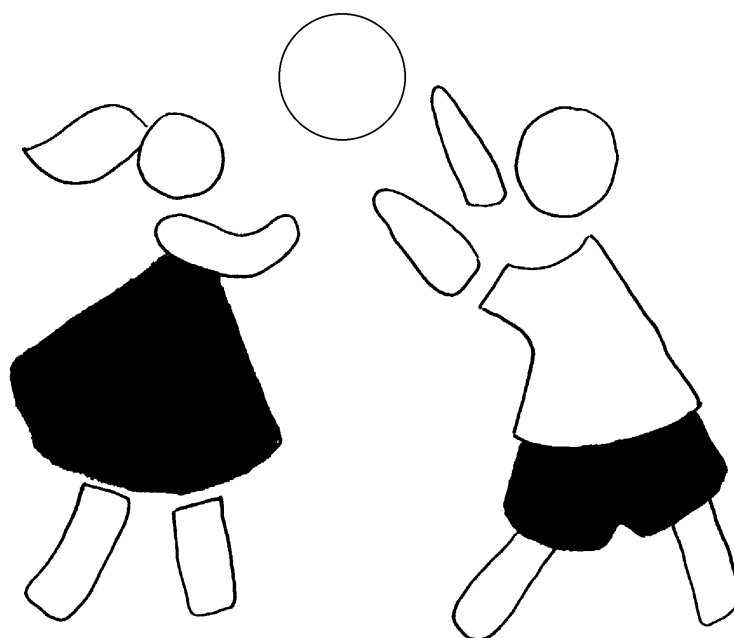


BOUNCING BALL CO-OPERATIVE NURSERY SCHOOL



**PARENT
HANDBOOK
705-436-1569**

2230 VICTORIA ST. INNISFIL, (STROUD) ON, L9S 1K5

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INTRODUCTION

Welcome to Bouncing Ball Co-operative Nursery School. This booklet is meant to provide parents with a brief description of our school, its programs and policies. It is important to read this booklet, as it will explain what Bouncing Ball is about, both for you and your child(ren). Please keep it for future reference.

WHAT IS A COOPERATIVE NURSERY SCHOOL?

Bouncing Ball Co-op is proud that we have been running a successful cooperative school since 1979. You may first ask- what is a cooperative nursery school? It is a non-profit organization that is run and maintained by its members (parents) and Board (parent volunteers).

All parents are encouraged to consider a position on the **Executive Committee**, to help with the running of the school. The School is run by an elected volunteer Board of Directors. The Board of Directors consists of parent-volunteers and meets once each month during the school year. The Supervisor attends these meetings and presents a monthly report. This process allows the Board members and the Supervisor to monitor whether the objectives of the program are being achieved, resolve any matters of concern and make changes to the program, where appropriate. All families are encouraged and welcome to participate in Board activities.

Board members serve one-year terms. Parents and community members are eligible to stand for positions on the Board. Only parents in good standing with the childcare centre and a clear CRC will be active on the Board. Board members are elected at an Annual General Meeting. Current Board members, childcare staff and parents must attend.

OUR STAFF

Our teachers have created a welcoming and enjoyable classroom environment for your child to discover. They bring to the school over 30+ years of experience combined. Their nurturing and caring ways provide an excellent first school experience and learning environment. Their knowledge of child development allows the program to be customized to the individual child and helps in preparation for elementary school.

Head Teacher/Supervisor

The Head Teacher holds an ECE diploma or equivalent and has at least two years teaching experience. She is also Registered and in good standing with the College of Early Childhood Educators. She is trained in First Aid and adult and child CPR. She is responsible for program planning, supervision of the other staff and the general goings on in the classroom. She attends all meetings and guides the new Executive at the beginning of the year. She plans all school trips and parent meetings.

Assistant Teachers

The Assistant Teachers works alongside the Head Teacher. They are trained in First Aid and Child and Adult CPR. They are also responsible for program planning and assists in the supervision of the classroom.

Resource Consultant

The Resource Consultant works for Community Living Huronia. She is in the school to aid children with special needs, and to support the Teachers using a consultative approach. On occasion, there may also be private consultants in the classroom supporting individual students and families.

Bookkeeper

Is contracted by the Nursery School to collect and deposit fees, provide monthly income statements and issue annual tax receipts.

THE EXECUTIVE COMMITTEE

Although many decisions regarding the children's day are made by the Centre's staff, general policy decisions are made by the Board of Directors (Executive Committee).

There are up to 11 positions on the Board of Directors and one non-voting member (the Centre Supervisor). We are required by Co-operative regulations to fill at a minimum the roles of: President, Vice President, Treasurer, Secretary and Registrar.

General meetings may be called as needed during the year. Typically they are not required. Board of Directors' meetings will take place once a month or as need dictates. Any parent may make a written submission on any matter pertaining to the Centre at any time for consideration by and reply from the Board. Any parent wishing to meet with the Board is to make arrangements for a meeting through the Secretary.

The following are, in general, the areas of responsibility of the Board of Directors.

- Decisions concerning the philosophy of the Centre
- Periodic evaluations of the program
- Decisions concerning the hiring, disciplining and dismissal of staff
- Decisions concerning staff salaries and terms and conditions of employment
- Decisions concerning registration and fee structure
- Establishment and monitoring of the budget
- Fundraising

- Management of revenue
- Decisions concerning operating procedures
- Policy development (all Centre policies are available upon request)
- Resolution of conflict with staff or families which have not been resolved by the Supervisor

The legally constituted Executive Committee administers the Centre on behalf of the families. Without it, the Centre would not be able to operate. Board meetings are held once a month during the school year. The following list outlines the positions of the Board of Directors.

DESCRIPTION OF EXECUTIVE VOLUNTEER POSITIONS

President

- Director, Officer of Board of Directors
- Heads the executive and provides a tie-breaking vote when necessary
- Works closely with teachers, general membership and landlord (church)
- Acts as Public Relations Officer for the school
- Plans, organizes, directs and presides at all executive and general meetings
- Has signing authority

HR/Vice-President, Telephone Committee Coordinator

- Voting position, Director, Officer of Board of Directors
- Aids and assists the President
- Assumes duties of the President in his/her absence
- Records meeting minutes if Secretary is unable to attend
- Organizes telephone committee
- Assigns members to committee placement
- Has signing authority
- Prepares, distributes and tabulates results of BBNS parent evaluation
- Attends all Executive and General Meetings

Secretary

- Voting position, Director, Officer of Board of Directors
- Records and distributes minutes of Executive and General Meetings
- Composes and types school correspondence, notices, amendments, etc. as requested
- Assists the President and Vice President in any administrative duties for the

school

- Prepares and distributes the monthly newsletter
- Has signing authority for documents and bank (along with Treasurer and President)

Treasurer

- Voting position, Director, Officer of Board of Directors
- Liaises with the Book Keeper to co sign cheques
- Liaises with fundraising head for funds and financial records
- Reviews financial records
- Attends all Executive and General Meetings

Registrar

- Voting position, Director, Attends all Executive and General meetings
- Keeps a record of all contact information, consent forms, health information & payment records of all members in computer file and in duo tangs at BBNS; to be kept for 10 years
- Responsible for ensuring all member information is complete and current
- Keeps and processes a waiting list of persons seeking membership
- Responsible for application forms and providing information about co-op to new members
- Responsible for yearly registration meeting

Fundraising Coordinator

- Voting, Director, Attends all Executive and General Meetings
- Organizes and directs fundraising committee
- Responsible for coordinating activities with the aim of raising money for the school operating budget

Website Coordinator

- Non-voting, non-executive position. Is invited to attend Executive Meetings in a non-voting capacity
- Responsible for the development and maintenance of the school's website, including regular updates and improvements.

Nominations will be received from the floor at the June meeting and again at the August meeting. Voting will be done by ballot and may be done by proxy. Each member is entitled

to one vote. Should positions remain vacant after the June meeting, the existing Executive members can appoint a member to the position.

FAMILY ETIQUETTE

Parents/ guardians are requested to:

- return any forms by the date requested
- treat the staff with respect
- discuss any concerns privately with the Supervisor or staff, or if necessary, the Board of Directors
- pick up children in a timely manner
- make appointments at a mutually convenient time for themselves and the Centre
- actively participate on the Board of Directors or as a Committee member
- sign a contract acknowledging they understand their responsibilities to the Centre staff

With the involvement of ALL our members, the co-operative will be successful!

SCHOOL SCHEDULE, TRIPS AND CLOSURES

At the first General Meeting of the school year, a Year Plan of Action will be distributed, outlining the start and end dates of the school year, any planned closures, special events, meetings, field trips and fundraisers. A permission form will be distributed prior to each field trip outlining the finalized date and cost of the trip. Parents must drive their child to the location and accompany them for the event.

The school is open Monday to Friday from 9:00- 11:45 a.m. The school year begins the day after Labour Day in September and continues until the third week of June. The school closes for two weeks over Christmas and the week of March Break. We are however open during Elementary School P.A. Days.

During winter months, should the roads be deemed unsafe for travel in '**Central Region**' by the SCDSB, and school bus cancellations are announced on the local news and radio. To ensure the safety of our students, families and staff, we follow these cancellations. If, for any reason, you require confirmation of a "snow day", please call the school @ 705-436-1569 and listen to the message on the machine.

CLASSROOM SCHEDULE AND OUTDOOR TIME

Although outdoor time is not a requirement for Nursery School settings, we are lucky enough to have a playground at our facility. The children will participate in an outdoor play session each day, weather permitting. Child-staff ratios must be maintained at all times

on the playground. All children who come to school must go outside with the group.

Are daily schedule is as follows:

Morning Class

8:30 Staff preparation

9:00 Children arrive

9:30 - 10:30 Free play, selected activities

10:30 - 10:35 Clean-up

10:35 - 10:45 Bathroom / Singing circle

10:45 - 11:00 Snack

11:00 - 11:10 Getting ready to go outside

11:10 - 11:30 Outside play (weather permitting) or indoor activities

11:45 Children depart

11:45-12:30 Teachers clean up

Afternoon Class

1:00 Children arrive, meet in playground (weather permitting)

1:00-1:30- Outside play

1:30-2:30- Free play and Directed activities

2:30-2:40- Clean up

2:40-3:00- Circle/music

3:00-3:15- Snack

3:15 Children depart

3:15-3:30- Teachers clean up

SNACKS

Children are given a snack while attending the nursery program. The snacks are provided by the nursery school. All snack must be purchased from the store, we are unable to serve homemade snacks. We request that parents refrain from sending/bringing in peanut and nut products, as well as items that —may contain peanuts/nuts for snack time. All foods must abide by the Canada Food Guide Healthy eating.

PLEASE INFORM THE SCHOOL OF ANY FOOD ALLERGIES OR SPECIAL DIETARY

RESTRICTIONS YOUR CHILD MAY HAVE. These food allergies and/or dietary restrictions are posted in the kitchen.

Examples of Healthy Snacks

- Strawberries, watermelon, bananas, pineapple
- Mandarin oranges (canned or jarred also)
- Apple slices with slice of cheese and ham
- Yogurt, graham crackers and banana
- Hummus on Melba toast
- Mini whole wheat bagels with cream cheese and hummus
- Whole wheat tortilla with cream cheese (pin wheels)
- Whole grain crackers with cheese and grapes (sliced)
- Apple sauce
- Cheerios
- Cucumbers
- Pickles
- Dried fruit



Hair Coverings

Health regulations require staff to keep short hair covered while preparing snacks. Long hair must be kept tied back.

Birthdays

If your child's birthday falls on or near a school day, we will sing Happy Birthday at snack time. If you would like to provide a special snack (such as cupcakes), you are welcome to do so. Food must be store bought as per Health Dept. regulations.

