

# St. George Co-op Preschool



## Family Handbook

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St. George Co-op Preschool  
Family Handbook  
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<http://www.stgeorgepreschool.ca>

## Contents

|  |         |
|--|---------|
| Introduction   | Page 4  |
| Program Statement  | Page 4  |
| Program Statement Implementation Policy  | Page 6  |
| Preschool Management   | Page 7  |
| Role of Parents/Guardians in the Program   | Page 8  |
| Participation Day  | Page 8  |
| Scheduling Participation & Volunteer Days  | Page 9  |
| Behaviour Management Policy  | Page 9  |
| Registration Procedures, enrolment and service terminations                        | Page 11 |
| Disclosure of Information  | Page 11 |
| Fee payment policy and payment options   | Page 11 |
| Arrivals, Departures & Release Children from the Program                           | Page 11 |
| Absences   | Page 12 |
| Supervision Policy   | Page 12 |
| Supervision of Staff, Volunteers, Students & Participation Parents                 | Page 14 |
| Process for Monitoring Compliance and Contraventions                               | Page 14 |
| School Operations  | Page 15 |
| Change of Address/Phone Number/Employment  | Page 15 |
| Communication – Concerns & Complaints  | Page 15 |
| Volunteer Screening Process  | Page 16 |
| Snacks   | Page 17 |
| Allergies  | Page 17 |
| Children’s Belongings  | Page 17 |
| Dress  | Page 17 |
| Child’s Development  | Page 17 |
| Birthdays  | Page 17 |
| Compliance with Policies & Procedures  | Page 18 |
| Abuse Policy   | Page 19 |
| General Policies & Procedures  | Page 27 |
| Recording and Reporting Suspected Child Abuse                                      | Page 27 |
| Responding to and reporting child illness, health concerns, accidents and injuries | Page 27 |
| Fire & Emergency Evacuation Plan and Location of Exits                             | Page 27 |
| Field Trips & Offsite Activities   | Page 28 |
| Inclusion Policy   | Page 28 |
| Children with Special Needs Policy   | Page 29 |
| Insurance Coverage   | Page 29 |
| Orientation Policy   | Page 30 |
| Orientation of Staff, Volunteers and Participation Parents                         | Page 30 |
| Staff Training and Professional Development  | Page 31 |
| Quality Assurance Cycle  | Page 31 |
| Involvement in the Community   | Page 31 |
| Health and Safety Policies & Procedures  | Page 31 |
| Anaphylactic Policy  | Page 31 |
| Dietary Restrictions   | Page 35 |

|   |         |
|---|---------|
| Sanitary Policies   | Page 37 |
| Health  | Page 39 |
| Administration of Medications                                       | Page 39 |
| Health & Safety Inspection of Outdoor Environment                   | Page 40 |
| Infectious Illness in a staff member/participation parent/volunteer | Page 40 |
| Organization  | Page 40 |
| Decision Making   | Page 40 |
| Annual General Meeting  | Page 41 |
| Jobs at the Co-Op   | Page 41 |
| Executive Council   | Page 41 |
| Non Executive Positions   | Page 42 |
| Emergency Management Manual Policies & Procedures                   | Page 43 |
| Evacuation Procedures   | Page 43 |
| Preparing for Specific Types of Disasters                           | Page 44 |
| Infectious Diseases, Outbreaks and Pandemics                        | Page 50 |
| Emergency Recovery  | Page 52 |
| References  | Page 53 |
| Appendix A – Complaint Form   | Page 54 |
| Appendix B – Verbal / Written Warning                               | Page 55 |

## Introduction

**St. George Co-Op Preschool** is a *co-operative/not-for-profit* childcare centre located at 50 Beverly St. E in St. George and was established in 1973.

We are committed to providing a safe and stimulating environment where each child can strive socially, physically, emotionally, and intellectually. **St. George Co-Op Preschool's** program is designed to meet the needs of each child in an atmosphere, which fosters co-operation, responsibility and order.

Our preschool is run as a **co-operative** school—one where families and teachers work together to provide an enjoyable learning environment for the children. We stress the word “co-operative”, because it is vital for the successful operation of the Centre. Family participation includes:

- helping with your child's class as a Participant, on a twice per month basis (depending on class size);
- volunteering for a committee or Board position;
- volunteer support in the classroom; and
- taking part in Centre activities such as Centre cleanup and maintenance, fundraising, etc.

Families can also share ideas and/or feedback. We encourage you to contribute your ideas and talents to the school program.

## Program Statement

St. George Co-op Nursery School (SGCNS) is a part-time preschool situated downstairs in a beautiful church at the Eastern end of the idyllic town of St. George. The school was started as a co-operative to provide families an unmatched opportunity to participate and engage in this next chapter of their children's' lives and education. For many of our children this will be their first experience being cared for and educated outside of the family unit. The co-operative is committed to creating a close community and an educational environment that embodies the core values and traditions of each co-op family. Our philosophy is to encourage our children's social, emotional, and intellectual growth in a safe, secure learning environment. SGCNS is also committed to implementing current educational best practices and following all legislation that pertains to the educational guidelines. We believe that children are competent, capable, curious and rich in potential. This program statement will outline the goals and framework of our program, outline roles and responsibilities of students, parents, and instructor, as well as highlight the preschool's philosophy and policy, such as family participation and student behaviour management.

St. George Co-op Preschool is uniquely able to optimize the four foundational conditions that support learning; belonging, well-being, engagement, and expression. As a co-op preschool we invite parent volunteers to aid in daily preparation as well as volunteer within the classroom. We aim to provide a comfortable environment for our students where their families are not only welcome but vital to the day to day operations of the classroom. Parents each provide their own skills and experiences, which enrich the preschool generally and the daily learning experience specifically. Having their own parents/family members occasionally in the classroom provides the children with an immediate sense of belonging and well-being. This allows the students to begin from a place of calm and comfort, an optimal environment to facilitate learning. The instructor is relieved of many housekeeping duties, allowing the instructor to focus primarily on the engagement of the students. This greater engagement has a positive effect on programming as the instructor is able to gain a deeper knowledge of each student's strengths and interests and is able to constantly adjust programming accordingly. Having two Registered Early Childhood Educators in the classroom with occasional volunteers allows more adults to be actively engaged with different groups of students throughout the classroom simultaneously. With this greater

level of engagement students are provided many opportunities for self expression verbally, developing their complex communication skills as well as providing a multitude of opportunities for expression through creativity, problem solving and mathematical behaviours.

For many of our child students, their time at St. George Co-op Preschool will provide their first exposure to formal education. From their first day in class students will be treated as curious, capable individuals with an unlimited potential for learning and developing. Each student's strengths, abilities and interests will be considered to create the most beneficial programming possible. We know that young children learn through play and inquiry. Our morning is outlined with a lot of free time play, both indoors and outdoors, where the children can be learners in the environment, following what interests them.

Parents are vital members of our co-op community. Parents enter the co-op community with a variety of backgrounds and skills that enhance and diversify the co-op. Parents are encouraged to utilize their skills and interests, and offer them to the service and betterment of the co-op through discussion with the instructor and executive board. Our instructors, Miss Debb and Miss Sarah, ~~is~~ are highly skilled educators, specializing in preschool aged children and committed to the co-operative values of the preschool. Miss Debb and Miss Sarah are ~~is~~ interested in participating as a co-learner with the children and families and to support children's learning, development, health and well being. Miss Debb and Miss Sarah outlines the programming through their ~~her~~ experience, knowledge of curriculum and specifically linked to the goals of the co-op families for their children. Miss Debb and Miss Sarah are ~~is~~ able to tailor the programming based on the skills and interests of the children. We recognize that all students come with different interests and different learning strategies. We help to create a positive learning space where all our students learning and development will be supported. Our co-op preschool community is specifically interested in school readiness so Miss Debb and Miss Sarah uses ~~her~~ their opportunities for focused lessons on these skills such as self dressing, printing child's own name, and early literacy and numeracy skills. It has been ~~her~~ their experience, also, that the play based approach to early learning provides many opportunities for development of these skills in an organic way, through engaged activities such as dress-up, colouring, crafts, and story time.

Our goal at St. George Co-op Preschool is for all students to feel safe and secure in our preschool environment. To ensure this we set limits, for the safety of the children, so that a child may not harm oneself or be allowed to harm another person, or their property. As our school is able to excel in providing the four foundations for learning we have found behaviours requiring regulation intervention very rare. Our students are generally happy and healthy, engaged and able to express themselves effectively, verbally or nonverbally. St. George Co-op Nursery School fundamentally believes in the adage that it takes a village to raise a child. Local community partners are welcome to take an active role in the school if the school and the partner find there is a need for service. We welcome all input into the program and we open our doors to partners wishing to help support our children, their families and our staff. The teacher will set up appointments with these partners to make sure that times and dates work well for all of those involved.

Upon joining the membership of the St. George Co-op, all staff, participation parents, volunteers and support staff will review the program statement and all school policies prior to interacting with the children and at any time when the program statement is modified. Monthly, during our meeting, we will document and discuss any changes that need to be made to the program statement. Annually, all staff, participation parents, volunteers, and support staff will be evaluated by the supervisor to make sure that these approaches to interacting with children are being followed.

If you have any questions or concerns about your child, our curriculum or activities in the school, please speak with our teachers. Any ideas or concerns relating to the administration or operation of the school can be directed to the appropriate member of the executive council, or the president. If you would like to address the general membership, please advise the president sufficiently prior to a meeting.

We hope that your time at the St. George Co-op Preschool is a positive and fulfilling experience and we are excited to have you join our membership.

At the St. George Co-op, all children are welcome to attend regardless of ability, need, background, culture, religion, gender, family composition or economic circumstances. Through inclusive practice, we aim to enhance the physical, emotional, social and intellectual needs of all children. We strive to make strong partnerships with families through open communication keeping the best interest of the child as a top priority.

**Our policy includes that:**

- No family will be excluded from the program, as long as we are able to meet their needs.
- All children may attend our regular days and hours of operation no matter their needs.
- Financial assistance through Child Care Services may be offered to families in need.

**Program Statement Implementation Policy:**

Children will be provided a healthy, nutritious snack during the morning. The snack menu is posted monthly by the supervisor so all members can see what their children are eating each day. We encourage self-regulation in the classroom at all times. If at any time a child feels overwhelmed or needs to be alone, a safe quiet place inside the classroom will be provided where they can be supervised safely at a distance.

No child will be forced to participate in any activity that they are not comfortable doing.

We encourage the children to be competent learners by following their interests and planning activities based on their likes.

During classroom time, parents are encouraged to get down with the children and engage, build relationships. Parents provide special skills in child care and, as a participation parent, are able to bring some of the comforts of home into the classroom for the students. Parents will maintain open communication with the instructor, checking the parent information board regularly for updates and important information. Each family will participate actively in the operations of the co-op through mandatory attendance at monthly meetings, participation in specific assigned/volunteer tasks, fundraising and marketing strategies. Families will provide this service and value to the co-op regardless of classroom participation status. Through this active and interested participation, families are granted an opportunity to participate in our children's early education and socialization in a way that is significant and meaningful.

Our instructors are the leaders of the classroom and maintains several key responsibilities. Miss Debb and Miss Sarah are primarily responsible for class regulation, implementing curriculum, maintaining the health and safety of children under their care. Participation parents should support the instructor and look to the instructor for guidance. Miss Debb and Miss Sarah also works to maintain an open line of communication with every family through our parent information board located in the cubby room, email, The Remind app, Facebook and face-to-face interactions. Each month a new "flow chart" is posted in which the parents of the children can see what the children are interested in and the actives that are happening surrounding those interests. The curriculum and program is a living document that changes each day as the children explore their surroundings.

Miss Debb and Miss Sarah are the pillars of our co-op community and will be treated with utmost respect. If you disagree with an approach or technique being used by the instructor(s), or have concerns about the integration or experience of your child please arrange to speak to Miss Debb and Miss Sarah privately, outside of class time, as the instructors are fully engaged with our children during class. Alternatively members of the

co-op board, introduced at the September parent meeting, may be approached to help resolve any concern, issue, or conflict.

Miss Debb and Miss Sarah are encouraged and supported by our community to take part in continuous professional learning. Occasionally, professional development happens on one of our school days. Typically, our membership will decide to take a field trip or make other arrangements to cover the day. This is decided upon by the co-op. Miss Debb and Miss Sarah will come back and share the knowledge they acquired at the professional development with the community of parents to further their knowledge as well.

Staff backfills (those parents who sign up to be a backfill for the teacher) are required to take a CPR course in September, before starting their role. The teachers encourage positive interactions between the children and in the classroom. Approaching our students as capable, complex thinkers we are able to support the children, as necessary, through coaching, modeling positive behaviours, providing language to resolve conflict. We discuss the children's feelings and the children brainstorm with the teachers what a more positive interaction would look like. Adults in our program provide space and opportunity for our students to resolve conflict and challenging situations and behaviours independently, with the knowledge that support is close-by. In the child's eye, the teacher is the consistent authority while they are at school. The instructor should be brought in immediately if a volunteer feels that the situation might escalate to require significant disciplinary action. During our first meeting in September, we will review and discuss the behaviour management in the classroom. If you have any questions about behaviour management in the classroom, please contact Miss Debb, Miss Sarah or a member of the executive council. Our greatest concern is that of the safety and well being of all individuals within the program, and our focused engagement with the children allows all adults in the room to ensure that our goals and expectations in this area are met.

