



## Carp Cooperative Nursery School

# Parent Handbook

### Fall/Winter 2022-2023

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Welcome to Carp Cooperative Nursery school. Our program is located at 3774 Carp Rd. We are licensed to offer early learning and care for 32 preschoolers (2.5 to 5 years). We are a non-profit, organization established in 1974 to serve children and families in Carp and the surrounding area. This handbook is designed to help you, the parent/guardian, understand the regulations, procedures, and policies, involved with the operation of our Program.

**Please be sure to read the policies that are included in this Parent Handbook.**

Before school begins, every family must submit a signed Policies Acknowledgment Waiver form (included at the end of this handbook) indicating that the policies have been read and understood.

#### **Licensing**

Our nursery school is licensed under the Child Care and Early Years Act of the Ontario Ministry of Education Child Care Quality Assurance and Licensing Office and undergoes an annual licensing review process. We are required to meet all regulations of the Child Care and Early Years Act, as well as Health, Safety and Fire regulations dictated by the Department of Public Health, the City of Ottawa, the Ontario Fire Marshall, and the Ottawa Fire Services. The

Program Advisor, from the Ministry of Education, monitors standards for safety, staff training, program quality and compliance with the Child Care and Early Years Act. The License and Summary of License are posted in the nursery school for your information. We are currently enrolled in the CWELCC program and are following the guidelines for fee reductions.

## Important Dates

**School Visits** - Our teachers will be in touch to schedule these one-on-one visits with new families a week or two before school starts.

**Fall/Winter Orientation Meeting** – To be held at the school

**First Day of Classes** –Sept 12<sup>th</sup>, 2022

**Toy Cleaning/Fall** - Date to be determined

**Toy Cleaning/Spring** (M/W/F Class) - Date to be determined

## Program Statement

At the Carp Cooperative Nursery School, we believe that all children are competent, capable and rich in potential and that they have the right to quality early childhood education. We believe in the importance of working collaboratively with parents in the school setting to promote the social, physical, emotional, and intellectual development of children. We provide a nurturing, play-based environment where children learn both through teacher supported and child-initiated experiences.

The Carp Cooperative Nursery School is an inclusive environment where all children thrive regardless of ability, culture, gender, interest, learning style or experience. Everyone feels included and appreciated.

Our goals are based on the foundations of belonging, well-being, engagement, and expression.

### Our Goals:

**Goal #1:** Every child has a sense of belonging. This occurs when they feel connected to others and contribute to their world.

Our program cultivates real, caring relationships and connections that create a sense of belonging with other children, adults and the world around them.

### **Approach and Implementation:**

- responding to each child's physical and emotional state in a warm and caring manner.
- planning for smooth transitions both in the daily routine and from home.
- finding opportunities for one-on-one interactions.
- talking with the child's family, observing and documenting each child's unique characteristics.
- creating opportunities that allow the child to explore, wonder about, care for and make connections to the natural environment.

- communicating with families using such means as email updates, Facebook, newsletters, etc, so they can connect to their child's experiences.
- developing policies and a classroom environment that support inclusion and a sense of belonging for all children.

**Goal#2:** Every child develops a sense of self, health and well-being.

Our program helps nurture the child's healthy development and their growing sense of self.

**Approach and Implementation:**

- providing nutritious food and beverages that are based on Canada's Food Guide and that take into account family and cultural preferences.
- having a positive eating environment.
- providing children with opportunities for physical activity while responding to their individual need for rest and quiet time.
- helping the child practice self-help and self-care skills based on their capabilities.
- creating safe yet stimulating and challenging outdoor spaces that allow a child to test their limits and gain competence.
- supporting the child's developing ability to self-regulate (emotionally, biologically, cognitively, socially and through communication).
- helping families make connections to formal and informal supports in instances where they may be experiencing stressful or challenging circumstances.

**Goal #3:** Every child is an active and engaged learner who explores the world with body, mind, and senses.

Our program provides children with environments and experiences that encourage them to be active and creative and to participate in meaningful exploration.

**Approach and Implementation:**

- extending the boundaries of learning by providing indoor and outdoor environments and experiences that spark curiosity, invite investigation and are challenging.
- provide a variety of interesting objects and open-ended materials for the children to explore with their senses.
- plan the daily routine so there is enough time for children to engage in sustained, complex play and inquiry.
- provide spaces and experiences that promote play and inquiry that encourage children to discover and develop awareness and understanding of key concepts such as numeracy and literacy.

- documenting and making children’s thinking, learning and achievements visible to children, families and others.
- reflecting on our theories and strategies as teachers and seeking new ideas to keep children active and engaged.

**Goal #4:** Every child is a capable communicator who expresses themselves in many ways.

As an early childhood program, we encourage communication and expression in all forms. Allowing children to initiate conversation fosters children’s language and social skills as well as their cognitive abilities and sense of connection.

**Approach and Implementation:**

- responding to children’s different cues and communication and engaging them in an authentic and reciprocal manner.
- helping children listen to and express themselves to one another.
- including literacy and language in the daily experiences.
- working with families and our community to support and enrich language development within the framework of different cultures.
- engaging and cultivating children’s connections with stories and books in a variety of contexts that encourage conversation, spark ideas and connect with cultural traditions.
- provide time, space and creative materials (that incorporate social and cultural backgrounds), to encourage expression in children.
- as an Early Childhood Educator, reflecting continuously on and improving our own communication strategies and techniques.

The staff and volunteers of the Carp Cooperative Nursery School will ensure that the approaches set out in this program statement will be implemented to the best of their abilities in the daily operation of the school.

Our program statement will be reviewed annually by regular staff as well as any new staff, students or volunteers as necessary. Furthermore, the impact, on the children and families, of the strategies and procedures set out in this program statement will be documented and reviewed.

Our staff is encouraged and supported in continuous learning opportunities. As Early Childhood Educators, we are constantly seeking creative, new ideas and strategies to keep children actively engaged.

**Our program is based on the document “How Does Learning Happen?” and is consistent with the Ministry policy on programming and pedagogy.**

## **Program Statement Implementation Policy**

The Carp Cooperative Nursery School program statement shall be reviewed by all staff, including volunteers and students upon commencement of employment. The program statement shall furthermore be reviewed at least annually and there will be written evidence of review in the form of attestation with name, date and signature. This is also applicable any time the Program Statement is modified.

The expectation is that staff, students and volunteers will implement the approaches set out in the program statement. Compliance will be monitored through regular observations, discussions during staff meeting and consultations with parents. This will be recorded accordingly. Non-compliance will be addressed by the executive committee of the Carp Cooperative Nursery School.

The staff of the Carp Cooperative Nursery School will furthermore, document and review the impact of the strategies set out in our program statement on the children and families.

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### **Our Teachers**

Welcome to the Carp Cooperative Nursery School! Your teachers are Gabrielle (Gaby) Brune and Elizabeth Barnes. Gaby teaches Monday, Wednesday and Fridays and Elizabeth teaches Tuesday/Thursday. Gaby is an Early Childhood Educator with several years of experience in the field and nine years with the nursery school. Elizabeth has several years of experience working with preschoolers as well as in other areas in the field of education. Anne McGinn is our program assistant who will be there every weekday morning. We believe in the importance of working collaboratively with parents in the nursery school setting to promote the physical, emotional, and intellectual development of young children. We provide activities that encourage positive self esteem, self discipline, and independence.

### **Our School**

The nursery school is a cooperative, non-profit, non-denominational school that is administered by an executive committee of parents. The objective is to provide the best possible nursery environment while maintaining affordable fees.

Carp Cooperative Nursery School is a place where children can broaden their social, emotional, physical, creative and cognitive growth through teacher directed and self-directed learning. The school offers an environment where a child can feel free to experiment through play, learn to follow routines, learn to trust friendly and helpful adults and ultimately feel competent in all of the developmental realms.

The nursery school program runs from 9:00am to 11:30am from Monday to Friday. The nursery school is closed on the following Statutory Holidays: Christmas Break (same days as on Ottawa School boards), Family Day, March Break (same days as on the Ottawa School Boards), Good Friday, Easter Monday, Victoria Day, Labour Day, and Thanksgiving,

A monthly newsletter that is sent to each family will give parents general information about the school as well as upcoming field trips and special occasions. Each parent will receive a class list so you can arrange play dates or switch duty days if necessary.

Please ensure that your approved Vulnerable Sector Check (VSU) is either given directly to our registrar or left in the registration drop box at the school as soon as possible as we need these in your file.

The Province of Ontario licenses the school. The Nursery School has a Constitution and By-Laws, which are posted in the school and comply with the Child Care and Early Years Act, CCEYA.

It is possible for the Nursery School to apply for a grant for a family who is unable to pay class fees. Applications for grants need to be submitted at the beginning of the school year. Please discuss this with the teacher or a member of the executive as soon as possible. **Note:** All grant applications are confidential.

(If you choose to withdraw your child from class the registration fee is non-refundable and the activity fee is non-refundable once classes have begun. **A minimum of 30 days notice is required for all withdrawals** from the school during the Fall/Winter school session. To withdraw a child from classes before school begins, the school must be notified by August **1st** or one month's tuition will be non-refundable. Preferably withdrawals and new enrolments will occur at the first of the month. )

If you have any questions about the Nursery School, please call (613) 839-3416 and leave a message. A member of the Executive Committee will return your call as soon as possible.