THE PROGRAM AT BOUNCING BALL NURSERY SCHOOL

Sometimes a parent asks the teachers why their child "plays" so much at nursery school. As early childhood educators, the teachers have the job of helping each child develop in all areas, physically, socially, emotionally, creatively and cognitively. Through play based learning the children move through the classroom while socializing with others and learning to strengthen a wide variety of skills in all areas. Teachers are present at the centres to assist and guide the students through much of this exploration and learning. The easiest way to explain this in detail is to go through all of the centres in our playroom separately. In reality the children may use items from one activity area to create a unique learning opportunity in another area of the classroom.

Dramatic Play (house corner, puppet centre, dress-up box)

Dramatic play is very important in developing social skills. The children learn to give and take with peers. Sharing and exchanging ideas is also learned. Taking on different roles can be invaluable in helping children to understand how other people and/or animals feel. Physically, a child is developing his/her small and large muscles during dramatic play. Pretending to be a horse or a pet dog uses many large muscles. Putting on different dress-up clothes and attempting to do buttons and zippers and other fasteners is exercising small muscles and practicing to dress themselves is a huge step towards independence. Emotionally, your children are learning to come to terms with certain situations that come up in their lives. For example, a child who has a new baby at home may choose to play the part of "baby" in the house corner to find out how it feels to be a helpless, dependent baby. Creatively and cognitively, the children are free to be whatever they want to be during dramatic play, learning to solve problems as they crop up in their play.

Art and Crafts Centre

In the arts and crafts area the teachers usually plan a craft that either allows the children to experiment with different materials, or work on specific skill sets. The easel area and open ended shelf allow the children to choose their own creative activities. The crafts set up on the tables include finger painting with different textures, painting with various objects such as Q-Tips, straws, printing with shapes and sometimes a more structured craft where children have to follow directions to achieve the end result. If the children want to make a picture with materials not available on this table, they can usually find it on the additional craft table. Here, they can use crayons and ink-pads and stamps or cut and paste different pieces of paper. Sometimes a child chooses to take a pair of scissors and just cut a piece of paper into tiny pieces. These "masterpieces" don't always find their way home for obvious reasons, but the child has strengthened his/her scissor-skills by doing this exercise. Children also have the opportunity to be creative using loose parts/recycled/reused objects. It is amazing to see the thought and planning that goes in to these works of art. Some children may spend an entire morning working on a special creation.

Creating with different materials is a very satisfying experience for young children. They are learning to develop eye-hand co-ordination, experimenting with different textures and practicing their decision-making skills by deciding what to put in their pictures and where to put it. Your child is also learning the names of colours and learning to recognize the letters in his/her name, which will later enable them to write their name. Although the end result may look messy or ordinary, please remember the thought your child has put into his/her work and how much he/she has enjoyed creating it. The older children quite often ask the teachers to write something about their picture and the child may want to "read" it back to an adult later. A child's pictures are his/her first stories - a step towards literacy.

Floor Toys and Block Centre

The block centre is located near the toy shelves that house a garage, toy cars, animals, toy people, a doll's house, a barn, etc. All these toys are "floor toys" that the children quite often mix together with the blocks. Playing with large wooden blocks strengthens large muscles, develops cognitive skills, and also encourages social, emotional and creative skills. It is not unusual to see a group of children work together to make fences out of blocks for the zoo animals, then go on to make roads for the cars, maybe a whole city. They may use 'loose parts/recycled items' to represent objects and/or experiment with. They are learning how to group objects. Socially, this is a very active area that they are learning to work as part of a team.

Playdough, Water and Sand Centre

This centre is located near the kitchen. Sand and/or water are available daily for children to explore/manipulate and or have a sensory break (calm time). Playdough is another fun sensory activity that may be available to model into different shapes and make "cookies" and "pizza" and share with your friends. Pouring water, sand or beans/rice from one container to another is teaching your child about quantities - important knowledge for basic math skills. Does the water from this long thin container fit into this short wide container without spilling over the sides? Your child is also developing social skills and language skills by communicating his/her ideas with others. These sensory materials also encourage new language and thought provoking questions such as "Does the sand feel hard or soft?" "What objects sink or float?"

Book Centre

Children enjoy looking at books alone or in a group. Children may see this as a quieter area to go to if they need some down time. The teachers are always willing to read a favourite story. Sometimes a child may choose to "read" his/her favourite story to a teacher or a friend. By doing this your child is acquiring the skills necessary to learn to read later on. He/she is also learning new words and interacting socially with adults and peers.

Puzzles and Table Toys

Most of the toys put out on the round blue and red tables are manipulative toys to encourage cognitive skills, problem solving, classification and small muscle skills. Matching games, such as Animal Lotto, small objects to sort, puzzles, beads to string, sewing cards, shapes to arrange into designs and science activities such as magnets to experiment with, are all put out at different times through the year. Most of these activities can be used alone or in a group.

Active Area

This is an area that is open for children to burn off some energy. The trampoline, bouncy animals, squishy balls, cheerleader pom poms etc. are all activities for the active child that may need to release some energy and self regulate from time to time to re focus on other classroom activities.

Group Time / Circle

During the nursery school program, we plan for a group/circle time. The teacher holds up a different child's name every day, encouraging the children to recognize their name. This child is the helper of the day and gets to assist the teacher, choose a favourite song to sing, etc.

The circle is an expansion of what we have been talking about in the classroom. In September we start out with a few basic songs and gradually add to these throughout the year. The children all have their favourite songs that they love to sing over and over, one of them being "The Wheels on the Bus".

Although it may seem repetitious to an adult, the more these songs are sung the more words the children pick up and are able to sing them for you at home. During this circle the teachers plan to tie in class discussions. This may involve reading a story, sometimes a new story or one the children know very well. This encourages listening skills and, if it is a story the children know, they are encouraged to help the teacher tell the story by recalling key words. These are important pre-reading skills. Also during this circle time the teachers play various games, such as memory games, guessing games, we do experiments such as what sinks or floats; we discuss opposites, people's jobs, etc. Most of our games encourage the children to participate and offer their opinions.

At times, parents may think that their children are not "learning" anything at nursery school, but they *are* acquiring the necessary skills for kindergarten. The role of the preschool teachers is to make nursery school a fun and positive first-time school experience that supports learning and development. It is an environment that fosters exploration, play and inquiry. Developing social skills and self-regulation is probably the most important skill a child can learn at nursery school. A child who is confident and works well with a group of peers is ready to go on and learn other things in kindergarten. Early childhood learning is not achieved at a table with only a pencil and paper, but "out in the field" where the child can experiment and learn from life experiences. If you have any other questions concerning the program at Bouncing Ball, please don't hesitate to ask the teachers, they will be happy to talk to you about your child. Together we can give your children the best nursery school experience possible.

NIPISSING DISTRICT DEVELOPMENTAL SCREEN (NDDS)

All students will receive an annual age appropriate development screen that will identify a child's strengths and assist in the early identification of delays. The Ontario government has chosen this screen as the tool of choice for families and child care providers to use. More information can be found at www.ndds.ca. If you should wish to discuss your child's progress or development you may arrange an interview with a member of our teaching staff at any time throughout the school year.

Please initiate this by speaking to the Supervisor and a mutually convenient time will be arranged.

FEES AND FINANCIAL INFORMATION

Registration fee: A one time per student \$35.44 registration fee is to be paid for each student by **July 1st** or at the time of registration. These fees are non-refundable after July 31 preceding the current school year. This fee is waived if spaces are still available after March 1st. This covers administration costs, photocopying and bookkeeping.

June Deposit: A deposit for the last months fees (June's fees) is to be paid by August 1st or at time of registration.

Payments: We accept etransfers, they are due on the first of the month from September 1 – June 1. Any additional fees charged by your bank (e-transfer) will be the responsibility of the payee.

Please make Bouncing Ball an e-transfer recipient with your bank. Once your registration is confirmed, the email address is bouncingballschool@live.com. ***Please include your child's name and class in the email message.**

Bouncing Ball Co-op Nursery School is enrolled in the Canada-Wide Early Learning and Child Care (CWELCC) System. The Ontario Government pays a portion of the fees for every family. This school year the parent's fee portion is set at \$12.00 a day and CWELCC is paying the remainder. Fees have been prorated for the school year so that payments remain the same each month. Fees will not be refunded or pro-rated should your child be absent (including illness or vacations), or for snow days and statutory holidays.

Number of Days	Monthly Tuition Rates
2 days a week Tues./Thurs or Wed./Fri.	\$96 per month
3 days a week Monday/Tuesday/Thursday or Monday/Wednesday/Friday	\$144 per month

Delinquent Accounts: Those with delinquent accounts of thirty days may be asked to remove their child from the program

Tax receipts will be issued in February of each year via email. Please ensure that you provide the school with up to date contact information.

Change of Address / Phone Number / Employment

It is imperative that Bouncing Ball Co-op Nursery School be notified immediately of any change in the family home address, the parent's place of employment, or the telephone numbers at home and/or work.

It is also necessary for the Centre to maintain the emergency telephone numbers for each

parent or family member.

Insurance Coverage

Bouncing Ball Co-op Nursery School has insurance coverage indemnifying the Centre for accidents or natural disaster. The policy also provides Directors' liability.

The school is not responsible for loss of property or clothing of its students.

LICENSING

Bouncing Ball Nursery School is licensed by the Ministry of Education and inspected by the County of Simcoe, Innisfil Fire Department and Simcoe Muskoka District Health Unit. The license is renewed yearly and is posted in the cubby area beside the parent board. Also posted, are a summary of the level of compliance with licensing requirements on the date of inspection and any serious occurrences that occurred at the centre within a ten day period. These postings will provide an outline of any incidents that have taken place and the follow up actions taken to remedy the situation.

In order to receive our license, we have to follow the very strict laws of the Child Care and Early Years Act. Our co-op nursery school is licensed for up to 24 children in the morning class and up to 12 children in the afternoon class. Our morning program is suited for children 2.4 years of age and up, and afternoon program for children 3 years of age and/or children that no longer need a nap, are toilet trained and/or already comfortable in a group setting. It is required that we have two teachers that are Registered Early Childhood Education (RECE) or equivalent that have Director Approval for the position (Child Youth Worker). We also have an Assistant teacher and may have volunteer parents.

As Bouncing Ball is a fully integrated centre, we work closely Community Living Huronia and usually have approx. three children with special needs in the morning class. On these days, there may be a resource consultant on the floor to help or an Inclusion Facilitator.

BBNS makes every effort to accommodate the needs of all students and family members/guardians involved in the school. As we are located in the lower level of a building that is not fitted with a ramp, there are some limitations to what we are able to do. Should you require assistance please do not hesitate to let us know and we will work with you to create a support system that will best suit your needs. OTHER TIPS AND GUIDELINES FOR ALL PARENTS

Coping with Separation

There are several ways to help ease the pain of separation for you and your child. We encourage you to use any or all of the following:

- Visit the centre before your child's starting day. We usually schedule a visit for you and your child in June. This allows the children to explore the room, play with the toys and meet the teachers without the pressure of wondering if their parent is going to leave.

- Drive by the church, talking about nursery school as you go by. Remember that this can be a very exciting time for both of you.
- Talk about it at home, read stories about the first day of school (such as Spot's Day at School, Spider's First Day at School, Splat the Cat, The First Day at School).

When the first day of nursery school arrives, bring your child into the classroom, give your child a kiss and say good-bye, telling him/her to have fun and that you will be back in a couple of hours, then leave. If your child becomes upset at this, we find that it works best if you simply leave and let the teacher take care of your child, rather than prolonging the goodbye. The teacher has been trained to tenderly deal with these situations. Usually with a little TLC the child soon feels better and is ready to enjoy his/her nursery school experience.