Each staff member, volunteer and participation parents will be monitored in our program yearly on the basis of the centre's program statement. If the person being monitored is not following with the principals in our program statement, the executive council along with the supervisor of The St. George Co-op Preschool will work together to see what action needs to be taken. A participant may be warned or removed from duties based on the severity of the violation of the program statement and implementation.

### **Preschool Management**

St. George Co-Op Preschool is a community-based, co-operative/non-profit childcare program run by an elected volunteer Board of Directors (aka Executive Council). The Board of Directors consists of parent-volunteers and meets once each month during the school year. The teachers also attends these meetings. This process allows the Board members and the teachers 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 and can serve more than one consecutive term. Parents and community members are eligible to stand for positions on the Board. Only parents in good standing with the preschool will be active on the Board. Board members are elected at an Annual General Meeting. Current Board members, staff and parents MUST attend.

### **Role of parents/guardians in program**

Because this is a co-operative program all families are required to participate in and contribute to the operation of the school. A parent may be asked to withdraw his/her child due to the parent's failure to

participate and pay fees on time. The executive council will evaluate the situation to determine what the circumstances warrant. Possibilities include a verbal or written warning, suspension and/or dismissal.

The intent of this is to encourage families to participate in the nature and spirit that a co-operative program is. It is only fair that every family share the responsibilities of running the school.

Mandatory participation is required in the following areas:

- Participation Days - The minimum requirement remains at least 2 participation days per month. If the minimum days are not fulfilled, it may result in the cashing of your fine cheque(s). There will be the option to opt out of participation days for a monthly fee (\$40/month).
- Staff backfills are required to take a CPR course prior to starting staff backfill days. This course will be free of charge and run at the beginning of each school year.
- Monthly Meetings & Cleaning - you are permitted to miss 1 meeting per school year. Any additional missed meetings may result in the cashing of your fine cheque(s). Meetings begin with cleaning the classroom and end with discussion of the meeting topics. Meetings will be 1.5 hours in length and parent/guardian is required to stay the full time, unless it is an emergency or reasoning has been previously aligned on. Leaving early will count as a missed meeting, which may result in a cashing of your fine cheque. If a fine cheque is cashed, you will be required to submit a new fine cheque within one week of the missed meeting. If you are unable to meet the submission requirement, you may face the penalty of your child not being able to attend until the cheque has been replaced. Please speak to Exec. Monthly meetings are important for a variety of reasons. Since this is a co-operative, we all work together and therefore we vote on matters that are important. Being at the meetings means that you get your vote in on important happenings at the school. It is also a time to bond with the group of parents and get to know the group as a whole.
- Fundraising - the preschool relies on fundraising to meet a good portion of its financial demands; therefore, every family is expected to participate in the school's fundraisers. A buy-out option will be available for certain fundraisers, as defined by the Executive. We welcome new ideas for fundraising activities.
- Marketing/Advertising – the preschool is involved in the community and attends events to help promote the preschool and educate the public on what co-op preschool is. Every family is expected to attend a minimum of 2 events. If you do not participate in at least two community events, your second fine cheque will be cashed.

### **Participation Day Participation**

Your 'Participation Day' is your child's special day at school. The participant does not have to be a mother; we welcome fathers, grandparents, caregivers and others as long as they meet participation parent requirements. When completing participation day tasks, siblings and other children are permitted at the preschool, however they must remain under your care and supervision, because of licensing. Siblings are not permitted in the classroom during participation days when class is in progress.

Some parents are unable, or choose not to participate in Participation Days, and therefore, a non-participating family pays a higher fee to compensate for hiring another individual to complete the tasks

Of course, all parents, whether participating or non-participating are welcome in the classroom to observe their child and teacher. Occasionally volunteering in the classroom is a valuable experience for everyone and offers a special opportunity to observe your child play, learn, grow, explore, engage in new activities and interact with other children and teachers. It also provides valuable support for the staff and helps them gain better insight into your child so that their instruction is more focused on individual needs. However, siblings and other children are not permitted to stay at preschool on these days because of licensing restrictions.

### **Scheduling Participation Days**

Families identify the participant(s) and their availability to help and the volunteer Scheduler makes every effort to accommodate all requests. Participation Day availability is to be submitted to the scheduler by the 15<sup>th</sup> of each month unless otherwise stated. The Participation Day schedule is prepared and posted on the classroom bulletin board and Facebook page approximately one week prior to the start of each month.

Parents are responsible for switching days with other families or advising the Scheduler of any changes to their availability, both long and short term (e.g., family vacations) in a timely fashion.

**Note:** Please be respectful of the Scheduler and the time they volunteer to prepare the schedule. Whenever possible, please switch Participation Days with another family rather than calling the Scheduler to make the change.

If you need to switch your Participation Day once the schedule is posted, please find your own replacement – a fellow participation parent. Be sure to update the Participation Day schedule and notify the teacher of the change.

The number of Participation Days per month that each family will be responsible for are dependent on the enrolment. If families have any special requests for Participation Days, they will be accommodated as much as possible.

If more than one child in a family is enrolled in a program, families will be responsible for Participation Days for each child.

### **Scheduling Volunteer Days**

For those who would like to volunteer within the classroom, volunteer availability is to be submitted to the scheduler by the 15<sup>th</sup> of each month unless otherwise stated. The volunteer schedule will be posted alongside the Participation Day schedule on the classroom bulletin board and Facebook Group approximately one week prior to the start of each month.

## Behaviour Management Policy

Children are individuals and should always be treated with respect and dignity. We want all children at St. George Co Op Preschool to feel safe and secure. To ensure this, we set limits for the safety of the children, so that a child may not harm himself/herself or be allowed to harm another person, or their property. Limits are to be expressed firmly but warmly, and in a positive manner as children rely on adults to show them by example. Children's negative behaviours are to be guided in a positive, consistent manner, appropriate to the developmental level of the child and proportionate to their actions. Regulation should be designed to assist the child to learn appropriate behaviours and it should be implemented as soon as possible after troublesome behaviour. In the child's eye, the teacher is the consistent adult while they are at school. Please do not contradict the teacher in front of a child. If you disagree with actions taken, please feel free to speak to the teacher privately after the incident or after class to discuss any issues you may have. Our goal is to promote self-regulation, ensure health and safety, and respect the rights of others.

In accordance with the Child Care and Early Years Act, the following forms of discipline shall not be used:

- A) Corporal punishment of the child;
- B) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- C) Locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- D) Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- E) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- F) Inflicting any bodily harm on children including making children eat or drink against their will.

The use of any means of corporal punishment or any other form of unacceptable discipline will not be tolerated. If a participation parent contravenes the Behaviour Management Policy, an emergency meeting of the executive council will be called to determine what the circumstances warrant. Possibilities include a verbal or written warning, suspension (switch to alternate participation-parent or to Non-Participating Option), dismissal, and/or intervention. If you are having trouble with a child, even if he/she is your own, whether at school, or elsewhere, please see our teacher for help. As a condition of the Behaviour Management Policy, participation parents will be monitored a minimum of once per year to ensure that they are following the correct procedures.

## Registration Procedures, Enrolment and Service Terminations

In order to register your child for the program, you must fill out the registration package. On the front of the package, there is a registration checklist of things that the school needs in order for your child to be registered in the program.

Your child cannot attend school until these requirements are met.

Where a parent desires to withdraw their child from the school, written notice must be given 30 days prior to the President and Teacher. A withdrawal fee of \$150 will apply to all withdrawals during the school year.

Parents will be responsible for participation days that fall within their period of notice of withdrawal. They will either work those days or be responsible for the substitute fee.

At the discretion of the teacher and Executive, parents may be asked to withdraw their child (a) due to the child's failure to participate, or (b) due to the parent's failure to participate (c) if the parent's attitudes and philosophies are so at odds with those of the majority, that co-operation is impossible, or if (d) payments do not go through. A rebate will be made from the child's last day at school. This decision would be made by the executive council and your family would be giving a 30-day written notice of service termination.

When problems are observed, the following steps will ensue:

- minor infractions of the rules or behavioural problems will result in a verbal warning from the Supervisor and/or the staff and clarification of the preschool's policies; all verbal warnings will be documented and placed in the child's file
- a report of the behaviour or a serious incident will result in the Board of Directors being notified while ensuring the confidentiality of the family, as well, a written warning will be sent to the family
- the family and/or the Board of Directors may request a meeting to follow up on the written warning
- in the case of a serious incident, a plan that is mutually agreeable to the preschool and the family may be required before the child is re-admitted to the preschool
- three written warnings within a 12-month period will result in withdrawal of services by the preschool
- in the case of serious incidents, the Board of Directors reserves the right to withdraw services; if there are further violations of the preschool's policies during this period, the child will be withdrawn immediately
- the Supervisor or the Board of Directors will follow up with the Children's Services consultant, as required

### **Disclosure of Information**

Each family is provided with a contact list containing parents' and children's names and telephone numbers. This information is shared because it is helpful for communication within the membership. It is to remain confidential and must not be released to anyone.

### **Fee payment policy and payment options**

Monthly post-dated cheques are to be given to the treasurer before your child starts the program. E-transfers are also accepted and due by end of day on the first day of the month. You are also responsible for two fine cheques (one for missed meeting and one for non participation in community events), one withdrawal fee cheque (\$230) and a craft fee cheque or e-transfer of \$80 to register. If you would prefer to pay by cash or register bank cheque, they are also due on the first of each month. A late fee will be applied to monthly fees not submitted by the <sup>1st</sup> of the – a \$2.00/day penalty will be applied until payment is received.

There is a \$25 administration charge for any returned N.S.F. cheques, and this charge is due upon notification. If two consecutive cheques are returned from the bank, further payments must be made by cash, certified

cheque or money order. Those with delinquent accounts of sixty days may be asked to remove their child from the program.

Subsidy is also available for eligible families through this website:

[http://www.brantford.ca/residents/support\\_services/child\\_care/Pages/default.aspx](http://www.brantford.ca/residents/support_services/child_care/Pages/default.aspx)

If your child is ill, or you go on vacation, full payment is still required to retain your spot in the program

### **Arrivals, Departures & Release Children from the Program**

The class runs from 9:30am to 12:00pm. Families are expected to arrive at least five minutes prior to the start of each class and a minimum of five minutes prior to dismissal. If you arrive late, you must wait with your child in the kitchen until the morning meeting is over, to limit interruptions during morning meeting. Once the morning meeting has finished, you can bring your child to the teacher so that they know you have arrived and the child is placed in their care.

At dismissal time, your child will only be released to those persons approved by you in your child's file or with your advance written notification. If the person picking up your child is a person unfamiliar to the teacher, please let the teacher know before pick up time. Also, please ask the person to bring identification with them so the teacher can verify it with the name on your child's "authorized persons list" for pick up. A late fee of \$10 will be applied for every 15 minute interval the parent or guardian is late. (ex: Arriving between 12:00pm and 12:15pm will be a \$10 charge; arriving between 12:16pm and 12:30pm will be a \$20 charge; etc.)

### **Absences**

If your child will be late or absent, you must contact the preschool teacher no later than your child's usual arrival time. This will facilitate planning for the program. If your child is not coming in because of illness, it is important when you contact the Preschool to notify the Supervisor about the sort of illness that your child has contracted. This will help the staff to identify symptoms in other children with whom your child has come into contact. Refunds are not given for days on which your child is absent whether due to sickness or vacation, nor does the preschool provide make-up days.

### **Supervision**

This policy is for all staff, volunteers and students who are involved in the care and education of children at St. George Co-op Preschool.

Adequate supervision is essential for the safety and well-being of all children at the school. All children must be supervised at close proximity at all times, in all areas and in every activity throughout the school. Adequate and effective supervision requires that children be constantly, actively and diligently supervised at all times. This includes active positive interaction with children as well as observing and supervising individuals and groups of children.

An overview of the schedule and daily routine of the school will be provided to staff, students and parents prior to the school year beginning. Further orientation to the daily routine will be provided by the staff member on duty. This will occur both before and during class time.

Staff and staff backfills must be familiar with and implement the guidelines for effective supervision as detailed below:

#### FIVE ESSENTIAL ELEMENTS OF SUPERVISION

##### 1. KNOWING:

- We need to know where each child is
- The number of children you care for
- The correct staff child ratio
- Which experiences, areas and equipment need special supervision?
- Which children need higher levels of supervision?
- Where other staff are positioned – staff should always notify others if they leave the area they are supervising for any reason.

##### 2. LISTENING:

- We need to listen for different sounds in child's play
- For different sounds in the centre
- To what children are telling you
- To other staff and instructions/advice
- For different types of verbal language

##### 3. POSITIONING:

- Remember to position yourselves:
- To ensure you get the best possible view of the area at all times
- With backs to wall or fence looking out into the room or play area
- So we can see difficult spaces inside and outside
- Stand away from other staff to ensure a wide range of supervision so there are no children behind us who are out of sight

##### 4. SCANNING:

- We need to continually look and be aware of all children in the area, even
- When working with an individual.
- Scan the area by lifting your head and looking around constantly. Scan where other staff are.

##### 5. BE WITHIN PHYSICAL REACH:

- We need to be within physical reach when children are involved in high risk activities
- When children are very young
- When fast, direct physical contact is the most likely way to prevent injury
- To use physical contact appropriate for the situation, the potential danger and the age/stage development of children.