### **Summer Program**

The 2 day (T/Th) morning class is for 2.5 to 4 year olds. Morning classes have a maximum of 16 children with one teacher, one program assistant and one volunteer parent in the class ensuring that individual attention can be given to each child's needs. A parent (guardian/care-provider/other adult) of each child registered for the morning class is required to participate in class as a duty parent approximately once/twice per month.

### **Fall Program**

The 2 day (T/Th) and 3 day (M/W/F) morning classes are for 2.5 to 4 year olds. Classes have a maximum of 16 children with one teacher, a teacher's assistant (if required) and one (1) volunteer parent (guardian/care-provider/other parent) in the class ensuring that individual attention can be given to each child's needs. A parent (guardian/care-provider/other parent) of each child registered for the morning classes is required to participate in class as a volunteer parent approximately once per month, if not less. Monthly fees are: 1 day/wk: 48\$; 2 days/wk: 96\$; 3 days/wk: 144\$; 4 days/wk: 192\$ and 5 days/wk: 240\$

### **First Day of Nursery School**

Please bring the following items:

- A photo of your child for his/her cubby.

- A morning snack and water bottle for your child.
- A knapsack/bag for your child to carry his/her belongings back and forth to school each day.
- A complete change of clothing (to go home each day). Messy play, spills and toilet accidents may require a change from head-to-toe.
- Extra pull-ups/diapers and wipes (if wearing pull-ups/diapers).
- Clothing designed for fun. You can expect messy play most days.
- Shoes to wear during school. (these may be left at school in the class shoe bin or taken home each day).

In addition:

To make this transition as easy as possible for your child, keep your goodbye simple and matter of fact. Be honest with your child. Tell your child that you will be leaving and you will be back at lunchtime to pick him/her up.

- Please let the teacher know when you are leaving in the morning before class begins and have your child say goodbye to the teacher at pick-up time.
- Try to avoid bringing personal items/toys into school.

Other information:

- Please label all your child's clothing and footwear.
- Dress your child in clothes that are easy to handle during bathroom time – independence is a great feeling.
- Volunteer parents and children should wear comfortable clothing (remember that it could come home with paint, glue or play dough stuck to it).
- If you are in doubt about how to handle a situation or why a particular method was used to handle a situation, please feel free to discuss it with the teacher.
- Maintain a professional attitude. Use your duty time to observe, learn and help. Ask the teacher for guidance if you are unsure of the duty parent role.
- If you have any suggestions/comments/concerns please discuss them with the teacher and/or a member of the executive.
- Do not send your child to school if they are sick or have a communicable disease. Your child is considered "sick" if they have had one of the following within the last 24 hours: fever, vomiting, diarrhea. Teachers check the children as they arrive for signs of illness.
- If your child will be arriving late or not be attending preschool due to illness, holidays or any other reason, please contact the teacher to let them know. You can email or text the teacher or call the school at 613-839-3416. If there has been no contact by one of the parents, a follow-up call, text or email will be done by the teacher.
- Let the teacher know of any unusual occurrences or changes in routine at home that may influence your child's behaviour.
- The school will be closed on days when school buses are cancelled due to bad weather/road conditions. The teacher will notify all families of cancellations.

Snack time:

- All children are required to bring their own snack to school.

- **If you have a child with a food allergy, you will need to bring two photos of your child and two epipens to be left at the school.**

## Duties

**Toy Cleaning:** There are two toy cleaning sessions for Fall/Winter program participants. One takes place in the late fall and the other in the spring. Each family is required to take part in one of the toy cleaning sessions. Watch for more information contained in the school newsletter.

**Committee:** Each family will be assigned a committee job based on the School Committee Form filled out in the registration package. Your committee position is assigned by email leading up to the start of the Summer session. If you have any questions or concerns please talk to the teacher or a member of the Executive Committee. The committee position of all families is recorded in the class list and distributed to all parents. If the roles you requested are already taken (positions are given out based on order of registration), then you will be notified and given options for positions that are left to be filled.

**Volunteering in Class:** All families will be required to volunteer within the classroom throughout the school year. The number of times (and frequency) will depend on the class enrollment. During each class, one parent will be present alongside the Teacher and Teacher's Assistant. A Parent Volunteer schedule will be provided leading into each month. If you are unable to attend your scheduled volunteer shift, please arrange a replacement. Replacements or swaps should be recorded on master volunteer calendar that will be posted in the school.

### Parent Volunteer Alternatives

Parents are encouraged to use the contact information in the class list to solicit shift swaps.

Replacement with a paid "duty" parent, rather than swapping is also possible. Families that are interested in being paid to take on in-class shifts, have a dollar sign (\$) beside their email address in the class list. The standard rate is \$35 per day.

As well, some former members of the Nursery School community have made themselves available to fill in-class volunteer shifts for a nominal fee. A list will be provided to you when classes start.

## Daily Routine

Arrival: Classes start at **9:00am** and finish at **11:30am**. Please be on time for school. Late arrival can be difficult for your child as well as the rest of the class.

Free Play: Children are encouraged to explore all aspects of the school at their own pace. All areas of the room will be open, including sensory and arts and craft activities.

### Tidy Up:

All children are encouraged to tidy up.

### Circle Time:

During the time all children must stay in the circle area for supervision purposes but are welcome to just listen. Circle time includes singing, books, stories, experiments, discussion, dance and many



spontaneous events. This is a time for the group to be together to share ideas and an opportunity for the children to learn to be responsive group members.

Snack Time:

All children wash their hands prior to snack time. Snack is to be provided by the individual parents. Please bring in a water bottle; or a cup for your child and we will provide them with water.

Bathroom time:

Children have access to the washroom at all times. Reminders are given to those who need it. For those children in diapers, we will work with you when your child is ready to toilet train.

Dressing for outdoors:

The children will be taught dressing strategies to encourage them to dress themselves.

Outdoor Play:

This is usually a time for free play. We have a sandpit, riding toys, various toys for digging, sliding etc. We also have playhouses, a balance beam and natural play items such as rocks, sticks and logs.

Pick up:

Please pick up your child from the playground unless it is raining and we are having an indoor day. Before leaving, children are encouraged to put away outside toys that they have been using. Please be sure that your child says goodbye to the teacher before leaving. This helps the teacher be aware of how many children are still in her care. **It is extremely important that the gate to the playground be kept closed and latched at all times.**

**Also, please let the teacher know, preferably in writing (by text or email), if someone other than you, the parent, will be picking up your child.**

## **CRIMINAL REFERENCE CHECK-VULNERABLE SECTOR POLICY AND PROCEDURES**

A vulnerable sector check is conducted in cases where an individual would be in an employment or volunteer position of trust or authority over children or other vulnerable persons.

Vulnerable Sector Check: An enhanced type of police record check that may include criminal convictions, findings of guilt under the Youth Criminal Justice Act, outstanding charges, arrest warrants, certain judicial orders, absolute discharges, conditional discharges, other records as authorized by the Criminal Records Act, findings of not criminally responsible due to mental disorder, record suspensions (pardons) related to sexually-based offences, and non-conviction information related to the predation of a child or other vulnerable person (i.e., charges that were withdrawn, dismissed or stayed, or that resulted in acquittals).

All staff, including supply teachers or students on a placement, working at CCNS must have a valid Vulnerable Sector Check.

Any persons that are employed by or contracted with outside organizations, such as a special needs resource consultant, an occupational therapist or a speech therapist, must also provide an Offence Declaration or an attestation from the person's employer that they have reviewed the VSC, that it was

performed within the last five years and that it does not list any convictions under the Criminal Code (Canada) listed in subparagraph 1ii of subsection 9(1) of the CCEYA, 2014.

Anyone volunteering at the school will also have to have a proper Vulnerable Sector Check (VSC) completed. This includes parents and guardians staying for class with their child for any reason. As a cooperative school, all families will be required to volunteer in the classroom, and a minimum of one adult per family must have a Check on record with the school.

The checking process can take a few weeks to complete. Therefore, volunteers should begin the process as soon as possible so that the necessary checks can be completed by the beginning of the school year. Fees are waived for volunteer positions when the school's volunteer letter accompanies an application. Police checks can be done online. The link is: <https://www.ottawapolice.ca/en/about-us/level-3---vulnerable-sector-check.aspx>

Returned VSC's must be submitted to the school as soon as possible before the start date.

A recent VSC completed for an employer or another volunteer organization may be submitted instead provided that it is less than 6 months old at the start of the session.

If an employee or volunteer requires their original vulnerable sector check (e.g., they may be employed by multiple organizations who need to see their police record check or may be a student on placement), the school has the option of creating and retaining a true copy of the individual's police record check to demonstrate compliance with the requirements. A true copy of a police record check is a photocopy of the original police record check that is signed and dated by the licensee to confirm that the original document was reviewed.