For some children the separation from mom or dad can be very upsetting at first. This rarely lasts longer than a couple of weeks, but it is important that the parents and teachers are consistent with the way the situation is handled.

SAFE ARRIVAL and DISMISSAL

Bouncing Ball Co-op Nursery School will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to. Parents are encouraged to notify staff in advance if another individual will be picking up their child. They are to remind the individual to bring their identification with them. This includes secondary parent/guardian if we haven't met them before.

Where a child does not arrive in care as expected or is not picked up as expected, staff will follow the safe arrival and dismissal procedures set out below.

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child.
 - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the emergency card/child's file as authorized to pick up or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
 - document the change in pick-up procedure in the daily written record.

- sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - inform the Supervisor and they must commence contacting the child's parent/guardian no later than 10 a.m. Staff shall phone the main parent/guardian that drops off to inquire about the child's absence. If the parent does not answer and/or return call within 10 minutes then they are to call secondary parent/guardian. If we cannot get a hold of either individual's then staff will call the first emergency contact on the list and continue through the other emergency contacts until they get a response.
 - if staff cannot get a hold of any emergency contacts, then the police will be contacted to do a wellness check.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child has not been picked up as expected (before centre closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up by 12:15 p.m., the Supervisor, shall contact the parent/guardian by phone and advise that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must leave a message and call the secondary parent/guardian. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.

- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact emergency contact, wait until program closes and then refer to procedures under “where a child has not been picked up and program is closed”)

Where a child has not been picked up and the centre is closed

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 12:30 pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall begin contacting authorized individuals listed on the child’s file.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child’s file (e.g., the emergency contacts) by 2:30pm the staff shall proceed with contacting the local Children’s Aid Society (CAS) 1-800-461-4236. Staff shall follow the CAS’s direction with respect to next steps.

ABSENCES

If your child is unable to attend school, please call the school and leave a message to inform the teachers of your child’s absence, and specify what, if any illnesses or symptoms are involved. We are required to document illnesses by the health department. This will help the teachers to identify symptoms in other children with whom your child has come into contact.

ILLNESS AND EXCLUSION POLICY

If your child is unable to attend school due to illness, please call the school and leave a message specifying what illnesses or symptoms are involved.

Children who have been exposed to, are demonstrating symptoms of, or are suffering from a communicable disease should not attend school or will be sent home. Parents will be notified and encouraged to consult a doctor.

The Simcoe Muskoka District Health Unit’s Common Illnesses guide provides recommendations of when children may return to school. These recommendations include (but are not limited to):

- Children who have experienced symptoms of an enteric illness must be symptom-free for 24 hours before returning to school. Symptoms may include vomiting, diarrhea, fever, abdominal cramps and irritability.

- Children who have experienced symptoms of a respiratory illness must be fever-free for 24 hours before returning to school. Symptoms include fever combined with cough, runny nose, congestion and/or sore throat and be able to participate.

Children who are thought to be infected with a communicable disease will be kept from the group until such time as the parents can pick up the child from the school. Children will be kept quiet and comfortable until parents arrive. Any blankets that the child has come in contact with will be laundered immediately.

Bouncing Ball Co-op Nursery School is required to follow communicable disease reporting guidelines (as per Ontario Reg. 559/91 and amendments under the Health Protection and Promotion Act). The “Diseases of Public Health Significance Notification Form” will be faxed or emailed to the Simcoe Muskoka District Health Unit’s confidential fax line at (705) 733-7738. In the event that the Health Unit’s medical officer and/or health inspector suspects an outbreak, parent may be requested to collect a stool sample from their child. In consultation with the Health Unit, the exclusion time for ill children may be increased.

- “Diseases of Public Health Significance Notification Form” to follow

Guide for Teachers

Teachers who are feeling unwell, must also follow the guidelines set out by the Simcoe Muskoka District Health Units common childhood illnesses guide.

Procedures

An outbreak is considered to have occurred when there are greater than the usually expected number of ill children or staff within a given period of time (usually 48 hours) with similar signs and symptoms. The Simcoe Muskoka District Health Units ‘Communicable Disease Reporting Guidelines’ and ‘Common Childhood Illnesses Guide,’ provides information on when to report (the number of cases of illness) and the timeline in which to contact them.

Identification of an Outbreak

A suspect outbreak exists when there is an increase in the baseline incidence indicating there are a higher than expected number of children or staff experiencing similar symptoms of illness. To determine whether a suspect outbreak exists:

- Review illness surveillance recording forms, communication books or daily log.
- Track illnesses to determine patterns/increases of illness at various times of the year
- Identify similar symptoms of illness among the symptomatic children/staff.
- Check recent child/staff absenteeism records.
- Contact your local public health inspector to discuss unusual clustering of symptoms.

SIMCOE MUSKOKA DISTRICT HEALTH UNIT’S ROLE IN OUTBREAK CONTROL

The SMDHU has three major roles related to the investigation of an enteric or respiratory outbreak in licensed child care centres.

Legislated Role

In order to protect the public's health, the health unit's medical officer of health and public health inspectors have the authority to require:

- • the exclusion of ill children/staff from the centre
- • policies to support outbreak reporting and management
- • children/staff to submit samples
- • the facility to follow specific outbreak control measures.

Consulting Role

The health unit will provide advice to the child care centre regarding:

- • signs and symptoms of enteric and respiratory illnesses including case definitions
- • information about infectious diseases capable of causing illness in a centre
- • how to reduce the spread of germs in a centre
- • obtaining and storing specimen samples.

Coordinating Role

The health unit will help to coordinate the necessary steps to bring the outbreak under control by:

- • Identifying the type and number of specimen samples needed.
- • Delivering enteric outbreak kits to the centre.
- • Ensuring specimen samples collected are appropriately transported to the Public Health Laboratory in a timely manner.
- • Recommending and/or ensuring the implementation of specific outbreak infection control measures.
- • Conducting a kitchen inspection at the centre if an outbreak of food-borne illness is suspected.

CHILD CARE CENTRE'S ROLE IN OUTBREAK CONTROL

All licensed child care centres are legally responsible for reporting enteric and/or respiratory outbreaks to their local public health unit. Once the outbreak has been reported, the centre is required to:

- • Follow all health unit recommendations and requirements.
- • Assist the investigating public health inspector by facilitating the collection of requested specimen samples and providing the necessary information pertaining to children and staff.

- • Immediately report changes associated with the outbreak and provide updated information about the outbreak on a daily basis (see Child Care Centre Line Listing forms).
- • Communicate necessary information to the families of children attending the centre.

MANAGING OUTBREAKS OF GASTROENTERITIS IN CHILD CARE CENTRES

Child Care Centres present specific risks for spread of illness amongst children because large groups of children share the same rooms, toys/activities, eating spaces and bathroom facilities. This, in conjunction with underdeveloped immune systems make child care centres a very likely setting for spreading gastroenteritis illnesses.

Steps to managing an outbreak:

1. Isolate ill children and arrange for prompt pick up

- • Information on gastroenteritis and management at home should be provided to families of affected children.
- • Parents of infants and young children need to be made aware of the danger of dehydration and encouraged to seek the advice of a physician if they are concerned.

2. Notify public health

- • When cases of suspected gastroenteritis (nausea, vomiting, and/or diarrhea) are above baseline (normal) levels for the centre or room, contact the Simcoe Muskoka District Health Unit's Communicable Diseases (CD) team at 705-721- 7520 or 1-877-721-7520 Ext. 8809.
- • The following criteria should be considered when suspecting an outbreak:
Two or more children and/or staff in the same classroom experiencing symptoms of gastroenteritis (nausea, vomiting and/or diarrhea) within a two day period.

3. Establish control measures

- • Establish a case definition in consultation with Public Health. For example, a case may be defined as any child or staff experiencing: two or more episodes of diarrhea or vomiting within a 24-hour period, **or** one episode of diarrhea and one episode of vomiting within a 24-hour period, **or** one symptom of enteric illness accompanied with laboratory confirmation of a known gastrointestinal pathogen.
- • Exclude ill children and staff from child care **until 48 hours** after symptoms have stopped. This recommendation may change during an outbreak upon direction by the Medical Officer of Health.
- • There should be no new registrations or "short-term" care during the outbreak period.

- • Ensure surfaces contaminated by feces or vomit are immediately cleaned and disinfected using a disinfectant capable of killing non-enveloped viruses like Norovirus, Feline Calicivirus and Rotavirus. Wearing gloves, mask and a water resistant gown will reduce the risk of infection to the staff cleaning and disinfecting.
- • Review hand hygiene with staff. Increased hand washing is strongly recommended during an outbreak and children and staff must have access to warm running water, single use soap and paper towels in dispensers. Sharing towels is not recommended.
- • Wash children's hands upon arrival at child care facility in addition to usual hand-washing practices.
- • Use of alcohol-based hand rubs (ABHRs), particularly for staff, will support increased hand hygiene in the centre. ABHRs should have over 60% alcohol concentration, be kept out of reach of children and only used with children under direct supervision.
- • Suspend interactions between groups that have experienced illness and groups that have not experienced illness. Staff should be dedicated to assigned rooms and not move between rooms. Breaks should be covered off by a supervisor if possible. Staff responsible for diapering should not be preparing or handling food.
- • Children using cloth diapers should switch to disposable diapers for the duration of the outbreak.
- • Cancel social gatherings and outings including field trips for the duration of the outbreak period.
- • Implement a program of increased cleaning and disinfection of bathrooms and common touch surfaces such as door handles, handrails, sink/toilet handles etc.
- • Stop sensory play activities such as water tables, sand tables etc.
- • Clean and disinfect toys in outbreak affected areas on a daily basis. All plush toys, if not dedicated per child, should be removed during the duration of the outbreak. Toys handled by a child who has become ill while in care should be immediately removed from circulation until they have been washed and disinfected. "Mouthed" toys should continue to be one-time use items, being cleaned and disinfected after each use.
- • Contaminated clothing should be put into a plastic bag and sent home with parents for hot water washing. Play clothing/costumes, re-usable mop heads, and all linens including cot liners should be washed on a hot cycle with a detergent and hot air dried.
- • Soft furnishings or carpets should be steamed cleaned.
- • Hard surfaces (including common high touch surfaces and toys) should be thoroughly cleaned with detergent, hot water and a single use cloth then wiped down or immersed with an appropriate disinfectant that is capable of inactivating the particular agent responsible for the outbreak then allowed to air dry. It is critical to ensure the appropriate contact time is used for the disinfectant.

4. Communicate with parents/guardians

It is essential that parents and guardians are kept informed of the outbreak status. Notices should be posted indicating to visitors, delivery services, families etc. that the facility is experiencing an outbreak.

It is important that parents/guardians understand the policy surrounding exclusion and understand why ill children are not to be present in the child care facility.

5. Disinfecting during an outbreak

When an outbreak has been declared, disinfection in the child care centre needs to be increased. This occurs by increased frequency and level of disinfecting. Please contact your local public health inspector for more information on disinfecting during an outbreak.

Declaring an Enteric Outbreak Over:

An outbreak of gastroenteritis is declared over in consultation with the Simcoe Muskoka District Health Unit. Generally, the outbreak is declared over **4 days after the last episode of illness at the centre**. These criteria may change depending on the identification of a specific agent causing the outbreak and upon consultation with the Medical Officer of Health.

MANAGING OUTBREAKS OF RESPIRATORY ILLNESS IN CHILD CARE CENTRES

Respiratory illnesses are emerging infectious diseases and are caused by a number of bacteria and viruses. Child care centres are at an elevated risk for spread of respiratory illnesses due to the large amount of children sharing rooms, toys, activities, eating spaces and bathrooms. This, in conjunction with underdeveloped immune systems make child care centres a very likely setting for spreading respiratory illnesses.

