge of the physical world.
- Play is an important avenue for learning and for enjoyment. Children learn through active involvement in play, using all their senses; through doing things to and with materials; through representing concepts in play, rehearsing roles and thus clarifying them. Children test out, explore, discover, adapt, classify, organize, and reorganize their experiences as they play. The values of play are increased by informed guidance and equipment as well as a provision for space and uninterrupted time.
- A positive self-concept or self-image is an important factor in his learning and mental health. This can be fostered by understanding and guidance. The child must feel that the significant people around him like him and feel that he is an able person.
- Discipline is necessary for the growth of each child. Good discipline involves fairness, consistency, respect for the child and an understanding of child development. Positive and consistent guidance will help a child to regulate his own behaviour in a responsible way.
- Parents are the child's most important teachers. Teachers need to partner with parents and can learn from each other. Early Childhood Education programs should respect the parent-child relationship. Teachers have the responsibility of interpreting programs to parents as well as understanding the expectations of the parent about the education of their own child. Parental involvement in a program can cultivate a strong relationship between the parent and child and children feel special when their parents take the time to participate in their school experience.
- A safe, healthy, positive and stimulating environment is the right of every child and the programs must be non-sexist in nature.
- A low pupil/teacher ratio is essential to ensure that the teacher can focus on individual needs of the child. The program must be flexible and plan activities according to the varying needs and levels of ability.
- In short, we believe in quality programs for young children and we are dedicated to meeting all needs of the child.

THE CO-OPERATIVE PHILOSOPHY

A co-operative pre-school and childcare setting provides opportunities for children to interact with other children, to learn social skills and to begin to prepare for the larger world around them. At the same time the parent has the opportunity to be involved with their child's experiences. It is a unique educational system where child, parent and teacher interact together to form the basis of the co-operative structure. For children, co-operatives provide the time, place and people to meet their need for love, understanding, relationships, responsibility, learning and creativity. For parents, co-operatives provide support and a sense of belonging. It is a place where they can observe their child and where they can both be learners and teachers. They can be genuinely involved with their children's education. In this environment the teacher also learns when sharing in the goal of providing what is best for the children. In facilitating good education, for both parent and child, the children are a catalyst in learning about themselves professionally and individually. A co-operative pre-school and childcare program is a welcoming place, designed by families for families. Ideally, it is an environment of acceptance and understanding and is aware of needs and challenges within a family. Parental involvement in a co-operative setting strengthens and supports the family by providing educational stimulation for children and parents as well as creating a social climate needed by young families. Co-operatives focus on children and their families and can help parents to teach their children how to grow to be responsible and contributing members of the community.

PRIVACY POLICY STATEMENT

During the collection of information for membership purposes, the North Grenville Co-operative Pre-School and Learning Centre requests personal information to be included on the application form. Anyone from whom we collect such information should expect that it will be carefully protected and that any use of or other dealing with this information is subject to consent. Our privacy practices are designed to ensure each member of our organization that their personal information will be kept private.

What is Personal Information?

Personal information is any information that can be used to distinguish, identify or contact a specific individual such as a name, address, ID numbers and even beliefs and opinion. Business contact information and certain publicly available information, such as names, addresses and telephone numbers as published in telephone directories, are not considered personal information.

Our Privacy Practices

Personal information gathered by members of our organization is kept confidential. Only the persons authorized to access personal information may do so based on their need to deal with the information for the reason(s) for which it was obtained. Information provided to us is kept in separate files and locked in a filing cabinet. Safeguards are in place to ensure that the information is not disclosed or shared more widely than is necessary to achieve the purpose for which it was gathered.

All staff, BOD members, volunteers and students are required to sign an **Oath of Confidentiality** prior to working in the program.

Updating of Privacy Policy

It is this organizations practice to review our Privacy Policy on a yearly basis and to update the policy when necessary.

CRIMINAL REFERENCE CHECK POLICY

Criminal Reference checking is a precautionary measure designed to ascertain whether employees and volunteers involved with children have a criminal history, which could make them unsuitable for working with children. All information obtained through a Criminal Reference Check is strictly confidential. This policy is mandatory for licensing with the Ministry of Children's Services.

- A Criminal Reference Check (CRC) will be required for the following positions: all members of the Board of Directors, teachers, duty parent volunteers, volunteers who may accompany a child with special needs, any support staff who will have direct contact with children.
- Before any offer of employment can be made, the candidate must sign a C.R.C. consent form.
- To ensure that information is current, Criminal Reference Checks will be updated every year for B.O.D members and employees. Any parent(s), who has a child enrolled in the program for two or more consecutive years, will be asked to have a check done each year at registration. If the individual has had a previous criminal reference check done with another organization or agency, the North Grenville Co-operative Pre-School and Learning Center will still require that a current one be done.
- A Criminal Reference Check consent form will be provided in the Registration package. If more than one consent form is required (i.e. both parents wish to do duty days or a caregiver will be doing duty days) contact the Registrar or Director of Programs for additional forms. A parent or caregiver will not be permitted to do duty days, even in an emergency situation, unless a C.R.C. has been done on the individual.
- In the case of duty day volunteers, the C.R.C. consent form(s) must be completed and returned with the child's registration package. All completed C.R.C. consent forms will then be turned over to the Director of Programs (to ensure confidentiality) and processed by the local police department.
- Other volunteers (i.e. students, or those who may accompany a special needs child) are required submit a completed consent form to the Director of Programs. Student volunteers under the age of 18 years of age are required to provide two letters of reference from persons who are over 18 years of age and are not an immediate family member.
- For all Board of Directors members and employees, C.R.C. consent forms will be submitted to the Chair of the B.O.D.

- A positive result does not necessarily eliminate the possibility of volunteering in the program nor preclude employment. A committee consisting of the Chair of the Board of Directors, the Director of Programs and one other member of the B.O.D. will take the nature of, and the circumstances surrounding the charges and convictions into consideration before making a decision to allow the individual to work with the children. The individual will be given an opportunity to meet with the committee to discuss the results of the check. The individual will be advised in writing of the discussion and the reason for the decision.
- **Any offences involving children or any form of violence will immediately be cause to not permit employment or volunteer status.** In this case, all information regarding the C.R.C. will be returned to the individual.
- In order to ensure that all Criminal Reference Check information will be confidential, they will be kept in a separate, secured and dated file at the North Grenville Co-operative Pre-school and Learning Centre to which the Director of Programs and the B.O.D. Chair only will have access.
- If an individual wishes to have their C.R.C. information returned to them, they can make a request to the B.O.D. Chair or the Director of Programs. A photocopy will be made (marked copied) and the original returned.
- After a period of two years, the C.R.C information retained on file will be destroyed.

CHILDCARE PROGRAM GENERAL POLICIES

Objectives

- To maintain a **co-operative** (parent-run), not for profit, Nursery School and Childcare program, licensed under the *Day Nurseries Act (DNA)*.
- To provide an enjoyable, relaxed, nurturing, positive and safe learning environment with a balanced curriculum designed to meet the physical, social, intellectual, and creative needs of pre-school, JK/SK and school aged children.
- To provide parents with an opportunity to become involved in their child's Nursery School and Childcare experience and to help parents acquire a better understanding of children and of their own child, by means of participation in the school program and through contacts between parents and teachers.
- To promote public awareness of the importance and value of high quality Nursery School and Childcare programs that will positively contribute to the child's growth and development as future citizens of our community.

*"Parents and the Early Childhood Educators are partners in the learning experiences for their children and themselves."**

Admission

- Children will be eligible for enrolment if they are 2 ½ years of age when starting in the program.
- Priority will be given to families that require full time care for preschool children and kindergarten aged children who require care during non-school hours. Part time members will be given the first option of going full time if, and when space becomes available.
- Applications may be taken at any time during the year, care being taken to inform the applicant as to their place on the waiting list. An interview will be scheduled prior to enrolment with the Director of Programs so that families have the opportunity to become familiar with the Childcare program, the policies and ask questions.
- A \$30 non-refundable registration fee per family plus the 1st months fee is payable on the date of registration.
- Children with special needs may enrol in the school program and must, when deemed necessary, be accompanied by a resource teacher or special volunteer (this will be discussed a time of registration). There will be a limit of one child with special needs per 'A' and 'B' program.
- Priority in registration for the following year and for the licensed, "LeaHurst Summer Adventure", childcare program is available to children attending in the current year and to their siblings. Families requiring childcare during summer months will be required to inform the Director of Programs, no later than April 30th, of the dates of planned holidays and the weeks of childcare needed.
- Under *the Day Nurseries Act*, we are licensed for 15, full time, Preschool and Kindergarten aged children/group ('A' and 'B' days) between 2 ½ and 5 years of age. A limited amount of school aged siblings (6 – 7 yrs. of age) of the Preschool and Kindergarten enrolled children will be accepted for before and after school care on a "first come, first serve basis" and/or when a space becomes available. The number of school age spaces will vary depending upon the number of Preschool and Kindergarten aged children requiring care during the before and after school hours. A maximum of 30 children may be in attendance during the before and after school hours.

Membership

- All licensed programs (Nursery School and Childcare) at the *North Grenville Co-operative Pre-School and Learning Centre (NGCP&LC)* are **co-operative**.
- Registration fee, \$30.00 determines membership in the co-operative and helps to cover administrative costs such as registration packages, brochures and group insurance, etc.

Duties of Members

- Some duties are program (Nursery School and Childcare) specific. Refer to “Parent Roles and Responsibilities”.
- A copy of the General Policies will be included in the registration package and read by all members. Members will be required to sign the “Policies and Responsibilities Sign-off Form” stating that they have read, understood and agree to follow the policies of the *North Grenville Co-operative Pre-School and Learning Centre*.
- Each parent of the co-operative is expected to share in the work of the school by taking on at least one of the program specific, parent responsibilities outlined in the parent handbook, or on the Board of Directors. **All members are required to fully participate in all fundraising events.**
- Attendance at all General Meetings (3-4/year) is expected. Important decisions are made at these meetings that may affect the general membership of the school. The Board of Directors will assign a position to parents who do not volunteer for a committee. Parent members are also welcome and encouraged to attend Board of Directors meetings.