If there is a break of more than 6 months of enrolment, then a new VSC is required unless an offence declaration has been completed each year. An offence declaration is a declaration signed by an individual that lists all of the individual's convictions for offences under the Criminal Code (Canada). If more than six months but less than five years have passed since the day the VSC was performed, the staff, volunteer or student must also provide an offence declaration that addresses the period since that day. CCNS will not accept a copy of a VSC if five or more years have passed since the day it was performed and, in this case, the volunteer or student must provide a new VSC or copy. Teaching staff must have a new VSC completed on or before every 5th anniversary after the date of the most recent VSC. With this VSC a signed offence declaration must be completed every year within 15 days of its anniversary date of the last offence declaration or VSC and shall address the period since the most recent offence declaration. Any person from whom CCNS is required to obtain a VSC is also required to provide an offence declaration, as soon as reasonably possible, any time he or she is convicted of an offence under the Criminal Code (Canada). It is the responsibility of the Directors to ensure that VSC's are current. VSCs will be kept in a locked filing cabinet in the office.

Each Vulnerable Sector Check will be kept in your child's file. It will be held up to **all confidentiality standards**.

### **No standing convictions (negative finding):**

An individual who has a VSC showing no standing convictions will be permitted to work or volunteer at CCNS. Convictions for which pardons have been received are not considered standing convictions and will be treated as a negative finding.

### **Standing convictions (positive finding):**

If a person is found to have a criminal record with one or more standing convictions, they will not be allowed to participate at CCNS, if the convictions are related to the following offences:

- Any offence related to minors.
- Assault and/or sexual assault or attempted assault or conspiracy to commit assault.
- Indecent exposure and/or indecent acts.
- Presence of the person's name on a Child Abuse Register.
- Convictions under the Child and Family Services Act related to the abuse of children.
- Any unlawful behaviour with a sexual component.
- Any violent offence.

The person will have to provide an alternate person (spouse, grandparent, aunt, uncle, cousin, or friend) to act as the duty parent for their child.

Other convictions will be assessed by members of the Executive Committee consisting of the President, Vice President and the Registrar on an individual basis.

All information will be kept confidential.

## **Supervision of Volunteers and Students Policy**

The Carp Cooperative Nursery School values the support given by volunteers and students to our program.

Volunteers and students (over 19 years of age) are required to provide a Police Vulnerable Sector check, as stated in Ontario General 137115 made under the Child Care and Early Years Act (CCEYA), 2014, before participating in any of our programs. High school students (under 18 years old) completing community service hours and co-op placements are not required to provide a PVSC, as stated in Ontario General Regulation 137115 made under the CCEY A, 2014.

Every volunteer or student who is on an educational placement or regularly on the premises is required to have a health assessment and immunization as directed by the local medical officer of health.

Volunteers and students may not be left alone with a child at any time.

The supervision and orientation of volunteers and students will be conducted by the co-directors of the program where the volunteers and students are participating.

Volunteers and students may not be counted in the staffing ratio.

All volunteers and students are required to read and sign off on the following policies and procedures before interacting with children and annually thereafter: Behavior Management Policy (including Prohibitive Practices), Playground Safety Policy, CCNS Program Statement review and Implementation Policy, Anaphylaxis Policy, Health and Safety/Sanitation Policy, Serious Occurrence Policy, and the Criminal Reference check/Vulnerable Persons Policy. They must also be aware of the schools Fire Safety Plan.

## IEP / Individual Support Plan Policy

As defined in the Child Care and Early Years Act of Ontario, a child with special needs is "a child with a physical, mental, or developmental impairment that is likely to continue for a prolonged period of time as verified by objective psychological or medical findings." An integrated program can help children with special needs learn social skills and independence. Other children can provide positive role models for encouraging language skills and developing behavioral expectations. Integration can be a wonderful, positive experience for all children in the classroom

CCNS shall ensure that an up-to-date individualized support plan is in place for each child with special needs.

The plan includes,

- (a) a description of how CCNS will support the child to function and participate in a meaningful and purposeful manner while the child is in the care of the nursery school.
- (b) a description of any supports or aids, or adaptations or other modifications to the physical, social and learning environment that are necessary to achieve clause are put into place.
- (c) instructions relating to the child's use of the supports or aids or, if necessary, the child's use of or interaction with the adapted or modified environment.

The plan is developed in consultation with a parent of the child and any regulated health professional or other person who works with the child in a capacity that would allow the person to help inform the plan.

Every licensee of CCNS shall ensure that the program of the nursery school is so structured that,

- (a) it will accommodate the individualized support plan of each child with special needs.
- (b) the program is appropriate for the ages and developmental levels of the children with special needs receiving childcare in the childcare centre; and
- (c) the program is inclusive of all children.

CCNS will maintain the confidentiality of a child's medical history including diagnosis. Sensitive or confidential medical information and detailed reports from medical professionals will not be included in the plan unless consent, in writing, has been given by the parent. CCNS will develop an individualized support plan that contains the following information:

- CCNS centre will support the child to function and participate while in the care of the centre;
- any supports or aids, or adaptations or other modifications to the physical, social and learning environment that are necessary will be used to support the child

- instructions relating to the child's use of the supports or aids, the child's use of or interaction with the adapted or modified environment are outlined where applicable.

The individualized support plan is reviewed with all staff, volunteers and students, implemented and monitored for compliance and contraventions.

The goals and approaches in How Does Learning Happen are taken into consideration to ensure each child is able to participate fully in the program and engage with peers in a meaningful way. HDLH sets out a view of the child as competent and capable, curious and rich in potential. CCNS focuses on the strengths of each child rather than their needs and deficits. Approaches such as pedagogical documentation can help educators continue to learn about each child's unique abilities, characteristics and growth. This documentation can be shared with parents and other professionals to gain a deeper understanding of the child. Knowledge gained through documentation can also help programs to create environments and experiences that best support the learning and development of each child. The individualized support plan will be reviewed on an ongoing basis with changes over time and as the child's abilities, needs and circumstances change.

Children's Integration Support Services (CISS) is a bilingual service funded by the Ontario Ministry of Community and Social Services that may become involved with CCNS. CISS provides support services to integrated programs within the Ottawa-Carleton Region and is managed by the Board of Directors of Andrew Fleck Child Care Services. The services provided by CISS may include additional staffing, consultation to programs, staff training, and financial supports in the form of transportation and childcare subsidies.

## **Staff Development and Training Policy**

The nursery school highly values its staff. It is in the interests of the nursery, the children, families, and the individual, that each staff member is given the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children. Personal and professional development is essential to maintaining the quality and delivery of high quality care and education for young children in early years. It underpins all aspects of curriculum delivery and positive interactions.

External training and support is sought as appropriate to the needs of the nursery school and the children attending and to renew/update staff qualifications.

To facilitate the development of staff we encourage staff to continue their professional development on an ongoing basis. Each staff will be allotted time into their schedule to continue training workshops. Cost will be expensed by the Nursery School.

## **Playground Safety Policy**

### **Policy**

To ensure that all parents/guardians/delegates/children/volunteers and placement students participating in the nursery school understand the scope of playground supervision and all procedures related to this supervision.

## **Scope**

All Carp Cooperative Nursery School parents/guardians/delegates/children/volunteers and placement students.

## **Purpose**

Since 1990, there has been a voluntary standard in Canada for play spaces and equipment. The Canadian Standards Association (CSA), in consultation with industry, consumer groups and government agencies, has developed a standard for public play spaces. The standard was updated in 1998 and was republished under the title CAN/CSA-Z614 Children's Play spaces and Equipment<sup>1</sup>. The standard **only** covers installed after it was published. Caregivers and teachers must ensure children are safe on the playgrounds. The most recent update was 2007.

## **Parents/Guardians/Delegates/Volunteers & Placement Students are responsible for:**

- Keeping a close eye on all the children while in the playground
- Moving around the yard regularly
- Staff/Parent etc. ratios cannot be reduced on the playground at any time – must comply with ratios set out in the Child Care and Early Years Act (CCEYA) <sup>2</sup>
- Ensuring the following playground rules are obeyed:
  - No pushing, shoving or horseplay
  - Teach the children how to play safely
  - Know where the first aid kit is located
  - Report serious occurrences immediately
  - Staff/Parents etc., should check children with loose clothing, scarves, hats, ties, jewelry, etc for safety
- Ensuring that a Playground Safety Log is completed in the event of any occurrence. The report includes the date of the occurrence, name of the child involved, how occurrence happened, staff/parent etc., action, safety implementation, and staff/parent etc., members on duty.