CONSIDERATIONS FOR EFFECTIVE SUPERVISION:

- Grouping and ages/developmental levels of children
- Types of services
- Range of children attending
- Physical layout and equipment/facilities
- How the program is structured.
- Staff must always be in a position to observe all children, positively interact with children, respond to their individual needs and provide immediate intervention if necessary.
- Staff must always situate themselves where they are in view of what all children are doing.

AVOID HAVING YOUR BACK TO CHILDREN.

- Outdoor playtime is the most likely time for accidents to happen. Staff and participation parents must be positioned where they are able to supervise all children.
- The kitchen door and office door MUST be kept shut at all times and children must not be in these areas without direct supervision by a parent or teacher.
- The teacher will provide direct supervision for all others while in contact with the children. If concerns are unable to be resolved between the teacher and the other party, the matter will be referred to the Executive Council for review.

Evaluation

In order to assess whether the policy is effective, the Co-op Executive Council will:

- Communicate with staff and participation parents to ensure a thorough understanding of the policy
- Involve staff and parents in reviews of the school's supervision practices at monthly meetings.
- Take into account feedback from staff and families regarding the policy.
- Monitor complaints and incidents regarding the supervision of the children attending the school.

**Supervision of Staff, Volunteers, Students and Participation Parents**

At St. George Co-op Preschool, we want to make sure that your child has the best possible experience. Because of this, all staff, volunteers, students and participation parents will be monitored daily by the supervisor in program. All persons in the program will be monitored based on maintaining the principals of our program statement as well as our behaviour management policy. All persons in program must produce a vulnerable sector check to the supervisor before entering the program. When a staff member is replaced by the staff backfills, those parents will be responsible for the supervision of the children along with the teacher. Staff backfills are required to submit documents to the supervisor as required (Immunizations, criminal reference check as well as a CPR Certificate).

Volunteers and students in the classroom are never to be included in the ratio at the school, nor left alone with any children. They must provide a criminal reference check prior to being in program.

## Process for Monitoring Compliance & Contraventions

Annually, the supervisor of the St. George Co-op Preschool will monitor the volunteers, students and participation Parents for compliance of the policies below. The president of the school will evaluate the teacher annually.

Everyone will be monitored for compliance on:

- Program Statement implementation
- Implementation of Policies and Procedures
- Behaviour Management Policy

If the supervisor and or president find that a person is in non-compliance, first that person will be given a verbal warning (Appendix B). Secondly, the executive council will issue a written warning (Appendix B). And lastly, that person will be terminated from their employment or membership with the St. George Co-op Preschool.

## School Operations

St. George Co-op Preschool is a preschool that serves children we are 27 months up until 5 years of age. We operate from September through June, observing the same holiday and break schedules as the Grand Erie District School Board. WHENEVER BUSES TO ST. GEORGE- GERMAN SCHOOL, AND/OR BRANT COUNTY BUSES ARE CANCELLED, OUR SCHOOL WILL BE CLOSED. In the event that we independently decide to close the school due to inclement weather, or if the teacher is sick or other personal emergency the families will be notified as soon as possible.

The school year commences on the Monday following the Labour Day weekend in September. The school will, however, be open on the Wednesday and Friday, unless otherwise stated. The purpose of this is for the parents to help with the set-up of the classroom for the year, drop off enrolment packages (if you have not already done so), and to get familiar with the classroom, or for more info.

The Preschool is open Monday, Wednesday and Friday from 9:30am to 12:00pm, except on the following holidays:

|                |                  |                 |
|----------------|------------------|-----------------|
| New Year's Day | Victoria Day     | Christmas Day   |
| Family Day     | Canada Day       | Boxing Day      |
| March Break    | Good Friday      | Christmas Break |
| Easter Monday  | Thanksgiving Day |                 |

## **Change of Address/ Phone Number / Employment**

It is imperative that the Preschool be notified immediately of any change in the family home address or the telephone numbers at home and/or work.

It is also necessary to maintain the preschool emergency telephone numbers for each parent or family member.

## **Communication – Concerns & Complaints**

Everyone's input is always welcomed in Co-op. If you have any questions or concerns about your child, our curriculum or activities in the school, please speak with our teacher. Any ideas or concerns relating to the administration or operation of the school can be directed to the appropriate member of the executive council, or the president. If you would like to address the general membership, please advise the president sufficiently prior to a meeting. If deemed necessary, there is also a complaint form (Appendix A), which can be filled out to document concerns involving the operation of the preschool, an issue with the board and/or with the supervisor and/or employee of the Preschool. Forms can be placed in the inbox for the Executive Board to review and determine management. The concern will be reviewed by the Teacher, Staff and/or Exec and the parent/guardian will receive an initial response within one week of submission (exception during holidays and summer break). The response will include detail of the views of the Preschool as well as any direct or indirect action(s) that might have occurred or will occur as a result

Whatever the issue, we ask that you please, do not engage in gossip as this makes for an uncomfortable and damaging environment. Things will run most smoothly if your concerns are addressed directly and respectfully. We aim to help each other out as much as possible, so that we can relax and enjoy our time spent with the children.

For day-to-day information, each family has a mail slot (cubby) and our parent bulletin board is located just outside the classroom door; both should be checked daily.

## **Volunteer Screening Process**

St. George Co-op Nursery School takes every reasonable step to ensure that no physical, emotional, or psychological harm should ever come to the children we serve. AS A CONDITION OF OUR LICENSING, IT IS REQUIRED THAT ALL EMPLOYEES AND VOLUNTEERS SUBMIT TO A POLICE VULNURABLE SECTOR RECORDS CHECK. Independently, each participation parent and volunteer is required to visit their local City Police or Ontario Provincial Police department and complete a waiver (Consent to Disclosure of Personal Information) allowing the police to screen their records for evidence of criminal convictions, pending charges, previous or ongoing investigations, and probation or parole status. The applicant is given a form from the police station, which then must be presented to the school. Acceptance to complete participation days will be reviewed by the supervisor, depending the outcomes of this criminal reference check. If the results of the police check come back positive (indicating offences, convictions) the Charter of Rights and Freedoms needs to be considered as a person applying cannot be discriminated against. The supervisor will look over the police check and deem if the applicant is eligible (safe to be in a supervisory position with children). This decision is jointly made with the executive council and the supervisor if anything were to come to light on the form.

The Supervisor/ Executive Council would decide if that applicant would be able to do participation days considering these things:

- Nature of the offence/conviction
- Length of time since offence/conviction
- Rehabilitative efforts subsequently made by the applicant
- Specific duties, responsibilities and risks associated with being a participation parent in relation to the offence/conviction

If a person with a positive police check is approved by the board to do participation days, then a note must be made in their child's file. If they are not approved, the board needs to give reason in written and kept in the office, sealed in an envelope: Confidential.

Once approved, applicants can keep the original copy if they wish, however, the supervisor must see the original form in order to make an original copy of it for the files.

This process is a confidential matter. Once the criminal reference check has been submitted to the school, it will be placed in a locked cabinet that only the supervisor has access to. Participation Parents, Volunteers and Teachers must supply a new criminal reference checks every 5 years. In the years in which a new criminal reference check is not needed, participation parents, volunteers and teachers must sign an offence declaration form. Based on what the member checks off, the board will make a decision on whether they are able to continue doing participation days.

Participation parents can still perform participation days while they are waiting for their criminal reference check to come back, however, they are never to be left in a supervisory position of children without another adult, at any time

## **Snacks**

Each morning we have a snack together. The snacks will be nutritious and healthy, for example fruit or vegetables, cheese or yogurt, crackers or pretzels, or small sandwiches. A snack calendar will be posted in the cubby room. If you wish to donate the snack for that day, please refer to this calendar and let the supervisor know your intent. Snack preparation should comply with the Brant County Health Unit. NO PEANUT/NUT PRODUCTS ARE TO BE USED AT ANY TIME. Snack preparation needs to occur at school, not at home. This is to prevent cross contamination we ask that your child bring a water bottle, with a drink of your choice to class each day. If a water bottle is forgotten that day, the school will provide your child water to drink.

## **Allergies**

A list of allergies will be posted in the kitchen, beside the snack table and on the teacher's clipboard. If your child has allergies, please make sure you fill in the appropriate paperwork for the supervisor.

## **Children's Belongings**

We ask that you store a complete second set of (labelled) clothing at school in case of need. Please store it underneath the cubbies in a Ziploc bag that is labeled with your child's name on it. If your child is in diapers, the

diapering items can be stored in your child's cubby as well. Any diapering required during class time will be done on the change table in the nursery room by a staff member.

## **Dress**

Please dress your child in comfortable, washable clothing as we do many messy, creative activities. Our program includes daily outdoor play, unless the weather is too extreme. Please ensure that your child is suitably equipped with (labelled) coat, hat, mittens, boots etc. No child can remain in the school while the others are outdoors.

## **Child's Development**

If you would like, the teacher can use the Ages and Stages checklist to review your child's growth. You will be given copies of this screen once the teacher completes it. If you have any questions, please speak to the teacher about the screening process.

## **Birthdays**

Your child's birthday is celebrated with the children of his/her class. Please, do not bring balloons, hats, or loot bags. You are welcome to bring a special snack that day such as cupcakes, etc. with teacher approval and in accordance with the classroom's dietary restrictions as posted (nut free at a minimum).

## **Compliance with Policies & Procedures**

The staff, volunteers and Board of Directors are bound to follow and uphold the policies and procedures of St. George Co-Op Preschool 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 preschool.

The Licensing Specialist from the Ministry reviews the preschool's policies and procedures annually. In addition, policies like the Behaviour Management Policy are an integral part of the fabric of the preschool, its philosophy and the program. Accordingly, the Supervisor and Board reassess all policies and procedures annually and review any proposed changes for discussion and approval. The Supervisor also reviews the Preschool'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.

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

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 Participation Parent/Adult 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 preschool; a replacement would have to be used at the possible expense of the participating family
- 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 Preschool 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 preschool will take the following steps for staff that have difficulty or refuse to practice the preschool's policies and procedures:

- the Supervisor and/or Board Member 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 and board member, 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 Board of Directors and initiate termination procedures

## Abuse Policy

### Definitions:

**Physical Abuse** - any deliberate physical force or action, by a parent or caregiver, which results, or could result, in injury to a child. It can include bruising, cuts, punching, slapping, beating, shaking, burning, biting or throwing a child. Using belts, sticks or other objects to punish a child can cause serious harm and is also considered abuse.

**Neglect** - occurs when a caregiver fails to provide basic needs such as adequate food, sleep, safety, education, clothing or medical treatment. It also includes leaving a child alone or failing to provide adequate supervision. If the caregiver is unable to provide the child with basic needs due to financial inability, it is not considered neglect, unless relief has been offered and refused.

**Emotional abuse** - a pattern of behaviour that attacks a child's emotional development and sense of self-worth. It includes excessive, aggressive or unreasonable demands that place expectations on a child beyond his or her capacity. Emotional abuse includes constantly criticizing, teasing, belittling, insulting, rejecting, ignoring or isolating the child. It may also include exposure to domestic violence.

**Sexual abuse** - occurs when a child is used for the sexual gratification of an adult or an older child. The child may co-operate because he or she wants to please the adult or out of fear. It includes sexual intercourse, exposing a child's private areas, indecent phone calls, fondling for sexual purposes, watching a child undress

for sexual pleasure, and allowing/forcing a child to look at or perform in pornographic pictures or videos, or engage in prostitution.

**Harassment** - any improper behaviour that is directed at and is offensive to an individual and which the person knew or should have known would be unwelcome. Harassment includes objectionable conduct, actions, comments or displays that demeans, humiliates or embarrasses an employee based on a prohibited ground as defined in the Ontario Human Rights Code. It may be a single incident or continue over time. Harassment may include, but is not limited to the following:

- unwelcome remarks, slurs, jokes, taunts or suggestions about a prohibited ground, such as a person's race, national or ethnic origin, colour, religion, age, sex, marital status, family status, physical or mental disability, sexual orientation or pardoned conviction;
- the display or circulation of offensive material, including offensive slides and cartoons;
- degrading words used to describe a person based on a prohibited ground;
- derogatory or degrading remarks directed towards all members of a group who share characteristics based on a prohibited ground.

## **Procedure for Recording and Reporting Suspected Child Abuse**

### **Purpose of the Policies and Procedures**

The St. George Co Op Nursery School (SGCNS) has zero tolerance for sexual abuse, harassment, molestation or corporal punishment or neglect and SGCNS is committed to taking a pro-active position regarding the prevention of child abuse through:

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

The following policies and procedures are designed to make staff/ students/ volunteers aware of their responsibilities for the recognition, documentation and reporting of suspicions of child abuse.

### **Duty to Report**

In accordance with the Child and Family Services Act, it is the responsibility of every person in Ontario, including a person who performs professional or official duties with respect to children, to immediately report to a Children's Aid Society if s/he suspects that child abuse has occurred or if a child is at risk because of abuse. This includes any operator or employee of a day nursery. An individual's responsibility to report cannot be delegated to anyone else.

## Failure to Report

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

## Confidentiality

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

Any information related to a suspicion or report of child abuse is confidential between the person directly involved, the person making the report and a Children's Aid Society. The supervisor, in consultation with a Children's Aid Society, will give direction regarding the appropriate sharing information with Staff, students, child resource staff and volunteers or a member of the Board of Directors. Discussing any information with others related to a situation of suspected child abuse outside the designated individuals is a breach of confidentiality and could open the offending person(s) to a charge of slander.