Fees

- Fees, determined by the Board of Directors, are based on the actual cost of operating the Childcare program and will be reviewed annually.
- Current fee schedules will be posted on the *NGCP&LC* website and will be published in the annually updated *NGCP&LC* brochure.
- A \$30, non-refundable, registration fee per family is required.
- The first months fees will be calculated and are payable at the time the child is registered in the childcare program.
- Childcare fees are due in advance of service. Invoices will be issued in August, December and February for the school term and in June for the summer program. Monthly, post dated cheques are required upon receipt of invoices. School Board calendars will be used to calculate the days of childcare required.
- No refunds will be made when the school is temporarily closed due to emergency conditions (snowstorms, lack of heat, etc.).
- No refunds, or exceptions to invoicing calculations, will be made for absence due to illness, traveling, or any other reason.
- Late fees will be charged if payment is not received in full by the 15th of the month. An annual interest rate of 30% will be calculated on the overdue balance. Interest is calculated monthly at an annual rate of 30% on overdue accounts.
- An invoice will be issued for each “Snow Day” that a child attends the childcare program and payment will be expected **immediately** upon receipt of the invoice. * See “PA Days and Snow Days” for further details.
- Non payment and NSF cheques will, at the absolute discretion of Board of Directors of the *North Grenville Co-operative Pre-School and Learning Centre*, be deemed to be a breach of policy agreement, and may result in the termination of services and withdrawal of the child from the child care program.
- A charge of \$25 will be levied for any cheque made payable to *NGCP&LC* that is returned NSF by the bank.

Withdrawal

- When a parent desires to withdraw a child **2 weeks written notice** is required and must be sent to the Director of Programs. A refund will be given only if the vacancy can be immediately filled from the waiting list without loss of fees to child care program. Refund will be effective from the time of the notice, exclusive of the registration fee.
- A permanent space cannot be guaranteed if you chose to temporarily withdraw your child.
- In consultation with the Parent/Guardian, Director of Programs, Teacher and the Chairperson of the Board of Directors, a parent/guardian may be asked to withdraw the child when:
 1. The program does not meet the needs of the child.
 2. The child is unable to function in a group setting.
 3. The child is beyond the program age.
 4. Parent/guardians do not follow the policies of the co-operative

Emergency Closures

- The centre will close for the following reasons:
 1. No Power

2. No Heat
 3. No Water
 4. Serious occurrences such as flood, fire, vandalism, etc. where the centre is deemed unsafe for use.
 5. May close if Campus closure is ordered by the University of Guelph – depends on reason for closure. Please note that campus closures are extremely rare. Severe weather conditions may determine this outcome in which case families will have prior warning that the campus may be closed.
- Parents will be called to come and pick up their children ASAP if the centre has to close during the day.
 - In the event that that a decision is made to close prior to 7:00 AM, every effort will be made to notify parents by telephone. If we are not able to reach parents, a notice will be placed on the door. Parents are encouraged to call the director or staff members if uncertain about the centre being closed. Please refer to the staff/parent member phone list.
 - Fees will not be reimbursed if the centre is closed for one day. If the Centre is forced to close for an extended period of time the BOD will meet to determine reimbursement of fees. Such a circumstance would be extremely rare.

Health Regulations

- Verification of up-to-date immunization (or completed affidavit) as required by the local medical officer of health, is required for each child prior to admission.
- Communicable diseases or prolonged illness shall be reported at once to the Director of Programs.
- Children who exhibit the following symptoms of illness will not be permitted to participate in the program:
 - 1.) Elevated temperature, flushing, pallor or listlessness.
 - 2.) Acute cold, nasal discharge or coughing.
 - 3.) Vomiting or diarrhea.
 - 4.) Red or discharging eyes or ears.
 - 5.) Undiagnosed skin rashes or infections.
 - 6.) Unusual irritability, fussiness and restlessness.
 - 7.) Head lice – upon detection of head lice, the child will be separated from the other children and parents/guardians will be notified and required to pick up the child. The child will be permitted to return to the childcare program when de-lousing treatment is complete and all nits have been removed from the child hair. The teacher on duty will check the child's head before being allowed to enter the classroom and before the parent leaves. If lice or nits are discovered the parent/guardian will be required to take the child home.
- A child's return to the childcare program following a contagious illness or injury will be based upon a doctor's note and/or recommendations from the Public Health Unit, or until the child's ability to participate in a group setting is assessed by the JK/SK Teacher and Director of Programs.
- The *DNA* requires that children play outdoors daily. If a child is too ill to play outdoors they should remain at home.
- Children who become ill during the day will be isolated from the other children and parents/guardians will be contacted. The child will be cared for until the parent guardian arrives to take the child home.

The Health Unit recommends the following if your child is ill:

1. Please keep your child home from childcare when sick! This will help prevent the further spread of illness and will give your child the best chance for a quick recovery.
2. If your child has been sick, they should not return to childcare until the fever has been gone for 24 hours, without the aid of over-the-counter medication and until they are feeling well enough to participate in regular activities.
3. If your child gets sick while at childcare, you will be contacted by the childcare staff. Please make arrangements to pick up your child as soon as possible.

We refer to the Canadian Paediatric Society guidelines to determine if your child is ill and should be picked up from the program. We take temperature by ear. With this method the normal temperature range is 35.8°C – 38°C (96.4°F – 100.4°F). The degree of fever does not necessarily tell us how serious the illness is. How a child acts is a better sign. A child with a mild infection can have a high fever, while a child with a severe infection can have no fever at all. We take these factors into consideration when determining whether or not to call parents.

We will call you to pick up your child if:

- √ They have a fever over 38°C
- √ They are unusually lethargic or behaving as if ill
- √ They are vomiting and/or have diarrhoea

Please be patient and work with us in our attempts to reduce the spread of illness in our centre. We are responsible for the health and well being of many children and cannot accept a sick child without putting all (including our teachers) at risk.

Insurance and Liabilities

- The North Grenville Co-operative Pre-School and Learning Centre Inc. is a member of *Parent Co-operative Preschool Corporation (PCPC)* and carries insurance through the group plan provided by the organization. *PCPC* builds partnerships by providing support, services and tools that work for the childcare community and is supported by volunteers, parents and educators who are dedicated to the goal of quality early childhood education and parent education.
- All agencies licensed by the Ministry of Children's Services, which provide direct service to children, require a Criminal Reference Check (CRC). All duty parents are required to authorize the police to perform a CRC (Consent to Disclosure form is included in the registration package) before the school year commences. A photocopy of a photo ID is also required. All information obtained will be kept confidential.
- A permission form must be signed so that a child may participate in school field trips. Parents will be notified of impending trips. Parents must attend or arrange for supervision.

Absenteeism

- **Parents/guardians are required to notify the NGCP&LC, before 9:00 AM** (message can be left on machine) if the child will be absent and to give reason for absence.
- **If a child will be arriving later than 10:00 AM, parents/guardians are required to call the centre no later than 9:00 AM** to inform the teacher of the late arrival, and the time that the child will arrive. Children, who are in the full day Preschool/Kindergarten program will not be accepted into the program **after 1:00 PM**. Children in the school age, before and after school program will not accepted into the program **after 3:45 PM**. **It is very important for parents/guardians to realise that late arrivals interfere with the smooth delivery of the program. Teachers plan snacks, activities, and outings. When children arrive late, particularly if the centre has not been informed of the late arrival, the routine and daily planning is negatively affected.**
- If, for any reason, the child leaves school during the day and will not be attending the child care program during after school hours, **it is very important that the NGCP&LC is notified immediately that the child will not be coming to childcare.**

Clothing

- Please ensure proper clothing for indoor and outdoor play. Adequate clothing must be worn for the weather.
- Shoes or slippers, that fasten or tie up, with non-slip soles must be worn at all times when indoors. Slip-on, play "dress-up" shoes (i.e. Barbie) are not considered appropriate footwear as they present a tripping hazard. "Flip-flops" in summer are also not recommended for safe play when outdoors.
- A seasonally appropriate, complete change of clothing is required to be brought to the school and kept in the child's cubbie. Children's clothing should be labelled with their name. Check the "Lost and Found" regularly for missing items.
- Some activities, art for example, may be "messy". Parents/guardians are encouraged to send children in clothing that is "OK" to get dirty.

Lunch Program

- Nutritious and delicious lunches, that meet *Canada's Food Guide* and the *Day Nurseries Act* specifications, will be served to JK/SK children who attend the Childcare program on their 'non-school' days.
- Weekly lunch and snack menus will be posted.
- **Expectations for using proper table manners will be consistent and appropriate. Children will be encouraged to say "please" and "thank you", take small helpings at a time and finish eating it before taking more, swallow food before talking, stay seated until finished, ask to be excused from table, etc.**
- Children will be encouraged to try new foods, never coaxed or bribed. The child will be allowed to accept or reject foods on their own choosing.
- Lunch and snack menus are **peanut free**. If a child has an allergy (i.e. dairy), an appropriate substitute will be offered. All allergies and necessary arrangements/ food substitutions will be discussed at the interview prior to registration.
- A list of children with allergies will be posted in all classrooms and the kitchen.
- 'Treats' from home (i.e. birthday cakes, special occasions), **must be pre-arranged** with the JK/SK Teacher and/or the Cook.
- Children will be required wash their hands before snacks and lunch, and to brush their teeth each day after lunch.