Steps to Managing an Outbreak

1. Isolate ill children and arrange for prompt pick-up

- Information on respiratory illnesses should be provided to families of affected children and parents should be encouraged to seek medical treatment for the child.

2. Notify public health

Generally a respiratory outbreak is defined as a cluster of cases with related respiratory symptoms. When there is an increase of respiratory illness above baseline (normal) levels for the centre or room, contact the Simcoe Muskoka District Health Unit's Communicable Diseases (CD) team. Signs and symptoms must include at least two of the following:

- • Fever
- • Cough
- • Runny nose or sneezing
- • Sore throat or hoarseness or difficulty swallowing
- • Congestion
- • Tiredness
- • Muscle aches
- • Loss of appetite
- • Headache
- • Chills
- • Irritability

3. Establish control measures

- Establish a case definition in consultation with Public Health. For example, a case may be defined as any child or staff experiencing at least two respiratory symptoms (fever, cough, runny nose, chills, headache, tiredness,

loss of appetite, muscle aches, sore throat or hoarseness).

- • Exclude ill children and staff from child care **for 5 days** from onset of symptoms or complete resolution of symptoms which ever is shorter. This recommendation may change during an outbreak depending on the agent causing the outbreak or upon direction by the Medical Officer of Health. Consult with the Simcoe Muskoka District Health Unit's Communicable Disease (CD) Team to determine the exclusion time for ill children and staff from child care centres. A doctor's note may be required.
- • There should be no new registrations or "short-term" care during the outbreak period.
- • Notices should be posted indicating to visitors, delivery services, families etc. that the facility is experiencing an outbreak.
- • Review hand hygiene with staff. Increased hand washing is strongly recommended during an outbreak and children and staff must have access to warm running water, single use soap and paper towels in dispensers. Sharing towels is not recommended.
- • Wash children's hands upon arrival at child care facility, in addition to usual hand-washing practices.
- • Use of alcohol-based hand rubs (ABHRs), particularly for staff, will support increased hand hygiene in the centre. ABHRs should have over 60% alcohol concentration, kept out of reach of children and only used with children under direct supervision.
- • Suspend interactions between groups that have experienced illness and groups that have not experienced illness. Staff should be dedicated to assigned rooms and not move between rooms. Breaks should be covered off by a supervisor if possible.
- • Cancel social outings including field trips for the duration of the outbreak period.
- • Implement a program of increased cleaning and disinfection of common touch

surfaces such as door handles, handrails, sinks, toilet handles etc.

- • Stop sensory play activities (water tables, sand tables etc.).
- • Clean and disinfect toys in outbreak affected areas on a daily basis. All plush toys, if not dedicated per child, should be removed for the duration of the outbreak. Toys handled by a child who has become ill while in care should be immediately removed from circulation until they have been washed and disinfected. "Mouthed" toys should continue to be one-time use items, being cleaned and disinfected after each use.
- • Play clothing/costumes, re-usable mop heads, and all linens including cot liners should be washed on a hot cycle with a detergent and hot air dried.
- • Soft furnishings, carpets or cloth-covered mattresses should be steam cleaned.
- • Hard surfaces should be thoroughly cleaned with detergent, hot water and a single use cloth then wiped down with an appropriate disinfectant and allowed to air dry. It is critical to ensure the correct contact time is used for the disinfectant.
- • Complete documentation (line listing) on a daily basis and fax to the Simcoe Muskoka District Health Unit's CD Team.

4. Communicate with parents/guardians

- It is essential that parents are kept informed on the status of the outbreak. It is also important that they understand the policy surrounding exclusion and understand why ill children are not to be present in the child care facility.

5. Disinfecting during an outbreak

- When an outbreak has been declared, disinfection in the child care centre needs to be increased. This occurs by increased frequency and level of disinfecting. Please contact your local public health inspector for more information on disinfecting during an outbreak.

Declaring a Respiratory Outbreak Over

A respiratory outbreak in a childcare centre is declared over in consultation with the Simcoe Muskoka District Health Unit. Generally, the outbreak is **declared over six (6) days after the last episode of illness at the centre**. This criteria may change depending on the agent causing the outbreak and upon consultation with the Medical Officer of Health.

HOW TO USE THE CHILD CARE CENTRE OUTBREAK LINE LISTING FORM

The outbreak line listing form is a tool that allows the health unit to evaluate the progress of the outbreak, including the number of new cases that occur each day.

How to complete line listing:

- • List staff and children on separate line lists using the outbreak case definition. Staff includes part-time staff and volunteers at the centre.
- • Record those that may have been part of the outbreak and are not present at the centre.
- • Record those that may have been part of the outbreak and are admitted to hospital.
- • Do not list children and staff experiencing symptoms that are not included in the case definition.
- • Do not record the same ill child or staff member more than once on the line list unless the child completely recovered from their symptoms, returned to the child care centre and became ill again.
- • The line list should be updated daily.
- • Fax an updated line list into the health unit on a daily basis.

STOOL COLLECTION TECHNIQUE

1. Use an enteric outbreak kit. Do not use the kit if the date on the outer plastic bag is past due.
2. Remove the bottles from the plastic bag.
3. Fill in the following information on the label of the bag:
 - • Child's LAST NAME, first name
 - • Date specimen was collected
 - • Date the child first started with symptoms (Onset date)

- • Outbreak number as given by SMDHU,
- i. Health unit # - year – outbreak number 2260 - 201# - ### Do not remove this sticker from the bag.
4. The following information must be completed on each bottle: • Child LAST NAME, first name
- • Date and time specimen was collected
 - • Outbreak number as given by SMDHU
- i. Health unit # - year – outbreak number 2260 - 201# - ###
- Attach one small numbered sticker to each bottle. Do not remove or use the fourth numbered sticker.
5. Obtain stool from child’s diaper or from method discussed with public health inspector.
 6. Put on gloves.
 7. Using the spoon from the green capped vial (bacteriology):
 - • Add 2 to 3 spoonfuls of feces
 - • Mix into the transport medium
 - • Replace and tighten the cap
 8. Using the spoon from the white capped vial (virology and toxicology):
 - • Add feces up to the line indicated
 - • Replace and tighten the cap
 9. Using the spoon from the other white capped vial (parasitology):
 - • Add feces up to the line indicated
 - • Replace and tighten the cap
 10. Dispose of remaining feces and collection material. **Wash your hands** when you are done.
 11. To ensure testing can be done, the bottles must be free of feces on the outside and capped to prevent any leakage. Place all bottles and requisition forms into the plastic bag and seal it by peeling off the blue strip.
 12. Refrigerate (do not freeze) specimen immediately and notify public health inspector to send to the laboratory within 48 hours.

See “Enteric Outbreak Management Checklist” to follow
See “Respiratory Outbreak Management Checklist” to follow
Outbreak management checklists can be accessed at www.smdhu.org under the Child Care Providers section.

Clothing and Possessions

Each child will be assigned a coat hook to be used for their outdoor clothing and backpacks for the duration of the class. The hooks are shared with other classes, so all personal belongings must be taken home at the end of each class. Please dress your child in washable play clothes. Children participate more freely when they don't have to

worry about staying clean.

PLEASE LABEL EVERYTHING! This includes shoes, coats, mitts, snow pants, boots, hats, backpacks, lunch bags, changes of clothes, etc. In the winter, clothing is brought into the classroom while we help children dress, and if not labeled, they frequently become lost or put on the wrong child. We recommend adhesive labels (e.g., Lovable Labels, Mabel's Labels) or permanent marker.

A second set of clothing should be sent to school every day in case of accidents. These should be clearly labeled with your child's name and be put in a bag or backpack on the child's coat-hook in the cloakroom, and taken home every day. These extra clothes are important, not only for toileting accidents, but also for mishaps when playing at the water table or when washing hands.

Please make sure that your child has shoes to wear at school, especially during the winter months when boots are worn outside. Fire regulations require that children wear shoes at all times in case of a fire drill.

Occasionally children want to bring a special toy from home for show and tell. This is permitted, but children and parents must be aware that sometimes these toys can't be found at the end of class. Children leave them in the bathroom or in the house corner, or they get mixed up with the nursery school toys. We will remind the children to keep their toy on the table when they are not using it, but cannot be responsible for keeping track of their toys.

Children in diapers must also have diapers and wet wipes available in their bag.

Diapering

If your child has a bowel movement at school and/or diaper appears very wet, then one of the teachers will change him/her. We do not have a scheduled diaper change for the whole class.

The diaper changing area and anything else that comes in contact with a child's feces or urine will always be cleaned and disinfected with a bleach sanitizing solution after every diaper change. The diapering area is also located close to the classroom and within arm's reach of a sink for convenient hand washing with soap. The changing area is separate from the food storage and preparation area. With the use of cloth or disposable diapers, the basic steps in reducing the spread of illness are the same:

- proper hand washing after diaper changing (written instructions regarding proper hand washing are posted at the diaper changing area, as this is the single most important method of preventing spread of illness)
- sanitizing of diaper changing surface; after each use, a squirt bottle of sanitizing solution is used
- proper diaper disposal
- minimizing the handling of diaper wastes
- Any diarrhea discovered when changing a diaper is evaluated to determine if the

child should be isolated from the other children and/or sent home.

Storing soiled diapers:

- soiled diapers are stored in containers separate from other waste
- fecal material and urine are not mixed with regular trash and garbage

Containers for soiled diapers

- washable, plastic-lined, tightly covered, hands-free operated receptacles with firmly fitting covers (e.g. step cans) are used
- Soiled cloth diapers and soiled clothing that are to be sent home with a parent, are individually bagged.

Toilet Training

Parents are encouraged to discuss their child's toilet training with the staff so that a co-operative and consistent effort can be achieved. Children receive positive reinforcement for their successes in using the toilet; similarly, we are accepting when accidents occur. Learning to use the toilet takes time and it is also usual for a child to regress. If your child is not completely toilet trained, they should be sent to school in a pull up and/or diaper. Please send in ample changes of clothing throughout this time.

In order to permit morning programming to start on time, parents must check and change their child's diaper if necessary upon arrival at the Centre. Children in training should be taken to the washroom by their parent or caregiver before the start of the program.

POLICIES AND PROCEDURES

PROGRAM STATEMENT

Bouncing Ball is a co-operative nursery school. A co-op program allows parents to participate in their child's preschool experience by spending time in the classroom if they wish.

Bouncing Ball Co-op strives to deliver positive and stimulating learning experiences in a safe environment that enhances a child's social, intellectual, physical, and emotional development. This enhancement happens throughout a child's daily routine, which encompasses a balance of indoor and outdoor play, as well as active play, quiet time, and snack times.

Play is the cornerstone of our curriculum – understood to be essential to the healthy social and cognitive development of children. Through play experiences and guidance by specially trained staff, the children are exposed to situations that will stimulate:

- communication and social skills through child-child and adult-child

- interactions;
- fine motor development;
- gross motor development through physical activity and outdoor play;
- self-esteem and decision-making capabilities;
- curiosity;
- initiative; and
- independence

When this approach to learning takes place along with staff's understanding of child development, each child's learning and individual development is supported and as a result, the child's competence, capacity and potential are maximized. We know that children flourish in all areas of development when they are in supportive, caring and responsive relationships with adults whose focus is on the health, safety, nutrition and well being of all children. This is the foundation of our quality childcare.

Children are encouraged, but not forced, to participate in all activities. We strive to provide a program that offers services to children, their families and the community, that encompasses the research and legislation in Ontario's three major early learning documents: How Does Learning Happen?, The Early Learning for Every Child Today (ELECT) and Think, Feel, Act Lessons from Research about Young Children.

Bouncing Ball Co-op Nursery School is a centre of inclusion. We believe that every child deserves to be treated with dignity, respect and equality. We honour and respect all children's beliefs, culture, language and experiences acquired from their family and community. It is also the duty of the centre to ensure that any child with special needs is given the opportunity to excel and flourish physically, socially, mentally and emotionally.