Offending parties who break the confidentiality of the situation will have the incident investigated by the supervisor and a report filed in their staff file. Additional actions and penalties may be invoked.

## Protection from Liability

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

### 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

## Reporting Procedures

1. Any staff / student/ volunteer who suspects that a child has been abused or is at risk for abuse should inform the supervisor of the intention to immediately call a **Children's Aid Society (CAS) - 519-753-8681**. The person who suspects the abuse **MUST** call him/herself --- **DO NOT** ask anyone else to help you decide if a report should be made or to make the report for you. **DO NOT** discuss your suspicions with anyone else until you have spoken with a Children's Aid Worker.

2. If necessary, access immediate medical attention if a child has sustained injuries. Where injuries have been suspected to have been caused by child abuse, DO NOT inform the parent of the intention to access medical care for the child, until you have spoken with a Children's Aid worker and have been directed to do so.
3. If there are any concerns or doubts regarding making a report of suspected abuse, the staff/ student/ volunteer will be encouraged by the supervisor to consult with a worker from a Children's Aid Society. If the allegation is against another child in the centre, the supervisor will consult with a Children's Aid worker as to how to best protect, supervise and support both the alleged victim and abuser, and the other children.
4. It is the responsibility of the person who suspects child abuse to follow through on the report to a Children's Aid Society, and the supervisor will provide support and direction. When making a report, you must give your name, the centre name, your position, and phone number to the Children's Aid worker.
5. No staff/ student/ volunteer or member(s) of the Board of Directors will advise someone NOT to report suspicions of child abuse, or try to stop the person from reporting or consulting with a Children's Aid Society. There will be no sanctions or reprimands for anyone who consults / reports suspicions of child abuse. However, disciplinary action will result if there is an attempt to stop someone from following through on the legal duty to report.
6. If a staff/ student/ volunteer have any further suspicions of abuse or new information with respect to a child, s/he must immediately make another report to the appropriate Children's Aid Society regardless of any previous reports.
7. Information considered confidential cannot be kept in confidence if it is related to a suspicion of child abuse—all staff/ students/ volunteers must follow through on the legal duty to report.

### **Making a Report of Suspected Child Abuse**

Suspicions of child abuse must be reported "forthwith" (i.e. immediately) to a Children's Aid Society. The telephone numbers for the Children's Aid Society and local police services are posted in the supervisor's office. A report to the Children's Aid Society can be made any day, at any hour. However, if reporting after regular business hours, you will likely be required to leave a message, your name, and return telephone number with an answering service. Indicate if your call is urgent. You will then need to wait for a return call from an after-hours protection worker. Leaving a message with an answering service is not considered a report—you must speak directly to a Children's Aid worker. If the staff/ student/ volunteer think the child is in immediate danger, do not wait to be called back, -- phone the police.

### **Discussing the Situation with a Parent/ Caregiver:**

A staff/ student/ volunteer who suspects abuse will NOT tell a parent/ caregiver or child about the suspicion, the intention to report or that a report has been made until AFTER consultation with a Children's Aid Society and confirmation that it would be appropriate to tell. Discussing any suspicions of child abuse with a parent/ caregiver/ child before consulting with a Children's Aid worker could jeopardize the child and/ or contaminate the investigation.

In situations where the cause of the child's injuries, the nature of the child's disclosure, or the behaviors observed are not clear, consult with a Children's Aid worker before speaking to a child/ parent, to discuss the

appropriateness of clarifying a situation and to obtain direction. If it is appropriate to clarify any information this should be done in a non-threatening casual way. For example, asking a child “how did you get that bruise?” Or asking a parent “Sharon said that you and she are going on a trip. Where to?” Use an interested and concerned tone of voice; avoid accusatory questions and statements. Ask what happened, and how it happened, rather than why. Ask open ended questions. If someone other than the parent/caregiver is the suspected abuser, consult with the Children’s Aid Society as to who should notify the children’s parent/ caregiver. If it is decided that it is appropriate for the staff person to inform parent(s) of the report, emphasize to the parent both the concerns for the child and the legal obligation to report suspicions of child abuse.

### **Documentation**

In the event that a staff/ student/ volunteer suspects child abuse, a detailed report will be completed as soon as possible in a specific binder. The binder will remain in the supervisor’s office, locked up when not in use. All documentation must be made in pen ink and in the individual’s handwriting. If applicable, a body chart with injuries/ bruises circled may be stapled into the notebook. Document only the facts – do not include how you are feeling about the incident, or personal thoughts about what might have happened.

- Include the name(s) and phone number(s) of the individual you spoke with at the Children’s Aid Society and/ or police service and any direction you were given.
- See attached checklist of required information.
- DO NOT make a rough copy and then rewrite in good – the original recording of the facts is your documentation. If you make mistakes, DO NOT use white out – cross out and initial any errors, and then continue on.
- Sign and date the document.
- A report is to be completed every time a staff/ student/ volunteer have reason to suspect that child abuse has occurred.
- When you have completed your report, staple it closed with a blank page before and a blank page following it. Staple it completely closed, so as it cannot be read by the person making the next entry.
- All documents are to be kept in a secure cabinet, separate from the child’s general file. These records are to be kept securely for a minimum of 50 years. In the event SGCNS ceases to operate, the last employed Supervisor will keep the documentation.

### **What to Report to the Children’s Aid Society**

The staff/ student/ volunteer making a report of suspected child abuse to a Children’s Aid Society may not have access to all the information listed below. If this is the case, DO NOT conduct an investigation to search it out. Remember it is imperative that the staff/ student/ volunteer report the information to a Children’s Aid Society as soon as possible.

The following is a list of information, if known that the staff should be prepared to provide to the Children’s Aid Society in making a report of child abuse.

Information about the Child(ren): Identifying information (e.g.: name and address of the child, primary care giver, the child’s religion), Current whereabouts of the child/family, Present physical and/or

emotional condition of the child, Any special vulnerabilities, medical conditions, communication issues ,  
The name of the centre attended

**Circumstances which Prompted the Report:**

- What was it that led to the report being made today?
- What are the sources of the information for the report?
- What are the details regarding concerns, or the incident which precipitated making the report today?
- Do you know of any other relevant incidents or have any other information?
- What actions, if any, have you taken prior to reporting the matter to the Children's Aid Society?

**Information about the Child's Family and the Alleged Offender:**

- Parents: names; dates of birth; addresses; telephone numbers; places of work
- Alleged offender: name; date of birth; if not the parent, alleged offender's relationship to the child; address; phone number; place of work
- Current whereabouts of the alleged offender
- Does the alleged offender have access to the child, siblings, or other children?
- What are the parents' awareness of/ admission/ reaction to the suspected abuse and the child's disclosure?
- What is the language spoken by the parents; alleged offender?
- Are there any cultural considerations?
- The name of the child's/family physician
- Any concerns for family members with respect to mental health, physical illness substance abuse, weapons, and/or violence?
- Names and addresses of extended family members and others who could be supportive to the child and family.

**Other Information:**

- Who else has direct knowledge of the incident being reported?
- Who else may have observed the child, or other incidents?
- Who else knows this family well?
- What other professionals or agencies may be involved with the child and family?

**If a Staff/ Student/ Volunteer are Suspected of Child Abuse:**

1. If a staff/ student/ volunteer / parent suspect another caregiver in the centre of abusing a child(ren) in care, s/he should inform the supervisor of the intention to call a Children's Aid Society. If the allegations are made by a parent, inform the parent of his/her duty to report to a Children's Aid Society, and the supervisor's obligation to also speak with a Child Protection worker.
2. The staff/ student/ volunteer making an allegation will follow the reporting procedure outlined above and will complete the necessary documentation.

3. The person suspected of abuse will NOT BE TOLD BY ANYONE about the suspicion, the intention of the report or that a report has been made until AFTER the supervisor has consulted with a Children's Aid worker for direction.
4. The supervisor will consult with a child protection worker as to what, if anything, should be done to protect a child(ren) at the centre from further contact with the alleged abuser.
5. The supervisor will notify a program adviser at the Ministry of Education within 24 hours of the occurrence, and submit a Serious Occurrence Report to the Ministry. The supervisor will also notify the City of Brantford and submit the requested documentation.
6. The supervisor will immediately notify the President of the Board of Directors, who will in consultation with the supervisor, Children's Aid Society and legal counsel will determine what action, if any, will be taken with respect to the suspected person's job responsibilities.
7. The operator will immediately contact the centre's insurance company when abuse by a staff member is suspected.
8. The supervisor will meet with the suspected person to discuss any procedures for a change in duties, responsibilities, etc. The supervisor will follow-up with a written confirmation of any decisions and the reasons for such, a copy of which is to be given to the suspected person, and a copy retained on file.

**Checklist of Required Information for Documenting Suspected Child Abuse:**

- Name of child.
- Date & time of observation.
- Describe fully the incident, situation, statement, or behavioral and/or physical indicators of abuse, including their dates, and times. Describe fully using the child's words, the interaction between the child and the persons whom the child disclosed.
- Describe fully the physical condition of the child, including injuries, burns, welts, and/ or signs of illness. Where appropriate, circle bruises or other injuries on an attached "body chart".
- Describe fully the emotional condition of the child, including any behavioral problems, and the child's response upon disclosure. Are there any noticeable changes in the child's behavior patterns?
- If known, describe fully the risks of further abuse to the child, including the access of the alleged abuser to the child.
- Describe fully the action taken on behalf of the child, including any advice / instructions from the Children's Aid Society.
- Worker's name and phone number.
- Outcome of the call.
- Date and time documentation completed.
- Signature of person who completed documentation.

**Reporting to the Ministry of Education and Brant Family and Children's Services**

1. The Program Supervisor will notify the Program Advisor of the Ministry of Education within 24 hours
2. The Program Supervisor will notify the Program Consultant at Children Services within 24 hours.
3. If the suspected abuse occurred while the child was in the care of SGCNS, a Serious Occurrence Report must be completed and submitted on the Child Care Licensing System (CCLS)

4. The Program Supervisor is responsible to follow the Serious Occurrence Reporting Procedure as outlined in the Serious Occurrence Policy.

### **Review of the Child Abuse Policy**

The policies and procedures including the Child Abuse Policy will be reviewed annually by the supervisor, and updated accordingly.

All staff, participation parents, child resource staff and volunteers are expected to follow the centre's Policies and Procedures including the Child Abuse Policy before commencing employment/placement/volunteering. Staff, students, child resource staff and volunteers will be asked to sign a form yearly stating that all the policies and procedures with respect to child abuse have been read, understood and will be followed. Updated policies and procedures will be brought to the attention of all staff, students, child resource staff and volunteers for their advisement and signature.

### **Hiring Staff**

In hiring staff, the Board of Directors shall appoint a hiring committee to select and interview and hire a suitable person. The Supervisor is accountable to the Board of Directors, all other employees are accountable to the Executive Director. Each position within SGCNS is described in writing. Position descriptions will include all major areas of responsibility and primary tasks. When a position or vacancy exists and cannot be filled internally an external posting will be made with the appropriate community organizations, local newspapers, websites and social media. The Director and another member of the board will carry out interviews of suitable applicants. Proof of immunization against diphtheria, tetanus, polio, measles, mumps, and rubella; criminal reference check; Policy Manual sign off; and signed contract are required prior to commencing employment.

### **Criminal Reference Checks**

The Ministry guidelines state that all Ministries funded or licensed agencies providing direct services to children and or vulnerable persons are required to have Criminal Reference Check policies and procedures included in their hiring practices. Criminal Reference checking is a precautionary measure designed to ascertain whether potential employees have a record of criminal convictions, which would make them unsuitable for positions of trust. It is in keeping with these guidelines that the SGCNS incorporates Criminal Record Information Checks into its recruitment practices. It is our commitment to ensure the safety of all children involved at all the locations that we operate. All prospective employees of the SGCNS having direct, unsupervised contact with children will be required to consent to a Criminal Reference Check. Criminal information obtained will be kept confidential. The Administrative fee for the Criminal Check will be payable by the candidate.

### **Serious occurrences policy**

Our children's safety is, of course, our #1 priority. We will ensure that a safe and healthy environment is maintained for our children, parents, teacher, and any others using our facility. All safety, health inspection and Ministry regulations are adhered to and followed at all times to the best of our ability. Our teacher and all participation parents hold a current certification in First Aid. Should an accident occur, the following procedures will be followed:

- Minor occurrence: Teacher/participation parents will provide immediate medical attention on the premises and you will be advised verbally at the end of the day.

### **Serious occurrences**

Serious occurrences according to the Ministry of Education are:

1. Death of a child
2. Allegation of Abuse and/or Neglect
3. Life-threatening injury or Illness
  - A. Injury
  - B. Illness
4. Missing or Unsupervised Child ren)
  - A. Child was found
  - B. Child is still missing
5. Unplanned Disruption of Normal Operations
  - A. Fire
  - B. Flood
  - C. Gas Leak
  - D. Detection of Carbon Monoxide
  - E. Outbreak
  - F. Lockdown
  - G. Other Emergency Relocation of Temporary Closure

In case of a serious injury or medical emergency, a participation parent will call 911 for an ambulance. Medical attention will be administered by the teacher and without delay. The staff will safeguard the other children. The parent/emergency contact will be notified, as will the family physician. An accident report will be recorded. The Ontario Ministry of Education will be contacted. Details of the occurrence will be reported to the parents as soon as possible.