Child Care Hours of Operation

- The Child Care Program is a ten (10) month program, following the school calendar year, beginning the first public school day after Labour Day in September and will end on the last school day in June. Families requiring childcare during summer months will be required to indicate childcare requirements and register their child in the “LeaHurst Summer Adventure” program, by April 30th.
- The school will be closed on all Statutory and Public holidays as well as the school days falling in the week between Christmas Eve and New Years Day
- The hours of operation of the Childcare program are: 7:00 AM – 6:00 PM, Monday through Friday.
- The JK/SK program operates in accordance with the *Upper Canada District School Board* and the *Catholic District School Board of Eastern Ontario*, “A” and “B” day schedules.
- Before school hours are 7:00 AM, until school bus pick up at approximately 8:45 - 9:00 AM.
- After school hours begin at approximately 3:45 – 4:00 PM, when school busses drop children off, until closing at 6:00 PM
- The basic daily schedule includes: Early morning snack, Free play (consisting of a choice of art and craft activities, games, puzzles, dramatic and block play etc.), Circle and planned theme activities – science, cooking, nature walks, drama etc., Outdoor play, Lunch, Quiet time, Free play, Snack, Outdoor play and Group circle and activities.
- E.L.F. (*Ontario’s Early Learning Framework*) daily program plans are designed to provide a stimulating variety of activities in the arts, literacy, science, math, social studies and fine/gross motor skills, enhancing the development of each preschool and kindergarten aged child. Teacher-directed and child-initiated learning strategies are used to enhance E.L.F.’s five developmental domains (*Social, Emotional, Language, Cognitive, and Physical Development*). Most importantly, we focus on nurturing a positive sense of self esteem!

PA Days and Snow Days

- Attendance, on PA days and “Snow” days (school busses cancelled), for children who are present for before and after school care and would normally go on the bus to school, must be pre-arranged at time of registration. As each PA day approaches, all families will be asked to confirm their child’s attendance as a means of determining special activities and accurate staff/child ratios for the day.
- JK/SK program families that pay a flat monthly rate for childcare will not be subject to an additional charge for Snow days or PA days (that fall on their regular school day) attended.
- Part time JK/SK, (charged by the day) families will be charged for each additional PA and/or “Snow day” attended (see current Fee Schedule)
- School aged children (before and after school care), both full time and part time, will be subject to additional fees charged for PA days and Snow days. (see current Fee Schedule). ½ day fees will apply to early dismissal days. **Children must bring their lunch on early dismissal days.** It is extremely important that foods which could potentially cause an allergic reaction not be included in the lunch brought from home. (refer to Anaphylaxis Policy in your Parent Handbook)
- **Lunch cannot be served to your child on “Snow Days:.** Lunch from home (the lunch that they would have taken to school if busses not cancelled) must be brought to Childcare that day. It is extremely important that foods that could potentially cause an allergic reaction not be included in the lunch brought from home.
- On PA days, special arrangements will be made by the *NGCPLC* to provide lunch to all children.
- The *Day Nurseries Act* specifies that all lunches, provided by a childcare program, or brought from home, **must be healthy**. Any form of candy, chips and soft drinks are not permitted **and foods that present an allergy threat must not be in the lunch brought from home**. A list of food allergies will be provided to parents who choose this snow day attendance option.
- Pre-School classes are cancelled on P/A days and Snow days allowing space for additional children to attend on these days. Field trips or alternate activities may be arranged to accommodate the extra number of children on PA days.

Drop off and Pick up Routines

- It is recommended that parents/guardians establish a regular arrival and pickup routine. To ensure DNA specified child teacher ratios, staffing will depend on this routine and any major irregularities will affect this ratio.
- Parents are asked **not to drop children off early (before 7 AM), and to pick children up promptly.**
- Children must be brought into the school (**never dropped off in the yard**) and assisted with the removal of outdoor clothing, where necessary, by the parent/guardian. It is the responsibility of person dropping the child off to make contact with the teacher so that she/he is aware that your child has arrived.
- When children are picked up, contact with the teacher must be made so that she/he is aware that your child has left.

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- A written note signed by the parent/guardian, or if last minute, a telephone call, is required if anyone other than those persons listed on the registration form will be picking up a child. **Children will not be permitted to leave with any unauthorised individual unless such a written note is presented or arrangements have been made via telephone between parent/guardian and teacher in charge.**
- Teachers will reserve the right to ask for the ID of any person, who will be picking up a child, that they have not previously met.
- The teacher in charge will verify attendance at the beginning and end of the program.

Late Policy

- **The Centre closes at 6:00 p.m. sharp!** You must notify the *NGCP&LC*, as soon as possible, if you are unable to arrive by closing time. A penalty of \$1.00 for every minute that a child remains in the Centre after 6:00 p.m. will be charged. At 6:15, if child is still not picked up, the teacher on duty will call the emergency contact names provided at registration and request arrangements be made to pick up the child ASAP. Time will be calculated using clocks designated at the Centre. Parents are required to sign the late sheet as they are leaving the Centre. A cash payment should be made to the Director of Programs within 24 hours. The Director of Programs and the Board of Directors will review violation of the late policy. Continued violations of any part of this policy may result in termination of the child care agreement, after prior verbal and written notification to parents and at the discretion of the Board of Directors."

ADDITIONAL INFORMATION

Fee Subsidies

Limited fee subsidies are available through the United Counties of Leeds and Grenville. Eligibility for these subsidies is determined by the United Counties and is based on a financial needs assessment. If you feel you may qualify or would like more information about eligibility requirements, please contact:

Community & Social Services Division

25 Central Avenue West

Brockville, ON K6V 4N6

(613) 342 3840 or 1 800 770-2170 Fax: (613) 341-3849

PARENT ROLES AND RESPONSIBILITIES

As a member of the North Grenville Co-operative Pre-School and Learning Centre you will be required to fulfill a role in the running of the school program. The responsibilities range from sitting on the Board of Directors to yard clean-up workdays. Although some jobs carry more involved work expectations, all jobs outlined are essential in the smooth operation of the co-operative. When choosing a position, keep in mind that the experience will make you an integral part of the co-operative and some roles will give you experience that can be used on a C.V.

Following, are job descriptions for board and other committees/positions that will be helpful in considering a position that is right for you as a member of this co-operative.

Parents/guardians who do not volunteer to take a position at the first General Meeting of the school year, or who join our program after the September start date, will be assigned a vacant position.

BOARD OF DIRECTORS

"It is a shared co-operative endeavour under a shared professional/parent umbrella. No one person can pull the load. The Board needs to be aware of the fine line of responsibility between its administrative duties and the E.C.E. Director of Program's domain. The partnership that develops between the E.C.E. and the Board respects the program responsibilities of the E.C.E. and the administrative responsibilities of the Board." (*Growing Co-operatively* by O.P.P.C.E.O.).

The Board of Directors consists of Officers and Directors and is necessary to carry out the administrative responsibilities of the North Grenville Co-operative Pre-School and Learning Centre. They are responsible for governing the school, on behalf of the parent membership. The Board of Directors is comprised of Pre-School, Childcare and Learning Centre program parents and community members, and reflects the needs of the NGCP&LC and the community.

All members of the Board of Directors are expected to attend monthly BOD meetings, attend all general membership meetings (3 - 4 annually), maintain confidentiality of information pertaining to school business, children, parents, volunteers and teachers, participate on other board sub-committees as required, and be familiar with and follow the By-Laws and Policies and Procedures of the North Grenville Co-operative Pre-School and Learning Centre.

The B.O.D. positions that are marked with an asterisk, (*) indicates that this seat must be held by a parent who has a child enrolled in the licensed pre-school or child care programs. These terms run for one year only and will be filled by new parent members each September. **There must be at least one parent representing the pre-school program and one parent representing the childcare program on the BOD.**

All remaining B.O.D. positions are open to parent members, some being specific to pre-school or child care, but can be held by persons who do not have a child currently enrolled in the pre-school and childcare programs. To be eligible, non-parent members must have held a position on the B.O.D as a Community Representative for a period of one year or, have previously served on the B.O.D as a parent member. They may hold this position for a two-year period. If at the end of the current member's two-year term a new parent wishes to run for the position, an election will be held. **All Board of Director positions are elected and have one (1) vote.**

All Board of Director Members are responsible for:

- Determining and maintaining the philosophy of NGCP&LC
- Establishing and maintaining the objectives and goals of the NGCP&LC (both long term and short term)
- Establishing and or/approving all policies.
- Refining the duties and responsibilities of the members.
- Determining and attending all meetings.
- Adhering to the By-laws of the corporation.
- Hiring/evaluating and firing of personnel.
- Ensuring that all legal requirements are met.
- Meeting financial obligations of the centre.
- Adopting and supporting the annual budget.
- Developing criteria for the evaluation of the Board and its members.
- Interpreting the NGCP&LC to the general public.
- Identifying outside support resources.
- Maintaining the history, archives, and business files of the centre.

In accordance with the North Grenville Co-operative Pre-School and Learning Centre Inc. registered By-Laws, the Board of Directors will consist of the following members. Listed are members and their specific roles:

Officers:

1. Chairperson
2. Vice-chair *
3. Treasurer
4. Secretary *

Directors:

5. Director of Programs
6. Before and After School Age Program Supervisor – KPS site
7. Learning Centre Committee Co-ordinator
8. AECEO/PCPC. Rep. *
9. Fundraising Co-ordinator*
10. Public Relations/Marketing Coordinator*
11. Community Rep./Advisor

1. CHAIRPERSON

The Chair of the Board of Directors is responsible for establishing a tone and providing leadership for the Board members. In collaboration with the Board, the Chair ensures efficient business operations of the school following the By-Laws and Policies and Procedures. In collaboration with the Program Director, the chair will help ensure a positive day-to-day operation of the school and establish and support policies to reinforce a positive school atmosphere. This person should have previously (within the past 2 years) held a Board of Directors position.

- Presides over and plans all Board of Directors (BOD) meetings and General Membership meetings. Calls special

meetings as need arises.

- Co-ordinates the BOD member's basic responsibilities, delegates tasks and functions accordingly
- Maintains confidentiality of information pertaining to school business, children, parents and teachers in accordance with Privacy Policy.
- Appoints committees and participates in sub-committees as required.
- Member of Personnel Committee.
- Requests written reports from other members when required.
- Is familiar with the lease agreement and deals with relevant issues that may arise.
- Establishes and maintains a log book noting calendar requirements (i.e., licensing, insurance renewal, lease agreement, teacher contracts, etc.)
- Co-signs all documents and cheques along with the secretary and treasurer.
- Encourages group cohesion and parent participation, working closely with the Director of Programs in establishing a positive and open relationship with the general parent membership.
- Reviews on a continual basis with the Director of Programs, any issue that may arise in the day-to-day running of the school program including safety and upkeep of the property.
- Co-ordinates with Community Rep/Advisor in acting as a public relations officer for the North Grenville Co-operative Pre-School and Learning Centre.
- Submits an annual report at the AGM.
- At the end of the term the Chairperson is required to act as a "Past Director" and assist the newly elected Chairperson over the first few months.