## **Carp Cooperative School Director is responsible for:**

- Completing a daily inspection which includes documentation of the following:
  - Gate and fence secured
  - Garbage and litter removed
  - Sand area clear of debris
  - In winter, inspect for unsafe ice build up, clear ice
  - Check for damage caused by vandalism
- Monthly inspections to be done at the first of every month or the Monday closest to that date. Monthly inspections include daily inspection list and:
  - Check fencing, gates and sandbox enclosure
- Seasonal inspection to be done with Director and one parent in the months of September, December, March and June. This inspection will include the daily inspection list, monthly inspection list, which includes:
  - Checking all the fencing and gates as seasonal changes can cause shifting

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<sup>2</sup> <https://www.ontario.ca/laws/statute/14c11>

- Regular maintenance of the sand area (raking) must be provided on an ongoing basis to ensure adequate shock absorption
- The President should be notified immediately and inform the maintenance person to complete the desired maintenance required
- Completing an annual inspection in the fall prior to the commencement of the school year. Inspections will be completed by the Director and the President. The inspection will include the daily inspection list, monthly inspection list, seasonal inspection list and include inspection of summer maintenance. Summer maintenance includes:
  - Weeding of sand area
  - Lawn mowing
  - Tree pruning
  - Checking all surfaces to provide acceptable shock-absorbing performances as set out in the Standard, regardless of the age of the site

This requirement means that regular maintenance of surfaces (raking, lifting, re-distributing) must be provided on an ongoing basis. If any changes have occurred to the playground an inspection will be completed by a certified CSA inspector and the Director. Inspections by the CSA Inspector will include a comprehensive written report. The report will include the date, time and weather conditions during inspection. The report will also include the following:

- Analysis of age appropriateness of equipment and site
- Impact shock-absorbing performance test results
- Assessment of the critical fall heights
- Analysis of the entrapment areas
- Conditions of retaining wall surrounding the zone
- Detailed check of all inspection categories listed in Appendix 131.2, 132 and 133 of the CSA Standard document

Safety recommendations regarding CSA compliance and potential retrofit and upgrades for further consideration will be recorded immediately. If any repairs are required, the President will contact the maintenance person to do any necessary repairs.

- Ensuring the policy is reviewed annually
- Briefing all parents on the policy at orientation in September prior to school commencement.

## **Behaviour Management Policy**

### **Policy**

To ensure that all parents/guardians/delegates/children/volunteers and students participating in the nursery school understand what behaviour is acceptable in the nursery school environment and how behaviour outside of these parameters is managed.

### **Scope**

All Carp Cooperative Nursery School parents/guardians/delegates/children/volunteers and students.

### **Purpose**

To provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. The aim is to encourage children to behave in a developmentally appropriate manner.

### **Procedures / Guideline**

- Carp Cooperative Nursery School has a named person who has overall responsibility for issues concerning behaviour
- The named person is required to:
  - keep him/herself up-to-date with legislation, research and thinking on handling children's behaviour;
  - access relevant sources of expertise on handling children's behaviour
- All staff, volunteers and students must provide a positive model of behaviour by treating children/parents/guardians/delegates and one another with friendliness, care and courtesy
- All staff, volunteers and students must use positive strategies for handling unacceptable behaviour by helping children find solutions in ways which are appropriate for the children's ages and stages of development
- New staff, support services and volunteers are familiarized with the nursery school's behaviour policy. All participants in the school must acknowledge their understanding of said policy by signing a copy of the policy which is kept on file at the nursery school
- We provide an environment which encourages desirable behaviour
- We praise and endorse desirable behaviour such as kindness and willingness to share
- We recognize that codes for interacting with other people vary between cultures and we require staff to be aware of – and respect – those used by members of the nursery school
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us understand the cause and decide jointly how to respond appropriately. In cases of persistent misbehaviour which interferes with the physical or emotional safety of children in the program the school would require daily supervision from a parent or withdrawal from the school.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) will be recorded in the log book. A parent will be notified on the same day.

### **Bullying:**

Involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously. If a child bullies another child or children:

- We intervene to stop the child harming the other child or children
- We give reassurance to the child or children who have been bullied
- We explain to the child doing the bullying why his/her behaviour is inappropriate
- We help the child who has done the bullying to say sorry for his/her actions and discuss alternative strategies
- We acknowledge and encourage all children when they display appropriate behaviour



- We do not label children who bully; when children bully, we discuss what happened with their parents/guardians/delegate and work out with them a plan for handling the child's behaviour and work with them to develop a plan to encourage appropriate behaviour
- When children have been bullied, we share what has happened with their parents/guardians/delegate, explaining that the child who did the bullying is being helped to adapt more acceptable ways of behaving
- We also provide children with strategies to deal with bullies

**Carp Cooperative School Director is responsible for:**

- Ensuring the policy is reviewed with employees before they begin their employment and at minimum annually afterwards; and with parents/guardians/delegates/ volunteers or placement students who will be providing care or guidance at the nursery school before they begin providing that care or guidance and at minimum annually afterwards
- Ensuring the policy is reviewed annually
- Ensuring that every household with a child in the school has signed off on this policy during the registration policy.

**Prohibitive Practices:**

Carp Cooperative Nursery School abides by the regulations set out in the Child Care & Early Years Act and follows the prohibited practices as set out in Section 48 of the Act: 48.

No licensee shall permit, with respect to a child receiving childcare at a childcare centre it operates or at a premise where it oversees the provision of child care,

(a) corporal punishment of the child.

(b) physical restraint of a child, such as confining the child to a highchair, car seat, stroller or other devices of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing the child from hurting themselves or someone else and is used only as a last resort and only until the risk of injury is no longer imminent.

(c) deliberate use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame hurting themselves or someone else, or frighten the child or undermine his or her self-respect, dignity or self worth

(d) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.

(e) locking the exits of the childcare centre or home childcare premises for the purpose of confining the child or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.

(f) inflicting any bodily harm on children including making children eat or drink against their will.

Failure to comply with the Behavior Management Policy may result in immediate disciplinary action which may include: verbal warning, written warning, dismissal and/or expulsion depending on circumstances.

## HEALTH AND SAFETY/ SANITATION POLICY

### HEALTH POLICY

Children should not be in attendance at the nursery school when they are ill or have a contagious disease. Children who are ill do not benefit from or enjoy the program to its fullest and they also put other children, duty parents and the staff at risk of becoming ill. If you are unsure if your child should attend school, please call the Director during school hours. If your child has any of these symptoms, they should remain at home until they are symptom free for 24 hours:

- An elevated temperature.
- A cold with coloured nasal discharge (green) or cough.
- Vomiting or diarrhea (must be symptom free for 48 hours before returning to school).
- Red or discharging eyes or ears. Children should remain at home until they have been symptom free for at least 24 hours.

These guidelines will help to protect other children, duty parents, and staff from becoming ill. Should you have any questions please feel free to contact the school at any time. If your child is ill, please call the school and inform them of the nature of the child's illness. This allows the Director of the nursery school to track illnesses and, if necessary, report to the Health Unit and follow any of the Health Unit's Directives.

Staff observe children in order to detect symptoms of ill health as they enter the school and before the children interact with other children. If a child becomes ill during class time, parents are immediately informed and asked to pick up the child. If it is suspected the child has a communicable disease the child is separated from other children. The symptoms of the illness are noted in the child's records and daily log.

Please note that CCNS will not administer non-emergency medication. Sunscreen, moisturizing skin lotion, lip balm, insect repellent, hand sanitizer and diaper cream are permitted to be applied by staff. These products will be labelled with the child's name, stored in accordance with the instructions for storage on the label, and administered in accordance with the instructions on the label and the parent's written authorization.

In cases of potential emergency, such as asthma, anaphylaxis, allergy, where medication may be required in an emergency situation, parents can complete the Medication Authorization Form once, indicating the condition under which the medication may be used. Parents must indicate, in writing, that they permit the school to use their best judgment in deciding to administer the medication. Such medications will be kept at the school out of reach or in the possession of one of the teachers (i.e. Carried in a fanny pack by the teacher). Please note: Medication must be labeled with the child's name and in the original container.

Please refer to “Guidelines for Communicable Diseases and other Childhood Health Issues for Schools and Child Care Facilities” (City of Ottawa Public Health Unit) for any specific illnesses and exclusion periods. A copy of this document is available at the nursery school for consultation.

CCNS requires up-to-date immunization (or an appropriate exemption) for every child prior to being admitted to the nursery school and the nursery school staff prior to commencing employment in accordance with s.35 and s.57, respectively, of Ontario Regulation 137/15 under the Child Care and Early Years Act;

CCNS reports cases and outbreaks of reportable diseases to the medical officer of health.

Injuries to any children that occur during school hours, both indoors and in the school playground, are thoroughly documented. This report is signed by the parent and a copy is given to them.

Serious occurrences are also documented and filed with the Ministry of Education within the allotted time frame.

**\*\*Please refer to the Covid policies for more information on that topic.**

## TOY AND EQUIPMENT CLEANING PROCEDURES

Cleaning and sanitizing of toys and equipment is done as needed and every time the toys are rotated. If a child in attendance is diagnosed with a communicable disease, toys and equipment are disinfected. An environmentally friendly sanitizing solution called Ino Eko is used to clean toys and hard surfaces.

An intensive cleaning of all the preschools toys, furniture, play equipment, lockers, windows and all surfaces is done three times a year. This is done in November and April and in August during the summer program.

The program assistant cleans the sinks and toilets daily. They also sweep and mop the floor as necessary.

The Nursery school is cleaned twice a week. They mop the floors and vacuum the carpets as well as clean the sinks and toilets.

Water Play: The water table is drained, cleaned and disinfected after each use.

Any items that could cause harm to a child, including poisonous and hazardous substances are inaccessible to the children. There is a space designated for storage for medical supplies, cleaning materials and equipment.

## SANITARY PRACTICES HAND WASHING

- Students, staff and parents are encouraged to wash their hands frequently.

- Adults, staff and children wash their hands whenever they use the toilet or after changing a child's diaper.
- Students, staff and parents use the pump-style soap dispenser when washing their hands and use disposable paper towels when drying their hands.
- Soiled cloths and towels are washed at least once per week.