The St. George Preschool has emergency management policies and procedures. All participation parents, staff, students and volunteers must review these procedures yearly. As mentioned above parents/guardians will be notified as soon as possible when a serious injury, medical emergency or emergency situation has occurred.

### **General Policies & Procedures**

#### **Responding to discriminatory incidents**

The teacher will document all information in the daily journal and pass the information on to the board of directors.

The person who has the complaint will also speak to the board of directors about the discriminatory incident.

The board of directors will discuss with meet with both parties and come to an agreement about how to resolve the incident in a way that is acceptable to the party that was being discriminated against.

## **Responding to and reporting child illness, health concerns, accidents and injuries**

The teacher is to fill out a daily health check on each child in their care. They make note in any change in health and anything that may concern them health wise.

The teacher will relay this information to the parents when they pick them up at the end of the morning.

If the child has an accident at the school, the teacher will fill out an accident report sheet and get the parents to sign it.

If the child has an accident in the playground, the teacher will fill in the playground accident report log.

If the child has a serious injury that occurs at school, the teacher will follow the correct protocol for serious occurrences according to the Ministry of Education.

## **Fire & Emergency Evacuation Plan and Location of Exits**

In accordance with the Child Care and Early Years Act, fire drills are held monthly. When the teacher and participation parents hear either the fire alarm or the fire whistle, they will firmly but calmly instruct the children to line up immediately by the door and be counted. One staff will bring the attendance clipboard and a cell phone. Once everyone is accounted for, the adults will lead the children to our emergency location. If you detect fire, inform our teacher/participation parent(s) and follow the evacuation procedure as described, ensuring that all children are accounted for. Pull the fire alarm on your way out, or call 911 from a nearby phone.

## **Field Trips & Off Site Activities**

Typically, our school goes on about 3-5 trips throughout the school year. For trips, you must bring your own child and stay with them at all times. When we are off site, the ratios change, so it is easier, if we are 1:1. It doesn't have to be a parent; it can be a grandparent, etc. Whomever you feel comfortable sending your child on the trip with and who is physically able to be take care of your child's needs on the trip. Payment for each trip is discussed at monthly meetings prior to the trip.

## **Inclusion Policy**

At the St. George Co-op, all children are welcome to attend regardless of ability, need, background, culture, religion, gender, family composition or economic circumstances. Through inclusive practice, we aim to enhance the physical, emotional, social and intellectual needs of all children. We strive to make strong partnerships with families through open communication keeping the best interest of the child as a top priority.

### **Our policy includes that:**

- No family will be excluded from the program, as long as we are able to meet their needs.
- All children may attend our regular days and hours of operation no matter their needs.
- Financial assistance through Child Care Services may be offered to families in need.

**Staffing**

- Applicants will not be excluded from being considered for a position based on their need, background, culture, religion, gender, family composition or economic circumstances. Positions will be offered based on competency, qualification and enthusiasm for the position.
- Upon commencement of employment and annually thereafter, all staff are made aware of our inclusive practices and must sign off that they have read and understood our policies.
- All staff are encourage to attend training pertaining to inclusion as part of their professional development hours. Staff are encouraged to share their knowledge with other team members.

**Programming**

- With necessary supports put in place when needed, all children will be able to participate in the full program to the best of their abilities.
- We will work with community agencies to acquire any assistive resources a child may need.
- All staff members will work together with all outside agency staff to implement any recommendations/goals into the program.
- Programs will be flexible to accommodate for each individual child's needs.
- Programming staff will regularly engage with parents to facilitate information sharing and to ensure parents are involved in planning for their child's learning and development.

**Parents**

- Parents will be encouraged to contribute to our programs by providing information or resources illustrating aspects of their lives, culture or community.
- Parents will be encouraged to attend interagency meetings. The Preschool will strive to accommodate any requests to ensure their ability to attend.
- Supervisors will actively recruit parents that reflect the diversity of our families to become a member of the Board of Directors.

**Staff Meetings**

- At each staff meeting, the needs, goals and accomplishments of children will be discussed as a team.
- At each meeting, staff will be encouraged to discuss any issues they may be experiencing related to inclusion.
- Staff from outside agencies will be invited to attend our staff meetings to provide training, resources and participate in discussions related to inclusion.

**Children with Special Needs Policy**

St. George Co-op aims to provide an inclusive active learning environment that supports all children's uniqueness, dignity and development. Children with special needs have the right to be included in all aspects of their community. Children with special needs will be welcomed to the co-op after consultation with the family, any outside agencies (if necessary) and the Supervisors has taken place and it has mutually been agreed upon that the St. George Co-op is able to meet the needs of the child.

All children will be able to participate in the full program to the best of their abilities. Through regular collaborations a strong support system will be created with the family, outside agencies, supervisors and program staff. Any reasonable adjustments will be made to accommodate the child. Program staff will monitor the child's development and their progress in the program through observations and regular reviews on an individual basis. The St. George Co-op will aim to provide for any need that has been identified.

- Staff will work closely with the parents and use their knowledge and expertise when planning their program.
- The Preschool will work collaboratively with outside agencies to assist in meeting the child's individual needs.
- Any in-service training will be provided to staff when required.
- The child's progress will be documented and discussed with parents on a regular basis.
- Up to date records of each child will be kept on file: Consent Forms, Referrals, Home Visits and Assessments.

### **Insurance Coverage**

**St. George Co-Op Preschool** has insurance coverage indemnifying the preschool for accidents or natural disaster. The policy also provides Directors' liability.

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

### **Orientation Policy**

If you would like to come and look at the centre, visitors are welcome to come and see the centre. We ask that you sign the visitor guestbook in the kitchen as you arrive. Trial play dates in the program with parent and child are welcome as well. Please contact the teacher to arrange a visit, and a playtime to come and view our school to make sure it doesn't conflict with a field trip or holiday.

Once you have registered your child in the program, parent and guardian volunteers will be required to review and sign an orientation policy binder. This binder reviews all the policies and procedures of the centre. The teacher/supervisor will also review your child's file and share only necessary information with participation parents.

### **Orientation of staff, volunteers and participation parents**

Upon becoming a member of the co-op, all staff and participation parents are required to read the policies and procedure manual, the family handbook, the program statement and the playground policy. All staff and participation parents will sign that they have read and understood these things. If for any reason a staff or participation person is not following these policies and procedures, the executive council will have an immediate meeting in which they will decide if the staff member or participation person needs to be warned, or terminated from their position.

**Introduction of Staff and Participation Parents:**

Staff and Participation parents will be introduced at our general meetings that are held on the first Tuesday of each month during the school year (September- June).

**Tour of Facility:**

A brief tour of the facility will be given when a parent comes to look at the centre for the first time. A more thorough tour will be given at the first meeting to show all the parents where all the cleaning supplies are and where different aspects of our school are located. If a participation parent needs help finding something after these tours, then they can ask the teacher and they will advise them where to find it or how to get there.

**Collection of background information:**

**Staff:** When you are hired, a file will be started in which all information will be kept in the office. You are to supply to school with a copy of your first aid certification, your diplomas, any professional development certificates as well as health records such as immunizations and background information. Also, the supervisor needs to be shown a current copy of your police check (including vulnerable sector check). Then the supervisor will photocopy it and/or place it in your file. As you receive new documents, please update your file.

**Participation Parent:** Upon enrolling your child in the co-op, all participation parents must provide the school with, fill out the participation parent package (in the registration package) provide a current police check (including vulnerable sector screen) and if applying to be a staff backfill, a current CPR certificate. If you are not qualified for CPR, the school will add you to the course that it runs each September for new members. All information will be put into your child's file, in a locked cabinet for confidentiality.

**Staff Training and Professional Development**

It is the staff's responsibly to maintain their professional development. Funding for professional development will either be through the co-op's funding or through the City of Brantford initiatives.

If professional development runs on a school day, the board will make a judgment on whether we cancel class for the day, or reschedule it.

**Quality Assurance Cycle**

The school maintains a quality of centre by participating in Fostering Brant's Growth each year. The centre does quality assessments such as Special Link and Assessing your Environment to make sure that we are maintaining a quality centre. We also ask for feedback from our parents on a yearly basis to get an idea of ways in which we can improve care. The teacher also has a yearly assessment by the board. From all these assessments, we also create goals for the coming year and provide ways in which we are going to achieve them.

## **Involvement in the Community**

The St. George Co-op maintains a relationship with the community by participating in the supervisor's networks, raising the bar and through a relationship with Lansdowne. The St. George Co-op has offered to have ECE Students in the classroom as well. We also maintain a membership with the Ontario Early Years Centre. The St. George Co-op also occasionally participates in community events such as The Kids Day Celebration, etc.

## **Health & Safety Policies & Procedures**

### **Anaphylactic policy**

Anaphylaxis is a serious allergic reaction that can be life-threatening. It requires avoidance strategies and immediate response in the event of an emergency. These policies and procedures are intended to help meet the needs and save the lives of children with severe allergies and provide relevant and important information on anaphylaxis to parents, staff, students, volunteers and visitors at the child care centre.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for an anaphylactic policy for child care centres. The requirements set out in this policy align with [Sabrina's Law, 2005](#).

### **Individualized Plans and Emergency Procedures for Children with Life-Threatening/Anaphylactic Allergies**

- Before attending the child care centre, the supervisor/designate will meet with the parent of a child to obtain information about any medical conditions, including whether the child is at risk of having or has anaphylaxis.
- Before a child attends the child care centre or upon discovering that a child has an anaphylactic allergy, an individualized plan and emergency procedures will be developed for each child with anaphylaxis in consultation and collaboration with the child's parent, and any regulated health professional who is involved in the child's care that the parent believes should be included in the consultation
- All individualized plans and emergency procedures will include a description of symptoms of an anaphylactic reaction that are specific to the child and the procedures to be followed in the event of an allergic reaction or other medical emergency based on the severity of the child's symptoms.
- The individualized plan and emergency procedures for each child will include information for those who are in direct contact with the child on a regular basis about the type of allergy, monitoring and avoidance strategies and appropriate treatment.
- All individualized plans and emergency procedures will be made readily accessible at all times to all staff, students and volunteers at the child care centre and will be kept in the staff office.
- All individualized plans and emergency procedures will be reviewed with a parent of the child yearly to ensure the information is current and up to date.

- Every child's epinephrine auto-injector must be carried everywhere the child goes. The Epi-pen will be placed in an around-the-waist bag in which a teacher will wear each day the child is at school.

#### 1. Strategies to Reduce the Risk of Exposure to Anaphylactic Allergens

The following strategies to reduce the risk of exposure to anaphylactic causative agents must be followed at all times by employees, students and volunteers at the child care centre.

- Do not serve foods where its ingredients are not known.
- Do not serve items with 'may contain' warnings on the label in a room where there is a child who has an individualized plan and emergency procedures specifying those allergens.
- Any food, in which there are ingredients that a child of the school is allergic to, may not be brought to school either. Where food is provided from home for children, ensure that appropriate supervision of children is maintained so that food is not shared or exchanged. Donated Snacks (that abide by the preceding restrictions) must be brought by the participation parent to school in their original packaging and are to be prepared at school. Snacks must not be prepared at home as allergens can remain on utensils and countertops even after washing.
- Both staff will check packaging to ensure the snacks are free of allergens. Everyone must wash his or her hands using the hand washing procedure before handling food. This includes the teacher, children and volunteers.
- Encourage parents who serve foods containing allergens at home to ensure their child has been rid of the allergens prior to attending the child care centre (e.g. by thoroughly washing hands, brushing teeth, etc.)
- Do not use craft/sensory materials and toys that have known allergens on the labels.
- Share information about anaphylaxis, strategies to reduce the risk of exposure to known allergens and treatment with all families enrolled in the child care centre.
- Make sure each child's individual plan and emergency procedure are kept-up-to-date and that all staff, students, and volunteers are trained on the plans. Allergies are posted beside the snack table, in the kitchen and on the teacher's clipboard.
- Refer to the allergy list and ensure that it is up to date and implemented.
- Update staff, students, and volunteers when changes to a child's allergies, signs and symptoms, and treatment occur and review all updates to individualized plans and emergency procedures.
- Update families when changes to allergies occur while maintaining the confidentiality of children.
- Update or revise and implement the strategies in this policy depending on the allergies of children enrolled at the child care centre.

## Communication Plan

The following is our communication plan for sharing information on life-threatening and anaphylactic allergies with staff, students, volunteers, parents and families.

- Parents will be encouraged not to bring foods that contain ingredients to which children may be allergic.
- Parents and families will be informed about anaphylactic allergies and all known allergens at the child care centre through General Meetings and posting information.
- A list of all children's allergies including food and other causative agents will be posted in all cooking and serving areas, in each play activity room, and made available in any other area where children may be present.
- Each child with an anaphylactic allergy will have an individualized plan and emergency procedures that detail signs and symptoms specific to the child describing how to identify that they are having an allergic reaction and what to do if they experience a reaction.
- Each child's individualized plan and emergency procedures will be made available and accessible wherever the child may be present while receiving child care.
- The individuals who collect groceries on behalf of the child care centre will be informed of all the allergies at the child care centre, including those of children, staff, students and volunteers. An updated list of allergies will be provided everyone as new allergies are identified.
- The child care centre will communicate with the Ministry of Education by reporting serious occurrences where an anaphylactic reaction occurs in accordance with the established serious occurrence policy and procedures.
- This communication plan will be continually reviewed to ensure it is meeting the needs of the child care centre and that it is effectively achieving its intended result.