2. VICE-CHAIR *

- Assists the Chair where required.
- Assumes the role of the Chair during her/his absence.
- Works to publicize events and activities (registration, fundraising, Learning Center programs etc.) by means of news media, posters etc. Maintains a file of contacts and advertising information.
- Maintains the school archives (photos, press, special events etc.)
- Works with the chairperson in compiling and updating a Board of Directors Manual which includes:
 - √ Job descriptions
 - √ Copy of by-laws
 - √ Copy of the policy and procedure manual
 - √ Copy of the Board of Directors handbook
 - √ Information relevant to a BOD member, i.e., previous years minutes.
- Ensures that all BOD members are aware that they are responsible for maintaining and adding any relevant information to the manual and that the manual is passed back to the Vice-Chair at the end of their term.
- Implements an annual BOD (self evaluation) and a program evaluation (parent survey). Reviews and compiles results for presentation to the Board.
- At the end of term, attends the first parent orientation meeting for the upcoming year to ease the transfer of responsibilities to the newly elected Vice-Chair.

3. SECRETARY *

- Gives notice of all meetings (both BOD and general membership).
- Records and reads minutes of all meetings.
- Establishes and maintains the minute book file.
- Establishes and maintains a book of motions.
- Establishes and maintains standing files in the school containing all historical information and data.
- Ensures by-laws are relevant and requests revisions when necessary.
- Keeps an updated copy of the by-laws and the minute book at all meetings
- Performs duties related to typing, duplicating, and maintenance of accurate files on all correspondence as delegated by the Board or ECE.
- Should own or have access to a computer.
- Maintains "Secretary" copy of the executive manual and returns the manual to Vice-Chair at end of term.
- At the end of term, attends the first parent orientation meeting for the upcoming year to ease the transfer of responsibilities to the newly elected Secretary.

4. TREASURER

- Manages and assists Director of Programs with all financial activities of the NGCP&LC.
- Co-signs all cheques and other school related documents, along with one of other designated signing authorities

(Chair, Secretary, and Director of Programs).

- Chairs the budget committee and prepares the annual budget for the following school year (in May).
- Requests a financial report from the bookkeeper and prepares a financial report for each BOD meeting.
- Requests a financial report from the bookkeeper and prepares a financial statement for the end of the fiscal year.
- Collects and organizes all monies for deposit including fundraising money, registration fees, and fieldtrip money
- Maintains accounts payable and accounts receivable.
- Prepares and files an annual tax return.
- Maintains "Treasurer" copy of the executive manual and returns the manual to Vice-Chair at end of term.
- Submits an annual report at the AGM.
- At the end of the term Treasurer is required to act as a "Past Director" and assist the newly elected Treasurer over the first few months.

5. DIRECTOR OF PROGRAMS

- Standing position receiving wages to fulfill duties outlined in job description.
- Member of Personnel and Finance Committees
- Maintains incorporation documents and ensures updates are submitted as necessary
- Is familiar with the insurance policy and deals with any issues arising
- Submits an annual report at the AGM.

6. BEFORE AND AFTER SCHOOL PROGRAM SUPERVISOR – KPS SITE

- Standing position receiving wages to fulfill duties outlined in job description

7. LEARNING CENTRE CO-ORDINATOR

- Co-ordinates a Learning Centre Committee that will determine enrichment programs for children 5-13 years of age. The committee will work closely with the Community Rep/Advisor to identify programming needs and will seek out individuals and professionals to deliver these programs.
- Calls Learning Centre meetings when required and delegates tasks and functions accordingly.
- Together with the committee, works to develop and maintain a criteria for the nature and delivery of the programs.
- Along with the committee, determines fees for use of space and programs.
- Presents Learning Center programs proposed by the committee to the B.O.D for final approval.
- Arranges use of rooms for class sessions and workshops.
- Responsible for organization of information for flyers, brochures and any advertising of Learning Centre Programs.
- Collects registration forms and provides the program leaders with parent contact and emergency information of the children enrolled in their programs.
- Encourages group cohesion and parent involvement with Learning Centre Programming and works closely with the Program Director in establishing a positive relationship between Pre-School, Child Care and Learning Centre parents.
- Reviews on a continual basis with Program Director any issue that may arise in the day-to-day functioning of the Learning Centre.
- Submits an annual report at the AGM.
- At the end of the term Learning Centre Co-ordinator is required to act as a "Past Director" and assist the newly elected Learning Centre Co-ordinator over the first few months.

8. AECEO/PCPC REPRESENTATIVE *

NGCP&LC maintains membership with the **Association of Early Childhood Educators Ontario** and the **Parent Cooperative Pre-School Corporation**. *"Parent Co-operative Pre-School Corporation (PCPC) believes in a strong commitment to promote quality learning environments which enhance the level of care and education for young children while strengthening the partnership between parents and teachers."*

- Reports pertinent information, coming from the AECEO and PCPC to BOD members and to parents (when applicable) via bulletin board postings or parent newsletter articles.
- Attends Ottawa Valley Branch AECEO meetings
- Acts as a liaison between the NGCP& LC and the AECEO and PCPC

9. FUNDRAISING CO-ORDINATOR *

- Co-ordinates the efforts of the fundraising committee in raising money to meet the fundraising target set in the annual budget.
- Is responsible for monitoring and collecting all monies raised and submits these funds, along with any receipts to the Treasurer.

- Seeks and organizes money making projects with B.O.D. and general membership approval.
- Works closely with the Public Relations/Marketing Coordinator to correlate ideas and plans.
- Works with the Treasurer regarding budgets and expenditures.
- Communicates to parent membership the expectation to support and participate in endeavours to raise money.
- Presents fundraising ideas proposed by the committee to the B.O.D. for final approval.
- Maintains "Fundraising Co-ordinator" copy of the Executive Manual and return to Vice-Chair at end of term.
- Submits an annual report at the AGM.
- At the end of term, attends the first parent meeting for the upcoming year to ease the transfer of responsibilities to the incoming Fundraising Co-ordinator.

10. PUBLIC RELATIONS/MARKETING COORDINATOR

- Maintains the school archives (photos, press, special events etc.)
- Works to publicize events and activities (registration, fundraising, learning centre programs, etc.) by means of news media, posters etc.
- Maintains a file of contacts and advertising information
- Submits an annual report at the AGM

11. COMMUNITY REPRESENTATIVE/ADVISOR

- Sits on the B.O.D. as an interested community person.
- Can volunteer to assist any of the B.O.D. members where needed.
- Can sit on any one of the sub committees (i.e. Community Liaison Committee, Learning Center, Fundraising or any ad hoc committee that may be formed).
- Lends advice and support to the NGCP&LC's activities. For example: a teacher may act as an academic advisor and inform the BOD of current and relevant school board information, health care professionals will advise accordingly etc.
- If after a period of one year there is interest in another B.O.D position (that is not reserved for a pre-school or child care program parent, see *) Community Rep may stand to be elected to that position.

OTHER CO-OPERATIVE PARENT MEMBER POSITIONS

These terms run the length of the school year (September through June), and **must be filled by pre-school and childcare parents**. Positions that are program specific are noted; otherwise the positions are open to parents from each of the pre-school and childcare programs.

PLEASE NOTE: As members of this co-operative, **ALL PARENTS** are expected to participate in **ALL** fundraising activities. Successful fundraising efforts are very important and necessary in supplementing the operating budget so that fees can be kept as low as possible, as well as to enable the purchase of new toys and equipment when needed. One or two very successful fundraisers, with full member co-operation and participation, will reduce the overall amount of fundraising activities that will be needed.

FUNDRAISING COMMITTEE (3+ per program) Pre-School and Childcare Programs

- As a committee, works with the Fundraising Co-ordinator to seek and organize money making projects necessary to meet the fundraising target set in the annual budget.
- Jobs may include: helping to distribute event posters, designing and printing tickets, telephoning local business for silent auction donations, dance committee, etc. (small, yet important jobs that busy parents can do from home)
- Reports to the Fundraising Co-ordinator.

SCHEDULER (3) Pre-School Program, 1 per group: M/W, T/TH and Fri. French Immersion

- Assigns and posts a schedule of duty days.
- Provides each member of program with a copy.
- Assigns snacks for duty days following snack suggestion guideline provided in Parent Handbook
- Reports to Program Director.
- Maintains a folder that includes a job description and any other information that is pertinent to fulfilling the duties of this position. At the end of the term hand in the folder and include notes, suggestions and any other tips that will help make performing these duties more efficient.

SCHOLASTIC BOOKS (1) Pre-School Program or Childcare Program

- Distributes order forms to parents and collects book orders and money.
- Consolidate orders and have ready to send in order to Scholastic
- Distributes books to those who have placed orders.

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- Report to Director of programs
- Maintains a folder that includes a job description and any other information that is pertinent to fulfilling the duties of this position. At the end of the term hand in the folder and include notes, suggestions and any other tips that will help make performing these duties more efficient.

NURSERY SCHOOL YEAR END PARTY PLANNER (1) Nursery School Program

- Plans year end party event in June
- Communicates event details to Nursery School program families
- Reports to Nursery School program teacher and Director of Programs

YARD CLEAN-UP WORK BEE CO-ORDINATOR (1) Pre-School or Childcare Program

- Arranges twice yearly (fall and spring) work bee to clean up yards and flowerbeds, wash windows, paint touch-ups where necessary etc, and co-ordinates a pot luck/ BBQ feast to round up the day of work.
- Reports to Director of Programs.

MAINTENANCE (1) Nursery School or Childcare Program

- Repairs, or if necessary, works with Director of Programs to arrange repairs to equipment and furnishings when needed.

LEARNING CENTRE COMMITTEE

- Work together with a committee to offer special enrichment programs for children 5-13 years of age. See L.C. Committee Co-ordinator description above for more details.
- This committee may be of interest to parents who also have children older than pre-school age, or, who are interested in the programs offered by the L.C. The Learning Centre programs are an important and exciting part of this school's mandate and will not be possible without fresh input and a strong volunteer base.