## HAND WASHING PRIOR TO SNACK TIME

Prior to eating their snack, the children wash their hands using soap and water at the bathroom sink. They dry their hands with disposable paper towels.

The children eat their snack at a table that has been disinfected prior to snack time using the Ino Eko disinfecting solution.

## Bagged Snack Policy

Please observe the following guidelines when sending a bagged snack from home:

- Please consider having the contents of bag lunches meet the requirements of the "Canada's Food Guide". Example: muffins, apple slices, carrot sticks and water.
- Please remember due to severe allergic reactions we are PEANUT/NUT FREE.
- Please label the food container and/or juice/water bottle for your child.
- Please avoid food choices high in sugar and salt, as they provide very little nutritional value, as well as promote tooth decay.

Food that requires refrigeration will be kept in the school fridge.

Staff will monitor the contents and the consumption of the snacks and be vigilant in communicating any concern regarding nutritional adequacy.

If a child forgot his/her snack, a call to the parent will be placed and an arrangement for a substitute will be decided between CCNS staff and the parent

## DIAPERING PROCEDURES

It is the parents' responsibility to provide all diapers and wipes for their child. Gloves and plastic bags are available at the school.

Staff and adults are to follow this diapering procedure, as received from the Ministry of Education:

1. Assemble supplies. Put on disposable vinyl gloves when changing a diaper.
2. Place child on a clean changing surface. Remove soiled diaper, fold soiled surface inward
3. Cleanse skin with disposable cloth, moving front to back. Remove all soil, don't overlook skin creases.
4. Fasten fresh diaper in place.
5. Remove soiled matter in diaper in the toilet. Place soiled disposable diaper in a plastic bag.
6. Clean changing surface and soiled supplies with the sanitizing solution and disposable cloth. Let the areas dry to prevent irritation.
7. Staff and children must wash their hands thoroughly with soap under running water for at least 30 seconds.
8. Report abnormal skin or stool conditions, such as rash, unusual fecal consistency, colour, odour or frequency) to parents. Record appropriately.

Remember!!! Anything you touch before you wash your hands should be considered contaminated until cleansed. Wash hands after toileting and diapering.

## Serious Occurrence Policy

Serious occurrence is defined as,

- (a) the death of a child who received childcare at CCNS whether it occurs on or off the premises,
- (b) abuse, neglect or an allegation of abuse or neglect of a child while receiving care at CCNS,
- (c) a life-threatening injury to or a life-threatening illness of a child who receives care at CCNS,
- (d) an incident where a child who is receiving care at CCNS goes missing or is temporarily unsupervised,  
or
- (e) an unplanned disruption of the normal operations of the centre that poses a risk to the health, safety or wellbeing of children receiving care at CCNS. (This includes: fire, flood, gas leak, detection of carbon monoxide, outbreak, lockdown or other emergency relocation or temporary closure)

Should a child become seriously injured or ill:

- The teacher applies first aid and remains with the child.
- The program assistant telephones 911 and then the child's parents or the emergency contact for the injured/ill child to inform them of the situation and the action being taken (ex. ambulance called, etc)

- The program assistant removes a copy of the child's Emergency Information Form in case the child must be transported to the hospital. (located in the black emergency pack and also in the office files).
- The Duty Parent gathers the other children in the program away from the injured/ill child and remains with the children until they are told otherwise.

\*If, due to low enrollment, there is no duty parent at the time of a serious occurrence, the program assistant is also responsible for supervising the other children.

Should the death of a child occur at CCNS, emergency services and the parents will be contacted.

An allegation of abuse or neglect will give rise to a duty of report that a child may be in need of protection. If a staff member suspects that a child is, or may be, in need of protection, they must report this to the local children's aid society in accordance with section 72 of the Child and Family Services Act. The person who has the reasonable grounds to suspect that a child is, or may be, in need of protection must make the report directly to a children's aid society. The person must not rely on anyone else to report on his or her behalf. A report to a children's aid society must be made for all situations where a child is, or may be, in need of protection, no matter where the alleged abuse or neglect took place. However, staff are only required to notify the program advisor of a serious occurrence if the alleged abuse or neglect occurred while the child was receiving care at the childcare centre. As registered early childhood educators (RECEs) we are expected to be accountable for our actions and to abide by the College of Early Childhood Educators' Code of Ethics and Standards of Practice as well as all applicable legislation, regulations, by-laws and policies that are relevant to our professional practice.

In the case of an incident where a child goes missing, our procedure is as follows:

- Alert all staff
- Immediately search the nursery school premises, including outdoor areas (e.g. playground and surrounding area)
- Have a staff member who is not searching the premises alert the child's parents if they are not found immediately.
- Advise the police by telephone.

In the case of an incident of fire, flood, a gas leak, detection of carbon monoxide or a lockdown, the appropriate emergency services will be contacted. (for example, fire or police department).

The Director:

- Ensures that all persons having knowledge of the serious occurrence remain at the site until excused.
- Contacts the President of the Nursery School Executive.

- Reports the incident to the Program Advisor at the Ministry of Education within 24 hours through CCLS or if they are unable to access it, they must notify the program supervisor by telephone or email.
- a summary of the report and of any action taken as a result will be posted for at least 10 business days in a conspicuous place at the nursery school; and the report and the summary of the report are each kept on file at the nursery school.
- An annual analysis of all serious occurrences that occurred in the previous year at the nursery school will be conducted and we will keep records of the actions taken in response to the analysis.

Serious occurrence notification forms are kept for at least three years on file at the nursery school.

## **Allergy & Anaphylaxis Policy**

### **Policy**

To ensure that all parents/guardians/delegates/children/volunteers and students participating in the nursery school understand how allergies and children with high risk of anaphylaxis are managed in the nursery school environment.

### **Scope**

All Carp Cooperative Nursery School parents/guardians/delegates/children/volunteers and students.

### **Purpose**

Carp Cooperative Nursery School Inc. herein called the Nursery School, recognizes the potentially serious consequences of children with allergies. While the key responsibility lies with the anaphylactic individual and his/her family, in the case of a young anaphylactic child, the childcare community must also be aware. Creating an environment that reduces the risk of severely allergic or anaphylactic children requires the co-operation and understanding of all members of the Nursery School, including staff, volunteers, students, children, parents, guardians and/or delegates.

**The Nursery School does not purport to be, nor can it be deemed to be free of food items and non-food items that may lead to a severe allergic or anaphylactic reaction. The Nursery School will make every reasonable effort to reduce the risk to children with severe allergies or anaphylaxis with this policy and close monitoring of the school environment. NO PEANUT OR TREE NUT PRODUCTS ARE ALLOWED AT THE NURSERY SCHOOL AT ANYTIME.**

Reactions to allergens can trigger different responses from very mild to a severe potentially life-threatening condition known as anaphylaxis. "In Canada, the nine priority food allergens to trigger anaphylactic reactions are peanut and peanut by-products such as peanut oil and peanut butter, tree nuts, sesame seeds, milk, eggs, seafood (fish, crustaceans and shellfish), wheat, soy and sulphites (a food additive)"<sup>3</sup>.

Tree nuts are defined as walnuts, almonds, hazelnuts (Filberts), Brazil nuts, pecans, cashews, pistachio nuts, pine nuts (pignolias) and macadamia nuts.

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<sup>3</sup> Canadian Food Inspection Agency website – [www.inspection.gc.ca](http://www.inspection.gc.ca)

Non-food items such as latex and bee stings can also bring about a life-threatening reaction.

### **Procedures / Guidelines**

#### **Parents/Guardians/Delegates are responsible for:**

- Informing the Nursery School that his/her child, herein called the child, has allergies and is anaphylactic or potentially anaphylactic. This must be listed on the registration form and they must verbally notify the E.C.E. Teacher, herein called the teacher
- Providing a minimum of two (2) EpiPens to be left at the Nursery School
- Replacing the EpiPens when the expiry date is reached
- Providing the nursery school with two (2) recent pictures of the child to be posted on the kitchen cupboard
- Signing **Consent for Emergency Administration of an EpiPen by Nursery School Personnel** form (annually) for the administration of the EpiPen. Both the Parent and Teacher must sign the consent form indicating this has been done
- Presenting a letter of explanation from their doctor or allergist should their child no longer be allergic or no longer require the use of an EpiPen so their name may be removed from the Nursery School's allergy list
- **Providing a snack for his/her child and sending it with the child to Nursery School daily**