## Drug and Medication Requirements

- Where drugs or medications will need to be administered to a child in response to an anaphylactic reaction, the drug and medication administration policy will be followed including the completion of a parental authorization form to administer drugs or medications.
- The teacher/supervisor will be the only one to administer the anaphylactic medication (Epi-pen) in case of a reaction. Every staff backfill must ensure that they have an anaphylactic training session with the teacher and/or the affected child's parent before their first staff coverage day. All staff backfill parents and teachers will be trained in how to use an Epi- pen before they can in a supervisory role at the preschool. Once trained, all staff and staff backfill parents must sign off that they have received training.

- Emergency allergy medication (e.g. oral allergy medications, puffers and epinephrine auto-injectors) will be allowed to remain unlocked, carried by a trained individual or carried by children with parental authorization so that they can be administered quickly when needed.

### **Dietary Restrictions**

- If a child has a dietary restriction and the parent will be bringing in food/drink for their child, the parent will provide written instructions regarding the restriction and that the parent will be bringing food/drink for their child. These instructions will be placed in the child's file as well as be added to the Allergy and Food Restrictions list that is posted in the kitchen, program room and clipboard that goes outdoors. The food/drink being brought in needs to align with the centre's food requirements – no nut products or other allergen foods in the classroom; it also must be labelled with list of ingredients, child's name and the date it is brought to the centre.

### **Training**

- The Supervisor will ensure that all staff, students and volunteers receive training from a parent of a child with anaphylaxis on the procedures to follow in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer emergency allergy medication.
- Where only the supervisor/designate has been trained by a parent, the supervisor/designate will ensure training is provided to all other staff, students and volunteers at the child care centre.
- Training will be repeated annually, and any time there are changes to any child's individualized plan and emergency procedures.
- A written record of training for staff, students and volunteers on procedures to be followed for each child who has an anaphylactic allergy will be kept, including the names of individuals who have not yet been trained. This will ensure that training is tracked and follow-up is completed where an individual has missed or not received training.

### **Confidentiality**

- Information about a child's allergies and medical needs will be treated confidentially and every effort will be made to protect the privacy of the child, except when information must be disclosed for the purpose of implementing the procedures in this policy and for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

**Procedures to be followed in the circumstances described below:**

| <ul style="list-style-type: none"> <li><b>Circumstance</b></li> </ul>              | <ul style="list-style-type: none"> <li><b>Roles and Responsibilities</b></li> </ul>  |
|--|--|
| <p>A) A child exhibits an anaphylactic reaction to an allergen</p>                 | <ul style="list-style-type: none"> <li>The person who becomes aware of the child’s anaphylactic reaction must immediately:               <ul style="list-style-type: none"> <li>implement the child’s individualized plan and emergency procedures;</li> <li>contact emergency services and a parent/guardian of the child, or have another person do so where possible; and</li> <li>ensure that where an epinephrine auto-injector has been used, it is properly discarded (i.e. given to emergency services, or in accordance with the drug and medication administration policy).</li> </ul> </li> <li>Once the child’s condition has stabilized or the child has been taken to hospital, staff must:               <ul style="list-style-type: none"> <li>i. follow the child care centre’s serious occurrence policies and procedures;</li> </ul> </li> <li>document the incident in the daily written record; and</li> <li>document the child’s symptoms of ill health in the child’s records.</li> </ul>             |
| <p>B) A child is authorized to carry his/her own emergency allergy medication.</p> | <ol style="list-style-type: none"> <li>Staff must:           <ol style="list-style-type: none"> <li>ensure that written parental authorization is obtained to allow the child to carry their own emergency allergy medication;</li> </ol> <ul style="list-style-type: none"> <li>ensure that the medication remains on the child (e.g., fanny pack, holster) and is not kept or left unattended (e.g. in the child’s cubby or backpack);</li> <li>ensure that appropriate supervision is maintained of the child while carrying the medication and of children in their close proximity so that other children do not have access to the medication; and</li> <li>Where there are safety concerns relating to the child carrying his/her own medication (e.g. exposure to other children), notify the centre supervisor/designate and the child’s parent of these concerns, and discuss and implement mitigating strategies. Document the concerns and resulting actions in the daily written record.</li> </ul> </li> </ol> |

## Sanitary Practices

To ensure the health and safety and well being of ALL the children we ask that you disinfect the toilet and or change table before and after each use with the wipes provided. Please be sure you and your child wash hands after diapered and toileting as well.

The church has a cleaning staff that cleans and disinfects the toilets on a regular basis.

### Hand Washing Procedure:

1. Wet Hands
2. Soap
3. Lather for 15 seconds
4. Rinse
5. Dry hands with paper towel
6. Turn off tapes with paper towel if available

Remember washing your hands properly is the single most effective way to reduce the spread of infection!

### Laundry:

Hand towel, rags and smocks will be taken home on Fridays by the laundry parent to be laundered and brought back on the following Monday morning. Soft toys and dress up clothes will be cleaned once a month or as needed.

### Toy washing/cleaning:

All toys will be cleaned once a month during our monthly general meeting using Accel wipes.

All toys that are deemed unsafe will be immediately removed from the program.

If a toy has been mouthed, this item is disinfected before being placed back into the program. On the brown table in the front of the classroom we have a blue bin for 'mouthed toys'. Participation parents are required to clean these toys at the end of the day and place back into the room.

### Use of Universal Precautions:

When dealing with bodily fluids (vomit, urine, fecal matter, blood), use latex gloves. The area should be cleaned up immediately and the area disinfected with Accel wipes and disposable paper towel.

Wash hands immediately using the proper stated hand washing procedure above, after the spill has been cleaned up.

When handling an injured party who is bleeding wear latex gloves. When the bleeding has stopped, remove the gloves by folding them inside out, taking once glove off at a time, and then using the inside out glove to remove the second one. Dispose of gloves immediately into garbage and remove garbage to the outside receptacle. Wash hands according to proper procedure before returning to duty.

### Personal Care Routines (Diapering or Washroom)

Diapering and washroom routines happen on an as needed basis. Staff and co-op parents ask the student if they need their diaper changed. The students can also tell a parents/teacher if they need to go to the bathroom. A staff will get the diapering materials from the child's cubby and take the child to the change table in the office and change their diaper. Before and as well as after the diaper change, the staff will disinfect the change pad and surrounding area with an Accel wipe. They will then both go to the kitchen area and wash hands after. The dirty diaper is to be double bagged and put in the kitchen garbage. If they are toilet trained, then the staff will take the child to the bathroom and wash hands and come back to class. If a child uses a toilet ring, the ring and the toilet seat needs to be cleaned with an Accel wipe.

### Food Handling and Preparation

As part of being a participation parent, it is your duty to prepare the snack. If you are donating food, the food must be prepackaged stating that they do not contain nuts. Fruit or vegetables must be prepared on site. Hands must be cleaned using the hand washing procedure prior to handling food. Anything that needs to be kept cold needs to be placed in the kitchen fridge (white one). A menu of the food for the day is placed in the classroom. Please follow this if you wish to donate items for class.

This is the order in which our snack is prepared:

Wash your hands

Disinfect the snack tables using the Accel wipes

Put out the placemats with at the tables that have the children's names on them

In the kitchen prepare your snack

Disinfect your food preparation area with Accel wipes

Wash any fruit/veggies that you may bring

Keep cold foods at 4C (40F) and hot foods at 60 (140F)

Serve perishable foods immediately after preparation.

Throw away leftover food from serving bowls on the table.

Put placemats in the sink to be cleaned.

Disinfect the snack tables and the kitchen food preparation counters.

All placemats/bowls, cups and snack utensils must be cleaned using the 3 sink cleaning method.

### Safe Water

Each year the school will have a water sample tested for lead. The supervisor will order the kit and fill it with water and send it to the water testing facility. The results will be forwarded by email to the Ministry of Education.

## Health

The Brant County Health Unit, in compliance with the Child Care and Early Years Act, requires of each student an up-to-date record of immunization against diphtheria, pertussis, tetanus, polio, measles, mumps, rubella, and haemophilus influenza type b (Hib). In addition, they ask to be informed of any additional immunizations received e.g. Varivax, Prevnar, Menjugate, etc.

Staff backfill parents are also required to present proof of immunization against diphtheria, tetanus, polio, measles, mumps, and rubella. Parents cannot perform staff backfill days until immunization records are received.

Any special needs or health concerns that your child has should be disclosed to our teacher, and if applicable, the membership. The purpose of our illness policy is to keep the spreading of disease and infection to a minimum. If your child is ill, he/she will be more comfortable at home and the illness will be less likely to spread to other children and adults in the school. If you are unsure whether your child is healthy enough to attend school, please follow these recommendations before making your decision: (Please note that these recommendations are not meant to take the place of medical consultation; a physician should be consulted for any/all of your concerns.)

- Outdoor Play: If your child is not well enough for outdoor play, they are not well enough to attend school.
- Fever: Usually fever is a sign that the body is fighting off an infection or contagious disease. Fever is defined as an elevation above the normal temperature of 98.6<sup>0</sup>F by mouth or 99.6<sup>0</sup>F by rectum. A child should be fever-free for 24 hours before returning to school.
- Diarrhea: A child should not attend school if there is more than one instance of loose, watery stool. Your child must be 24 hours post last diarrhea bowel movement in order to attend.
- Vomiting: Unless vomiting is due to a non-contagious digestive condition, a child should not attend school if he/she has vomited in the last 24 hours.
- Influenza: A child who displays more than one of the following symptoms should not attend school: fever, persistent coughing, congestion, chills, muscle aches.
- Sore or swollen throat: A child should not attend school if they have a sore or swollen throat.
- Rashes: A child with an unidentified rash that is spreading and/or getting worse should not attend school.
- Eye discharge: Any child with white or yellow eye discharge, eye pain, or redness of the eye, eyelid, or skin surrounding the eye should not attend school.
- Contagious disease: If your child has a contagious disease such as Chicken Pox or Strep Throat, he/she should not attend school. Please inform the school or any contagious condition so the membership can be advised.
- Head lice: If your child is known to have head lice, please keep them home until they are nit free.

**FOR THE WELL BEING OF ALL OF OUR CHILDREN, WE REQUIRE THAT EACH CHILD BE WELL AND HEALTHY IN ORDER TO ATTEND OUR PROGRAM. IF YOUR CHILD SHOWS ANY OF THE LISTED SYMPTOMS YOU WILL BE ASKED TO COME AND PICK UP YOUR CHILD.**

## Administration of Medications

We do not administer medication on site (with exception to life saving medications or board approved). If a child is prescribed a medication and needs it to be administered at a particular time at school, the parent will be able to come into the classroom and administer it to their child.

If a child needs any of the above listed medication, they will need to fill out the corresponding paperwork and submit it before a child starts at the school. Only the teacher can administer these medications. The medication protocol will be

posted in the classroom as well as filed in the office and on the teacher's clipboard. This information will be shared at our first general meeting of the year.

### **Health & Safety Inspection of Outdoor Environment**

The teacher will conduct a daily checklist of the outdoor environment when they first arrive to make sure that the environment is safe for the children and staff. The teacher will fill out these forms daily. There is also a seasonal, monthly and yearly check to be completed. If there are any safety issues, they need to be addressed immediately before the children are able to enter the space.

### **Infectious Illness in a Staff Member/Participation Parent/Volunteer**

Once a staff member is aware that they have an infectious illness, they are to let the president of the co-op know of the situation. The president will then let the other parents know. The infected staff member should not come back to class until they are passed the infected stage of the illness and they are feeling well enough to teach again.

### **Organization**

#### **Decision Making**

Although many decisions regarding the children's day are made by the Preschool's staff, general policy decisions are made by the Board of Directors. There are up to four positions on the Board of Directors.

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 preschool 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 one of the Board members.

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

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

The Supervisor works closely with the Board of Directors with respect to all aspects of the preschool's management and attends all Board meetings. Should parents have any questions or concerns about their child, please do not hesitate to speak to the Supervisor.

May we respectfully remind you that positions held on the Board of Directors are voluntary and, at times, very time-consuming. We would appreciate compliance with the regulations in order to make their jobs easier and more pleasant!

## Annual General Meeting

Families with children currently registered at St. George Co-Op Preschool are voting members (one vote per child registered) of the Preschool and, therefore, have a say in the direction of the Preschool.

All members are asked to attend the Annual General Meeting, which is held in April. During the meeting, we review last year's minutes, reports from board members and supervisor, review financials, elect the new Board of Directors, and address any other issues that require a vote of the membership i.e. by-law changes (According to the by-laws 2/3 of the membership constitutes quorum and a majority vote prevails).

## Jobs at the Co-op

Being parent of a co-op means in part that it is a co-operative and that each family does their part to run the school. At our first meeting of the year, each family take a job from our sign up board and does that job throughout the year. If for any reason you cannot do your job anymore and need to modify or switch jobs with another parent, please speak to the member of the executive council. If you cannot do your job on a temporary basis, please reach out to fellow parents to find a temporary replacement and/or speak to a member of the executive council.

There are two councils: The Executive Council and the General membership.