Bouncing Ball Co-op is open to all support services and aids in the community to train our staff, contribute to individual program plans or work in the program as additional support in the classroom. Our staff will work cooperatively in a professional partnership with all services in place for the well being of the child. Service coordination meetings are required to successfully setup goals and discuss what the best interest of the child and their family is.

It is important to the success of our program to have positive and responsive interactions among the children, parents and our staff. We encourage engagement and open communication with parents about our program and their children at daily drop-off and pick-up times, as well as with weekly program plans, monthly newsletter and calendars, parent/teacher meetings and yearly surveys.

Pictures of activities and the classroom will be posted on Facebook weekly. This will allow for parents to see what we have been talking about and the children's interests each week. Parents can use this tool for involvement by bringing in resources, such as books, pictures, costumes or music, which are relevant to the programming in the room at that time.

FOUNDATIONS	GOALS FOR CHILDREN	EXPECTATIONS FOR PROGRAMS
Belonging	Every child has a sense of belonging when he or she is connected to others and contributes to their world	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them
Well-being	Every child is developing a sense of self, health, and well-being	Early childhood programs nurture a child's healthy development and support their growing sense of self, as well as self-regulation skills
Engagement	Every child is an active and engaged learner who explores the world with body, mind and senses	Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration and play to develop skills such as problem solving, creative thinking and innovating
Expression or communication	Every child is a capable communicator who expresses himself or herself in many ways	Early childhood programs foster communication and expression in all forms including creativity, problem solving, mathematical behaviours and language development

Bouncing Ball Co-op believes capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children.

Strategy:

Our strategies to achieve our program statement are guided by the work done on Ontario's Pedagogy for the Early Years ("How Does Learning Happen").

We understand that learning and development happens within the context of relationships among children, families, educators, and their environments.

We understand that for children to grow and flourish, the four following foundational

conditions need to exist: Belonging, Well-Being, Engagement, and Expression.

These foundations are a vision for the future potential of all children and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are aligned with the Kindergarten program. They are conditions that children naturally seek for themselves.

Bouncing Ball Co-op Nursery School has adopted the following strategies to create these conditions:

a. Bouncing Ball Co-op promotes the health, safety, nutrition and well being of the children.

We are regulated to follow the guidelines of the local health official, and the regulations set by the Ministry of Education, which includes the adult to child ratios. All toys are developmentally age appropriate and are kept in clean, good repair. We have created an inviting and safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg. 30). Our teaching staff are attentive in their interactions, which creates an inviting and safe environment for all.

All Centre staff working with the children has a valid first aid certification, including infant and child CPR that is renewed every 3 years. All Centre staff and volunteers/parents, are required to obtain and submit a criminal reference check that includes a vulnerable sector screening as well as; provide a copy of their immunization records before their first day in the classroom and/or before attending field trips.

Bouncing Ball Co-op provides nutritious snacks and beverages to the children in our care. All food and drinks provided by the Centre meet or exceed the recommendations set out in the latest version of Health Canada documents, 'Canada's Food Guide'. We strive to make food and eating time a positive learning experience that promotes social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. In support of this we will ensure that staff encourage and never force children to eat food; staff sit with the children and children are encouraged to assist with snack routines.

Parents concerns regarding snacks and possible allergens are addressed accordingly. All families are made aware of the specific food requirements/allergies of individual children and their personal plan that has been put in place. How to administer an Epi Pen is also demonstrated to every staff/volunteer/parent.

Bouncing Ball is an inclusive Centre. We believe that every child deserves to be treated with dignity, respect and equality. It is the duty of the Centre to ensure that any child is given the opportunity to excel and flourish physically, socially, mentally and emotionally.

Implementation:

- Licensed Centre that is inspected and regulated to follow Child Care and Early Years Act, Health and Fire Regulations and County regulations
- Aware at all times of the number and names of children in care. Main attendance record reflects arrival and departure times
- Daily health checks of children. Illnesses are documented and tracked for Health Dept.
- Daily inspections of toys, and outdoor space is inspected, daily, and monitored monthly and yearly
- Water is flushed weekly and laboratory tested every 3 years as per safe drinking water policy
- Toy and play equipment washing schedule is posted and completed daily by. As soon as toys and/or play equipment become soiled, they are removed from class until properly cleaned.
- Proper hand washing procedures, diapering/toileting are posted and practiced
- Classroom is assessed regularly to accommodate child's abilities, interests
- First Aid/CPR trained
- Clear vulnerable sector checks
- Menu follows Canada Food Guide. Menu is posted in cubby area for parents to follow
- Allergies/special dietary needs are posted and environment is safe for all children including those with anaphylactic reaction
- Teachers are knowledgeable in supporting a variety of child needs and temperaments

b. We support positive and responsive interactions among the children, parents, Board members and teachers. The teachers at Bouncing Ball place a strong emphasis on being a supportive extension of the family unit. We foster the engagement of on going communication with parents about the program and their children. Parent involvement gives an opportunity to help shape, stimulate and enrich our educational environment. Parents are encouraged to come in and participate and explore our program along with their child.

Bouncing Ball Co-op Nursery School is committed to the principle of equal opportunity for all its children, families, employees, and applicants for either program admission or employment. For that reason we intend to create an environment which offers families equitable access to sensitive and appropriate services that do not discriminate on the

basis of visible or perceived differences such as race, colour, religion, sex, age, family status, socioeconomic status, sexual orientation, national origin or disability.

Bouncing Ball Co-op recognizes and values the diverse backgrounds of the children we care for. We as a Centre will, through our programming, provide the children with a non-discriminatory, racially sensitive and culturally appropriate childcare program. We will ensure that the rights of the children in our care are not compromised and that each child is treated with respect, dignity, acceptance and understanding.

Implementation:

- Parents are welcome to participate and/or be involved with Nursery School
- Teacher's actively listen, observe, document and talk with families to understand each child
- Teachers foster meaningful relationships by being supportive, flexible, understanding, respectful and approachable
- Teachers are avail. before or after class
- May be contacted by phone and/or email
- General meetings may be held once a year
- Board of Directors meet eight times a year

c. We encourage the children to interact and communicate in a positive way and support their ability to self-regulate. The Nursery School environment allows children to foster a sense of belonging. We have developed an enjoyable, engaging environment that children can interact alongside their peers. Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well being. Children have the opportunity to build on relationships with their peers and teachers, learning social skills/ vocabulary, which are a part of the classroom routine. Staff role-model appropriate social skills throughout the day to support learning and growth. In support of this, we will ensure that staff direct positive attention to all children, maintain a positive tone of voice, model positive non-verbal communication skills, display empathy and use teachable moments to further develop positive social behaviours. All interactions support/foster the child's self-esteem. Teachers support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours." (HDLH, pg. 24-25). We promote the use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg. 41).

Implementation:

- Comfort and help children to settle with separation anxiety from parents
- Create an environment that engages children
- Follow a consistent routine/schedule
- Staff will consistently use developmentally appropriate strategies when re-directing the children
- Role-model positive guidance strategies, language, and support children in problem solving
- Assist children to process their own emotions and learn to identify the emotions of others,
- Educators will be responsive and attuned to children's individual cues and respond to various stressors
- Children are transitioned in small groups and props and visuals are used to facilitate smooth transitions
- Staff communicates with each other the location of the children and work together to ensure the whole room environment is supervised at all times.

d. The classroom environment foster's opportunities for children to explore, play and inquire.

Implementation:

- Classroom is cozy, inviting and is reflective of all cultures, abilities and family dynamics
- A variety of learning opportunities are created daily based on the children's interests
- Active and quiet areas are planned for individual needs/interest
- A mix of developmental toys are available
- Classroom is organized for children to show initiative and be independent
- Classroom is stimulating and always evolving
- Teachers assess the classroom daily through observations and conversations with the children

e. Our curriculum takes a child initiated, adult supported approach that focuses on play-based learning. This allows the child to take the lead and the teacher to observe the children's interests to create more meaningful play opportunities to interact and engage in conversation. When this approach to learning takes place along with teacher's understanding of child development each child's learning style and individual development is supported and as a result, the child's competence, capacity and potential are maximized.

Implementation:

- Teachers follow child's lead in play to expand on their interests/ideas this creates an environment for children to be creative, and explore
- Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities
- Unique and interesting open-ended materials are provided to create opportunities for

conversations, interactions and thought provoking questions

f. Further learning opportunities and experiences are created by providing activities of various developmental levels, a variety of materials to engage the children's interests and ample time to play. Toys are rotated on a regular basis based on the group's interests and culture. Engaging and inviting learning centres provide opportunities for open-ended communication, and co-operative and independent play. Natural and open-ended materials are provided for children to explore and use their imagination!

[L]
[SEP]

Implementation:

- Educators understand that each child develops uniquely Ample toys for class rotation
- A mix of toys from developmental levels is available
- Individual support plans are created to support the child to function and participate in a meaningful and purposeful manner

g. Support aids and pictures are accessible. We incorporate a balance of active and quiet time, as well as independent and group play into the day, and give consideration to the individual needs of the children in our care. Outdoor space is also available for active play opportunities at our Nursery School!

Implementation:

- Classroom is set up with a variety of active/quiet areas to support individual needs.
- Class is assessed daily for group interests
- Individual and group activities are created
- We bring outdoor items inside the classroom to explore

h. We strive to foster the engagement of and on going communication with parents about the program and their child. To this end, we encourage parents to:

Implementation:

- actively communicate with the staff, at any time, about their child to build a positive relationship [L]
[SEP]
- take a few minutes at the beginning of the day to let the staff know about any event that could affect their child's day
- talk with the teachers, Supervisor or Executive Board Members [L]
[SEP] about any questions, concerns, or issues you have
- bring in supplies (yarn, paper rolls, egg cartons, soap) for creative activities [L]
[SEP]
- share their talents or interests with the Centre [L]
[SEP]
- participate in field trips [L]
[SEP]
- read the newsletter which outlines important information and upcoming events [L]
[SEP]
- read the information displayed on bulletin/wipe off boards for program activities, and menus [L]
[SEP]

- Nippising Developmental Assessments are completed year
- We recognize that drop off and pick up times can be a busy time and suggest that parents may also call and/or email the school if they would like to speak to the teacher's privately. [L] [SEP]

i. As a long-standing co-operative nursery school **we've been involved with and supported by many local community partners.** Our families themselves bring a wealth of knowledge and experiences with them to the classroom. Field trips to local venues support learning outside of the classroom and provide parents with an opportunity to connect. [L] [SEP] "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things" (HDLH p19.). Community Living Huronia is one of our professional partners that provide support and access to services for children, their families and teachers. Ongoing communication exists between the Centre and the support programs.

Implementation:

- Volunteer parent participation
- Scheduled field trips to incorporate community events
- Statement of relationship with Community Living Huronia which allows for Resource consultant, Speech and Language Pathologist, Occupational therapist support

j. **Lastly, teachers are encouraged and supported to participate in continuous professional learning.** Research, theory and practice suggest that one of the things important to achieve a high quality program is to "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth".

Implementation:

- *Attendance of professional development workshops is supported*
- A professional development investment for each staff will be budgeted to support the program statement needs. [L] [SEP] **k. The program statement and programming at the School is documented and reviewed regularly for the impact of the strategies.** [L] [SEP] *Bouncing Ball Co-op Nursery School ensures that all new staff, students and volunteers review this program statement prior to interacting with the children; and, that all staff, students and volunteers review this program statement at any time that it is modified or at least annually.*

Implementation:

- All new staff on hiring, and all existing staff (annually) will acknowledge and review the program statement, and all relevant and attached guidelines
- Parent surveys will be conducted annually to assess our performance against the requirements and feedback will be taken into account in the plan for the upcoming year
- Each year the Program statement will undergo an annual assessment for compliance and necessary updates
- At least each quarter a Board meeting will be scheduled and will include a discussion relating performance against the program statement and a plan for improvement for next quarter
- Annually a staff meeting will be scheduled to review and discuss performance relating to the program statement and to set goals for the upcoming year
- Bi annual performance reviews of staff members include assessment using the strategies promoted by the “How Does Learning happen” document.

POLICIES AND PROCEDURES

Admission, Wait list and Withdrawing your child

You will be notified by the end of June on your child’s admission to Bouncing Ball. There will be an orientation for new students in June to familiarize your child with the classroom and teachers.

When inquiring about the School you may request your child’s name be added to the waitlist. The date you contact us along with your first name, phone number/email address and child’s birth date will be required. There is no fee/commitment to do this.

For the health, safety and dynamics of the classroom the Nursery School may accept approx. 3 children with special needs in each group.

When spaces become available families will be notified by telephone/email in sequential order of when they contacted us, providing that their child meet the age criteria to attend.

A member may withdraw by giving one month's written notice of their intention to the registrar. Unless a member gives proper notice regarding withdrawal, the co-op is entitled to withhold one month's fees from the date of withdrawal. After March 1st of the current

school year tuition fees are to be forfeited if the child is withdrawn.

A member may be removed from the co-op by a majority vote of the Directors for failure to fulfill membership requirements. And if, for any reason, the nursery school is unable to adequately provide an environment that suitably meets the needs of a child enrolled in the program, the Directors maintain the right to request that an alternative educational setting is found for the child.

Special Needs- Individual Plan

The mandate of the program offered by Bouncing Ball Co-op Nursery School is to provide a warm, loving and secure environment for all children who come with varying needs of development; social, emotional, physical, behaviour and cognitive, where they can flourish.

Group interaction plays a key role by encouraging self-confidence and developing mutual respect and a sense of sharing. A part of this involves coming to terms with what is socially acceptable to both learning and life.

The intent of individual plans for students, is to provide support in the classroom. The plan outlines various supports and equipment needed during the class routine to help with integration. The teachers, resource consultant and parents will agree with the supports that are needed and/or the child's individual goals. All teachers and volunteers are to follow the individual plans. They will be signed once they are read and any time a change is made.

The Centre makes every effort to serve all children in this capacity. Occasionally, an unusual situation may arise where the regular program cannot meet the needs of an exceptional child. In this case (in consultation with the Supervisor over a reasonable amount of time) the Board of Directors reserves the right to determine that this child be withdrawn. This action will be taken as a last resort and is driven by the interests of the child and the safety of others at the Centre. For the benefit of all concerned, we will follow these steps:

Documentation

- at the onset of the problem, any staff directly involved with the child will record the behaviour in question; specific incidents, as well as responsive actions taken by the staff to manage the improper behaviour, will be included
- the Supervisor and the staff will meet to develop a common strategy to help assist with the child

Parental Notification

- families will be immediately apprised of any behaviour in question and informed of the actions that the staff has taken to date
- parental insight into any specific behavioural issues will be sought

Development of a Long-Term Behaviour Management Plan

- a meeting will be held between the family, staff, the Supervisor and may involve a Special Needs Childcare Consultant to identify and agree upon key issues
- a Behaviour Management Plan will be developed; clearly measurable goals accompanied by specific timelines for these goals will be established; responsibility for carrying out the various components of the plan will be assigned
- the Centre Planning Team will decide if a more appropriate goal for the child would be possible with part-time placement or a reduction of time spent at the Centre
- parents unwilling to co-operate with the adoption of a Long-Term Behaviour Management Plan may be at risk of having to withdraw their child from the Centre after a reasonable amount of time, if the child's behaviour does not improve

Assessment of Results

- If the Behaviour Management Plan is unsuccessful, and it is determined that the child requires a different or more specialized placement, the Board of Directors has the authority to conclude that the child should be withdrawn.
- Families will be informed of this decision in writing.
- *It should be noted that in extreme circumstances, a child may be, at the discretion of the Board and Supervisor, immediately withdrawn from the program if the child poses a clear and present danger to the safety of anyone at the Centre*

CRIMINAL REFERENCE CHECKS AND VULNERABLE SECTOR CHECKS

In the interest of hiring staff and recruiting volunteers with the personal and professional qualifications essential to ensuring quality child care, all licensed child care agencies are required by law to request a Criminal Reference Check (CRC) and Vulnerable Sector Check (VSC). This information will be acquired only for candidates to whom a conditional offer of employment/volunteering has been made- this also includes volunteers/parents, who will be required to submit to a Criminal Reference Check (CRC) and Vulnerable Sector Check (VSC) when registering their child, parents that would like to attend trips with the School and members of Bouncing Ball's Executive Committee.

Returning teachers are required to obtain a negative CRC and VSC once every 5 years. A declaration form must be signed each year, 14 days prior to the 12-month effective date of their CRC and VSC, confirming that no offence has been committed during the previous 12 months. The school does reserve the right to ask teachers and assistant teachers to provide an updated CRS and VSC prior to the 5-year anniversary.

All parents attending field trips will be required to submit to a VSC every 5 years, so long

as there hasn't been a 6 month break in services. A declaration form must be signed yearly in the 14 days prior to the 12-month effective date of their VSC.

Volunteers, students under 18 years of age are required to provide two positive reference letters from persons over 18 years of age, and will not be left alone with children at any time.

Criminal Reference and Vulnerable Sector Checks for members of the Executive Committee

Members of the Executive Committee are required to provide evidence of a negative Criminal Reference Check (CRC) before they begin work on the Board. The purpose of police checks for Board members is to ensure that the children under our care remain safe. They also ensure that staff, volunteers and/ or Board of Directors have not engaged in harmful behavior in the past that could put our children, staff and/ or business at risk.

Procedures

All candidates will be advised of the requirement of the Vulnerable Screen Check (VSC) during the interview. If a conditional offer is made, the candidate will be required to provide a negative VSC before commencement of employment. Volunteer parents/students and Executive Committee members will be advised of the requirement of a VSC or CRC when registering their child. All necessary forms will be provided.

The candidate/volunteer is responsible for the cost of securing the VSC or CRC however; Bouncing Ball Co-op may decide to cover the costs in future employee contracts.

The Innisfil and/or Barrie Police Departments will complete the VSC or CRC (which is a two (2) to eight (8) week process) and will forward information concerning the results of the search by mail directly to the candidate.

Procedure for a Vulnerable Screen Check or Criminal Reference Check

When a Vulnerable sector check/Criminal reference check results in no findings of a police record, the Innisfil/Barrie Police Dept. will send a copy of the original request with a stamp identifying "No Findings" to the candidate directly. The candidate must retain a copy of the form and submit the original to the Nursery School.

Procedure for a Positive Vulnerable Sector Check or Criminal Reference Check

Due to the vulnerable nature of our school and our students/families, a positive vulnerable sector check will result in the withdrawal of offer of employment and/or the ability to volunteer or be a member of our Executive Committee. Your child may attend the school. For parents that have a positive vulnerable sector check that would like to attend the field trips, the parent will be given an opportunity to meet with the Registrar and/or Supervisor and/or President to discuss the results of the check.

The Registrar/Supervisor/President will review the offence(s), taking into consideration:

- The nature of the offence(s)

- Sentencing received
- The length of time since the offences were committed
- The candidate's employment record, qualifications and references
- Any rehabilitative efforts made
- Whether a pardon has been requested
- If the finding concerns an apprehension under the Mental Health Act, the circumstances surrounding and following the apprehension, and the length of time since the apprehension
- The specific duties and responsibilities associated with the position applied for and the relevance of the particular conviction to the position
- The risk posed to the Centre and the children if they were to attend a field trip

A decision will be made based on the assessment.

The Registrar/Supervisor/President will document its discussion and the reasons for its decision.

The parent will be advised verbally and in writing of the Committee's decision.

Confidentiality of Criminal Reference Check results

Any information obtained from the candidate or the police shall be kept strictly confidential by the Registrar, President and Supervisor of Bouncing Ball Nursery School and shall not be disclosed to any person except as herein expressly indicated. If the matter needs to be brought to the Board of Director's, the individual's identity will be kept confidential.

VOLUNTEER AND STUDENT IMMUNIZATION RECORDS

It is the policy of Simcoe Muskoka Health Unit that all volunteers/parents provide an Immunization Record before they can volunteer. Records will be kept on file for two years.

For parents who are choosing not to vaccinate themselves, the Health Department required that registrants of Bouncing Ball submit a signed, declaration that is notarized by a Commissioner of Oath.

PARENT ISSUES AND CONCERNS

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

All issues and concerns raised by parents/guardians are taken seriously by Bouncing Ball

Co-op Nursery School 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 7 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.

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:
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<p>Program Room-Related</p> <p>E.g: schedule, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the supervisor 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian within 7 business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>General, Centre- or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or Executive Board 	

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:
Staff-, Volunteers parent-, Supervisor-, and/or Licensee-Related	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or Executive Board <p>All issues or concerns about the conduct of staff, 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 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 7 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
Student- / Volunteer-Related	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> - the supervisor <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>	

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 Ministry of Education, Program Advisor.

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.

SUPERVISION POLICY AND PROCEDURES

General

The role of a parent volunteer/volunteer allows individuals the unique and rewarding experience of participating in their child's Nursery school day. This is an active role in which parents are also required to help with the needs of all children that are enrolled in the program. Students and volunteers will always be supervised by an employee and will never be permitted to be alone with any child or group of children who receive child care. Volunteers and students do not count toward staffing ratios.

Roles and responsibilities of Volunteers and Students

Volunteers/students are there to work with the teachers in playing and supervising the children in the program. Children are to be supervised by an adult at all times. Staff members are required to count the number of children under their care before and after the movement of children within the centre. This includes transitioning children in and out of the playground and when the teachers take children off the premises.

Roles and responsibilities of the Licensee and Supervising Staff

For consistency and comfort of the children the teachers will supervise any toileting care that takes place at the school. However; volunteers may help with hand washing in the washroom after craft time and whenever the need should arise.

Employees will dismiss children to their families and talk to families about their child's day

The Supervision Policy will be reviewed with all staff, students, volunteers at the Orientation meeting and their initial orientation thereafter.

Review and evaluation of compliance with the Supervision Policy will take place twice during the school year using the, *Positive Practices Monitoring Form*. Teachers will complete evaluations on each other.

How to play and speak to children

It can be challenging to interact with a group of young children. However, with a little practice, and some helpful tips, it can be a lot of fun for everyone.

- Give Directions: make sure you have the child's attention; get down to their level and have them look into your eyes; directions should be concise and specific, to avoid confusing the child

- Guide Behaviour: use a positive approach, e.g., commend desirable behaviour and disregard minor unacceptable behaviour; make positive statements and avoid saying, 'no' and 'don't', instead try, 'Chairs are for sitting on' or 'The playdough belongs on the table'; be alert to the children's activities to avoid problems, e.g., redirect the child who is obviously going to knock down the blocks of another
- Encourage Independence: encourage the child to do as much as possible for themselves; however, do not insist on complete self-help if they are clearly tired at the end of the morning or becoming increasingly frustrated; let children develop their own problem-solving skills; offer suggestions when they cannot do it alone; allow the child to choose their own activities; avoid interrupting any activity in which the child is absorbed; offer suggestions only if they seem to be wandering aimlessly
- Encourage Creativity: help the child discover their own sense of creativity
- Stimulate Curiosity and Learning: when possible, ask leading questions to help the children discover answers for themselves - e.g., 'What will happen if...'; encourage the children to become aware of their surroundings and explore the senses - touch, smell, hearing and sight; draw attention to the little details
- Accept Each Child as an Individual: accept each child for what they are and what they can do rather than what you think they should be or should be able to do; avoid making comparisons between one child and another; help each child feel they have something to contribute to others; take the time to get to know and understand each child; show genuine interest in what they do
- Speaking with the Children: shaming behaviour such as labelling a child as selfish or naughty should not be used; it does not add to the child's self-respect; children should be directed towards areas that interest them and should never be forced to participate in an activity that has little or no interest for them

POSITIVE PRACTICES

Children are disciplined in a positive manner at a level that is appropriate to their actions and their age. Our aim is to promote self-discipline so that children can manage their own behaviour.

Each new duty parent shall be briefed regarding disciplinary measures before commencement of duty days. Bouncing Ball Co-op believes that the positive practices strategies selected must always respect children's rights and enhance their self-esteem. All of our interventions are guided by the following principles:

- respect for each other - children and adults
- the need to maintain an atmosphere of trust and acceptance
- prevention through appropriate programming, and
- age appropriate expectations

Some key Positive practices policies include:

- Children shall be disciplined in a positive manner at a level that is appropriate to their actions and their age.
- Self-discipline will be promoted so that children can learn to manage their own behaviour
- Unacceptable behaviours include: lack of respect for self, lack of respect for others, lack of respect for equipment.
- SPANKING AND OTHER FORMS OF CORPORAL PUNISHMENT ARE NOT PERMITTED!!
- Should the need arise, a child may be withdrawn from the group to have some quiet time and/or may be redirected to another activity.

Guidelines for Parents Regarding Positive Practices

1. Be pleasant and calm,
2. Speak directly and distinctly to the child
3. Give simple, concise directions
4. Do not bribe or compare one child to another
5. When expressing disapproval, tell the child what the appropriate or expected behaviour is (—"use your words, you need to tell Sarah that you are using that doll")
6. Never degrade or humiliate
7. Suggest a substitute action (—"you may throw this beanbag but not the blocks")
8. Do not make an example of the child
9. A child should not be reprimanded in front of his peers
10. Encourage turn-taking
11. Physical punishment is not permitted
12. Commend good behaviour

Prohibited Practices

None of the following practices are observed in the program:

- (a) corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);
- (b) physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);
- (c) locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;

(d) use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine their self-respect, dignity or self-worth;

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

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

Staff confirm that these practices are not allowed and do not occur in the program.

Contravention of the Positive Practices Policy

1. First Offence: Verbal Warning

Staff Member/Parent will be given a verbal warning about the contravention of the Positive Practices policy. The Positive Practices policy of the school will be reviewed with the individual and documentation of this verbal warning will be signed by both parties and kept on file.

2. Second Offence: Written Warning

Staff Member/Parent will be given a written warning about the contravention of the Positive Practices policy. The Positive practices policy of the school will be reviewed with the individual. The seriousness of a second warning will be stressed, along with advisement that any subsequent infractions will lead to immediate dismissal. This written warning will be signed by both parties and kept on file.

3. Third Offence: Dismissal

In the event of a third contravention of the Positive Practices policy, the staff member/parent will be dismissed. In the case of a parent volunteer, the parent will no longer be permitted to perform duty days, and non-duty fees may apply. The child/children of this parent will be permitted to remain in the program at the discretion of the Executive. Written documentation of the infraction will be read and signed by both parties. Documentation of the dismissal will be kept on file.

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.

- Children's Aid Society (705) 726-6587

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>

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.

Licensees 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.

A child is “in need of protection” where:

- a child has suffered physical harm or is at risk of suffering physical harm
- the child has been or is at risk of being sexually molested or sexually exploited
- the child requires medical treatment or suffers from a mental, emotional or developmental condition and the child’s family does not provide or refuses to consent to the treatment
- the child has been abandoned or not provided basic necessities (e.g. food, shelter, clothing etc.)
- the child has suffered emotional harm demonstrated by serious anxiety, depression, withdrawal, self-destructive or aggressive behaviour and the child’s family does not provide or refuse to consent to treatment to remedy the harm

The duty to report is an ongoing obligation. If a person has made a previous report about a child, and has additional reasonable grounds to suspect that a child is or may be in need of protection, that person must make a further report to a Children’s Aid Society.

MONTHLY FIRE DRILLS

All parents should be familiar with our fire drill procedure. Please read carefully so that if we have a fire drill when you are volunteering, you can be the best possible help to the teachers and children.

1. At the sound of the alarm, everyone will stop and the children will drop toys and put hands on head.
2. With guidance from the teachers, children will line up at cloakroom exit. The teacher will make sure every child is holding on to the safety rope with help from the other teachers and volunteer parents. When the Head teachers check is completed the teacher then leads children up the stairs and outside to West side of parking lot. Volunteer parents will fit into line so that there are adults to assist all children.
3. Head teacher will call 911. Head teacher will check all rooms and turn off lights. She will bring with her the attendance book along with children's emergency cards and

medications closing the door on the way out.

4. All children and staff will meet on the far side of the parking lot on the grassed area.
5. Attendance will be taken.

EMERGENCY MANAGEMENT EVACUATION PROCEDURES

In the case of an actual emergency, the children will be evacuated from the school as described above. Once attendance has been taken, the group will proceed to walk down to the Stroud Complex (arena) to house children. The emergency box will be pulled in the wagon. The Supervisor will contact the parents via cellular telephone and/or email, while the assistant teacher and duty parent is monitoring the children. For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

All staff, children and their families will follow the directions of the Emergency Response Team at all times.

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

All emergency situations will be documented in detail by the Supervisor, or in her absence the teacher, in the daily written record.

The Supervisor will contact the Ministry of Education Program Advisor, and the County of Simcoe as soon as reasonably possible to do so.

The Bookkeeper will contact the insurance company and address financial matters. He will relay the information to the Executive and teachers.

After the initial emergency is over the teachers, Executive Board and Bookkeeper will meet to assess the situation within 24 hours of the event. An email will be sent out by the Supervisor/Executive Board Members immediately following the debriefing detailing the emergency, the next steps and to address any concerns. If deemed necessary a general meeting will be scheduled to discuss when normal operations will resume.

The Supervisor, Executive Board and governing bodies will provide staff, children and their families with resources should extra support be required.

EMERGENCY MANAGEMENT HEALTH RISK POLICY

As per the Simcoe Muskoka District Health Unit, it is required that all Centre's have an emergency health plan that details the next steps to follow after an emergency has taken place.

Loss of power

In the event that the Nursery School has no power or water services, class will be cancelled for the day. Parents will be notified by email of the closure. If there is a loss of power or water services during class time for more than 15 consecutive minutes, then parents will be contacted by email/phone to pick up their child.

Bouncing Ball Co-op Nursery School is required to keep minimal items in the kitchen fridge as it is shared with the Church. In the event that the Church loses power for more than 30 minutes consecutively, the temperature of the fridge and freezer will be documented. If the temperature has increased to about 4 degrees in the refrigerator or above -18 in the freezer then the food will be disposed of. The Church will be notified so that they can dispose of their food items.

Flood/sewage back up/fire

If the Nursery School has a flood, sewage back up, and/or a fire then classes will be cancelled until it is deemed safe to return. A Serious Occurrence will be reported to the Ministry of Education and the Simcoe Muskoka District Health Unit will be contacted.

The Supervisor will contact the Church Board Trustee and our insurance company. We will follow the guidelines given to us by the abatement team of what can be salvaged or needs to be disposed.

<p>Disaster – External Environmental Threat</p> <p>An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p>If remaining on site:</p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. <p>3) The supervisor must:</p> <ul style="list-style-type: none"> • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the fire procedures.</p>
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<p>Natural Disaster: Tornado / Tornado Warning</p>	<ol style="list-style-type: none"> 1) <i>The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</i> 2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately. 3) <i>Staff must immediately:</i> <ul style="list-style-type: none"> • remain calm; • <i>gather all children; take shelter in the cubby area</i> • take children's attendance to confirm all children are accounted for; • <i>remain and keep children away from doors;</i> • keep children calm; • conduct ongoing visual checks of the children; and • wait for further instructions.
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<p>Natural Disaster: Major Earthquake</p>	<ol style="list-style-type: none"> 1) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3) Once the shaking stops, staff must: <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 4) If possible, prior to exiting the building, staff should also: <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 6) Designated staff will: <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the cubby area and ensure their required medication is accessible, if applicable; and • wait for further instructions. 7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.
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NO SMOKING

In accordance with 'Smoke-Free Ontario', smoking is prohibited on school property including in and around the school, in the parking lot (including while in your car), and in the outdoor playground area.

SAFE DRINKING WATER POLICY

The Ministry of Education requires that childcares maintain safe drinking water at their facilities. At Bouncing Ball Co-op this requires us to flush the water weekly (on the first day of each week)

Flushing Method:

- flushing must be completed before the premise opens for the day
- cold water must be turned on for 5 minutes via the kitchen tap and back washroom

Flushing is recorded (includes date, time, and signature of person flushing the system) and the record is kept for 6 years.

Bouncing Ball Co-op must carry out sampling and testing for lead every 3 years; the laboratory that is conducting the sample analysis is required to report test reports that exceed the drinking water lead standard to the operator of the Centre, the Medical Officer of Health, the Ontario Ministry of the Environment Spills Action Centre and Interested Authorities. If a sample indicates elevated lead levels, the operator of the Centre shall undertake corrective action as per the direction of the local Medical Officer of Health.

ANAPHYLACTIC POLICY STATEMENT

Bouncing Ball Co-op Nursery recognizes the potentially serious consequences of children with allergies. These allergies may include a condition known as anaphylaxis. Anaphylaxis is a severe, potentially life threatening allergic reaction brought about by exposure to certain foods or other substances.

Exposure does not always involve ingestion; the smell or touch of certain food products can trigger a reaction as well. Peanuts and peanut by-products, such as peanut oil and peanut butter, are the most common allergens to trigger an anaphylactic reaction.

Other foods such as strawberries, fish, shellfish, wheat and soy, as well as non-food items such as latex and bee stings can also bring about a life threatening reaction.

Bouncing Ball Co-op does not claim to be, nor can it be deemed to be entirely free of foods and non-food items that may lead to a severe allergic or anaphylactic reaction. Bouncing Ball will make every reasonable effort to reduce the risk to children

with severe allergies or anaphylaxis in accordance with this policy.

Bouncing Ball staff endeavours to create an environment that reduces the risk to severely allergic or anaphylactic children. This requires the co-operation and understanding of all members of Bouncing Ball, including staff, children, parents, students and volunteers (Duty parents). We request that parents refrain from sending/bringing in, peanut and nut products, as well as items that “may contain” peanuts/nuts.

As with other policies at Bouncing Ball, parents children, staff, students, volunteers (Duty parents) are expected to comply.

Identification of Children at Risk

1. It is the responsibility of the parent to inform the Centre that his or her child has allergies or is anaphylactic or potentially anaphylactic.
2. All staff and duty parents shall be aware of these children. A list of all children with allergies is posted in the kitchen cupboard where snack supplies are kept, in the kitchen and in the cubby area.
3. An anaphylactic/allergy form must be completed by the parent; have the child’s photograph attached; and be posted in the kitchen area. A copy will also be kept with the EpiPens. This form must be updated annually and any time there is a change to the information.
4. On the child’s admission to the Centre, the Supervisor and the teaching staff will discuss the child’s allergies with the parent. Teachers and duty parents will sign the individual anaphylaxis form.

Treatment Protocol

An individual treatment protocol needs to be established by the child’s allergist and outlined on the allergy alert form by the parent. Bouncing Ball and its staff cannot assume responsibility for treatment in the absence of such a protocol. The parent signs a consent form for the administration of the EpiPen.

All staff are trained, as follows, in the management of an anaphylactic emergency:

1. The EpiPen is administered at the first sign of a reaction, however slight (e.g. itching or swelling of the lips/mouth in food allergic children). There are no contraindications to the use of epinephrine for a potentially life threatening allergic reaction. Time of administration is noted. Adults must be encouraged to listen to the concerns of the anaphylactic child, as the older child usually knows when they are having a reaction, even before signs are manifested.
2. One person stays with the affected child.

3. One person goes for help- 911 is called and the Supervisor of the Centre is informed.
4. The parent is contacted.
5. If available, a second EpiPen is administered after 15 to 20 minutes if there is no improvement in the child's symptoms.
6. Regardless of the degree of reaction or response to epinephrine, the child is taken to an emergency room by ambulance.
Symptoms may recur up to eight hours after exposure to the allergen. One person will stay with the child until the parent arrives.
7. The incident is recorded and treated as a serious occurrence. The President is notified.

Training

The Allergy and Anaphylaxis Policy will be reviewed with all staff, students, volunteers at their initial orientation, each September and at any time a change occurs to the information. All staff, students, volunteers, must receive a demonstration on the use of the EpiPen annually.

Potential Food Risks

Parents are asked not to bring food items to the school, that are homemade or do not have the ingredients clearly marked. Store bought birthday cakes/treats are allowed, but please check with the teacher for items that are allowed to be brought in.

All parents are informed that we endeavour to provide a nut/peanut free environment.

Availability and Location of EpiPens Epipens

The EpiPen is an auto-injector containing epinephrine (adrenaline). This medicine is an alpha-and beta-receptor stimulant used to treat severe allergic reactions. It may also be used to treat sever conditions that affect breathing.

ANIMAL POLICY

Bouncing Ball Nursery School is a pet free environment. Children are encouraged to talk about and share pictures of their pets rather than bringing them to the school.

On occasion a parent or teacher may ask to bring a pet from home to visit for show and share. The Simcoe Muskoka District Health Unit provides recommendations to follow for visiting/residence pets in the, *Recommendations for the Management of Animals in Child Care Settings 2018*. These recommendations should be reviewed before a decision is made on whether an animal can come in to the Centre.

The type of animal species and health of the animal are determining factors set out in the health department document. Certain types of animals have higher risks of spreading infection than others. Direct contact (touching animals) and/or indirect contact (touching the animal's food/bedding) all have some element of risk of passing on zoonotic infection. Gastrointestinal infections and salmonellosis in reptiles/amphibians are common infections that are transmitted in these ways.

Other animals may be more prone to aggressive behavior such as scratching, and/or biting. These types of injuries from an animal may cause serious infection and must be treated promptly. All scratches and bites from animals are to be reported to the local health department immediately.

The following animals are not recommended in childcare Centres.

Animals Not Recommended for any Child Care Centres

- *Stray animals with unknown health and vaccination history (e.g. stray dogs/cats)*
- *Ill animals* or animals under medical treatment.*
- *Young animals (e.g. puppies and kittens less than 1 year old).*
- *Animals that have been fed raw or dehydrated (but otherwise raw) foods, chews, or treats of animal origin within the past 90 days.*
- *Animals from shelters/pounds unless they have been in a stable home for at least 6 months*
- *Birthing or pregnant animals.*
- *Inherently dangerous animals (e.g. lynx, lions, bears, cougars, tigers, etc.)*
- *Predatory birds (e.g. hawks, eagles, owls, etc.).*
- *Venomous or toxin-producing animals (e.g. venomous or toxin-producing spiders, insects, reptiles and amphibians).*
- *Aggressive animals (e.g. animals that have demonstrated aggressive behavior in the past)*
- *Animals in estrus (i.e. animals in heat)*
- *Exotic animals (e.g. hedgehogs, chinchillas, etc.) and non-human primates** (e.g. monkeys, lemurs, etc.).*
- *Wild animals (e.g. squirrels, chipmunks)*
- *Rabies reservoir species (i.e. bats, skunks, raccoons, foxes).*

Children under the age of 5 are considered high risk to pick up infections, as their immune systems are not fully developed. They are also more likely to put their hands in their mouths and crawl on the floor where surfaces may be contaminated. For this reason the health department has additional recommendations of animals not recommended for facilities with children 5 years of age and younger. The chart below lists these animals.

Animals Not Recommended for Facilities with Children <5 years of age

- *Exotic animals and non-human primates.*
- *Reptiles (e.g. turtles, snakes and lizards such as bearded dragons and geckos)*
- *Amphibians (e.g. frogs, toads, salamanders)*
- *Live poultry, (e.g. chicks, ducklings, goslings), including hatchery equipment.*
- *Farm animals (e.g. calves, goats, sheep)*

After following the Simcoe Muskoka District Health Department documents, the teachers will determine along with parent consultation whether any children in the program are allergic to any animals and/or fearful of them.

The owner will be asked to provide proof of up to date rabies/health check report and have it available the day of the visit for any parents that have questions.

Animals will be leashed and/or be held at all times during the visit. The teachers will talk about and assist with safe interactions with animals. Direct animal contact will be limited to touching and petting with hands. Animals will be prohibited from licking, kissing and crawling on the children. The children will not be permitted to touch or give the animal food/treats.

Children and staff will immediately wash their hands after having contact with the animals. Any scratches and/or bites will be immediately washed.

The date of the animal visit will be logged. The owner's information as well as the animal's documentation will be kept on file in case of future illness for one year.

Animal Bites

Although Bouncing Ball Co-op Nursery School does not have any pets, children may come into contact with pets/animals visiting when families are dropping off their child at the school.

The rabies virus continues to be a concern for both wild animals (e.g. bats or raccoons) and pets (cats and dogs). It can be passed to humans through the bite or scratch from an infected animal. Rabies is an incurable disease once symptoms develop.

The Simcoe Muskoka District Health Unit has created infection prevention and control measures to help keep children in child care settings safe. If a child is bitten or scratched by an animal they require:

1. If there is an animal owner, try to get information of how they can be reached (e.g. owner's name, address and/or phone number).
2. Immediately and thoroughly clean the wound with soap and water, and then flush the area with water for 15 minutes.
3. Seek medical attention immediately if the individual was bitten, scratched or exposed

to the saliva of a wild animal.

4. Report the incident to the Simcoe Muskoka Health Unit at (705) 721-7520. They will ask the type of animal and where the individual was bit. They will ask for the owner's information or they suggest noted visual details of the animal if the owner refuses to cooperate.

A public health inspector will follow up with the animal owner and the animal will be placed under an observation period (confined) for 10-14 days (usually in the owner's home). Healthy animals are not removed from their owners. After the confinement period, the public health inspector will also follow up with the person who was bitten or scratched.

When bites or scratches involve a wild animal, or an animal that cannot be located, the recommendation for post exposure vaccination may be discussed.

Parents and teachers should talk with children about not touching wild animals and asking an adult for permission before approaching a pet.

STAFF TRAINING AND DEVELOPMENT POLICY

Teachers are encouraged and supported to participate in continuous professional learning. Research, theory and practice suggest that one of the things important to achieve a high quality program is to "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth". Teachers will be compensated for expenses incurred to attend workshops with pre approval from the Board.

REPORTING A SERIOUS OCCURENCE

The Ministry of Education is to be **informed of a Serious Occurrence within 24 hours** through CCLS by the Supervisor. If the Supervisor is unable to report the occurrence then Debbie Robinson, the Book Keeper is to report as she has access to One-key.

If licensees, designates or supervisors cannot access CCLS, they must still notify their program advisor via telephone or email within 24 hours of becoming aware of the occurrence and complete a serious occurrence report in CCLS as soon as the system becomes available.

The serious occurrence policy must be reviewed with staff, volunteers and students; implemented and monitored contraventions in accordance with subsection 6.1. See Manual Subsection 1.2 for these requirements.

Serious Occurrence Notification Form

Licensees are required to complete and post a summary of each serious occurrence in a place that is visible and accessible to parents within 24 hours of becoming aware of the occurrence for a minimum of 10 business days, including any allegation of abuse or neglect. The *Serious Occurrence Notification Form* will be posted in the cubby area beside the School license and Licensing Summary Chart.

The summary must not include any identifying information and shall be updated as new information is obtained.

DUTY TO REPORT

Some serious occurrences, most notably 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 licensee or 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, licensees 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.

It is also important to note that registered early childhood educators (RECEs) are expected to be accountable for their actions as early childhood educators 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 their professional practice.

The Early Childhood Educators Act, 2007 and the Professional Misconduct Regulation state that it is an act of professional misconduct to "[contravene] a law, if the contravention has caused or may cause a child who is under the member's professional supervision to be put at or remain at risk."

RECEs should familiarize themselves with reporting requirements under the Child and Family Services Act, and abide by them as the failure to do so is contrary to the law and may constitute professional misconduct.

For more information on the Child and Family Services Act and the duty to report, see *Reporting Child Abuse and Neglect: It's Your Duty*.

For more information about the responsibilities of an RECE, please visit the College of Early Childhood Educators website.

Employer's Mandatory Reporting Obligations

In 2015 changes to the Early Childhood Educators Act, 2007 (ECEA) came into effect. Included in these changes are new requirements for **employers** to submit mandatory reports to the College of Early Childhood Educators. In addition, the legislative changes specify required time lines for reporting and set out information the College must provide to employers in response to any reports that are received. For more information, please visit the Ontario e-laws website to view the ECEA and visit the College of Early Childhood Educators website.

COMPLIANCE WITH POLICIES AND PROCEDURES

The staff, volunteers and Board of Directors are bound to follow and uphold the policies and procedures of Bouncing Ball Cooperative Nursery School outlined in this handbook. These have been designed to ensure a safe and productive environment that satisfies our licensing requirements and exemplifies the integrity of the school.

The Licensing Program Advisor from the Ministry of Education reviews the Centre's policies and procedures annually. Accordingly, the Supervisor and Vice-President reassess all policies and procedures annually and present any proposed changes to the Executive Committee for discussion and approval. The Supervisor also reviews the Centre's policies and procedures with new staff and volunteers to ensure they are understood and followed. Each year, the staff, volunteers and Board must read and formally sign-off on the policy and procedures, to acknowledge their full understanding and commitment to implement them.

Also, adherence to these policies is part of the staff's annual review.

Finally, the Centre is governed by a set of by-laws. The Executive Committee also reviews these annually. The membership votes on any proposed changes at the Annual General Meeting.

Compliance with the Policies and Procedures

The Supervisor and President monitor staff and volunteers' compliance with the policies and procedures.

In the event of non-compliance with any of the policies and procedures, the Supervisor and President notify the contravening person. The procedures for responding to non-compliance are as follows:

Non-compliance by a Volunteer:

- the Supervisor and/or President provides a written or verbal warning advising the individual either to comply with policies and procedures, or temporarily cease participation at the school;
- if compliance is still not possible, the Supervisor and President discuss the case with the Board of Directors

- the Board votes on whether the violating volunteer must permanently cease participation at the Centre until compliance with policies and procedures is possible

For serious allegations, the participating individual may be asked to leave the premises immediately.

Non-compliance by a Staff Member:

The Centre will take the following steps for staff that have difficulty or refuse to practice the Centre's policies and procedures:

- the Supervisor discusses the non-compliance issue with the staff member to identify the difficulty and reasons for it; discussing the implications with respect to the child; specifying ways to employ positive methods of behaviour management; and putting the results of the discussions in a written report that is signed by both parties
- impose a two-week trial period, which takes place under the close observation of the supervisor, to comply with the policies and procedures and improve their methods
- review the performance after the two-week trial period; if there is no notable improvement and the staff member fails to comply or clearly disagrees with the philosophy, the supervisor and Vice-President advise the Executive Committee and initiate termination procedure.