#### **Carp Cooperative Nursery School Director & Teacher is responsible for:**

- Discussing the child's allergies with the Parent on admission to the Nursery School
- Ensuring that all staff, volunteers, students and Duty Parents are aware of these children. A list of all children with allergies will be posted on the kitchen cupboard with their picture. The posting shall include the picture of the child, their specific allergy or food restrictions, if an EpiPen is required and emergency contact information
- Ensuring that the two (2) EpiPens provided by the parents are stored hanging inside the kitchen cupboard door. Both EpiPens will be placed in a small coloured zippered bag and will be clearly labeled with the child's name and EpiPen expiry dates, specific allergy and a picture of the child.
- Ensuring that all duty parents are made aware of its location, and the location will be recorded on the allergy alert form
- Ensuring that posters describing the signs and symptoms of anaphylaxis and the use of the EpiPen are posted in plain site at all times
- Checking the EpiPens monthly to ensure they have not reached their expiry date. If an EpiPen has expired the Director/teacher will notify the parent that another is **required** prior to the next scheduled class
- Ensuring that all Nursery School staff, volunteers, students and Duty Parents have been provided a demonstration of the administration of the EpiPen, are prepared and ready at all times to administer the EpiPen and have signed off that they have been provided the demonstration and have the knowledge, skill and ability to administer the medication in the event it is required
- Ensuring that all parents/guardians/delegates have read and understood this policy – parents who refuse to sign the letter will not be allowed to act as a Duty Parent. Parents must sign off on this policy at the time of registration



- Ensuring the policy is reviewed annually
- Ensuring the policy is adhered to

### **Treatment Protocol & Responsibilities of the Duty Parent:**

- There are no contraindications or hesitation into use of an EpiPen (epinephrine) for a potentially life-threatening allergic reaction  
Give injection immediately and note time of administration
- The Teacher will stay with the affected child
- The Program assistant will call 911 immediately
- The Program assistant will contact the parent/guardian/delegate of the affected child immediately after placing the 911 call. If the parent/guardian/delegate is not available at any of the contact numbers, the Program assistant will contact the Emergency Contact as listed on the Emergency Card
- Administer a second EpiPen if there is no improvement in the child's symptoms and the Emergency Personnel have not arrived
- Regardless of the degree of the reaction or response to the epinephrine, the child is taken to an Emergency Room by Ambulance. The Duty Parent or the PA must go with them if the Parent is not present at the time of the ambulances' departure. The teacher will stay at the Nursery School with the rest of the class
- The Duty Parent or PA will stay with the child at the hospital until the parent arrives. The EpiPen(s) that was/were administered will be taken along to the hospital.
- The Teacher will file a Serious Occurrence Report before the end of day and it will be filed with the Child's registration package
- The Teacher will call the Duty Parent and the parents of the child to determine if a debriefing session is required/requested.

Each EpiPen Auto-Injector contains a single dose of a medicine called epinephrine, which you inject into your outer thigh. **DO NOT INJECT INTO YOUR BUTTOCK**, as this may not be effective for a severe allergic reaction. In case of accidental injection, please seek immediate medical treatment.<sup>4</sup>



### **SYMPTOMS OF AN ALLERGIC REACTION**

A person experiencing an allergic reaction may have any of the following symptoms:

- Flushing – warmth, redness of the skin

- Itching
- Hives
- Hoarseness, difficulty breathing, speaking or swallowing
- Swelling of the eyes, face, lips, throat and/or tongue
- Anxiousness, distress, faintness, paleness
- Sense of doom
- Weakness +/- a loss of consciousness
- Vomiting<sup>4</sup>

# Fire Safety Plan

## EVACUATION GUIDELINES

The method of alerting the children in the event of fire is

(Whistle, Building fire alarm system, etc.)

If conditions permit, children may be allowed to get their outdoor clothing.

Children shall be instructed to keep in line, to avoid crowding, and to the best of their ability to refrain from talking.

Staff members will ensure that their respective areas are clear of all children, employees and visitors.

As rooms are cleared, doors must be closed.

Children are to be assembled at a safe, predetermined location and a roll call taken.

Call the Fire Department from an area of safety - DO NOT ASSUME THIS HAS ALREADY BEEN DONE - Know and give the correct address and location of fire in the building.

A current attendance record is to be kept, removed during evacuation and given to the Fire Department Officer in charge on his arrival along with the Fire Safety Plan and building keys.

Do not return to the building until it is declared safe to do so by the Fire Chief.

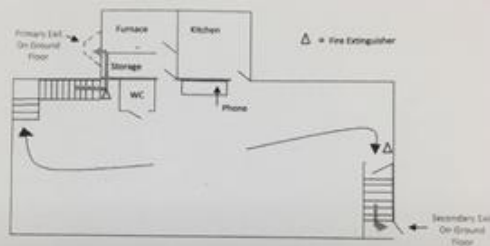
Where HANDICAPPED CHILDREN are cared for, sufficient staff shall be present during the period the children are in the center to escort them to safety.

## EVACUATION PLAN

Based upon the Evacuation Guidelines, the following procedures and duties are in effect at this daycare facility:

### EMERGENCY ROUTES AND PROCEDURES FOR

#### CARP COOPERATIVE NURSERY SCHOOL / HUNTLEY PARISH HALL BASEMENT



#### IN CASE OF FIRE:

- Alert all occupants and staff
- Evacuate through nearest exit
- Close all doors but do not lock
- Call 911 – give location (3774 Carp Rd.)
- Use extinguishers only if fire is small. If fire cannot be controlled follow steps above.

#### SUPERVISORY STAFF:

- Ensure all occupants have been evacuated promptly
- Ensure 911 has been notified and provide access information to them when they arrive

### **DUTIES OF SUPERVISOR**

The Supervisor shall:

1. Post, maintain and be in complete charge of the approved Fire Safety Plan and the specific responsibilities of the personnel.
2. Designate and train sufficient assistants to act in this position during any absence of the supervisor from the Daycare.
3. Determine the location and number of exits and ensure that they are inspected daily, and that no exit is blocked or obstructed.
4. Assign exit routes from all rooms. These routes should be as short as possible, consistent with full use of exit facilities available.
5. Explain the evacuation procedures to each staff member and to all children, pointing out the exit routes from each room to the outside assembly point.
6. Point out alternate routes for use when the normal routes are blocked by fire. To familiarize children with alternate exits, routes shall be varied from drill to drill.
7. **Conduct a Fire Drill monthly.**
8. Be responsible for ensuring that the maintenance schedules for Fire Protection Equipment are completed.
9. Establish alternate procedures for the protection of the building occupants if the Fire Alarm or any fire safety device is out of service for any reason. Notify the Fire Department of any shutdown of fire protection equipment.
10. Have schematic diagrams showing location of the building fire emergency systems and exits available for Fire Department use in an emergency.
11. Ensure that all locked rooms are labeled.

### **TRAINING OF STAFF**

The supervisor shall educate and train all personnel in the location and use of the existing Fire Safety Equipment and Devices, including how to reset the Fire Alarm System.

The supervisor shall educate and train all personnel in the actions to be taken under the approved Fire Safety Plan.

The supervisor shall provide all staff members with a copy of the approved Fire Safety Plan.

The supervisor shall perform the above with each new staff member prior to his/her commencement of work.

### **RESPONSIBILITIES OF STAFF MEMBERS**

1. Be familiar with the Fire Safety Plan.
2. Be familiar with all Fire Protection Equipment. (Fire Alarm System, extinguishers, etc.)
3. Report to the supervisor any potential fire hazards such as:
  - 1) any doors obstructed, blocked open or not closing properly,
  - 2) any exit lights not operating,
  - 3) firefighting equipment inoperative or obstructed, or
  - 4) obvious fire hazards such as the accumulation of combustibles, defective or temporary wiring, or the improper storage of oily rags, etc.

### FIRE DRILLS

1. The method of alerting the children during a fire drill is  
blowing a whistle  
 (Whistle, building Fire Alarm System, etc.)
2. Fire Drills are held Once a month  
 (State frequency)
3. How are exit routes varied from drill to drill?  
We alternate the exits. The front of the classroom or the back door.
4. Weather permitting, the fire drill should continue until all persons are outside.
5. Procedures should be reviewed after each Fire Drill and problems documented to prevent reoccurrence.

### MAINTENANCE SCHEDULES FOR FIRE PROTECTION EQUIPMENT

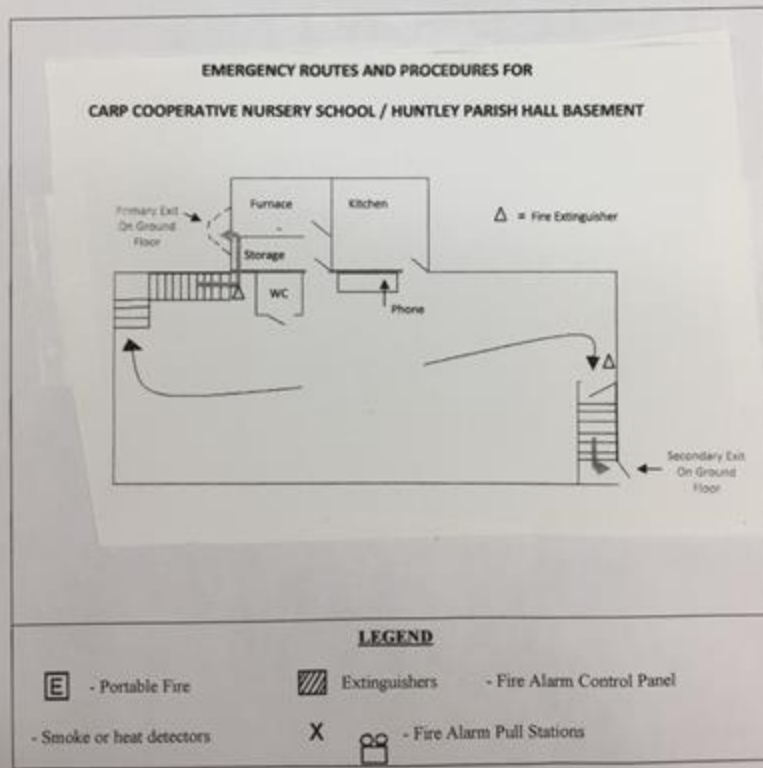
FREQUENCY	REQUIREMENT	RESPONSIBILITY OF
		Gabrielle Brune Tess MacMillan
<b>Daily</b>	Check Fire Alarm panel to ensure power light is on	
	Check trouble light for trouble indication	
<b>Weekly</b>	Check hoods, filters and ducts for accumulation of combustible deposits, and clean when such deposits create an undue fire hazard. (If applicable)	
<b>Monthly</b>	Inspect all portable fire extinguishers	
	Inspect all doors in fire separations	
	Conduct a Fire Drill	Gabrielle Brune Tess MacMillan
	Test Fire Alarm System	
	Test and inspect emergency lighting equipment.	Gabrielle Brune Tess MacMillan
	Inspect standpipe hose cabinets to ensure hose position and that equipment is in place and operable.	
<b>Annually</b>	Subject all portable fire extinguishers to maintenance	Qualified Extinguisher Fire Maintenance Personnel Alert
	Test complete Fire Alarm System.	Qualified Fire Alarm Fire Maintenance Personnel Alert
	Inspect and test emergency lighting equipment.	