## Executive Council

All executive positions are twelve-month assignments. Executives are required to attend executive meetings in addition to the monthly general meetings. Executive positions are voluntary and entail no remuneration. These positions are generally filled the previous year or during the summer months.

Any parent registering a child for a second year may be required to accept an executive position if one is available.

- **President:** The president is the chief administrator of the school and main public relations officer. He/She works closely with the teacher, executive council, and the membership to ensure ST. GEORGE CO OP PRESCHOOL operates smoothly. The president completes performance appraisals and negotiates the teacher's contract. He/she coordinates all basic responsibilities and ensures everyone is doing their jobs according to our handbook, the Day Nurseries Act, and the needs of the school. The president acts as mediator for any problems that might arise and encourages participation and cooperation. He/she organizes and chairs our monthly meetings and makes objective decisions regarding school policies and activities. He/She has signing authority, approves classroom purchases and liaises with our property owner. The president should have past experience with the school, preferably the executive.
- **Vice President:** The vice president(s) supports the president and performs the president's duties in his/her absence. Our VP is a representative on the Parent Co-operative Preschool Corporation and attends their meetings as well as participates in their informational gatherings. The VP also takes care of the renewal of our insurance and all other insurance-related issues. As well, the VP is to support the treasurer in applying for any grants, that may provide financial aid for the school.
- **Treasurer:** The treasurer is our liaison to our hired, off site, accountant. The treasurer works closely with the accountant by relaying information, bills, etc. that the accountant needs to manage all financial operations for our school. The treasurer does the banking, and provides monthly statements, based on the accountant's info as well as

their own analysis, to the executive and general council and forecasts expenditures. The treasurer is responsible for invoicing families for fees/charges, collecting receipts and reimbursing for expenditures.

- **Secretary:** The secretary prepares, distributes and files a meeting report for all executive and general meetings. He/she keeps attendance and makes note to the Treasurer any family needing to be invoiced for missed meetings. The secretary also creates the participation/volunteer day schedule.

### **Non Executive Positions (for General Membership)**

Please note that any parent who does not volunteer for either an executive or one of the following positions will be assigned whatever is left over or to any necessary committees. A co-operative school means that all members play an active role in the school existence and are equally responsible for the success of the program for our children. Holding an exec or non-exec position does not exempt a family from participating in other support and volunteer aspects of the preschool operation.

- **Fundraising Coordinator:** The fundraising coordinator oversees the Fundraising. He/she ensures that there is a lead-for all fundraising events and that all families participate. The fundraising coordinator collects monies and works with the treasurer to record revenues and expenses. He/she keeps an organized log of projects with all related information, costs, profits, contacts, etc. for future councils.
- **Field Trip Coordinator/Graduation:** Organizes seasonal (fall, Christmas, spring) and year-end trips in consultation with the executive and teacher.
- **Staff Backfill:** Takes the place of a staff if they are unable to attend. CPR & First Aid Training, Immunizations and a Vulnerable Sector Check are required. *Must be available on short notice.* To be used as a last resort.
- **Maintenance/Seasonal Parent(s):** Arranges any major repairs and service contracts as requested by the executive. Seasonal maintenance such as putting salt on the parking lot and in front of the door as well as organizing other parents to help rake in the back yard, etc.
- **Moving Committee:** A group of parents who help move the classroom and organize jobs for moving the classroom weekly.
- **Laundry Parent(s):** Responsible for ensuring all towels, rags, cloths and paint smocks are taken on Friday, washed, and returned on Monday.
- **Scholastic Book Parent:** Organizes Scholastic Book Fairs. Responsible for distributing book order forms to parents, receiving orders and submitting them to Scholastic, and distributing books to families. Also responsible for collecting Scholastic "Bonus Bucks" and using them to purchase books for the classroom.
- **Sensory Parent(s):** Responsible for preparing the sensory activities, as scheduled by the staff. This may include preparation of play dough, goop, water beads, etc.

## **St. George Co-Op Nursery Preschool Emergency Management Manual**

### **Policies & Procedures**

The following manual is a list of procedures that are to serve as a guideline if an evacuation and/or a serious event occurs (fire, bomb threat, utility interruption, etc). Final decision on steps taken in the situation will be left to the Supervisor along with the Board and Emergency Personnel.

Some of the described situations below qualify as a serious occurrence and in such situations the appropriate Serious Occurrence steps will need to be followed as outlined in the Policies and Procedures.

### **Evacuation Procedures**

Evacuation of staff and children from the facility may be required in the event of a fire, bomb threat, flood or any other situation in which there is immediate danger to being inside the building. Depending on the circumstances it will need to be decided to evacuate to the on site location or to the off site location which is St. George German Public School located at 3 College Street, St. George, ON; phone number 519-448-1493.

#### **Evacuation**

- Staff will quickly scan the space around looking for potential hazards and reporting those findings to the Supervisor.
- Supervisor will account for all children. Conduct a head count and ensure accurate attendance records. A final check will be required to ensure all children have been removed from the location (checking washrooms, offices, storage areas, kitchen, etc.)
- Supervisor will or will assign a staff member to gather all medications and any other essential needs of children (ie. Asthma inhaler) – if accessible. The supervisor will also get the emergency contact information book with all of the children’s emergency contact information as well as all other emergency phone numbers.
- For inclement weather, take appropriate supplies to protect the children if possible (coats, blankets, etc.).
- Once outside the building, take children to the designated area and the Supervisor will conduct a head count matched to the attendance records to ensure all children are outside. If evacuating to the offsite location, contact the facility with an estimated time of arrival.
- If able and applicable, the supervisor will designate a staff member to assist each child with special needs as well a staff member to direct emergency vehicles
- When safely evacuate and settled, notify the landlord/or building supervisor of circumstances
- Supervisor will coordinate with Emergency personnel to determine further direction.
- The decision to have parents pick up their children will be made based on expected time out of the location or the nature of the emergency.
- When calling parents/guardians to pick up their child(ren), the Supervisor should be clear on what information is being given to families and that the staff are relaying the same messages.
- Parents/Guardians will not be allowed to remove a child from the custody of the school during the evacuation. Once all children are accounted for at the safe haven, parents may be allowed to sign out their children – ensuring documentation of each child being picked up and by whom.

#### **Sheltering**

Sheltering involves keeping all windows and doors closed and covering air intake vents to provide protection from airborne hazardous materials.

- Ensure all children and staff are in the building (outside playground areas are unoccupied)
- Ensure all doors and windows are closed and locked.
- If necessary, emergency response personnel will shut off HVAC systems to isolate the outside air from the building if the system has already shut down.
- Turn off all exhaust fans in kitchens, bathrooms and any other spaces.
- Use tape and plastic food wrapping to cover and seal bathroom exhaust and grill range vents, air vents and any other openings to the outdoors. Seal any obvious gaps around external windows and doors. Stay away from all vents, windows, doors, etc.
- Close drapes, curtains or shades for additional protection
- If vapors begin to bother children or staff, hold wet cloths or handkerchiefs over the nose and mouth.
- Remain in the building until notified by the emergency response authorities that the situation has been resolved or that an evacuation has been ordered.

## Preparing for Specific types of disaster

Environment Canada is the official source for weather information and public forecasts. They are responsible for issuing severe weather watches and warnings in Canada.

### Snow & Ice Storms

During a snow or ice storm where you may need to close your facility, follow these steps:

- Supervisor will discuss the current and predicted weather situation with the Board to align on closing the child care facility
- Monitor winter storm warnings
- Make sure to notify all parents/guardians immediate after a decision has been made to close the facility
- If sending children home early from preschool due to weather conditions, call parents/guardians to make arrangements to have their children picked up as soon as possible.
- Leave pertinent information on communication forums so parents are able to receive up to date information about the facility.

### Utility Disruption (water, heat, gas, electricity, telephones, etc.)

- If the utilities are disrupted, make every effort to keep the facility open. The supervisor along with support of the Board make the decision regarding whether the facility is to stay open.
- If the facility is to close, staff should begin calling parents/guardians and ask them to pick up their child.
- Things to consider when deciding to close the facility:
  - The temperature of the facility and the expectation time of restoration
  - The room conditions ventilation and breathing impact
  - The natural light in the centre is diminished to the point that children and staff are at risk
  - The main phone line will be inoperable form more than one hour and no auxiliary cellular phones are available.
  - The nutritional needs cannot be met

- Live wires will require immediate closing of the facility and transfer of the children
- Loss of water that disrupts appropriate diapering, hand washing, food preparation and toileting with clean running water
- In the event utilities are disrupted, the Supervisor will call appropriate authorities to find out how long the projected disruption will be.

### **Power Outages**

- Contact the local electrical utility to inform them and find out how long the disruption will be.
- Check other buildings and houses around your facility to see if others are without power. If there are power lines down in the neighbourhood, call 911 and call the utility company. Do not go near down power lines.
- Check fuse box to see if there is a blown fuse or tripped circuit breaker
- Refer to details listed in the Utility Disruption section to make decision on facility's continued operation.

### **Boil Water Advisory**

- Post notices that state – 'DO NOT DRINK OR USE TAP WATER' at entrance doors and at ALL water taps
- Ensure all staff follow the advisory
- Ensure that water is made safe to drink by boiling at a rolling boil for at least one minute
- Ensure staff and children do not consume untreated tap water, ice or drinks made from tap water
- Notify parents (verbally or written) of the advisory and the procedures being taken by the child care facility
- Use alcohol based hand sanitizer for both staff and children for hand washing purposes. Wet hands thoroughly with the sanitizer and rub for 1 minute
- If dishes are being washed by hand, the water must be boiled prior to use then follow normal dishwashing procedures
- A boil water advisory, if issued by the Medical Officer of Health, can Only be lifted by the Medical Officer of Health. A drinking water utility can also issue a Boil Water or Drinking Water Advisory when warranted.

### **Lightning**

- Follow the 30/30 rule. To estimate how far away the lightning is, count the seconds between the flash of lightning and the thunderclap. If you count less than thirty seconds between the flash and the bang, take shelter immediate and remain there for 30 minutes after the last rumble.
- If outside:
  - Lead children to shelter immediately, preferably to a building
  - If you cannot make it to a building safely, have all children crouch in the leap frog position and lower their heads. You do not want to be the tallest object in the area.
  - Have all children take shelter in a ditch or culvert but never under a tree
  - If in a car or bus, stay there, close all windows and pull away from trees which could fall on you
- If inside:
  - Stay indoors, have all children stay away from windows, doors, radiators, stoves, faucets, sinks, bathtubs, appliances, metal pipes, telephones (cell phones are fine) and other materials which conduct electricity. Close curtains and blinds.

## Tornadoes

- Direct children and staff to a shelter place, preferably an underground area of the home or centre or an interior area away from windows. Bring a cell or cordless phone to the area
- If there is no basement available, move to an interior hallway on the lowest level of the building
- Seek protection under equipment such as tables.
- If outdoors, lead children to inside shelter if able, otherwise seek shelter in a low lying area (culvert or ditch). Have children use their arms to protect their head and neck.

## Hurricanes

- If time permits:
  - Return children to their families
  - Secure outside equipment
  - Close and board up windows
  - Turn refrigerators and freezers to their coldest setting.
  - Store drinking water in clean containers
  - Check emergency kits
  - Turn off utilities if told to do so by authorities
  - Check status of battery powered radios and alternate light sources
- Remain indoors until the storm has passed. Hurricanes often have a lull as the eye of the storm passes so ensure you remain indoors for an adequate amount of time
- If you are caught in a hurricane and do not have time to return children to their parents/guardians follow the same sheltering and/or evacuation procedures as for tornadoes

## Floods

- Listen for announcements of flood watches and warnings
- Inspect areas prone to flood such as the basement to move important documents and supplies out of the way
- Turn off utilities at main panel
- Pay attention to evacuation orders from public officials
- Do not walk or drive through flooded areas that are deeper than knee high
- Any unprotected food that comes in contact with flood waters should be discarded
- Discuss flood situation with Board to make decisions on whether to close the facility. If so, call parents/guardians to pick up children as soon as possible

## Earthquakes

- When an earthquake occurs and you are inside the building:
  - Shut off gas and water supply
  - Staff should assist children in seeking cover under tables or desks or against an inside wall (away from bookcases or tall furniture that could fall) and hold onto the table/desk legs
  - Stay as far away from windows as possible
- When an earthquake occurs and you are outside:
  - Gather the children and take them to an open area away from buildings, trees, playground structure, hydro poles, telephone and electrical lines or anything else that may fall on you

- Have children sit on the ground and cover their head and face with their hands
- Stay there until shaking stops
- Proceed with caution back to the facility, unless it is not safe to do so
- After the shaking stops and you are inside a building
  - Look for possible hazards to determine if it is safe to move before getting up and helping others
  - Keep children together in one area away from the most severe damage and possible area of structural weakness
  - Extinguish any small fires or call 911 if there is a larger fire
  - Help any injured or trapped people
  - Check for gas leaks, electrical system damage and sewer or water line damage. In the case of a gas leak, open the window and remove the children as quickly as possible watching out for structural damage and falling items
- Listen to the radio for instructions
- Aftershocks are common. Follow above procedures in the event of aftershocks
- Return to routine as soon as possible

## Fire

- If you discover a small fire (waste paper basket size) extinguish the fire by using water, blanket, fire extinguisher, etc. Personal safety and the safety of the children come first.
- If you discover a larger fire:
  - Leave the fire area closing all doors behind you , in order to confine the fire
  - Activate the fire alarm system, if able
  - The following procedure will then take place:
    - The supervisor calls children to line up at the door of the exit
    - Staff retrieve attendance list for supervisor
    - Supervisor takes attendance
    - Supervisor retrieves cell phones to take outside
    - As a group, everyone proceeds out the exit
    - Once outside, turn right and cross the parking lot and line up against the playground fence
    - Take attendance again
    - Call 911
    - Proceed to offsite shelter location
- Monthly fire drills occur to ensure staff and children are familiarized with the evacuation procedure

## Hazardous Materials Accidents

- If a hazardous materials accident occurs in the child care facility or outside and near the facility, call 911 and follow their safety directions
- Depending on type of hazardous materials accident, be prepared to isolate the immediate area, evacuate or take shelter in place
- Follow procedures listed in this manual for evacuating or sheltering in place.