VOLUNTEER POOL

- For all co-operative parent members, in particular child care program families, who work full time and cannot find time to make a commitment to any of the above positions. **Participation in at least one yard clean-up work bee (spring or fall), or signing up on a roster of duties for fundraising and community events, will be expected in order to fulfill your commitment as a co-operative member (lists will be posted when volunteers are needed.)**

ADDITIONAL, SPECIFIC JOBS

- These are extra jobs that need doing, but are not mandatory for parents to make a commitment. Examples: Web site set up and management, aquarium maintenance, flowerbed maintenance. If you have a particular interest or talent in any of these areas and would like to help out, your assistance will be most welcome.

COOPERATIVE MEMBER EXPECTATIONS

As a member of a cooperative, your involvement is extremely necessary and important to the growth, success and quality of our centre's environment. The level of involvement varies but it is essential that **all** members participate in some way and contribute to the cooperative organization. When all members are active participants, the task of fulfilling the cooperative's goals and expectations are shared evenly, rather than resting on the shoulders of a few committed members. New ideas and enthusiasm are important and welcome!

There are 3 main ways that NGCPLC expects member participation:

1. **Choose a job from "Parent Roles and Responsibilities"**. At the parent orientation meeting in late August, we elect new BOD members to fill vacated positions and assign new volunteers to the list of "Other Cooperative Parent Member Positions". All families (new and current) will be contacted and informed of the meeting date. Families who do not attend the orientation meeting, or that join throughout the year will be assigned to a vacant job, or sit on the volunteer pool list.
2. **Attend General Membership Meetings**. General Membership meetings play a very important role in the operation of this co-operative and are held three to four times throughout the year. The BOD assumes the majority of the responsibilities in running the school, but input from the members is equally as important. Decisions that will affect

your role and participation in the school's activities are made as a result of the input the board receives from parent membership. In order to make decisions that reflect the membership as a whole, attendance by the parent members is crucial. Attendance by at least one parent is expected! Refer to "Board News" on the main bulletin board for meeting dates.

3. **Participation in Fundraising Events.** In order to keep program fees affordable, fundraising is an essential activity. Fundraising activities have many benefits outside the obvious goal of making money for the centre. Each time there is a fundraising event members advertise the centre and its activities simply by talking to friends, neighbours and local businesses. Involvement in a co-operative for many families provides an opportunity to meet other parents with children the same age. Working together on fundraising campaigns furthers the opportunity to socialize and form friendships that can last for many years to come. Fundraising also gives members an opportunity to take ownership and to work directly towards making a positive influence and commitment to the quality of our centre and the community in which you live and raise your children.

When planning fundraising events, we look for activities that will require the least amount of work to earn the most amount of money. Young families are very busy and it is important to choose campaigns that will not overburden the co-operative membership. Fundraising will be on the agenda at the parent orientation meeting and your input will be very useful in helping the new fundraising committee determine fundraising events for the year. The goal is to meet the fundraising target with no more than 3 - 4 campaigns over the course of the year.

Breakfast with Santa is our major annual event, held on the first Sunday in December. This has become a popular community event and we rely on participation from all members and staff to make it a successful and happy event. Other smaller events and campaigns are held through out the year and again, participation by all members helps to ensure the success of these events. Refer to the Fundraising information on the main bulletin board for details and volunteer sign-up.

Fundraising "Buy-out Option". Many co-operatives have opted for a fundraising "buy-out", where families pay an additional sum (in lieu of fundraising) plus regular program fees. Families must choose to fundraise, or pay an additional buy-out fee. The fundraising goal and buy-out amount is determined in May when our annual program budget is prepared for the upcoming program year. This buy-out option is an alternative for families to consider if participation in fundraising activities is something that is not possible due to other commitments or a demanding personal schedule. If families choose to buy-out, the amount can be paid as a one time fee or divided over the program year. The buy-out option will be presented in September.

PLAYGROUND SAFETY POLICIES

Outdoor play is an important element of an active learning environment. Outdoor program planning must provide for games, activities and adequate space to enhance gross motor development and provide age appropriate stimulation. Outdoor play activities will be outlined on the daily program plan.

The Director of Programs /Teacher will be responsible for completing a daily inspection checklist prior to the children entering the yard. There are certain elements that are out of our control and must be checked each time the playground is used. Teachers and duty parents must be on the alert for potential situations or hazards that could cause injury. For example; litter (glass bottles, cans, food or needles), animal waste, wasp nests, fallen tree limbs or storm damage, vandalism, tools left behind, etc.

Seasonal conditions will be considered (rain, extreme cold weather, frozen/slippery surfaces, snow up against fence, etc.) and the daily program schedule will be flexible allowing for adjustments to be made if necessary.

All equipment, new and used/renovated must meet current CSA Standards. The surfacing of the playground must be maintained to meet all current CSA standards.

Supervision Expectations and Guidelines:

Adequate supervision is essential in promoting a safe, creative and constructive outdoor play environment. Serious injuries can be prevented and minor accidents will be reduced with appropriate and consistent supervision.

- Staff ratios cannot be reduced on the playground. Pre-School Program duty parents are expected to accompany the teacher in the playground so that adequate supervision is maintained.
- Wear clothing appropriate for the weather and wear sturdy slip proof footwear.

- Use proper lifting techniques.
- Children's clothing will be checked before entering the playground to ensure there are no dangling scarves (scarves must be crisscrossed under arms, not tied, and tucked snugly under jackets), cords, drawstrings, jewellery, etc. that could present a potential strangulation hazard. Check pockets for food from home (potential choking or allergy hazards) or for inappropriate items such as sharp objects and small toys.
- See that children's laces are tied and/or footwear is appropriate for weather conditions.
- Know where the first aid kit, phone and emergency numbers are kept; notify the Director of Programs/Teacher if any first aid supplies are low. An additional outdoor First Aid Kit will be kept in the porch adjacent to the playground.
- Engage yourself in active supervision. Be aware of the activities and the whereabouts of each child, as they move about the playground frequently.
- Watch for trip hazards, toys left lying about, etc.
- Watch for overcrowding on equipment or in any areas of the playground.
- Redirect children from areas where they may interfere with sliding, ball throwing, bike riding, kicking games, toboggans etc.
- Ensure that entire yard is being supervised. Circulate around your area and keep a close eye on the exit gate (small gate at front) and door into school. Redirect children if they are playing near gate or at door step (children will not be permitted to play on step – see safety rules below)
- Be alert in anticipating behaviours and hazards. Children's positive behaviours will be encouraged by; observing play patterns, reinforcing positive behaviour, helping with conflict resolution, reminding children of safety rules (see below) and following the schools behaviour management policy (see Parent Handbook).
- Ensure active communication amongst playground supervisors, for example; notify other playground supervisor if you are taking a child into the washroom, or if you must leave the yard to apply first aid. If you leave the playground for the above-mentioned reasons, the 6/1 ratio must still be maintained, so it may be necessary to take a group of children inside with you so that a supervisor is not left with more than 6 children while alone in the yard.
- Any unsafe or broken toys or equipment must be removed from the play area immediately upon discovery.

Safety Rules for Children

Actively teach and reinforce these rules of safety:

- Children are **not permitted** to play on doorstep. When entering and exiting the yard children must be accompanied by an adult while using the steps
- Children are **not permitted** to open the gates. Parents picking up children are asked to not allow children to open the gate, actively encourage children to wait until the gate is opened for them by an adult.
- Children are **not permitted** to leave the playground unattended. If they see their parent, they must wait until the parent comes into the yard to get them.
- Pushing, shoving, wrestling or horseplay is not permitted.
- Remind children that sand, toys, snow etc. is not to be thrown.
- If children are eating outdoors (for example - snack picnics in warm months) they are to remain seated until all food is swallowed.
- Fingers need to stay away from moving parts.
- Move away from the bottom of a slide after using it (sliding in winter too)
- Always go feet first down a slide and never run down a slide.
- Wait until equipment is dry before using it.
- Never jump from unsafe heights.
- Always hold handrails and grips.
- Come to an adult for assistance if you or someone else is hurt.

When Injuries Occur:

- Duty parents must inform the teacher in charge, immediately, of the injury.
- The child will be provided with immediate medical attention as warranted.
- In the event of a serious injury, all children will be taken inside, while the injured child receives the necessary first aid and necessary telephone calls made or emergency measures taken.
- Parents will be informed of the incident.
- The incident will be logged in the playground injury log.
- The incident will be discussed with the Director of Programs to determine if action is needed to prevent similar accidents in the future.

Orientation and Training

- All teachers will be asked to review and sign (annually) an agreement to comply with playground safety policies. The "sign-off" forms will be kept on file for a period of two years.

- Playground Safety policies will be provided to each Pre-School Program duty parent (see Parent Handbook) and the policy will be reviewed and “signed-off” by all parents who supervise the playground before working with the children for the first time (Policies and Responsibilities Sign-off form).
- Additional volunteers that work in the playground will be asked to review, sign and date these policies before they assist in the playground.
- A copy of “Supervision Expectations and Guidelines” and “Safety Rules for Children” will be posted for handy referral by duty parents and volunteers.

Playground Safety Binder

- All inspections and reports will be kept in the Playground Safety Binder.
- Annual inspections will be completed with a written report based on the criteria set out by the CSA. The annual playground safety inspections will be kept in a permanent record available for examination at any time.
- Daily written inspections (checklist) will be completed each program day prior to the children entering the playground.
- Playground injuries will be reported in the “Playground Injury Log”. This report will detail accidents and or injuries specific to the playground.

Action Plan

1. Items needing immediate attention will be removed immediately from the playground so that they are inaccessible to the children.
2. The teacher, duty parent or volunteer who first noticed the problem should report the issue to the Director of Programs immediately, so that it can be recorded in the daily log.
3. The Director of Programs will access the situation and decide how the problem will be addressed. A written report will be filed in the Playground Safety Binder

BEHAVIOUR MANAGEMENT POLICIES

Children should be encouraged to verbalize their feelings rather than resort to physical action to express aggression. When a conflict arises between younger children, who are unable to express their emotions verbally, their attentions should be re-directed. With older children, if a child resorts to physical aggression/violence, the situation should be discussed with them so they may gain an understanding of the problem. If another child is involved, both children should be taken aside to discuss the situation. If a disruption has reached a point where discipline has to occur, the child should be removed from the situation until, he/she has calmed down and a discussion can take place.

The program teacher’s role in discipline is to help the child maintain control of his/her emotions and actions – not to stop the child from expressing feelings and emotions.

- A child who loses self control needs support from program teachers. It should be taken into consideration that when a child acts out behaviour, it may be the only strategy the child has to gain attention.
- When a child displays unacceptable behaviour, it is usually an attempt to get what they want. Teachers can help the child to learn to ask for things in a more acceptable way.
- It is important to remember at all times that a child is vulnerable. Other children, adults, school/childcare centre, all or separately, may be just too overwhelming. Children, above all else, need the program teacher’s respect, patience and understanding.

Discipline should be:

- Implemented as soon as possible after the inappropriate behaviour.
- Related to the nature of the troublesome behaviour.
- Appropriate to the developmental level of the child.
- Used in a positive and consistent manner.
- Designed to assist the child to learn appropriate behaviour.
- Discussed with the parent if a difficult situation arises with a child.

Guidelines:

Teachers, duty parents, volunteers and students are expected to use the program’s stated behaviour management guidelines.

- Ignore inappropriate behaviour (when appropriate).
- Avoid raising your voice – be calm and firm. Use positive verbal reminders.
- Be patient and calm in your behaviour and responses.

- Be consistent and set limits prior to activities and transitions.
- Follow up when the limits that are set, are not followed or broken.
- Use positive reinforcement (both verbal and non-verbal) of desired behaviour.
- Time outs should be avoided where possible. Instead, divert the child's energy to another area or redirect the child to a closely supervised activity. Explain to the child why this has happened.
- If redirection does not work and a time out is necessary, use a particular chair in each area for timeout. Time out should not be for more than 5 minutes, depending on the age of the child. A teacher may have to stay with the child if he/she refuses to accept the time out. Use logical consequences whenever possible as an alternative to time out
- Remember that each child is different and an approach or method of dealing with a child may vary, depending on the individual child's need in each situation.
- Encourage the children to verbalize their feelings, fears, and anxieties.
- Call another staff member if the situation or the child gets too difficult to handle alone.
- Be alert to the development of potentially difficult situations or disputes between children
- Arrange each program to ensure the safety of the children at all times.
- Arrange each program in a way that can help prevent disputes from arising.
- In any situation, be involved with the children without inhibiting the children's play.

Arranging the Environment for Child Co-operation

- Place playroom materials where they are inviting for creative expression and cooperative play.
- Be ready to take the child's cue for new play, games or activities.
- Be aware of what all the children are doing and be ready to step in when needed.
- Vary the room arrangement from time to time.

Setting Limits: Why and How

- Setting limits gives children the security of knowing that their strong emotions will not lead them to do things that they will later regret. They will learn to know that an adult will take the responsibility of stopping unacceptable behaviour until they are able to do so for themselves.
- Teach children about safety, care of property, good health habits, and consideration of others.
- Allow children to make as many decisions as possible within the necessary limits.
- Explain the rules in a cheerful, respectful manner. Make rules understandable and acceptable to the children. Avoid repetition. Be consistent, firm and fair.
- Enforce the rules in a positive, unbiased manner.
- Understand the reasons for the child behaving in a disruptive manner (such as hitting, kicking, biting, throwing things, defying, or running away). Behaviour may be caused by any of the following:

- | | | | | |
|-------------|----------------------|-----------------|--------------------|-----------------|
| √ fear | √ jealousy | √ loneliness | √ over stimulation | √ embarrassment |
| √ fatigue | √ confusion | √ hyperactivity | √ sleepiness | √ others |
| √ anger | √ need for toileting | √ shyness | √ insecurity | |
| √ curiosity | √ boredom | √ illness | √ hunger | |

It is normal, at certain stages of development, for children to test limits. Be calm, consistent, and fair when dealing with a child that may be exhibiting unacceptable behaviour while testing limits.

Handling Difficult Situations

In spite of the limits that are set, difficult situations will arise.

- Remain alert to the total situation. Attempt to foresee and avoid trouble. Redirect an uncooperative child to another activity. Redirect the entire activity into a more wholesome direction.
- Allow children of comparable physical and/or mental ability to work out their own solutions. Encourage the shy child to stand up for him/herself. Encourage the aggressive child to verbalize.
- Help children understand the one another's actions.
- Treat toilet accidents casually.
- Try to ignore improper language. Say "We talk nicely here" or, "Can you think of a more positive way to say that?"
- If one child requires excessive attention that in turn results in insufficient supervision of the rest of the group or the disruption is preventing the other children from enjoying the activity, ask another staff (if possible) for assistance so that the group activity may continue uninhibited. Remove the child temporarily from the group gently without punitive action. The purpose is to help him/her.

Giving Directions

- Be sure you have the child's attention.
- Give positive directions that leave the child no choice of interpretation.
- Give a choice of two things when possible.
- Warn ahead of time before changing activity.
- Never plead, threaten or strike.
- Invite participation.
- Direct the child, to a new activity when the present activity is completed.
- Use a quiet voice as much as possible. Get down to the child's level when talking to them.

Professional Behaviour and Attitudes

- Never discuss a child when another child is present.
- Never discuss a child within his/her hearing.
- Do not discuss one parent's handling of a situation with another parent.
- Do not talk among yourselves in the playroom or playground.
- Do not, any time, leave children unsupervised. If the need arises to leave an area/activity, and you are the only staff member on duty, take the entire group with you.

De-escalating of Volatile Situations

When a child's safety is in jeopardy, the staff must intervene. This may require physical redirection. **The use of physical restraint is strictly prohibited.**

If any teacher should be required to deal with a volatile situation, the following steps must be observed:

- Where possible, two teachers shall be present in the same room as the child in order to act as an observer and/or relief.
- Where possible, all other children will be removed from the situation.
- Once the child has de-escalated from the situation he/she will be supportively reintroduced into the program. The teacher will remain with the child until he/she is settled into an activity or task.
- The teacher will document the incident, sign the incident report document and submit it to the Director of Programs
- The teacher and Director of Programs will meet with the child's parent(s) and discuss the incident and determine strategies which will be utilized should the child encounter a similar situation. Parent(s) will sign off on both the incident report and strategies.
- If the child continues to experience challenging behaviour, the Director of Programs will contact the parent(s) to devise alternative strategies and interventions, including a communication plan with the parents to review child's progress.
- If all strategies fail and sufficient time and effort has been spent on trying to improve the situation including assistance from outside agencies, the Director of Programs reserves the right to decide if a child should be withdrawn from the program.

Prohibited Practices

The following behavior management practices will not be permitted by anyone, including teachers, duty parents, volunteers and students.

- Corporal punishment of a child (spanking, hitting, shaking, biting etc).
- Deliberate harsh or degrading measures that would humiliate a child or undermine a child's self-respect (shouting, sarcasm, insults, force-feeding etc.)
- Deprivation of a child's basic needs (food, shelter, clothing etc.)
- At no time will a child be put in any form of restraint, confined in a locked room or structure.
- Locking the exits of the school for the purpose of restraining a child.

Monitoring Behavior Management Practices

Monitoring will be conducted by the Director of Programs by observing the teacher's interaction with the children. This will be done informally on a day to day basis, and formally through a yearly evaluation process: The following practices are in place to help ensure that only preferred practices are used:

- During the hiring process, comprehensive discussion of behavior management policy will take place to ensure compatibility with the north Grenville Co-operative Pre-School and learning Centre's philosophy and the Day Nurseries Act requirements.
- Teachers, duty parent/volunteers and students will be made aware of the policies and procedures through the review and sign-off procedures.

All complaints made by anyone including parents, children, teachers, students and volunteers will be investigated and acted upon immediately by the Director of Programs and if necessary the Chair of the Board of Directors. Serious Occurrence procedures will be followed when required.

Contravention of Behaviour Management Policies

Teachers, duty parent volunteers and students must comply with the above stated policies and the requirements of the Day Nurseries Act. Failure to comply will result in:

- Students and Volunteers – a verbal warning initially followed termination of placement.
- Duty parents – a verbal warning initially followed by action deemed appropriate by the Director of Programs and Board of Directors, including the parent not being permitted to do duty days.
- Teachers – a verbal warning will be issued first and noted in the personnel file. If the misconduct continues further, the Director of programs will either prepare a written warning that will be placed her/his file, or place the employee on probation.
- If the misconduct continues further, the Director of Programs, in conjunction with the Board of Directors, shall terminate the employee without further notice. That employee shall be paid termination pay and/or severance pay in accordance with the Employment Standards Act.

Any employee observed using disciplinary measures that contravene the above or any other the Provincial Day Care standards is subject to immediate suspension by the director and subsequent dismissal at his/her discretion.

Complaints Regarding Contravention of Behaviour Management Policies

Complaints are to be made to the Director of Programs in the case of a supervisor, teacher, duty parent, volunteer or student who does not comply with the behavior management policies. Complaints concerning the Director of Programs will be made to the Chairperson of the Board of Directors. Complaints/concerns regarding behavior management practices will be recorded on the “Contravention of Behavior Management Policies” reporting form and kept in the personnel file. Disciplinary measures for staff usually involve a three-step process. The exception is for certain kinds of conduct, which because of its seriousness justifies omitting one of more of the steps. The Director of Programs and/or the Board of Directors, when determining which disciplinary measure(s) to take, will consider the following criteria:

- Seriousness of the offence.
- Actual or potential risk, or harm to the child.
- Past and recent performance of the employee.
- Frequency of occurrence.
- Previous disciplinary action taken.

Policy Review and Sign-Off

The behavior management policies will be reviewed prior to working with the children for the first time and thereafter annually with each supervisor, teacher, duty parent, volunteer and student. Each person will sign and date that they have read the policy and will agree to follow it.

The Director of Programs will review the behaviour management policy annually to ensure that it remains appropriate and up-to-date.

A record of the dates of review will be kept in the log. All records related to the review and sign off of behaviour management policies as well as the monitoring of behavior management practices will be kept on file for at least two years after the last date of entry.

Behaviour Management Log

Teachers will record concerns regarding the inappropriate behaviour of a child and the actions taken, including discussion of behavior with the child’s parent, in the daily logbook. The recording will be factual and the logbook will be kept in a secure location for reasons of confidentiality. At minimum it will include:

- The dates of review of the behaviour management policy and those involved in the review
- Summaries of concerns regarding a child’s behaviour including discussions and strategies agreed upon.
- Dates of observation of behaviour management practices by directors, operators or others where applicable.
- Dates of complaints/concerns regarding behaviour management practices and a note indicating where the details regarding the incident and action taken can be found (e.g. personnel file)
- Dates of observation of the use by anyone on the premises, of prohibited behavior management practices, with a note indicating where the details regarding the incident can be found.
- Workshops, courses, in-service training etc. participated in by staff, provided for parents etc.

Behaviour Code of Conduct

We believe that everyone has the right to feel secure and safe while participating in our programs. With this right comes the responsibility for all participants to respect everyone involved in our programs and to take pride in making this a positive place for all.

All participants are expected to:

- Demonstrate the core values of caring, honesty, respect and responsibility.
- Show proper care and regard for all program property and the property of others
- Allow all children to participate fully
- Respect and listen to the words of a;; adults and peers
- Respect the personal space of others
- Use positive and appropriate actions towards one another

Inappropriate physical contact, bullying, swearing or any behaviour meant to cause injury to others or damage property will not be accepted. North Grenville Cooperative Preschool and Learning Centre has a zero tolerance policy for any behaviour that could harm a child or staff member physically or emotionally.

Guiding Children's Behaviour

1. The program teacher will address the unacceptable behaviour with the child and follow up with the parent, if required
2. The program teacher will call the parent/guardian to explain what behaviour has been occurring.
3. If the behaviour continues, the parent/guardian will be contacted to immediately pick up the child from the program. The child will be suspended from the remainder of the program day. In consultation with the Director of programs a decision will be made regarding further suspension, or dismissal from the program will be made and the parent/guardian will be informed.

Any level of the above procedure may be skipped depending on the severity of the behaviour

Behaviour Contract - School Age Programs

A contract will be included in the registration packages for the *Before and After School Program - KPS Site* and the *Summer Camp Program*. Children and Parents/Guardians will be required to sign and return the contract as part of the registration process

Reporting Child Abuse and Neglect

It is the legal responsibility of every person who performs professional or official duties with respect to a child to report abuse or any suspicions of child abuse encountered in the course of ones work, to a Children's Aid Society. This responsibility is extended to include any parents, volunteers, and students or support staff that has contact with the children. Persons failing to report suspicion of child abuse are subject to legal action and a fine if convicted.

For further information, refer to "**Reporting Child Abuse and Neglect – Your Responsibility under the *Child and Family Services Act***".

A copy can be found online at www.children.gov.on.ca/.../childrensaid/reportingabuse/index.aspx and in the Policies and Procedures Manual, kept in the school office.

MEDICATION ADMINISTRATION POLICY AND PROCEDURES

The Day Nurseries Act specifies that **Prescription Medications only** will be given to children while attending a licensed childcare program. Parents/legal guardians must sign a consent form prior to administration of any medication.

All teachers and volunteers should know:

- Which children have potentially life-threatening allergies or conditions that could require adrenalin.
- Which allergens or conditions may result in anaphylaxis, for each child listed with allergies.
- What symptoms the child has experienced in response to allergens or conditions in the past.
- When to administer medication.

This information must be recorded in detail on the *Registration* form and on the *Emergency Medication/Authorization Form*.

Parent orientation will include instruction on what to do in the case of an allergic reaction or asthma attack. "See *Anaphylaxis Policy*"

Storage

- Emergency medications will be stored out of reach of children but easily accessible to staff – not locked. Parents will be expected to take the responsibility of placing the medication in a designated area (basket labeled "Emergency Medication"), if the medication is to be brought to school each day. It is preferable to provide medication to be left on the school premises. The cupboard where the medication is to be stored will be labeled "Emergency Medications". See that the medication is contained in a separate bag or pouch with the child's name clearly written on the container.
- Children will be allowed to carry their own asthma or emergency medication if a written procedure, established by a legally qualified medical practitioner or registered health nurse, is provided
- All other prescription medications that require refrigeration will be stored in a locked medication box in the fridge. Medications to be stored at room temperature will be kept in a locked medication box in the cupboard labeled "Emergency Medications".

Ensure the following for all prescribed medications:

- The prescribed medication is in the original container with the pharmacist's label clearly marked with:
 1. The child's name.
 2. Name of the medication.
 3. Dosage.
 4. The date the medication was dispensed.
 5. Expiry date.
 6. "Emergency/Medication Authorization Form" details are completed, the parent/guardian has read the "Emergency/Medication Authorization Procedures", and the authorization form is signed and dated.
 7. In the case of emergency medications, the form is an ongoing consent for up to one year. Parents must give written consent annually, or as needed to stay current.
 8. For all other prescribed medications, a consent form must be completed and signed by parent/guardian for each new course of medication.
- Keep the "Emergency/Medication Authorization Form" (which details instructions for storage, administration and details of possible side effects or reactions) with the medication and a photocopy on the child's file.
- Do not accept medications that appear to have been dispensed in the past or have been prescribed to other children.

Administration of Emergency Medication.

- The teacher will take the responsibility of administering the emergency medication (except in the case when the parent/guardian of the child who needs emergency medication is volunteering that day). There may be times when the teacher may not be immediately available (i.e., assisting a child in washroom etc.) and as an allergic reaction is potentially life threatening, it may be necessary for a volunteer to administer the dose. This scenario should only occur if the situation warrants. All volunteers will be made aware of the children who have potentially life threatening allergies or conditions requiring immediate attention and how to proceed should a situation occur.
- The JK/SK Program Teacher and/or Director of Programs will responsible for the administration of prescription medications.

Parent/Guardian is responsible for the appropriate disposal if the medication at expiry and/or when the child leaves the program.

ANAPHYLAXIS POLICY

Sabrina's Law (Bill 3)

On May 6, 2005, the Ontario legislature passed Bill 3, which requires school board's to have policies to include:

- ✓ *Training for school staff on dealing with life-threatening allergies*
- ✓ *Creating individual plans for students who have anaphylaxis*
- ✓ *Having emergency procedures in place for anaphylactic students*

The new Law takes effect January 1, 2006. The Law is a result of an Ontario student who died after reacting severely to food served in her school. According to Ministry statistics 42,000 students are at risk. Sabrina was allergic to milk products, peanut and soy.

Sabrina's law will see every school board come up with a policy on protecting students with life-threatening allergies and require principals to develop plans for individual students in their schools with these allergies.

School staff will be trained in how to handle such emergencies and be allowed to give students their emergency medication, usually a specially designed adrenaline injection, the first defence when a person with severe allergies begins to experience an allergic reaction

Scientists still do not really understand why these allergies are on the rise but they are. They are not a passing fad.

Sabrina's Law will be the first legislation of its kind in Canada.

OUR CENTRE IS PEANUT FREE

In our centre, we have at times children who are at risk for potentially life-threatening allergies. Our centre's anaphylaxis plan is designed to ensure that children at risk are identified, strategies are in place to minimize the potential for accidental exposure and staff students and volunteers are trained to respond in an emergency situation.

Anaphylaxis is a severe reaction to an allergen. Symptoms include one or more of the following:

- Swelling of the eyes and face.
- Hives all over the body.
- Difficulty breathing.
- Vomiting.
- Diarrhoea.
- Loss of consciousness.

Symptoms can happen all at the same time and they can often occur in less than ten minutes or up to several hours following exposure to the allergen. If the child is not given adrenalin (epinephrine) immediately, they could die. Severe reactions can occur even if the child has had no signs or symptoms of a reaction in the past. In this case call 911 for assistance.

What causes anaphylaxis?

Someone who is highly sensitive could become anaphylactic by:

- Eating a substance, e.g. nuts.
- Inhaling a substance, e.g. pollen.
- Touching a substance, e.g. peanut butter.
- Being bitten or stung by an insect, e.g. bee.
- Medications
- Latex or other substances

Someone who does not have appropriate treatment for an asthma attack could become anaphylactic. While anaphylaxis can lead to death if untreated, anaphylactic reactions and fatalities can be avoided

Identification of Children at Risk

At the time of registration, parent/guardians are asked about medical conditions, including whether children are at risk of anaphylaxis or asthma. All staff, students and volunteers must be aware of these children.

It is the responsibility of the parent to:

- Inform the centre supervisor of their child's allergy (and asthma).
- Complete medical forms and the Anaphylaxis Emergency Plan, which includes a photograph, description of the child's allergy, emergency procedure, contact information, and consent to administer medication.
- The Anaphylaxis Emergency Plan will be posted in the child's classroom, the kitchen and dining room and a copy attached to the child's emergency card.
- Ensure that the medications are provided to the centre before the existing medications reach their expiry date.
- Advise the centre in writing if their child has outgrown an allergy or no longer requires an epinephrine auto-injector. A note from the child's allergist or physician is also required.
- Parents are encouraged to have their child wear medical identification (Medic Alert) bracelet. The identification could alert others to the child's allergies and indicate the child needs epinephrine. Information accessed through a special number on the identification jewellery can also assist first responders, such as paramedics, to access information quickly.

Availability and Location of the Epinephrine Auto-injectors

- Store out of reach of children but make easily accessible to staff, students and volunteers (not locked). Staff working directly with the child may carry the auto injector in a fanny pack. All staff, students and volunteers must know the location of the auto-injectors.
- If appropriate, school aged children **attending a school aged program**, may carry their own asthma medication or emergency medication as long as the child has demonstrated maturity to carry on their own auto-injector and asthma inhaler (by Grade one or Grade two) (*Procedures, established under Regulation 262, section 37, Clause (1) (a) in the Day Nurseries Act will be followed in this circumstance.*)
- Posters which describe signs and symptoms of anaphylaxis and how to give an epinephrine auto-injector will be placed in relevant areas, eg. class rooms, office, lunch room and kitchen.
- Additional auto injectors should be brought on field trips. If the location is remote, it is recommended that a teacher carry a cell phone and know the location of the closest medical facility.