	Inspect standpipe hose valves to ensure tightness and to ensure no water leakage.	
	Remove and rerack hose and replace worn gaskets.	
	Remove plugs or caps on Fire Department connections and inspect for wear, rust or obstructions.	
<b>As Required</b>	Check doors in fire separations to ensure they remain closed.	
	Maintain exit signs clearly visible at all times.	Gabrielle Brune Tess MacMillan
	Maintain fire procedure signs in a clean and legible condition.	Gabrielle Brune Tess MacMillan
	Recharge fire extinguishers after use or as indicated by an inspection or when performing maintenance.	G. Brune T. MacMillan

### SCHEMATIC DIAGRAMS

1. Draw a floor layout of each level showing all rooms, doors, etc. (use one page per floor)
2. Indicate all applicable equipment using the symbols shown in the legend.
3. Show all streets adjacent to the building.

Floor Level: Basement





- Exit Signs

- Emergency Lighting Unit

### CONTROL OF FIRE HAZARDS

**FLAMMABLE LIQUIDS:** All flammable liquids shall be stored in an acceptable location and in areas inaccessible to children.

**COMBUSTIBLE WASTE:** Ensure combustible waste materials do not accumulate in amounts or in location which would constitute a fire hazard.

**WASTE RECEPTACLES:** Waste receptacles are to be made of noncombustible material. Use of plastic bags within garbage receptacles should be discouraged.

**DISPLAY MATERIALS:** Combustible artwork and teaching materials which are attached to walls must not exceed 20 percent of the area of such walls.

### FIRE EXTINGUISHMENT, CONTROL OR CONFINEMENT

In the event a small fire cannot be extinguished with the use of a portable fire extinguisher or the smoke presents a hazard to the operator, then the door to the area should be closed to confine and contain the fire. Leave the fire area, activate the fire alarm and carry out your duties under the evacuation plan. (Ensure the Fire Department has been notified and wait for them to arrive.)

### FIRE CODE REQUIREMENTS FOR DAYCARE CENTERS

#### **SECTION 2.10 DAY-CARE CENTRES**

##### Subsection 2.10.1. Combustible Materials

**2.10.1.1.** Combustible artwork and teaching materials that are attached to walls shall not exceed 20 per cent of the area of the walls.

##### *Waste receptacles*

**2.10.1.2.** Waste receptacles shall be made of noncombustible materials.

##### *Flammable and combustible liquids*

**2.10.1.3.** Flammable and combustible liquids shall be stored in conformance with Part 4 and in areas inaccessible to children.

**2.10.1.4.** Where children with disabilities are cared for, sufficient staff shall be present at all times during the period the children are in the centre to escort them to safety in the event of a fire emergency.

# Emergency Management Policy and Procedures

Name of Child Care Centre: Carp Cooperative Nursery School

Date Policy and Procedures Established: August 31, 2017

Date Policy and Procedures Updated: yearly

## Purpose

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

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

## Definitions

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

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

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

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

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

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

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

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

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



## Policy

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

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

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

For situations that require evacuation of the childcare centre, the **meeting place** to gather immediately will be located at: St. Paul's United Church

If it is deemed 'unsafe to return' to the childcare centre, the **evacuation site** to proceed to is located at: St. Paul's United Church

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

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

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

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

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

### **Additional Policy Statements**

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

Evacuation drills will be held with the staff every three months and an emergency kit will be prepared and available.

## Procedures

### Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p><b>Lockdown</b> When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<ol style="list-style-type: none"><li>1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible.</li><li>2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location.</li><li>3) Staff inside the childcare centre must:<ul style="list-style-type: none"><li>• remain calm;</li><li>• gather all children and move them away from doors and windows;</li><li>• take children's attendance to confirm all children are accounted for;</li><li>• take shelter in closets and/or under furniture with the children, if appropriate;</li><li>• keep children calm;</li><li>• ensure children remain in the sheltered space;</li><li>• turn off/mute all cellular phones; and</li><li>• wait for further instructions.</li></ul></li><li>4) If possible, staff inside the program room(s) should also:<ul style="list-style-type: none"><li>• close all window coverings and doors;</li><li>• barricade the room door;</li><li>• gather emergency medication; and</li><li>• join the rest of the group for shelter.</li></ul></li></ol> <p>The teacher will immediately:</p> <ul style="list-style-type: none"><li>• close and lock all childcare centre entrance/exit doors, if possible; and</li><li>• take shelter.</li></ul> <p><b>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</b></p>

<p><b>Hold &amp; Secure</b> When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<ol style="list-style-type: none"> <li>1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.</li> <li>2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.</li> <li>3) Staff in the program room must immediately: <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• take children’s attendance to confirm all children are accounted for;</li> <li>• close all window coverings and windows in the program room;</li> <li>• continue normal operations of the program; and</li> <li>• wait for further instructions.</li> </ul> </li> <li>4) The teacher must immediately: <ul style="list-style-type: none"> <li>• close and lock all entrances/exits of the child care centre;</li> <li>• close all blinds and windows outside of the program rooms; and</li> <li>• place a note on the external doors with instructions that no one may enter or exit the child care centre.</li> </ul> </li> </ol> <p><b>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</b></p>
<p><b>Bomb Threat</b> A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<ol style="list-style-type: none"> <li>1) The staff member who becomes aware of the threat or a volunteer parent must: <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• call 911 if emergency services is not yet aware of the situation;</li> <li>• follow the directions of emergency services personnel; and</li> <li>• take children’s attendance to confirm all children are accounted for.</li> </ul> </li> <li>A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</li> <li>B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</li> </ol>

**Disaster  
Requiring  
Evacuation**

A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.

1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.

2) Staff must immediately:

- remain calm;
- gather all children, the attendance record, children's emergency contact information any emergency medication;
- exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions;
- escort children to the meeting place; and
- take children's attendance to confirm all children are accounted for;
- keep children calm; and
- wait for further instructions.

3) If possible, staff should also:

- take a first aid kit; and
- gather all non-emergency medications.

4) Designated staff will:

- help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and
- in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.
- If individuals cannot be safely assisted to exit the building, the designated staff will assist them to a safe place and ensure their required medication is accessible, if applicable; and
- wait for further instructions.

5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.

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

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

Call 911	**
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### Additional Procedures for Immediate Emergency Response

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

Notify church staff if they are in the building.
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### Phase 2: Next Steps During the Emergency

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

#### List of Emergency Contact Persons:

Local Police Department: 911

Ambulance: 911

Local Fire Services: 911

Site Supervisor: N/A

Licensee Contact(s): Alyson Carroll : 613 787-4081

Child Care Centre Site Designate: N/A

[insert others:] CCNS President 613-806-5535

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

The teacher must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.

- 5) Throughout the emergency, staff will:
  - help keep children calm;
  - take attendance to ensure that all children are accounted for;
  - conduct ongoing visual checks and head counts of children;

- maintain constant supervision of the children; and
- engage children in activities, where possible.

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

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



<b>8b) Procedures to Follow When “Unsafe to Return” Notification is Given</b>	
<b>Procedures</b>	<p>1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel.</p> <p>2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site.</p> <p>3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site.</p> <p>The director will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so.</p> <p>4) Upon arrival at the evacuation site, staff must:</p> <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• take attendance to ensure all children are accounted for;</li> <li>• help keep children calm;</li> <li>• engage children in activities, where possible;</li> <li>• conduct ongoing visual checks and head counts of children;</li> <li>• maintain constant supervision of the children;</li> <li>• keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and</li> <li>• remain at the evacuation site until all children have been picked up.</li> </ul>
<b>Communication with parents/guardians</b>	<p>1) Upon arrival at the emergency evacuation site, the teacher will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.</p> <p>2) Where possible, the director will update the child care centre’s voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.</p>

### **Additional Procedures for Next Steps During an Emergency**

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

Any accidents or injuries to children or staff that occurred during the emergency will be documented and filed as serious occurrences with the Ministry of Education. Consequently, the program advisor will be notified.