## Terrorism

- Ensure all staff know where the emergency kit is located

- Be careful about accepting unexpected packages from anyone other than authorized carriers
- If there is an explosion in the facility, get everyone out as quickly as possible – unless directed otherwise by government officials or it does not appear safe to evacuate
- If items are falling, get everyone under sturdy furniture
- If there is danger of fire, keep everyone low to the floor and exit as quickly as possible. Follow other guidelines related to fires

### **Bomb Threats, Threatening Call or Message**

- Any threat should be treated as real until proven otherwise
- Stay calm and do not argue
- The staff member that received the call should try to tell another staff member that a bomb threat is in progress so that other staff and children can evacuate immediately and another staff member can call 911
- The staff member who received the call should try to keep the caller on the line as long as possible and try to remember the details of the conversation and document them. Also record the telephone number if able.
- Talk with police when calling 911, ask police to provide appropriate procedures to take within the facility
- In the event of an evacuation, staff should make a quick scan of the immediate space looking for any foreign object and/or anything that is completely unknown/suspicious

### **Suspicious Article**

- If it is believed there is a suspicious article, package or letter at or near the facility it needs to be reported to the Supervisor immediately, then:
  - Call 911
  - Do not touch or attempt to move the article unless instructed to do so by the police. Keep children away. Follow the advice of the police to determine appropriate procedures to take
- Evacuation will depend on the advice of the police

### **Potentially Violent Situations**

- If a potentially violent individual gains access to the facility and leaves:
  - Call 911 immediately
  - If there is reason to believe the individual has a weapon, order a selective evacuation from nonaffected areas (this may be another room within the facility)
  - Allow the individual to exit making sure to note direction of their travel, what they were wearing, their car make and model, license plate, and any other distinguishing characteristics. Communicate this immediately to 911
- If a potentially violent individual gains access to the facility and remains:
  - Call 911 immediately
  - If there is reason to believe the individual has a weapon, order a selective evacuation if possible
  - Try to isolate the potential aggressor from as many adults and children as possible. Seek to draw the individual(s) to another room or other less populated space. If the individual has entered the classroom, seek to draw them into the least utilized portion of the room.
  - If comfortable to do so, engage the potential aggressor in agreeable conversation (use calming techniques) to de-escalate the situation
    - Remain calm and polite

- Do not try to physically restrain an individual
- Once police arrive they will take over the situation, negotiate and direct further movements
- If a decision is made to relocate to the evacuation location while negotiations go on, follow the appropriate evacuation procedures

## Lockdown

- If the facility is affected by threats, intruders, drive by shootings, active shooters, etc., staff will implement the following
  - Call 911 immediately
  - Alert the supervisor and other staff of the situation
  - Stay where you are unless notified otherwise
  - If you are in a common area, find a classroom or office preferably with computer access or phone access
  - Close the doors and have the children lay on the floor or crouch under equipment such as tables and be as quiet as possible
  - Lock and/or barricade the door with heavy furniture where possible. Cover the door window.
  - Turn off lights or maintain minimal lighting
  - Close any blinds on windows
  - Don't let anyone in. This includes parents
  - Do not respond to anyone at the door or outside. Only respond to police officials.
  - If the fire alarm is sounded, wait for further instructions before evacuating.
  - Review attendance and establish who is missing and who is with you but not on your class list
  - Do not go in the hallway until authorities have given the "all clear" signal
  - After the "all clear" contact parents/guardians to inform them of the situation that occurred; otherwise parent/guardians will be informed upon arrival at the facility
- If majority of the children are outside the building and the threat is inside the facility
  - Call 911 (if possible)
  - Alert other staff of the problem
  - Take all children to the furthest point away from the building which is not in the sightline of the facility or if possible to the predetermined off-site evacuation location
  - Review attendance and establish who is missing, and who is with you but not on your class list
  - Follow directions of the police when they arrive
  - Once advised by the police, begin calling parents/guardians to inform them of the situation and to have them pick up their children

## Disgruntled or Impaired Parents/Guardians or Disruptive Visitors or Unauthorized Representatives

- If a parent, guardian, family member or visitor to the facility engages in disruptive or potentially dangerous behavior, the person should be asked to leave the facility immediately.
- If you have reasonable cause to suspect that any person who has come into your facility, most likely picking a child up is under the influence of alcohol or drugs or is physically or emotionally impaired in any way and may endanger a child or other children at the facility or is disruptive and potentially dangerous:
  - Alert supervisor and other staff of the situation
  - Staff should close doors where able and not allow the children to see what is happening
  - Remain polite and calm
  - If person appears to be under the influence of alcohol and drugs, offer to call a taxi or pay for the taxi

- Ask if someone else can be called to pick up the child
- If the person becomes agitated and/or confrontational at any point, call 911
- If the disgruntled or intoxicated parent/guardian is demanding their child be released to them, try to stall as long as possible until police arrive. However never put yourself or the children at risk by physically trying to stop an irate or intoxicated parent from picking up their child
- If parent/guardian is putting others in danger you should release the child to the parent/guardian
- If the person picking up a child is NOT authorized to pick up the child, do NOT release the child to the person.
- Get the license plate number and make of the car
- Staff should NOT offer to drive the parent home
- *Although it would be difficult to release a child to an impaired person, if the person has the potential to affect the well-being of the other children in the employee's care or the employee themselves, it may become necessary to release a child. At this point, it will be critical to call the police immediately with the necessary information.*
- *When the impaired person picking up the child is not the parent or legal guardian, do NOT release the child. The parent will be notified of the situation, unless the situation warrants releasing the child to ensure the well-being and safety of the other children and/or the staff themselves.*

## Hostage Situations

- Remain calm and polite
- Call 911 or instruct supervisor or other staff member to call 911
- Follow the hostage-taker's instructions
- Try to alert all staff members of the situation and for them to close all the classroom doors so that children are unaware of the situation
- Follow directions of the police

## Missing Child

- When a child has gone out of the sight of staff for longer than 10 seconds, except where staff know exactly where the child is
  - Inform the supervisor and alert other staff immediately
  - Conduct a search of all areas of the facility, including closets, cabinets, etc and immediate surrounding area
  - Call the parent or emergency contact
  - Call the police
  - Continue searching

## Infectious Diseases, Outbreaks and Pandemics

### Infectious Diseases

- Public Health will supersede any other plans or actions in regards to outbreaks and pandemics.
- If a child appears ill:
  - Isolate the child from the other children until medical assessment can be arranged

- Notify parents promptly and request that they take the ill child home
- Ask the parents to keep the child at home until recovery is complete and the child is no longer infectious
- Report immediately all communicable diseases to the Medical Officer of Health or the Infectious Disease Program
- Notify other parents in the same classroom when exposure to a communicable disease has occurred
- Observe exposed children, who have not had the disease, for symptoms during the incubation period
- Be aware of children in the program who have immune deficiency illnesses as these children may need special attention

### Identifying a Potential Outbreak

- When several children and/or staff become ill on the same day, notify the Infectious Disease Program at Brant County. The public health department will assist your staff in bringing an outbreak under control. Ongoing surveillance will be required. Early recognition is essential for effective outbreak management.
- The supervisor should initiate the recording of illness in the daily notes. This is useful for determining if, how and to what extent the illness is spreading within the facility.
- Any of the following can be considered as a potential outbreak:
  - Significantly more cases of the same or similar illness among children and staff than normally expected
  - 2 or more children in the same group suffering from vomiting &/or diarrhea within a short time period
  - A diagnosed reportable disease in a child or staff member
- If a child becomes ill during the program:
  - Parent or guardian must be notified to arrange for pick up of the child
  - The child must be separated from the other children and supervised at all times
  - Try to make the child feel as comfortable as possible until they can be picked up
  - If deemed necessary, supervising staff of the child will wear gloves and a mask. Make sure to notify parents that masks will be used as a precaution in order to prevent panic
  - If the child's parent/guardian cannot be reached, call their emergency contacts.
- In the event of an outbreak and the facility cannot meet the Adult:Child ratios, the supervisor must notify the Board immediately. They will make the final decision as to the closure of the centre. The well-being of the staff and children, as well as the understanding that families need to work, will be taken into consideration.
- In the event of an outbreak the following will be implemented:
  - Staff will increase disinfecting toys and equipment
  - Increased disinfecting of light switches, door knobs, phones, keyboards and washrooms
  - Waterless soap should be available at the parent entrance and parents will be encouraged to use prior to entering the classroom.
- Staff and children will be directed to increase their hand washing practices. Liquid soap will need to be in contact with skin for 30-60seconds versus the regular 10-20 seconds during an outbreak.

### Pandemic

**\*\*As of September 2020, a Pandemic Plan was developed in response to Covid 19. It is a living document and its own document. During the Covid 19 pandemic it will override the section below as well as any other details that overlap\*\*.**

- During a Pandemic check the Brant County Health Unit website for updates

- Post notices for families as to how many children are off sick and their symptoms each day
- Have one staff member in charge of informing all families/visitors entering the child care facility they must stop for a health/influenza screening prior to entering the classroom
- Supervisor will ensure appropriate adult:child ratios are met daily and inform the Board if ratios cannot be met. The Board will make a decision as to the cancellation and closure of the facility.
- Activities which use materials which cannot be readily disinfected should be temporarily suspended (ex: water, sand, play dough, etc.)
- Stuffed animals, cloth toys or books, puppets, should also be avoided since they cannot be readily cleaned or disinfected
- Use disposable plates, cups, cutlery and/or follow public health guided sanitation
- No toys/equipment from home. For items deemed essential, they must be sanitized using public health guided sanitation methods.
- No cloth diapers or multi-use wipes

## **Emergency Recovery**

### **Debriefing**

- The board will meet with the supervisor to review the emergency situation that took place and how things were handled, noting the strengths and opportunities while developing a list of actions to close the gaps on the opportunities
- Emergency personnel involved should also be sought out to leverage their expertise on how the situation occurred, how it was handled and what steps can be taken to prevent it from occurring again and/or changes in how it was handled
- A separate committee can be developed to work on the action list
- Parents will be updated at the monthly meetings

### **Resuming Normal Operations**

- Operations will return to normal as soon as possible while taking into account any physical or emotional barriers.
- Impact to the facility and individuals involved will vary.
- If structural damage occurred to the facility, there may be a delay in resuming normal operation at the regular facility. The supervisor will need to work with the board to determine if a temporary facility will be needed to help resume regular operation as soon as possible.

### **Support to Children and Staff**

- In the event, the emergency situation has cause trauma to the children and/or staff leveraging network of support resources or reach out to external support may be required to help work through the emotion (i.e. ministry, government organizations, etc).
- A debriefing gathering will be held with the children and staff to review the situation that occurred.

## **References**

These Evacuation Procedures were developed leveraging the Emergency Plan Procedures Manual | Early Childhood Community Development Centre of the Niagara Region

The Abuse policy was developed leveraging the following documents: Ontario Association of Children's Aid Society What is Abuse; The St. Lawrence Day Care Child Abuse Policy; The Village Children's Program Policy Manual; The Lakeshore Community Childcare Centre Policies & Procedures Manual.



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**ST. GEORGE CO-OPERATIVE PRESCHOOL**  
**VERBAL / WRITTEN WARNING**

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A parent may be asked to withdraw his/her child due to the parent's failure to participate and pay fees on time. The executive council will evaluate the situation to determine what the circumstances warrant. Possibilities include a verbal or written warning, suspension and/or dismissal.

Potential Situations Include but are not limited to:

- All persons in the program will be monitored based on maintaining the principals of our program statement as well as our behaviour management policy.
- Participation parent responsibilities in classroom
- Late pickups
- Late fees
- Monthly Meeting Attendance
- Fundraising Support
- Marketing & Advertising Support
- Exec/Non Exec position duties performance
- Participation in classroom clean up, move and set up
- Other situations as determined by the executive council

**A VERBAL / WRITTEN (circle) warning is being issued to the family of preschool student**  
\_\_\_\_\_. **The warning is being given to family representative**  
\_\_\_\_\_.

**Reasoning(s) for the warning issuance include:**

**Suggestion(s) to reconcile the situation going forward:**

**Failure to reconcile the situation may result in further warnings issued and/or dismissal from the preschool program. Being a co-operative school requires all families to actively work together and be equally responsible for the success and effective operation of St. George Co-Operative Preschool.**

**Family Representative Sign Off**

**Exec. Council Member Sign Off**

\_\_\_\_\_  
**Date**  
\_\_\_\_\_

\_\_\_\_\_  
**Date**  
\_\_\_\_\_