Emergency Protocol

- An individual Anaphylaxis Emergency Plan must be developed and signed by the child's parent and physician before the child begins at the centre. It must be reviewed updated where applicable and signed again by the child's physician and parent/guardian at least annually.
- Parents/guardian for the allergic children are to discuss the individualized plans with the centre's director and staff.
- A copy of the plan will be placed in designated areas such as class rooms, office, lunch room and kitchen. A copy will also be attached to the child's emergency card.
- Staff/volunteers need to listen to the concerns of a child at risk, who usually know when a reaction is occurring, even before symptoms appear.
- To respond effectively during an emergency, a routine has been established and will be practiced, similar to a fire drill. During an emergency:
 1. One adult stays with the child at all times.
 2. One adult goes or calls for help.
 3. Before administering epinephrine check for;
 - ✓ the right medication
 - ✓ the right child
 - ✓ the right dose
 - ✓ the right route of administration
 4. Administer medication at the first sign of reaction. The use of epinephrine for a potentially life threatening allergic reaction will not harm a normally healthy child, if epinephrine was not required. Note time of administration.
 5. Call 911. Have the child transported to an emergency room even if the symptoms have subsided. Symptoms may recur hours after exposure to an allergen. If the child has a back-up epinephrine auto-injector it should be taken along.
 6. Contact the child's parents.
 7. One calm and familiar adult must stay with the child until a parent or guardian arrives.

Training

Staff will review and sign the anaphylactic policy before they are employed and at least annually thereafter. Students and volunteers will review and sign the anaphylactic policy before they begin to provide care or guidance at the centre and at least annually thereafter.

- When a child with an anaphylactic allergy is enrolled in the centre, training will be provided for staff, students, and volunteers. This training will involve;
 - ✓ a review of the child's individual Anaphylaxis Emergency Plan which includes monitoring and avoidance strategies for the child
 - ✓ signs and symptoms of an anaphylactic reaction
 - ✓ the emergency procedures to be followed in the event of an anaphylactic reaction
 - ✓ a demonstration on the administration of epinephrine for the child
- The training will be provided by the parent of the child with an anaphylactic allergy, a physician, a designate from the health unit or another individual who has certification as an epinephrine auto-injector instructor. As there are standard methods of administering epinephrine, it is not necessary that this part of the training be provided for staff, students or volunteers who have received training in the administration within the last year.
- Training will be provided for staff before they are employed and at least annually thereafter when there is a child with an anaphylactic allergy in the centre. Students and volunteers will be provided with the training before they begin at the centre and at least annually thereafter.

- All staff, students and volunteers who provide or may provide care for the child with an anaphylactic allergy for a period of time (eg. coverage during rest period, supervision at lunch, in blended groupings at arrival and departure times, supply staff) as well as other staff, who's work may be impacted by a child's anaphylactic allergy (eg. cook by a severe food allergy, a cleaner by a severe bleach allergy) will review the Anaphylaxis Emergency Plan. They will also be provided with training in the administration of epinephrine to be able to respond in the event that a child has an anaphylactic reaction. Staff who will never be involved in the care of any child, such as a custodian, maintenance worker, bookkeeper etc. are exempt from this requirement.
- Staff, students and volunteers will have opportunities to practice using an auto-injector trainer are encouraged to do so throughout the year, especially if they have a child at risk in the program.

Creating an Allergy-Safe Child Care Environment

Special care is to be taken to avoid allergy causing substances. Parents are asked to consult with staff before sending food to the centre. If permission is granted, the parent must provide a copy of the recipe or, in the case of a cake mix, provide the box/package. Cross contamination and measures to take to avoid this risk will be reviewed with the parent bringing in the food, before permission is granted.

Child Care Program

- All foods served (lunch and snacks) in the childcare program will be prepared by Centre staff. No snacks from lunch kits will be permitted before or after school
- If a child in the program has severe allergies to a number of foods, parents will be asked to provide an "alternate" lunch, to be brought to the centre each day that the child is participating in the program. This will ensure that the child will not accidentally ingest an allergen. This child will be closely supervised at lunch time and may be seated at a separate table at the request of the parent/guardian. The surface of this "separate table" will be carefully cleaned. All children will wash their hands before and after eating and will not share food, utensils or containers

Nursery School Program

- The duty scheduler will be made aware of allergy causing substances and will post these substances prominently on the duty schedules. No foods containing these substances will be permitted on the snack schedule.
- If a child with an anaphylactic allergy is enrolled in the pre-school program, all parents will be informed at orientation of the allergy and advised of safe food preparation practices and to avoid cross contamination when preparing snacks.
 - ✓ Wash hands and surfaces before preparing food for snack
 - ✓ Read food labels and avoid high risk foods such as bulk foods and foods which are know to contain allergenic substances (eg. peanuts/nuts in ice cream, baked goods or ethnic foods)
- If a child in the program has severe allergies to a number of foods parents will be asked to provide a snack to be brought to the centre each day that the child is participating in the program. This will ensure that the child will not accidentally ingest an allergen. This child will be closely supervised at snack time and may be seated at a separate table at the request of the parent/guardian. The surface of this "separate table" will be carefully cleaned. All children will wash their hands before and after eating and will not share food, utensils or containers.

Communication Plan

1. Each parent enrolling their child in licensed programs at this centre will receive a copy of this policy in their parent handbook.
2. All parents will be advised by letter when there is a child about to be enrolled in the centre who is at risk for potentially life threatening allergies and will be provided with specific information regarding foods or causative agents to be avoided.

FIRED DRILL/EMERGENCY EVACUATION PROCEDURE

- Fire drill will be practiced in the childcare program once/month. Practices will be held at different times during the program schedule. When the children are able to respond promptly and correctly to the fire drill signal, an alternate route will be taught and practiced. Practices following the main and alternate routes will then be random each month.
- A record of drill practices will be maintained.

- Specific evacuation routes and an evacuation plan will be posted in all rooms occupied by the children. This includes; Pre-School and Kindergarten classrooms, general purpose room, kitchen, upstairs washroom and parent room.
- The time limit for evacuation of the building as recommended by the Kemptville Fire Department is 1 minute and will be the goal for all practices.

Designated Evacuation Shelter is the Purvis Hall - Library – next immediate building to the north on Heritage drive. The person who discovers a fire should assist anyone in danger and try to isolate any burning area by closing the door. Call 9-1-1!

Procedures to follow in the event of a fire or other life threatening situations on the premises:

1. Upon the sound of the alarm children are to stand up and immediately proceed to the designated line up area. (Instructions posted in each room will specify designated area)
2. As children are lining up, teacher in charge will call **9-1-1** and take cordless remote phone out side. (If in doubt that 9-1-1 has been called, CALL!!)
3. Teacher(s) will retrieve classroom emergency information file box, attendance book and any emergency medication.
4. Once children are in line, they will be directed to safety outside, following the posted fire route, or alternate, if necessary. Teacher will lead and be certain that all children follow.
5. When children and adults are safely out of the building, teacher(s) will check the number of children against the attendance record. (If parents have arrived before the attendance is verified, they must wait for this procedure to take place before the child is released.)
6. If possible (ensuring adequate supervision of children), Director of Programs (or designate) will check the building including washrooms, and any other area where children may hide, to ensure that all duties have been fulfilled and that all persons have left the building. Director of Programs (or designate) will ensure that all outside doors are closed.
7. If necessary, Director of Programs (or designate) will order and supervise evacuation to the Purvis Hall – Library until parents are notified and have arrived. Teacher(s) and children will remain at the evacuation shelter until all children have been picked up.

REGISTRATION CHECKLIST

Before returning your registration package, make sure that all requested information is provided.

- \$30 registration fee
- First month's fees. (see *Fee Schedule*) Please make cheques payable to **NGCP&LC**.
- Child's immunization records - required only for preschool aged children under 3.8 yrs. (*photocopy*)
- Completed registration form *(*please review and be sure that all requested information is provided!*)
- Signed Policies and Responsibilities form

NOTES/QUESTIONS

2011 FEE SCHEDULE

CHILD CARE PROGRAM

Childcare Required	Toddlers (18 mo – 2 ½ yrs)	Pre-School (2 ½ – 4 yrs)	JK/SK (4 – 5 yrs)	School Age (6 – 12 yrs)
Full Time Care * Charged by the month			\$543.00/month Non school days and Before and After school *No additional charges for PA days, Snow Days or Christmas/March Break (lunch & snacks)	\$322.00/month Before & after school care X 5 days *Additional charges apply if attending on PA days, Snow days, or Christmas/March Break (am & pm snacks)
			\$370.00/month Before & after school care X 5 days *Additional charges apply if attending on PA days, snow days, or Christmas/March Break (am & pm snacks)	
Part Time Care Options * Charged by the day	Toddlers (18 mo – 2 ½ yrs)	Pre-School (2 ½ yrs – 4 yrs)	JK/SK (4 – 5 yrs)	School Age (6 – 12 yrs)
Full Day &/or PA Days, Christmas/March Break	\$40.00/day (lunch & snacks)	\$36.00/day (lunch & snacks)	\$36.00/day (lunch & snacks)	\$33.00/day (lunch & snacks)
Snow Days	N/A	N/A	\$35.00/day (must bring lunch)	\$33.00/day (must bring lunch)
Summer Program	\$40.00/day (lunch & snacks)	\$36.00/day (lunch & snacks)	\$36.00/day (lunch & snacks)	\$175/wk (lunch & snacks))
Before & After School	N/A	N/A	\$18.50 (am & pm snacks)	\$16.50 (am & pm snacks)
Before School	N/A	N/A	\$7.25	\$6.25
After School	N/A	N/A	\$11.50	\$10.50

NURSERY SCHOOL PROGRAM (2 ½ - 4 yrs)

2 Mornings/Week Program: (Mon. & Wed. OR Tues. & Thurs.) \$98.00/month	3 Mornings/Week Program: (Mon./Wed./Fri. OR Tues./Thurs./Fri.) \$148.00/month
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