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

<p><b>Procedures for Resuming Normal Operations</b></p> <p>E.g. where, applicable, reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc.</p>	<p>The program advisor at the Ministry of Education will be notified immediately after an emergency situation.</p> <p>Depending on the emergency situation, a temporary location may be used or the school will be closed if necessary.</p> <p>The school’s insurance company will be notified if necessary.</p> <p>Other people associated with CCNS will be debriefed ( Eg: church staff, CISS, OCTC, etc) if necessary.</p>
<p><b>Procedures for Providing Support to Children and Staff who Experience Distress</b></p>	<p><b>After an emergency situation, CCNS will enlist the help of local resources to provide support for those who experience stress, if necessary.</b></p> <p><b>Trauma Counselling Family Therapy (Ottawa &amp; Nepean)- 613-287-3799</b></p> <p><b>Saterra Psychological &amp; Counselling Services(Stittsville)- 613-831-8181</b></p> <p><b>Crisis Line- 613-722-6914 (Ottawa); 1-866-996-0991 (Outside Ottawa)</b>  <b>Website for helping children cope with trauma;</b>  <a href="https://childmind.org/guide/helping-children-cope-traumatic-event/">https://childmind.org/guide/helping-children-cope-traumatic-event/</a></p> <p><b>Local Clergy: St. James Anglican Church -613-839-3195</b></p> <p><b>Canadian Red Cross: Ottawa Branch- 613-740-1900</b></p>
<p><b>Procedures for Debriefing Staff, Children and Parents/ Guardians</b></p> <p>Include, where, applicable, details about when and how the debrief(s) will take place, etc.</p>	<p><b>Debriefing Staff:</b> Within 24 hours, the director will contact the staff and discuss what happened during the emergency with details such as who was called (police, ambulance, Red Cross, for example), if there was an evacuation, and the after affects (damage to the school, for example). They will also be updated as to whether the school needs to be closed, estimates on how long or whether we need to relocate. Staff will be required to uphold confidentiality.</p> <p><b>Debriefing Parents:</b> Within 24 hours, the director will contact the school’s parents and discuss what happened during the emergency with details such as who was called (police, ambulance, Red Cross, for example), if there was an evacuation (to our safe place, St. Paul’s church, for example) and the after effects (damage to the school, for example). This depends on the nature of the emergency that took place. They will be reassured that we accounted for all the children and did our best to keep them safe and calm at all times. They will also</p>

	<p>be given updates as to whether the school needs to be closed, estimates on how long or whether we need to relocate.</p> <p>When debriefing parents, confidentiality will be upheld. (For example, names of children/ adults injured or fatalities will not be disclosed)</p> <p>Debriefing Children: the teacher will set aside a time shortly after the emergency to explain to the children what happened. This will be done in a manner that is appropriate for young children. We will provide them with opportunities to talk about what they went through and what they think about it. It is important to acknowledge their fears, give them comfort and to let them know that they are safe and so are their family and friends.</p> <p>Children react, in part, to what they see from adults around them so it is important to remain calm and confident and provide the best support possible.</p> <p>After a traumatic event, children can experience a wide range of emotions and their behaviour may change as a result. Some children react right away, while others may show signs of difficulty later. It is important to be aware of this and to help the children cope (or provide resources, such as therapy, that could help). It is also a benefit to maintain familiar routines and give them a sense of stability.</p>
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The preschool director will immediately notify the Program Advisor from the Ministry of Education when a report from the local authorities includes an order or direction that has been given, or when enforcement action has been taken. This will be done within 2 business days. Reports will be maintained on the preschool premises.

### Monitoring Compliance and Contraventions

With respect to compliance of the school’s policies, procedures and individualized plans, staff, students and volunteers will be observed by the director on an on-going basis during daily interactions in the classroom. They will be encouraged to continue implementing the approaches outlined in our program statement. Through team meetings and peer coaching, staff, students and volunteers will be supported in putting CCNS goals into effect. We will record that all policies reviewed. Compliance will also be recorded in an observation logbook and will be stored in a secure location for at least three years from the date of creation.

With respect to contraventions of the school’s policies, procedures and individualized plans, staff, students and volunteers will also be observed by the director on an on-going basis during daily interactions in the classroom. A record will be kept of any contraventions in our observation logbook. This log will be reviewed monthly with each employee, volunteer or student. Our primary purpose is to

assist them to understand that the requirements have not been met and that there is an opportunity for improvement.

The director will:

- review the policy with the person in question and make sure they fully understand the requirements.
- if necessary, mentor the person during daily interactions and provide feedback.
- In the case of further contraventions, have the situation addressed with the CCNS executive.

With respect to contraventions to Prohibitive Practices, the director will follow the same steps as previously mentioned. However, if the staff, student or volunteer continues any of the Prohibitive Practices, they will be dismissed from the nursery school.

## Parent Issues and Concerns Policy and Procedures

Name of Child Care Centre: Carp Cooperative Nursery School

Date Policy and Procedures Established: September 1, 2017

Date Policy and Procedures Updated: yearly.

### Purpose

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

### Definitions

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

*Staff:* Individual employed by the licensee (e.g. program room staff).  
Gabrielle Brune,

### Policy

#### **General**

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

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

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

An initial response to an issue or concern will be provided to parents/guardians within 5 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

### **Confidentiality**

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

### **Conduct**

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

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

### **Concerns about the Suspected Abuse or Neglect of a child**

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

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

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

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p><b>Program Room-Related</b></p> <p>E.g: schedule, toilet training, indoor/outdoor program activities, snack time, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the classroom staff directly</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the president of the executive</li> </ul>	<ul style="list-style-type: none"> <li>- Address the issue/concern at the time it is raised</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- arrange for a meeting with the parent/guardian within 5 business days.</li> </ul> <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> <li>- the date and time the issue/concern was received;</li> <li>- the name of the person who received the issue/concern;</li> <li>- the name of the person reporting the issue/concern;</li> <li>- the details of the issue/concern; and</li> <li>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>
<p><b>General, Centre- or Operations-Related</b></p> <p>E.g: School fees, hours of operation, staffing, waiting lists, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the president of the executive</li> </ul>	<ul style="list-style-type: none"> <li>- the name of the person who received the issue/concern;</li> <li>- the name of the person reporting the issue/concern;</li> <li>- the details of the issue/concern; and</li> <li>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>
<p><b>Staff-, Duty parent-, Director, and/or Licensee-Related</b></p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the individual directly</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the director or the president of the executive.</li> </ul> <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the director as soon as parents/guardians become aware of the situation.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 5 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p>
<p><b>Student- / Volunteer-Related</b></p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the staff responsible for supervising the volunteer or student</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the president of the executive.</li> </ul> <p>-</p> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

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

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

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

**Contacts:**

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or [childcare\\_ontario@ontario.ca](mailto:childcare_ontario@ontario.ca)

Alyson Carroll (program advisor for CCNS): [Alyson.carroll@ontario.ca](mailto:Alyson.carroll@ontario.ca) ; 613 787-4081

**Conflict of Interest**

Based on the College of ECE codes and standards document, it is understood that the presence of dual relationships in the school may lead to a violation of professional boundaries or conflicts of interest. Subsequently, it is important to avoid these situations. For example, a parent with a child/ren in the program may not hold a regular staff position (as opposed to occasionally supplying). Also, it is not recommended that staff care for a child in the program outside of school hours.

**Waitlist policy**

CCNS will not charge a fee to families whose child is on a wait list for admission to the Nursery School. The wait list is compiled in order of the date of the request with possible exceptions for families already in the program wanting to add additional days. The following relevant information will be collected once a request for admission has been made:

- the date of request and preferred start date
- the child's name and date of birth
- the parent's name, email address and/or phone number, additional relevant information (special needs or requests).

When a spot becomes available, a parent/guardian whose child is first on the wait list will be contacted. The family will be given 72 hours to accept or decline the offer of enrollment for their child. If no definitive response is given within this time frame, the registrar will move on to the next applicant. Notes will be made on date and time of contact, if the parent was reached, a message left on voicemail or email sent.

The position on our waitlist can be given by written email confirmation to the parent requesting it, or verbal confirmation by phone to the inquiring parent. Privacy and confidentiality will be maintained.

In addition, the Carp Cooperative Nursery School is currently one of the childcare facilities listed in the Municipal Childcare Wait list system. Our policy reflects the Ministry of Education Regulations (Ontario Regulation 137/15). Parents can have their child's status on the wait list shared when requested yet personal information will be protected as required. There is no fee associated with the Childcare Wait list. The website is as follows: [www.onehsn.com](http://www.onehsn.com)



## CCNS Policy Acknowledgement Waiver

Please ensure you have read **ALL** of the policies included in this Parent Handbook and sign the Policy Acknowledgement Waiver below. All parents/guardians/family members must sign the waiver below before their child begins preschool.

Student Name(s): \_\_\_\_\_

Parent(s)/Guardian(s) Name(s): \_\_\_\_\_

Class: \_\_\_\_\_

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Signature: