***Welcome***

Welcome to The School House Early Learning Centre! You have chosen a Child Care Centre that strongly believes that open communication between the staff and the parents is the most important factor in your child’s development. We believe that you, as a parent, are your child’s first and most important teacher. We look forward to embarking on a partnership with you.

**Philosophy**

At The School House Early Learning Centre we value the importance of the early learning stages in each child’s life. We promote the Montessori Outlook and the Emilio Reggio Methods within our affluent curriculum. We incorporate different elements to create a warm inclusive learning environment for all ages. In a nurturing home like environment, we foster the different domains and milestones in early childhood development from infant to school-age. We focus on progression and development of Literacy and Phonological Awareness, Mathematics, Science, Dramatic Play, Art, Music, and Physical Education.

The School House Early Learning Centre believes that each child is an individual with unique interests, capabilities, and aspirations. These qualities shall be nurtured in a healthy and safe environment in which the child can develop physically, socially, emotionally, and intellectually.

We promote the importance of growth and development in emotional, social, communication, and cognitive skills. Each child’s sense of independence, self –esteem, and self-control shall be facilitated in our warm and caring environment. We understand that each child experiences life at her/his own level. We support these learning experiences by challenging the aspirations and emerging capabilities of each child. The individuality of each child shall be understand and respected and will be developed to its full potential. At The School House Early Learning Centre, we strive to create a supportive family atmosphere in which the program is an extension of both the home and community.

**Mission Statement**

At The School House Early Learning Centre we strive to create a year round childcare with affordable rates that supports a family atmosphere in which the program is an extension of both the home and community.

**Program Development Statement**

The School House Early Learning Centre is a, “play-based” learning centre. We believe that children learn through play. With curriculum planned to promote the interest of each individual child. We encourage learning in a range of diverse domains and milestones of a child’s early development, such as:

1. Physical Education
2. Cognition
3. Language
4. Phonological Awareness
5. Communication
6. Social
7. Emotional
8. Literacy
9. Music
10. Science
11. Math
12. Dramatic Play
13. Art

Students will have the opportunity to participate in a variety of exciting activities throughout the day based on their interests and capabilities. We focus on observation to form anecdotal observations and to apply them into our Early Learning for Every Child Today milestones. (ELECT)

We also have strong values on respecting one another, mannerism, and self-control. Children will be guided to use kindness and patience with their peers. We value the importance of utilizing Ontario Curriculum as a tool in implementing and creating curriculum daily.

Each day is an exciting adventure at The School House Early Learning Centre and we provide children with the ability to explore.

**Types of Programs**

1. Full Day
2. Half Day
3. Full Day Extended
4. Part Time – 2-3 days (Minimum 2 Days Per Week)

We offer convenience and affordability with the most exceptional care. We have exciting:

1. French as a Second Language Programs
2. Summer Programs
3. March Break Programs
4. Holiday Programs
5. P.A Day Program
6. Physical Education Programs (Music and Movement) Daily
7. Weekend Care Programs (Saturday 6:00am to 7:00pm)

We are also open from 6:00am to 7:00pm year round. Parents wishing to enroll their child in The Summer Program, March Break Program and P.A Days, must register at the beginning of June. The availability of space will be the determining factor.

**We Believe**

The School House Early Learning Centre is to promotes, in all our students the attitude, skills and knowledge necessary to live in a global society; while enhancing our focus on peaceful problem solving, safe learning experiences and a sense of belonging for all students. It is expected that students will:

1. Strive to be the best that they can be.
2. Respect the rights of everyone in an environment that is free from fears, Prejudices and distractions.
3. Conduct themselves with honour, dignity, and self-control.
4. Respect the property of others and the daycare.
5. Show respect of other decisions and opinions.
6. Solve conflicts and difficulties through peaceful means.
7. To encourage and enhance these goals employees will continue to take the following steps:
8. Enhance clarification of desirable and of unacceptable behaviours.
9. Initiate immediate, consistent, non-violent consequences for all bullying and aggressive behaviour.
10. Understand and praise positive, friendly and supportive behaviour of students toward one another on a frequent basis.
11. Teach social skills, including communication, making friends, accepting feedback from others, conflict resolution, appropriate assertiveness, and problem solving.
12. Model positive, respectful and supportive behaviours toward students.
13. Promote ongoing communication between teachers, parents, and students.

**Standards and Regulations**

The School House Early Learning Centre is regulated under the:

1. Day Nurseries Act (DNA)
2. Building Code Act
3. Ontarians with Disabilities Act (ODA)
4. Accessibility for Ontarians with Disabilities Act
5. Safe Drinking Water Act
6. Canadian Standard for Children’s Playground and Equipment(CSA)
7. Other Authorities: Municipal Fire, Health and Zoning Departments

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**Instructors**

The School House Early Learning Centres employees are trained in Early Childhood Education (E.C.E.) and are registered with the College of Early Childhood Educators. Staff ratios are maintained according to D.N.A. standards. Employees will encourage children throughout the day to participate in ongoing learning activities.

*Supervisor*

The supervisor, in addition to being an R.E.C.E. (Registered Early Childhood Educator) teacher, is responsible for the overall operation of the centre.

*R.E.C.E. (Registered Early Childhood Educators)*

Staff that have their R.E.C.E. certificate and ECE diploma or degree and have had some experience working with children. The teacher works directly with the children, plans and implements the daily program, cares for the children and monitors their development throughout the day

**Staff Requirements**

All staff must possess before employment:

1. Police Clearance
2. Negative TB test
3. RECE Certification
4. ECE Diploma
5. Experience in Early Childhood Development
6. First Aid and CPR Infant/Child/Adult
7. Safe Food Handling Certificate (if applicable)

**Criminal Reference Check Policy**

The Administrative Director will obtain Police Criminal Reference Checks on all employees, Board members and volunteers who have direct contact with the children. A copy of this form will be kept in the staff/volunteer's files.

**Age Definitions**

1. **Infant**

Infants are children between the ages of 6 weeks to 18 months old. Teacher to Child ratio is 1:3 or 3:10.

1. **Toddler**

Toddlers are children between the ages of 18 months to 30 months old. Teacher to Child ratio is 1:5.

1. **Preschool**

Preschoolers are children between the ages of 2.5 to 5 years old. Teacher to Child ratio is 1:8.

1. **JK**

JK children are between the ages of 4 to 5 years old. Teacher to Child ratio is 1:10.

1. **SK**

SK children are 5 years old. Teacher to Child ratio is 1:12.

1. **School-Age**

School-age children are 6 to 12 years old. Teacher to Child ratio is 1:15.

**Teacher Child Ratio:**

Ministry of Education mandates specific ratios for each age group of children:

1. 0-(16)18 months 1 teacher to 3 infants or 3 teachers 10 infants
2. (16)18 –30 months 1 teacher to 5 children
3. (2.2)2.5 – 5 years 1 teacher to 8 children
4. 4 – 5 years 1 teacher to 10 children
5. 5 years 1 teacher to 12 children
6. 6- 12 years 1 teacher to 15 children

\*Ratios for children 18 months and older are higher during the following times:

1. Drop off Time – 6:00 a.m. – 8:00 a.m.
2. Pick Up Time – 4:00 p.m. –7:00 p.m.

**French Program**

As educators, we believe that young children will respond positively to learning of a second language. French is introduced to the children at The School House Early Learning Centre at an appropriate age. Children will be given an opportunity to learn basic vocabulary through songs, games and books from a trained, French speaking Early Childhood Educator.

**Music**

Our programming provides children with a weekly music class. We believe music is a key component of education for all ages. It also reinforces active listening, participation and engagement for all. Active listening for music is a very important skill to hone early on, as it is essential to any ensemble activity.

**Physical Education**

Physical Education and gross motor activities are extremely important at The School House Early Learning Centre. In addition to two hours a day of outside time the children are also given the opportunity to go into the Multi-Purpose room for gross motor activities. The Multi-Purpose room is also a great a room when there is inclement weather outside. Children can freely play in the wide open space.

**Infant program**

Age range: 0-18 monthsChild to teacher ratio: 1 to 3 or 3:10

A place where your baby feels safe and happy. We know the importance of the care you would like your baby to receive. At The School House Early Learning Centre, we strive to provide a warm, stimulating environment that feels like a home away from home.

Each of the things that your baby is used to at home – sleeping, eating, diapering, being held, love and affection – is what they will receive and experience with us. We pride ourselves on our ability to cater to the individual needs of each child. We are accommodating to different schedules, multiple naps, food preferences and more. In fact, each day we provide you with a detailed communication log outlining your baby’s entire day.

**Toddler Program**

A great start for your curious child

*Age range: 18 to 27 months
Child to teacher ratio: 1 to 5*

The School House Early Learning Centre Toddler program is one of a kind. It is a wonderful, warm place for children aged 18 to 27 months to play, develop and learn. It offers a structured group environment, with a schedule that includes plenty of stimulating indoor and outdoor experiences with lots of free choices and exposure to different materials.

Children have the chance to play independently, in small groups with friends, and as a part of a larger group. The Toddler program helps your child to build respect for peers and teachers. Communication logs are a part of this program and provides parents with a detailed look at their child’s day.

**Preschool Program**

*Age range: 2.5 to 4 years
Child to teacher ratio: 1 to 8*

The Pre-School program is really where we begin seeing each child’s unique personality and learning style. Using two of our curriculum models – Montessori and Emilio Reggio– our children get the chance to become involved in a variety of activities that foster their love of learning and discovery. Some elements of the program are more structured, and some depend on the choice of the child, offering an excellent introduction to self-guided learning and to the preparations for kindergarten.

Curriculum models: Montessori, Ontario Curriculum and Emilio Reggio for self-directed learning in Preparation for kindergarten

**Junior and Senior Kindergarten**

*Age Range: 4-5 years*

*Child to teacher ratio: jk-1:10 or sk-1:12*

The School House Early Learning Centre Junior Kindergarten/Senior Kindergarten program offers a more formal classroom setting. The JK/SK program is focused on play-based learning, structured self-guided discovery and building the self-esteem and self- confidence for each child. The weekly program is developed based on the cues of the children as well as structured learning experiences guided by the teacher. Parents are encouraged to be involved in their child’s learning through daily communication with teachers as well as regular updates / written programs of what’s happening in their child’s classroom.

The enriched JK/SK program is based on the principles of Jolly Phonics as well as the Ontario Ministry Guidelines. Phonics is a thorough foundation for reading and writing. It teaches the children letters and their sounds accompanied by songs and short stories which enables children to use each letter sound as they begin to read and write words.

The children are provided with opportunities to explore and develop to their full potential in all aspects of learning including language and literacy, math, science, social science, physical education, and the arts (visual arts, dramatic arts, music and movement) while developing social and emotional skills through daily communications with teachers and peers.

**School-Age**
*Age range: 6 years to 12 years
Children to teacher ratio: 1 to 10*
Curriculum models: Phonics, Ontario Curriculum, Montessori, Emilio Reggio

**Camps**

Exciting days filled with adventure, learning, and fun designed for P.A days, Winter Break, March break and Summer Holidays, The School House Early Learning Centre day camps advance learning through fun. Children take part in a variety of entertaining, challenging activities that help develop creativity, fitness, problem-solving skills and more.

Our qualified educators help campers broaden their horizons through play, performance, sports and exciting adventures. With a wide range of field trips, daily excursions, on site entertainment planned your child won’t want to miss out on The School House Early Learning Centre first ever Summer Camp! Spaces are limited! Enroll now!

**Our Curriculum**

The best of our 3 great models:

The School House Early Learning Centre combines elements of three complementary teaching models; Montessori, Ontario Curriculum, and Emilio Reggio. By using these proven methods together, we create a unique, well-balanced educational program that facilitates early learning and brain development.

In a creative yet structured learning environment, your child will be introduced to numbers, science, music, math, computers, fine motor development, self-care skills and more.

Our teachers take on the role of the facilitator and encourage the children to take the lead in their own learning; they expertly guide your child as they learn to understand the world.

**Montessori Method**

This method is applicable to all age levels; the Montessori Method is based on two main principles: a child’s natural curiosity to learn and their love of gaining new knowledge and skills. Montessori is based on the child’s developmental need for freedom within limits, and a structurally prepared environment which offers a wide variety of exposure to a wide range of materials and experiences. Everything a child sees, listens to and touches contributes to their learning.

In a structured, predictable, disciplined environment the Montessori Method allows children to make choices and follow through on their own learning. Children are able to complete given tasks and meet goals, resulting in a satisfying sense of personal accomplishment. The activities foster their inner security and sense of belonging and order. The goals are always to develop self-confidence and build independence – it’s an ideal way to prepare children to take control of their learning as they prepare for their future.

Through Montessori the children experience:
1.Practical life
2. Sensorial activities
3. Math
4. Geography
5. Language
6. Expression activities

**Emilio Reggio**

Emilio Reggio philosophy is a program based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through a self-guided curriculum.

The Reggio Emilia philosophy is based upon the following set of principles:

1. Children must have some control over the direction of their learning;
2. Children must be able to learn through experiences of touching, moving, listening, seeing, and hearing;
3. Children have a relationship with other children and with material items in the world that children must be allowed to explore and
4. Children must have endless ways and opportunities to express themselves.

**Our Model**

Our method is a hands-on approach which encourages active learning. Beginning in infancy, and progressing through toddler level, children use all of their senses to experience new sights and sounds. Our method emphasizes problem solving skills to help children increase their confidence as they make choices.

Children learn:
1. Sense of self
2. Social relations
3. Creative representations
4. Language and Literacy
5. Movement
6. Music
7. Seriation
8. Numbers
9. Space
10. Time

**Facilities**

**Spaces build with your children in mind**

The School House Early Learning Centre offers a warm, safe and comfortable environment for your child. We will do everything we can to make our facilities a home away from home.

**Classrooms**

All our classrooms and windows exceed industry standard size. The extra space and natural light offer a bright, creative and stimulating environment.

**Kitchen**

As all our meals are prepared on site, therefore we have a full sized commercial kitchen on site to accommodate the requirements of the Health dept.

**Separate sleep rooms**

Infants have different needs for rest, therefore a separate sleep room has been provided as a part of the infant room. All cribs are CSA approved.

**Outdoor playground**

Our large outdoor playground offers a place that is safe for children to play and interact with each other, while being supervised by team members.

**Bell for front door**

Our doors are kept locked; no one can enter without being buzzed in. Parents are happy with this added security which offers more assurance that their child is safe and sound.

**Daily cleaning and sanitization**

A clean environment is the best place for a child to learn. Our Team ensures that all areas are thoroughly cleaned and sanitized to maintain a safe standard and minimize illness.

**Transitioning**

The Supervisor of the centre controls the transitioning of the children from one age group to the next. We follow the general guidelines for each group, and consult with both the staff and parents concerning the readiness of the child. There may be cases where the transition of a child to a new age group may be delayed for a short period of time due to space availability in the new group.

We introduce the child slowly to the new age group by having him/her visit several times before going to the new group on a permanent basis. Visits start out for an hour or two, twice a week then progress to a half day two to three times a week. If all is going well, they try a full day in the new environment for a few days a week. If all is going well and the child is adjusting to the environment and is participating the full transition to the new age group is completed.

**Celebrations**

The School House Early Learning Centre will celebrate all yearly events and traditions. We attempt to underline the cultural diversity of our centre. Parents are encouraged to help us develop celebrations of festivals representative of their culture. We also offer cupcakes for birthdays at lunch time.

**Field Trips**

Permission forms must be signed by the parent/guardian of each child participating.

The form must include the following:

1. Nature of the trip
2. Date of the trip
3. Method of transit
4. Itinerary (including transit route)
5. Departure and arrival time
6. Participating adults
7. Parent volunteers are always welcome on field trips

Field Trip Regulations

1. At least one Supervisor must participate in every field trip
2. A first –aid kit, inhalers, Epi-pens must accompany the staff
3. Emergency numbers must accompany the staff
4. Parent volunteers are always welcome on field trips
5. Depending on the nature of the field trip, children that are 3 years of age and up can ride on the bus

**Professional Development**

Employee professional development seminars are attended by employees on a regular basis. Newsletters are sent to parents regularly to keep our families aware of special activities, field trips, programs, and parent social events.

**Licensing Regulations**

The School House Early Learning Centre’s programs are fully licensed by the Ministry of Children and Youth Services and are subject to the rules and regulations established by the Government of Ontario.

**Pick Up Policy**

It is also very important to tell the Daycare if your child is being picked up at school early. This will eliminate any confusion for employees as to where your child is. Your child will only be released to adults listed on the Registration Form/Emergency Contact. If someone other than those adults listed is scheduled to pick up your child, you must notify the Centre and complete the Authorization for Pickup Form located outside the classroom. The person will be asked to show ID.

**Absenteeism/Vacation / Illness**

Please notify the staff of your intention to take holidays and the dates that your child will be away. Payment is required during holiday time to cover the costs of your child’s space. There will be no credits for sick days. Fees are still due when your child is at home sick. Please understand that during Christmas break, March break, and the summer time, we cannot give your child’s space to someone else, therefore you are still required to pay for it.

For families that only have their children enrolled with us part time, there are no “switching” days regardless of the reason. Please understand; you are sharing a full time spot with another family. If you want to come on their day, they do not have a spot. We will make every effort to accommodate extra days when needed.

In the event that the Centre is closed on a day your child is to attend due to it being a holiday, no credit is given and you are not able to switch the day to an alternate day. You are still required to pay for the day, even though the centre is closed. Please understand; we cannot have all the part time families switching days due to holiday closures as it is not possible for us to provide an alternate day for families that are with us on a full time five day a week basis.

Please notify the Centre by phone and by email if your child is going to be absent for any reason. This will avoid unnecessary calls being made to your home or workplace.

**School Closure**

School closure may result when there are severe weather conditions. A detailed message will be left on the Daycare answering machine by the Supervisor should this be necessary. Please also listen to your local radio station or TV weather station for announcements

**Snow Closure Policy**

The Supervisor of the Centre will be the one that makes the decision to close the Centre due to inclement weather. The decision will be based on the weather forecast and advisories.

If the Centre is open and the weather throughout the day becomes inclement, we will notify all parents that the Centre is closing. Parents will be asked to pick up their child (ren) as soon as possible, and to give an estimated time of arrival. You will be given sufficient time to pick up your child (ren) and traveling time will also be considered. In the event that we are unable to notify a parent, we will then get in contact with the emergency contacts, designated at the time of enrolment.

**Outdoor Activities**

As per the Day Nurseries Act of Ontario, we are mandated to provide two hours of outdoor activities per day. Please ensure that your child is dressed appropriately for the weather. If your child is too sick for outdoor play, they are too sick to be in daycare.

**Field Trips**

Field trips will be scheduled on specific days. You will be notified of these trips well in advance and you will be requested to sign a separate consent form for each trip. You are asked, on the Registration Form, to sign an Off-Property Consent for neighbourhood walks and trips to parks adjacent to the Centre.

**Admission**

The Supervisor will complete all admissions of new children. A tour and interview of our facilities will be arranged for the family. At that time the family has an opportunity to ask any questions they may have.

**Inclement Weather**

It is the policy of The School House Early Learning Centre that each Supervisor will keep informed on all or any inclement weather conditions that may prohibit the children from outdoor play. This information will be used to determine whether staff will be notified that children will not be involved in outdoor activity for the day. The staff will follow The School House Early Learning procedures for “Inclement Weather”.

**Inclement weather includes:**

1. Sun safety (Feels like 32 C)
2. Smog alert
3. Excessive cold (Feels like -12 C)
4. Excessive wind
5. Storm, rain, snow, hail

**Hours of Operation**

The Daycare Centres are open from 6:00 a.m. to 7:00 p.m.

If a child is not picked up by the Centre’s closing time, 7:00 p.m., the staff member present will:

1. Attempt to reach the parent.
2. If the parent cannot be reached, then all emergency contacts will be phoned.
3. If no contact from either has been made, the Supervisor or Operations Manager will be called immediately.
4. After 7:00 p.m., you, the parent, will be asked to sign the Late Book and pay the
	1. Employees on duty the $1.00 per minute late fee.
	2. After three (3) late recordings, a meeting will be set up between yourself and the Supervisor to discuss alternative arrangements for pickup.

**Holidays**

1. The Centre is closed for all Statutory Holidays.
2. New Years Day
3. Family Day
4. Canada Day Holiday
5. Good Friday
6. Victoria Day Labour Day
7. Thanksgiving Day
8. Christmas Day
9. Boxing Day

And any Statutory Holidays set by the Government or Municipality.

**Daily Routine**

Each day will contain:

1. A minimum of 2 hours of outdoor activities
2. Assigned time for developing gross motor and fine motor skills through various activities
3. Assigned time for socializing with peers through various activities
4. Two nutritious snacks
5. Nutritional lunch
6. Curriculum that is child focused

**Rest Time**

Any child under the age of four, that is with us for a whole day is required to rest. Depending on the age of the child, they are expected to rest quietly or engage in quiet activities so that children that need to sleep are able to. All children are provided a cot, you are asked to supply a favourite blanket, pillow (if necessary) and any favourite rest time toy (please limit to one).

Rest time is no longer than 2 hours per day; all children under the age of 4 are required by the ministry to rest on their bed for one hour per day. Infants are an exception to the above rule, and staff will follow the routine as closely as possible as outlined by the parents of the child.

**Children / Accidents**

If a child is injured while in our care at The School House Early Learning Centre, the staff member(s) on duty will administer first aid immediately. If the child requires further medical treatment, we will contact you at the number(s) provided on your emergency card. In the case of an emergency, The School House Early Learning Centre staff will make sure that your child receives any necessary treatment until you are reached and notified of the situation. The authorization for emergency treatment must be signed at the time of enrolment.

All staff members in each classroom are trained in CPR and first aid. In the event of an emergency, we will follow instructions from the poison control centre or physician when providing first aid procedures, and/or administering emergency medications. Please note if any child is injured at the Centre, an accident form will be completed by the staff most closely involved. You will be required to read and sign the document. Documentation will be reviewed and filed by the Supervisor.

**Safety and Security**

At The School House Early Learning Centre we make every effort to ensure that the children are playing in a safe environment. No child(ren) will be left without adequate supervision at any time, for any reason. In the playground, staff will ensure that all children are visible by at least one staff member. Any equipment being used that possesses a higher level of risk to the children will have a staff positioned at that point to minimize any possible hazards.

**Sun Protection**

During the spring and summer months when the warmer weather is here, each child is required to bring and wear a sun hat, and sunscreen (SPF. 15 is the minimum requirement; SPF. 25 or greater is recommended). Please apply the sunscreen to all exposed areas during your morning routine, and we will reapply it before the children go outdoors in the afternoon. (Sunscreen forms will be distributed. The cost is $4.00 for the season is optional and will be provided by The School House Early Learning Centre)

**Winter Protection**

To avoid any possible choking hazards, we require that scarves and strings from children’s winter clothing be eliminated. Neck tubes are a safer substitute.

**Entering the Centre**

Please ensure when entering or departing from the Centre or the playground, that the door is securely closed behind you, and that the gate to our playground is firmly closed and latched. Your car must be turned off when dropping off or picking up; to ensure that if there are children in the playground they are not breathing harmful fumes.

**Emergency Procedures**

The Centre has written policies and procedures for all emergencies. Fire drills are held on a monthly basis and all staff is expected to know and practice their escape routines. Fire drills are documented on a monthly basis. Evacuation plans are posted in each of the classrooms. Parents are encouraged to discuss these drills with the older children.

**Nutrition**

We provide a nutritional hot lunch plus an A.M. and P.M. snack. All meals are prepared according to the Canada Food Guide. If your child has allergies, please be sure to inform the employees so that they can then arrange to make the necessary substitutes. If your child(ren) have any allergies please inform the Administrative Director upon enrolment. This information must be on the emergency contact sheet and displayed throughout the centre.

We are a Peanut Free daycare! Due to a variety of allergies, please ensure that you do not bring in any outside food into the Centre.

**Health Policies-Illness**

The teacher has the right to refuse admittance or to request a medical certificate if the child has any of the following symptoms:

1. Fever
2. Diarrhea
3. Vomiting
4. Unusual skin disorder, rash, or other infection
5. Heavy mucous and/ or asthma symptoms

The above signs and symptoms are fairly obvious and indicate that the child is ill. You will be called to pick up your child immediately if any of these symptoms occur while the child is in attendance.

A slight cold or the end of an illness might be difficult for a parent to determine whether the child should be at the Centre. A good general rule is: if the child is too ill to participate in the outdoor part of the program, then they are too ill to be at the Centre.

**Medication**

Employees shall administer medication only if a Doctor prescribes it and it is in its original container. The child’s name, date, prescribed dosage and doctor’s name must be included. Never leave any medication in your child’s bag or refrigerator. Medication must be handed directly to a teacher. Parents must sign and date the medication form every day. If your child is prone to rapidly increased fevers, it is wise to have Medication left at the daycare accompanied by a Doctor’s note.

**\*Please note The School House Early Learning Centre will only administer prescription medications as directed by a licensed physician or dentist\***

The School House Early Learning Centre will administer over the counter medications (such as Tylenol) **ONLY** with the written permission of the parent and the physician. Written instructions from the dentist or physician must be given to us. The medication must be in its original packaging, and have a label with the child’s name, date, time and dose to be given, number of days to be administered, as well as the dentist or physicians information.

You may come to the centre to administer any non-prescription medication, or provide written consent for your emergency contact on the enrolment forms to administer over the counter medications. We require any person administering the medication sign a medication form indicating, name of medicine, dose, date, time, and who administered the medicine. This will ensure that we have written documentation of any medications given while the child is in our care.

The School House Early Learning Centre staff will apply any diaper rash ointment, petroleum jelly, and/or sun tan lotion with written consent from the parent. We will follow all directions on the manufacturer’s label. All bottles should be clearly labelled with the child’s name.

**Medication for Allergies, Allergic Reactions or Chronic Illness**

Any medication that your child requires for a life threatening condition, such as a nut allergy or bee sting etc., will be kept at the centre as long as the child is enrolled in our care. Written authorization is required by the parent and physician, and will need to be renewed every six months. All expired or unused medication will be returned to the parent for disposal.

**First Aid**

Minor cuts and bruises are handled by the Centre employees and reported to you when you pick up your child. Accidents or illness requiring medical attention will be reported to you immediately. You will be requested to transport your child to the doctor or hospital. In the event of an emergency requiring immediate medical attention, the Supervisor will arrange immediate transportation by ambulance, to the nearest hospital. You will be notified and requested to meet a staff member at the hospital.

**Extra Clothing**

Please ensure your child has the following items at the daycare at all times. Extra: underwear, pants, shirt, socks (applies to all age groups).

**Parent Involvement**

You and your child are the most important people in our Centre. Therefore, it is important to hear your views and suggestions as to the programs we offer. Please speak to any of our employees if you have suggestions with regard to the programs we offer. Any additional feedback would be appreciated.

**The School House Early Learning Centre Information Sharing Consent**

Ongoing communication among professionals involved in your child’s day enhances your child’s educational and child care experience. In order to best serve the children’s needs there are times when it is appropriate to exchange information about the children, and give access to their files, to outside

Agencies. The following agencies require access to your child’s file for licensing purposes only:

1. Ministry of Children and Youth Services- Licensing Specialist.
2. Children’s Services Inspectors
3. Public Health Inspectors

This is to ensure that we have collected the proper information in order to comply criteria and licensing regulations. This is all the information you filled out on your child’s application when you registered.

The School House Early Learning Centre employees will also require access to these files for communication and emergency purposes only. In the event that it is necessary to share your child’s information with the following outside agencies, parents will be asked to sign a separate form before such information is disclosed.

Your child’s Public School or Catholic School Shared written information will be kept confidential and will be shared only during the time in which the child is enrolled in the Child Care Centre, or upon the request of the parent.

**Public School Suspension**

A child who has been suspended from a Public or Catholic school may continue to attend a child care centre situated in the same school unless the Principal believes that the continued presence of the child in the building presents a risk of harm to any person in the school. If it is believed that the child in question is presenting a risk of harm to any other person in the school, the Principal will consult with the Supervisor of the daycare and the parents or guardian of the child. The Principal will confirm the decision by informing the parents, in writing, regarding the child’s continued attendance at the childcare centre.

**Code of Behaviour**

In keeping with our goal of educating young children, the employees of TSHELC strives to ensure a safe, positive and respectful learning environment in which respect, and appreciation of all cultures occurs.

**Recognition for Appropriate Behaviour**

Most of our students exhibit behaviour that reflects self-discipline and respect for individuals in our daycare. This type of appropriate behaviour is expected, appreciated and understand the following are unacceptable methods of behaviour and will not be tolerated:

1. Physical violence and attacks.
2. Verbal taunts, name-calling and put-downs.
3. Threats and intimidation.
4. Stealing of money and/or possessions.
5. Ethnically based put-downs.

**Consequences for Inappropriate Behaviour**

This code clearly defines what acceptable behaviour is. It should be understood that unacceptable behaviour would result in a suitable consequence. Steps indicated in the Challenging Behaviour Policy will be enforced immediately in an effort to defuse the situation.

**Parent Code of Conduct**

We strive to create a supportive family atmosphere in which the program is an extraction of both home and community. We believe we must all work together in order to meet the needs of our children.

Any deliberate, harsh or degrading measures directed towards employees will not be tolerated. We ask that you direct any concerns you may have directly to the Supervisor or Operations Manager, in person or in writing. If we are unable to meet your needs, or our standards do not meet your requirements, we respect your right to choose alternative facilities. Parents who choose to ignore, or not respect, our values will have their childcare services terminated.

**Inclusion Policy**

It is the belief and policy of The School House Early Learning Centre that all children, regardless of race, age, ability/disability, language, culture, ethnicity or family, are entitled to access the childcare services. Our goal is to help the child become self-disciplined and to grow in a positive manner toward adulthood. The desired results will be achieved through a guided learning experience by employees that exhibit a positive example of leadership and that draw on a variety of experiences and methodologies.

Our plan of guidance refers to a plan of “teaching” young children as they learn appropriate behaviours. We may view the process of changing a child’s random behaviour to controlled acceptable behaviour as “discipline” and will endeavour to make the experience a positive one. However, our goal remains the same. Through consultation and co-operation, we expect to maintain our standards and achieve the very best results for the children in our Centre.

Children having special needs require special care and it is our policy to provide, to the best of our ability, the care and nurturing required. With the full co-operation of parents, daycare employees, city and provincial agencies, we strive to create an atmosphere that is positive for all the children placed in our care. It must be noted, however, that if full co-operation is not forthcoming and the daycare cannot maintain a balanced program for all its clients, then alternative care may become necessary.

In order to achieve our goals the following steps will be taken:

1. To develop age appropriate plans that is consistent, reasonable, of interest and clearly identifiable to the child.

2. To create positive interactions with language and eye contact.

3. To set clear and reasonable expectations focusing on the positive and developing the child’s ability to decide on an appropriate, socially acceptable solution to a problem.

4. To anticipate and intervene in potentially difficult situations.

5. To reinforce appropriate behaviour in order to foster positive self-esteem.

6. To assist the child in expressing his emotions in an acceptable manner.

7. To work toward gaining the child’s trust and respect. At all times continue building supportive, warm and trusting relationships with the child.

**Behaviour Management Policy**

Our philosophy stresses the importance of teaching children self-discipline and responsibility. We feel that discipline is a learning experience, not a form of punishment. The goal at The School House Early Learning Centre is to help the children in our care to remain individuals and have freedom while still encouraging them to allow others around them the same right, through empathy and respect.

We never discourage a child from expressing his/her feelings. Our goal is to teach them to express them in a constructive manner. We want to help the children understand and accept their own feelings, so that they are able to understand the feelings of others.

We provide a learning environment that helps the children to learn honesty and respect for individual differences. They learn to be honest with themselves, to accept failure and its consequences are taught to be learning experiences, most importantly to take responsibility for their actions.

We feel it is best for the teachers at The School House Early Learning Centre to give attention for appropriate behaviour, while de-emphasizing the negative behaviour. We strive to set up an inviting playroom that will encourage creative expression and co-operative play. We pay attention to children’s cues of likes and dislikes, wants and needs, and provide them with what they want or wish for whenever possible.

Classrooms are re-arranged when it becomes necessary to provide a different stimulation. The teachers minimize waiting whenever possible, if there is a situation where it is necessary, the teachers provide alternate activities (i.e. singing, books). All classrooms will be tidy, organized and attractive.

Throughout the day it is necessary for the teachers to provide directions to the children, whether it is to or away from an activity, or to be reminded of a certain routine. We follow the following when giving directions:

1. Make sure you have the child’s attention
2. Given a choice of two options whenever possible
3. Give POSITIVE unambiguous directions
4. Warn ahead of time before changing activities
5. Never plead, threaten or strike a child
6. Invite participation, never force it
7. Direct a child to a new activity when the current activity is completed
8. Use a quiet voice as much as possible; speak at the child’s eye level
9. Encourage a quiet submissive child to express his/her feelings verbally
10. Give suggestions for words a child may use to describe how they are feeling
11. Explain any rules in a clear, concise and respectful manner
12. Reinforce in a positive, impersonal manner, be consistent, firm and fair at all times.
13. We believe that it is best to set limits to help the children learn self-discipline.
14. Setting limits gives the children the security of knowing that their emotions will not lead them to do things they will regret.
15. Knowing an adult will take responsibility for stopping unacceptable behaviour until they can do it themselves.

We teach them about safety, care of property, good health habits, and encourage them to be considerate, empathetic and to have respect for others. We allow children to make as many decisions as possible within necessary limits. We explain rules to them in a manner that they can understand and accept.

We try to avoid repetition; we say what we have to say once, after being sure that the children are paying attention. We always try to remain consistent, firm and fair. All rules are enforced in a positive, impersonal manner. Teachers will always understand the reason for a child behaving in a disruptive manner, whether it is from boredom, fear, fatigue, anger, curiosity, insecurity, hunger, jealousy, confusion, sleepiness, shyness, illness, loneliness, hyperactivity, need for toileting, over stimulation, or embarrassment.

Negative behaviour may be evident because they feel the need to try and fight control, this is normal at certain stages of development. Teachers will always consider the situation from the child’s point of view, reassess if the limits are necessary, if they are working, or are they usable? The teacher will respect the child’s wishes if he/she feels the need to be alone with his/her thoughts.

The child will be spoken to briefly by the staff to reassure them that they are available, when the child is ready to talk to them. It is a fact that children can be aggressive at times. At The School House Early Learning Centre we encourage the children to verbalize their aggression, rather than resort to physical action. However, it is inevitable that some children will resort to physical aggression/violence.

If this situation occurs, the child is spoken to about his/her actions, to help them gain an understanding of the problem. If it involves more than one child, all children are taken aside and spoken to, and encouraged to discuss their feelings and the problem. If a child is too upset over the situation and cannot talk, the teacher will respect their right to be alone in a safe place to calm down. When that child is ready the discussion will take place.

No child is ever allowed to hit a staff member. If a child makes an attempt to hit a teacher, he/she will be restrained gently and will be told in a firm voice one of the following:

1. “I do not like to be hit”
2. “That hurts me”
3. “I will not let you hit me”
4. “We do not hit when we are angry”

The staff member will remain calm when dealing with any situation, and if necessary enlist the help of another staff member if they are becoming upset or are having difficulty remaining objective to the situation.

Here at The School House Early Learning Centre we do not give the children “Time Outs”. We feel that it teaches negative not positive behaviour. The child feels that they have no power or control over the situation. It cannot be cognitively understood, can damage self-esteem by punishing, humiliating and embarrassing them. Time out may increase a child’s anxiety, may require force to have the child sit, and gives a child negative attention. We feel the following are a better alternative to “time out”:

1. Redirection-send an uncooperative child to a different activity
2. Request assistance from another staff
3. Help other children/staff understand the actions of the child
4. Reinforce positive behaviour; try to ignore the negative behaviour
5. Sit with the child and explain any consequences
6. Try to identify any feelings and reflect them back to the child
7. Encourage the child to talk about their feelings regarding the situation
8. Give choices and control to the child whenever possible
9. Find an alternate way to release the extra energy

The following are a list of **PROHIBITED** disciplinary measures:

1. Any form of corporal punishment (including: hitting, spanking, pushing, shaking, pinching, biting, grabbing, slapping etc)
2. Humiliating a child either physically or verbally through sarcasm, taunting, teasing, degradation, belittling
3. Locking up or confining a child in any room, a child must NEVER be placed alone in a room
4. Depriving a child of basic needs for food, clothing, shelter, and bedding. Food can never be used as a punishment or threat
5. Punishing or reprimanding a child in any way for failing to use the toilet
6. Punishing in any way for staying awake at rest time

**Any person that witnesses mistreatment of any child must contact the Supervisor of the Centre Immediately. This is a legal responsibility.**

Any person working with the children will be monitored on a weekly basis for Behaviour Guidance techniques, all documentation will be kept for a period of two years. Any non-compliance with the above policy will be brought to the staff’s attention immediately.

A review of Staff Behaviour Management practices and this policy will be conducted annually. Staff will sign that they have read and understood the Behaviour Management Policy and agree to abide by it.

Testing is a natural part of a child’s life. Children test their environment; they test their peers and teachers in an attempt to discover the limitations set by each. A child’s curiosity will often cause her/him to push the set limitations. When this type of testing occurs, the teacher will attempt to redirect the child’s action.

This behaviour management technique may diffuse any in appropriate actions. However, there may be times when a child needs to be removed from the situation and be given a cool down period. This time is intended to allow the child to relax and think through her/his actions. When the child feels ready, the

Teacher will return and together they will discuss the situation and try to identify ways to avoid a similar incident from occurring in the future.

**Challenging Behaviour**

When a child’s behaviour becomes challenging, not only for her/himself, but also for the other children in our care it becomes a concern to parents, childcare employees and all personnel involved. In an effort to deal with these types of behaviours, the following procedures will take place:

1. Incidents of behaviour difficulties will be observed and documented as well as the methods used to correct the problem. Parents will be made aware of concerns verbally or in writing.

2. Employees will discuss and plan consistent strategies.

3. A meeting with the child’s parent, classroom employees and Supervisor will be arranged. Permission to contact an outside agency for assistance and assessment may be sought if deemed appropriate. A “Release

Of Information” form should be signed at this time. Written summaries of all further actions will be kept on file and copy given to the parent.

4. The Supervisor will make contact with outside agencies stating specific concerns and the urgency of the situation.

5. The outside agency will visit and consult. Recommendations will be made for the child/employees /family to try to resolve the situation. Time limits for improvement will be set.

6. If the behaviour persists, the consultant and the Supervisor will meet with the parents, to discuss alternative settings that would be more appropriate for the child.

7. The School House Early Learning Centre will give written notification to the parents clearly setting out the time frame for improvement.

8. The above procedure is based on the full co-operation of the parents in seeking a solution to the problem exhibited by the child. If the parent refuses to cooperate or will not understand the efforts of the daycare to seek a solution, The School House Early Learning Centre will have no alternative but to give a notice of “withdrawal of services”.

**The School House Early Learning Centre Guidelines for De-escalating Volatile Situations**

It is understood that in some extreme situations (wherein a child is endangering her/himself or others) employees may find themselves having to respond to a crisis situation using physical guidance as a method to defuse and/or de-escalate a volatile situation. Physical restraint is only used in situations where a child is in imminent danger of compromising the safety of themselves or others in the program.

It is very important to communicate strategies to support the children who have observed the disruptive situation and also to give support to the child and family who have been involved in the situation.

If any staff member from The School House Early Learning Centre uses physical guidance in this type of situation the following steps must be taken:

There will always be two employees present in the same room as the child, one employees using the physical guidance and the second employee as an observer and/or relief. If at all possible, all other children will be removed from the situation. Children may move briefly to the hallway or another room, remaining supervised at all times. Once the child has de-escalated from the situation she/he will be supportively reintroduced into the program. Employees will remain with the child until she/he is settled in to an activity or task.

Once the situation has been resolved, the employee that used physical guidance with the child will document the incident, sign the document and submit it to the Centre Supervisor. The Supervisor will then contact the Children’s Services Serious Occurrence line at 416-397-7359 to report the incident. In discussion with the Children’s Services Consultant, the situation will be reported either as an incident or as a serious occurrence depending on the circumstances surrounding the situation.

The Supervisor and employees will meet with the child’s parents to discuss the incident and determine the strategies that will be utilized should the child encounter a similar situation. The parents will sign off on both the incident report and the strategies.

If a child alleges they have been injured, the Centre must comply with the Child Abuse Reporting Policy.

The Supervisor and employees will keep the parent up-to-date on the child’s progress using weekly documentation notes along with a review of the strategies. These notes will be signed and copied for both parents and Supervisor.

If the child continues to experience challenging behaviour then The School House Early Learning Centre will call in a Specialized Consultation Service (parental consent is required). The consultant, family and employees will devise specific strategies and interventions, including a regular communication plan with

the parents to review the child’s progress. This will assist in making the child’s placement a successful one.

The above procedure is based on the full co-operation of the parents in seeking a solution to the problem exhibited by the child. If the parent refuses to co-operate, or will not understand the efforts of the daycare to seek a solution, then The School House Early Learning Centre will have no alternative but to give notice of “withdrawal of services”.

**Playground Safety Check**

The School House Early Learning Centre., in compliance with the Canadian Standards

Association for Children’s Play and Equipment, has devised a Playground Safety Policy that all employees will follow. The following will be done upon every arrival into the playground:

1. Check of all area for foreign or broken objects.
2. Check of grass or cement area for foreign or broken objects.
3. Check for appropriate amount of sand around the structure for safe impact.
4. Check for any loose gear.
5. Check for any hanging objects.
6. Check of all children’s clothing for potential choking hazards, i .e. scarf, ties.

If any of the following do not pass inspection, the playground will be off limits immediately. The Supervisor will be contacted immediately so that they can arrange to make appropriate repairs before the children can return to the playground.

1. **Daily Inspections**: An employee from the first group on the playground both in the morning and the afternoon will perform an inspection before the children enter the playground. Employees will use a “checklist” to detail that all areas, equipment, gates, etc., are ready for use by the children. The staff member signs off the checklist. Any area not appropriate for use (equipment needing repair, ice patch on surfacing, etc.) is to be reported to the Supervisor and is sectioned, blocked, off from the children while awaiting repair.
2. **Monthly Maintenance Inspections**: The monthly inspection is to be completed by the Supervisor who inspects the playground using the playground checklists. The Supervisor reviews all reports of the past month and records all follow up action.
3. **Seasonal Maintenance Inspection:** The playground is to be inspected in the spring and fall by the Supervisor and employees. The Supervisor and employees inspect the playground using the Monthly Inspections and Seasonal Inspections forms. Any issues that are identified (i.e. playground surface and equipment) are to be reported and a plan of action recorded.
4. **Annual Inspection:** The playground is to be inspected annually. Any issues identified from the inspection will be reported to the Supervisor who, in turn, will report to the Board of Directors. An action plan will be devised to address any issues highlighted.

All reports will be kept on file i n the Centre’s office. The Playground Safety Policy will be reviewed by Ministry Staff (Licensing Specialist) at the time of the annual license renewal visit. The designated person and/or position responsible for logging inspections is outlined below:

Teachers set up the playground and are responsible for completing the daily inspection checklist. Teachers on the playground at the time of an injury are responsible for completing the Playground Injury Log Form. An accident report form will also be completed and signed by the Supervisor, the parent/guardian and the employees. Monthly inspections are completed by the Supervisor. Seasonal inspections are completed by the Supervisor and the staff member. Annual inspections will be completed by a Certified Playground Safety Inspector.

**Recording and Reporting an Accident**

If a child receives an injury while at the Centre, the staff members present will:

1. Immediately tend to the child’s injury (i.e. apply ice, band aid, etc.)
2. Fill out an “Accident Report” which is to be signed by the staff member and parent.
3. Once the Accident Report is signed it will be filed in t he child’s file.

If the child should receive a serious injury, which may require medical attention, the Supervisor and parent are to be notified immediately. If the parent is unable to be reached, the child will be transported to the hospital by ambulance or taxi along with the Supervisor or staff member. The Supervisor will complete a “Serious Occurrence Report”, within 24 hours, notifying the Children’s Services Child Care Consultant.

**Recording and Reporting an Illness**

If a child should become ill while at the Centre, the staff member present will: Immediately tend to the child’s needs, check the child’s temperature to see if there is a fever. If necessary, the child will be isolated from the other children, a bed may need to be put in the office, and a staff member or Supervisor will remain with the child.

The parent will be notified to pick the child up: if the parent cannot be reached an emergency contact will be called. A “Report of Illness” form will then be completed and placed in the child’s file.

**Recording and Reporting a Late Child:**

If a child is not picked up by the Centre’s closing time, 7:00 p.m., the staff member present will:

1. Attempt to reach the parent
2. If the parent cannot be reached, then an emergency contact will be called. If no contact from either has been made, call the Supervisor or Operations Manager immediately.

**Serious Occurrence Policy**

A “Serious Occurrence” is defined in Regulations under the Day Nurseries Act as follows:

Serious Occurrence Means:

1. Any death of a client that occurs while participating in a service.

2. Any serious injury to a client that occurs while participating in a service, this includes:

Any injury caused by the service provider A serious accidental injury received while in attendance at a

service provider setting, and/or receiving service from the service provider. Any injury to a client that is non-accidental, including self-inflicted or unexplained, and which requires treatment by a medical

Practitioner, including a nurse or dentist.

3. Any alleged abuse or mistreatment of a client that occurs while participating in a service.

4. Any situation where a client is missing in accordance with Ministry requirements for applicable program sectors; otherwise where the service provider considers the matter to be serious.

5. Any disaster, such as a fire on the premises, where a service is provided.

6. Any complaint made by or about a client that is considered by the service provider to be a serious nature. This includes all allegations of abuse or mistreatment of clients against employees, foster parents,

Volunteers, and temporary care providers, as well as complaints made about a client.

7. Any other complaint, including operational, physical or safety standards of the service that is considered by the service provider to be of a serious nature.

**In the Event of a Serious Occurrence Proceed with the Following:**

1. Provide person with immediate medical attention: Call 911 when necessary.

2. Employees or other witnesses will report the occurrence to the Supervisor/Designate at once. The Supervisor/Designate shall:

1. Contact the parents or guardians or necessary individuals. Depending upon the severity of the occurrence, ask them to meet the Supervisor or Operations Manager at the Emergency Department of the Hospital.

2. One adult will accompany child to the hospital, with the child’s emergency, and stay there until the parents arrive.

3. All persons having knowledge of the occurrence must remain at the site until excused.

4. The staff member will complete the preliminary report answering the following questions.

5. The Supervisor will sign the preliminary report that answers the following questions:

1. What happened?
2. When it happened?
3. Why did it happen? (if known)
4. What further action is proposed?
5. What action was taken?
6. Who was notified of the incident?
7. First Aid applied?
8. Is there need for investigation or follow up report?
9. Time ambulance called?
10. What is the current status?
11. Time ambulance arrived?
12. When was it reported?
13. Where it happened?
14. How it happened?
15. Who was involved?

After the serious occurrence has been resolved, the facts will be recorded and placed i n a Serious Occurrence File and in the individual’s file. Contact the Serious Occurrence Line within 24 hours

Followed by a Serious Occurrence Injury Report submitted within seven (7) days. Followed by an Annual Serious Occurrence Summary Report. Arrange to meet with parents of the injured child (if possible within 24 hours) and provide them with a detailed explanation as to how the serious occurrence occurred (a walk-through of events) and answer any concerns the parents might have.

Provide the Board of Directors with written reports covering the findings and recommendations, regarding both the serious occurrence and the meeting with the parents. All serious occurrences will be discussed at the Board meeting following the serious occurrence.

**Enhanced Serious Occurrence Policy**

Enhanced Serious Occurrence Means: When emergency services (i.e. police, fire and/or ambulance) are used in response to a significant incident involving a client or the incident is likely to result in significant public or media attention.

The Designated Authority will determine when an incident requires Enhanced Serious Occurrence reporting and will ensure that the necessary actions occur.

1. The Designated Authority will refer to the new Enhanced Serious Occurrence Identification Tool to help them determine when an incident may be considered enhanced.

2. The Designated Authority will ensure that the Ministry of Children and Youth Services, and Ministry of Community and Social Services are notified

3. Designated Authority will report incident within three hours of becoming aware that an Enhanced Serious Occurrence has occurred.

**Enhanced Serious Occurrence Identification Tool**

Enhanced serious occurrence reporting procedures will be followed when a serious occurrence

affects clients and/or employees , involves emergency services and/or significant media or public

attention is likely or has already occurred. An enhanced serious occurrence must be reported

within 3 hours.

Serious Occurrence Category

For a complete definition, please refer to the Procedures for Service Providers

The incident may be enhanced if:

1. Death of clients. Suspicious circumstances or negligence could be perceived to have contributed to the death.

2. A serious injury to a client

a) An injury caused by the service provider.

b) A serious accidental injury.

c) A serious non-accidental injury.

d) The injury is currently life-threatening.

e) Suspicious circumstances or negligence could be perceived to have contributed to the cause of

the injury.

3. Any alleged abuse or mistreatment of a client - The incident is an allegation of sexual or physical

Abuse against employees by a client where the media has become involved.

4. Missing Client. - The client’s age or mental capacity makes him/her especially vulnerable.

A crime is suspected to have occurred in conjunction with the client going missing (i.e. abduction, stolen vehicle, assault on employees) the service provider contacted the police and an amber alert or a similar public awareness tactic is planned. Note: Do not report incidents in this category as enhanced if the incident has already been resolved (e.g. missing client has returned).

5. Disaster/Disease - The incident is a lockdown relating to a serious incident occurring in your service provider location. The incident is an outbreak of a serious contagious disease or virus.

6. The incident caused major damage to a service provider’s location and will significantly disrupt

the delivery of services. Note: Do not report incidents in this category as enhanced if the incident has already been resolved (e.g. lockdown has been lifted).

7. A complaint about the service provider. - The individual or group who complained has

contacted the media. A staff member has been arrested for a serious crime that may have affected clients. The complaint is about a topic that is often covered in the media.

8. A complaint made by or about a client and any other serious occurrences. The incident involves serious criminal activity on the part of the client.

9. Physical restraints - Service provider employee applied a physical restraint and resulted in a life-threatening injury.

**Child Abuse Policy**

At The School House Early Learning Centre, all staff are well educated on child abuse regulations that forbid corporal punishment, deliberate harsh or degrading measures used to humiliate a child or undermine his/her self-respect, deprivation of a child’s basic needs, and the use of a locked room to confine a child.

As teachers, we are required by law to report ANY occurrences that would constitute child abuse. Staff review this policy annually and sign that they have read and agree to abide by this policy.

In compliance with the Child and Family Services Act any staff member of The School House Early Learning Centre who believes on reasonable grounds that a child is or may be in need of protection, shall report that belief and information upon which it is based to the Children’s Aid Society.

Throughout the day teachers become aware of any unusual symptoms such as:

1. Bruises
2. Cuts
3. Drastic changes in behaviour and activities during the day

Teachers take notice of information received from the children during fantasy/dramatic play, art activities etcetera. Teachers have the right to make informal inquiries, using discretion, to the parents about any behaviours/symptoms they observe.

If a teacher finds reasonable grounds to suspect that a child in their care is in need of protection, that staff must promptly report the suspicion and any information upon which it is based to the Children’s Aid Society. If the C.A.S. becomes involved we follow up with a written report containing the following information:

1. Name and address of the child
2. Name and address of the suspected offender
3. The nature of the suspected abuse
4. Name, address, phone number and profession of the person making the claim
5. Date, time and title of person who will receive the report. A copy of this report will remain in the child’s file.

After the claim is placed in the hands of the C.A.S., we follow all their direction in informing connected parties. To ensure confidentiality, we make every effort to keep the incident contained to the group/classroom involved. We insist with the C.A.S., that the child is protected at all costs, and that all decisions made must be in the best interest of the child. Every effort will be made to keep an open and trusting relationship with the family, to protect the child and to maintain the child’s safety.

If a parent suspects a staff member of abuse or neglect, that parent must notify the CAS. The Supervisor will also contact the C.A.S. if she feels the situation is serious, and will follow their directions. The Behaviour Management Policy is reviewed annually and signed by the staff; it does contain preventative strategies for child abuse in a child care centre. If there are reasonable grounds to suspect a staff member, the party will be suspended pending further investigation. Reporting any form of abuse is a serious occurrence, and that policy must be followed.

**\*Please understand that it is a criminal offence not to report any incidence of child abuse.\***

For the purposes of child protection the “child” is a person who is under sixteen years of age. A child is in “need of protection” where there is suspicion of the following:

1. NEGLECT
2. PHYSICAL ABUSE
3. SEXUAL ABUSE
4. EMOTIONAL ABUSE
5. VERBAL ABUSE

**Duty to Report**

Every person in Ontario, including a person who performs professional or official duties with respect to children, is required under the Child and Family Services Act to report her/his suspicion that a child may have been abused or is at risk for abuse (i.e. in need of protection). The suspicion and the information

upon which that suspicion is based, must be reported to a Children’s Aid Society immediately.

The individual who suspects that a child may have been abused or is at risk for abuse must report directly to a Children’s Aid Society and cannot rely on anyone else to report on her/his behalf. Failure to report involves the possibility of a $1,000.00 fine. Employees, or person reporting the incident, will complete a suspected child abuse reporting form. The Supervisor will follow up with a Serious Occurrence Inquiry Report to Children’s Aid Society.

**Employee Contravention of Child Abuse Policy**

Every employee, at the time of hiring, will sign a statement acknowledging their understanding and their willingness to comply with the Child Abuse Policy. Any staff member observed or reported to be contravening the Child Abuse Policy will immediately be reported to the Supervisor, Board of Directors and the Children’s Aid Society.

The Supervisor will meet the staff member within 24 hours to establish the following:

1. Identify the implication with respect to the child.
2. Discuss the implications with respect to the child.
3. Commit the result of the above discussions in writing and have all parties sign it.
4. A copy goes to the Board of Directors and in the employee’s file.
5. The Board will determine the specified process and trial period for employee’s management during the investigation.

**Procedure to Address Allegations of Abuse or Mistreatment by Employee Supervisor**

If there is no Police/Children’s Aid Society investigation, the Supervisor along with the Board must undertake an internal investigation and subsequent action, discipline or support. During this investigation the staff member will be put on a leave of absence, with pay. It must be determined, if sexual, emotional, neglect, verbal or physical abuse was used by an employee toward a student. If physical force was used and whether such force was necessary to ensure the safety of students or other persons. If so, reviewing whether the Guidelines for Deescalating Volatile Situations were followed.

The alleged staff member will be required to meet with the Supervisor and Board of Directors to review the incident. The allegations will be reviewed and signed by the staff member. Support will be given to the victim and the staff member. Contravention of Behaviour Management Policy will be reviewed and further education will be mandated to the staff member regarding the matter, depending on severity.

**Anti-Racism Policy**

The School House Early Learning Centre will continue to:

1. Develop positive attitudes in all peoples and to believe in the inherent dignity and equality of everyone in our schools.
2. Promote a partnership between the daycare and the community based on trust, understanding and mutual respect to enhance educational opportunities for all.
3. Promote awareness, knowledge and skills necessary for interacting with all people.
4. Develop programs and supply learning materials that promote self-esteem, pride in one’s own culture and positive attitudes toward people of all racial and ethnic backgrounds. In order to continue to promote equality of opportunity and equality of outcome for all children at The School House Early Learning Centre we will endeavour to integrate activities about racial and ethnic diversity into our daily programming.
5. The School House Early Learning Centre will not tolerate any expression of racial or ethnic bias in any form by its students, employees, or community members.
6. Any racial or ethnic incidents will be dealt with in accordance with the policy and guidelines for Race and Ethnic Relations set by the Board of Directors. Racial or ethnic incidents are reportable as a Serious Occurrence.

**Policy for Handling Racial Incidents**

A Racial/Ethnic incident is prejudice or discrimination against a person or people of any culture, ethnic and racial backgrounds. Procedures to handle racial incidents: Should anyone witness a negative racial or ethnic incident involving employees, parents, students, or volunteers occurring at The School House Early Learning Centre. The following steps will be taken:

1. The incident will be reported directly to the Supervisor.
2. The Supervisor will report directly to the Operations Manager and/or Board Members.
3. If the perpetrator is an employee, they will be required to meet with the Supervisor and the Board to review the incident.
4. The policy will be reviewed and signed by the staff member involved.
5. Support will be given to the victim and education will be offered to the perpetrator regarding the matter.
6. The staff member being accused will meet with the Supervisor in a non-threatening environment to facilitate open communication.
7. Appropriate alternatives to handling a situation will be discussed.
8. A report will be kept in the employee’s personal file.
9. A repeated incident of biased behaviour will lead to further disciplinary measures and may include dismissal.
10. Parents engaging in incidents will have an interview with the Supervisor and further incidents may result in the withdrawal of childcare services for their child.

**Sanitary Procedures**

Diapering Procedure:

The employees of The School House Early Learning Centre will use the following procedures:

1. Employees will wash their hands.

2. Assemble child’s personal supplies. A supply of each child’s diapering supplies (i.e. diapers, creams) will be kept on the children’s hooks.

3. Put on disposable gloves if changing a soiled diaper.

4. Place child on the clean changing surface. Remove the diaper and fold soiled surface inward.

5. Clean skin in diaper area with disposable cloth or washable face cloths moving front to back. Remove all soil; do not overlook the skin crease. Diapering creams should only be used if parent has specifically

requested and supplied them.

6. Fasten fresh disposable diaper in place.

7. Remove and dispose of the gloves. Remember to keep one hand on the child at all times.

8. Return child to playroom.

9. Place solid matter from diaper in the toilet. Place soiled, disposable diaper in a bag and then in the waste container.

9. Clean changing surface and soiled supplies with sanitizing solution and disposable cloth. Let area dry to prevent irritation.

10. After diapering, employees must wash hands thoroughly with soap and running water for at least 30 seconds.

11. Report any abnormal skin or stool conditions (rash, unusual fecal consistency, colour, odour or frequency) to parent and record on child’s chart in file.

12. After toileting, encourage the children to wash their hands with soap and water.

**Dealing With a Biting Incident**

Human bites can be a very emotional issue for the children, parents and day nursery employees involved because of the small risk of transmitting blood-borne diseases like AIDS and Hepatitis B. Trained employees can provide timely education, counselling and reassurance to both the families of the biter and the bitten individual(s).

After a Biting Incident Occurs:

1. Appropriate first-aid will be provided

2. Prompt medical attention will be sought, if necessary.

3. As well as consulting with a physician, concerned individuals (parents, daycare operators, etc.)

Routine practices are the manner in which all body fluids from any individual should be handled in order to prevent the spread of infection. Routine practices understand that infectious disease does not have to be evident to be present. Routine practices are based on an understanding of the chain of infection, which shows disease-causing organisms must first be transmitted in the environment from an infected person, contaminate a new person and enter that person’s body.

The single most important method of reducing the spread of infectious disease is frequent and thorough hand washing with soap and water or hand disinfections with an alcohol based hand sanitizer. This activity prevents us from contaminating ourselves or those we care for with the germs picked up on

our hands.

Another way to protect yourself is by using barriers. Barriers include disposable impervious gloves and aprons or gowns. When used appropriately barriers reduce the risk of transmission of infectious diseases. Always remember to wash your hands thoroughly with soap and water prior to putting on gloves and after removing them. Barriers are not a substitute for hand washing! Hand washing with soap and water or hand disinfectants with alcohol based hand sanitizers is the easiest and most convenient means available to protect against the acquisition and spread of a majority of diseases.

**Dealing with a Bodily Fluid Spill**

Potentially infective material should be handled in the following manner:

1. Wash hands and put on protective barriers (gloves and/or gowns).

2. Wipe up or absorb the spill (minimize direct contact with the spill).

3. Wash down the contaminated area with soap and water. Disinfect the area with a 1:10 bleach solution (1 part bleach to 9 parts water) allowing it to soak the area for 20 minutes.

4. Dispose of any contaminated articles in a sealed plastic bag that can be placed into the regular garbage.

Wash hands thoroughly after cleaning up a spill and/or after removing the protective barrier(s).

**Policy and Procedures for Infection Control**

Every effort should be made to avoid direct contact with blood and body fluids containing visible blood. Protection should focus on practicing universal precautions. The Following are Ways to Prevent Transmission of Blood-Borne Diseases Barrier methods:

Wash your hands with soap and warm water for at least 15 seconds after contact with all body fluids.

Use tissue or paper towels to stop bleeding and clean up blood. Wear disposable latex gloves whenever you encounter a large amount of blood or bloodstained bodily fluid that you can’t contain with paper

towels or tissue. However, you should never delay emergency action (such as stopping bleeding) because you don’t have latex gloves.

The risk to you, as a childcare provider, is not nearly great enough to justify further endangering the person who needs your help. Cover cuts or scratches with a Band-Aid or dressing until they are healed.

Cleaning and disinfecting:

1. Immediately clean up blood spills, using disposable latex gloves and disposable tissue or paper towels.
2. Wash the area with soapy water and disinfect with a solution of one part bleach and nine parts water, which is made fresh daily. Leave it for 10 minutes before wiping.
3. Wear disposable latex gloves when you deal with blood stained clothing or towels. Put soiled articles in a sealed plastic bag until the parents can wash them at home in hot soapy water in the washing machine.
4. Seal blood soiled disposable objects in a plastic bag before putting them in the garbage.
5. When you’ve finished your task, remove the latex gloves and wash your hands thoroughly.

Security measures:

1. Remove broken toys promptly and check the playground daily for broken glass, condoms, and syringes.
2. Teach children who find sharp objects not to touch them and to call a child care provider.
3. Teach children to tell an adult when anyone is bleeding.
4. Teach children to wash their own cuts and to hold the tissue to control their own bleeding.

**Heat and Smog Alert Policy**

This policy was created in an effort to provide staff members with a guideline to ensure a safe, healthy and meaningful outdoor playtime for children during the summer season. High heat and smog can be dangerous to health. Exposure to extreme heat, humidity and smog can be hazardous or even life threatening to children.

Sunburns, feeling unwell, headache, nausea, and dizziness are signs and symptoms of hazardous hot weather conditions. If children exercise outdoors during a heat or smog alert, their body temperature gets very high and their body has to work extra hard to keep cool. Preventive measures and recommended actions:

1. Listen to the Weather Forecast
2. The Supervisor will be familiar with current weather conditions
3. After checking current weather conditions (actual temperature, humidity, UV index and air quality), all programs will be advised about the decision.
4. Modify Outdoor Time. Activities should be planned in a shaded area whenever possible.
5. If temperatures are in the mid-30s, Air Quality Index is over 40 and the Humidex is high, the children’s outdoor time will be cancelled and indoor play will be required.

Teachers in charge will consider more than one factor when making a decision about the length of time children spend outdoors. Humidex is used to describe how hot humid weather feels to the average

person. A combination of heat and humidity reflects the perceived temperature. If the Humidex reading is in the mid-30s certain types of outdoor exercise should be toned down and reduced to 15 – 20 minutes maximum.

**Degree of Discomfort**

Temperature of 29C with Humidex feels like 34.

Less than 29C: no discomfort

30C - 39C: some discomfort

40C - 45C: great discomfort, avoid exertion

Above 45C: dangerous

Above 54C: heat stroke

UV Index from 0-3-9 is Low

4.0 – 6.9 moderate (take precautions)

7.0 – 8.9 high (burns and skin damage can be occurring quickly in 20 minutes) and extreme in 15 minutes.

**Smog Alert**

Smog typically forms between May to the end of September but it is possible to have winter episodes of smog. Afternoons and early evenings are the peak times for smog formation during the day. Good Air Quality Index (AQI) from 0 to 31

If the AQI value is below 32 – the air quality is good and there are no known health effects for the population. No restriction to the children’s outdoor play as long as temperature and humidity are within normal range. Moderate Air Quality Index = from 32 to 49.

If AQI is between 32 & 49 there may be some effects for children. Outdoor time should be limited to ½ hour depending on the children’s comfort level. If the child has respiratory problems use more precautions. Poor Air Quality Index = reading may be over 50 If the AQI is in the 50 – 99 range – will affect the children. If a smog warning has been issued and current AQI is over 50 the outdoor

time will be cancelled.

**Playground Safety Policy**

The School House Early Learning Centre will provide a safe outdoor play environment, that promotes creative and constructive play for our children at all times. Any equipment or renovations will meet all ministry standards. We have developed a Playground Safety Log and it contains the following information:

1. Daily, monthly, seasonal, and annual inspection reports
2. Playground accident reports
3. Any action plans related to any of these reports

The Supervisor is responsible for inspecting and filing all of the monthly, seasonal and annual reports. The first staff in the playground in the morning is responsible for inspecting and recording the daily information. The Supervisor will monitor these reports and file them accordingly.

Each classroom will plan for outdoor activities/games that will enhance gross motor play, and creative stimulation. An outdoor program plan will be completed, a minimum of one week in advance by each classroom, and posted with the daily program in that room.

All staff will review this policy annually and sign an understanding and compliance agreement form.

Children will be supervised at all times, never left unattended for any reason, and all staff to child ratios will be maintained at all times. The following is a list of our playground safety procedures:

1. Staff will move around the play area frequently, and position themselves to maximize their view of the entire play area. NO BEVERAGES HOT OR COLD BELONG HERE
2. All outdoor equipment will be inspected for any safety hazards daily, and the Supervisor/Supervisor will be notified of any problems
3. All broken or damaged equipment, built up snow or ice, damaged/broken gates, locks and/or fences, glass or foreign objects on the ground (i.e. cigarette butts, any string or rope) must be removed on a daily basis.
4. Any swimming pools must be closely monitored when made available to the children
5. All equipment will be locked in the shed by the last group using the equipment
6. Toys belong on the ground
7. Riding toys need to be encouraged to stay on the pavement
8. We believe that by adhering to the above guidelines, we can ensure that our playground is not only a fun place to be, but a safe place as well.

**Sunscreen Policy**

Ask parents to apply sunscreen before coming to the daycare. Employees may apply sunscreen 30 minutes prior to the scheduled time for outdoor play only if parent gives written consent. Children do get sunburns on cloudy days therefore they should wear sunscreen lotion every day from May to September. Provide children with plenty of water during outdoor play.

**Health and Safety Act Policy**

This policy has been designed to ensure the good health and safety of all the children who attend The School House Early Learning Centre. All areas of the childcare centre will be free of hazards in a hygienic and orderly condition. The Supervisor will conduct a checklist to ensure the maintaining of frequent checks.

All cleaning supplies, medications, any toxic or dangerous materials, and heating and electric will be made inaccessible and out of the reach of children in a locked storage area. Electric outlets in play areas must be covered. Rugs must be kept clean and in good condition, not fraying and be no slip. If a child has become ill and is waiting for their parents to pick them up, a supervised place must be available for the child to rest so that they are isolated from the other children.

Fire extinguishers will be checked by the Supervisor and must be inspected yearly by the fire department.

The Supervisor will ensure that the local fire department regulations are met.

\*Please report to the Supervisor if any of the above is not being maintained

**Sanitary Procedures**

Personal hygiene:

1. Keep hands and fingernails clean.
2. Always wash your hands before and after handling foods, coughing, sneezing, or using the toilet.
3. Both employees and children will wash their hands before and after a meal/snack.
4. Always wear disposable gloves when handling food.
5. Keep food contact surfaces and equipment clean and in good condition.
6. Clean and disinfect work surfaces as used; toys, and beds weekly.
7. Complete Sanitary practices form daily.

**Safe Drinking Water Act Policy**

This Act is intended to protect human health and prevent water health hazards through the control and regulations of drinking systems and drinking water testing. The School House Early Learning Centre will ensure the following:

1. Plumbing will be flushed every day that the childcare is open.
2. Flushing is completed before the daycare is open.
3. In accordance with the Ontario Regulations 243/07 under the Safe Drinking Water Act the daycare will ensure that a yearly laboratory test be conducted.
4. The daycare Supervisor will take the samples by following the Laboratory testing instructions to test for lead. The follow up results will be posted for the public.
5. Copies of daily reports by the Laboratory as well as the daily flushing records will be kept on file for six (6) years.

**Instructions for Daily Flushing**

The cold water must be turned on for at least five (5) minutes on each branch or each run of pipe in the plumbing. Where possible, filters and other devices that treat water should be bypassed before flushing.

1. The ten (10) second flush happens after the previous five( 5) minute flush
2. Turn on cold water for at least 10 seconds at every drinking water fountain and every tap that is commonly used to provide water for drinking or cooking.
3. The aerator must not be removed from taps while flushing.
4. Record date and time of every flush and the full name of the person who performed the flushing.

 Extra recording forms are available in the Supervisor’s office.

1. All records and a copy of the yearly Laboratory test will be available for inspection by any member of the public, during normal business hours, without charge.
2. All yearly records will be provided to the Board of Directors and will be discussed at the first Board meeting following the results.

**Instructions for Annual Laboratory Testing for Lead**

Sampling for lead is conducted annually as is required b the Safe Drinking Water Act 2002 0. Reg. 243/07.

1. Take two (2) one-litre tap water samples provided by the Laboratory and have these samples tested for lead.
2. Take both samples from a tap, not a fountain.
3. Take both samples from the same tap.

Select a tap that:

1. Provides cold water.
2. Is most likely to be served by lead pipes or pipes with lead solder (i.e. in older parts of the building)
3. Is commonly used to provide water for consumption by children less than 18 years of age.
4. Start sampling after a period of six hours, or more, since the plumbing was last used.

Each one-litre sample must:

1. Be taken during a continuous period.
2. Include the first water that comes out of the tap after it is turned on and
3. Be taken with the water flowing at a rate that approximates normal use.
4. Take the first sample – this is your standing sample that represents the water in the plumbing after it has stood for six (6) hours or more.
5. Flush the tap for at least five (5) minutes.
6. Leave the tap (and where possible entire building) unused for 30 minutes but not more than 35 minutes.
7. Take the second sample – this is your flushed sample that represents the water in the plumbing after it has undergone flushing.
8. Record the date and time of when each sample was taken, the amount of time the plumbing was not used prior to sampling, the facility where the sample was taken, and the name of the person who took the sample.
9. Send samples to the licensed Laboratory according to instructions provided by the Lab.

If the report states that the results of the test performed exceed any of the standards, the Operations Manager, along with the Board of Directors, will take such steps as are directed by the medical officer of health.

**Smoke Free Policy**

The Smoke Free Policy is to help protect the health of all Ontarians by prohibiting smoking in all enclosed work places and public places. Under the Act, smoking is prohibited at all times in a Daycare location, whether or not children are present. The School House Early Learning Centre will abide by the following Smoke Free Ontario Act. Instructions: No person shall smoke or hold lighted tobacco in a place where daycare is provided within the meaning of the Day Nurseries Act.

**Anaphylactic Policy & Procedure**

This Policy provides direction to all employees, students and volunteers about the appropriate response on both a Centre wide and individual level to minimize the inherent risks to enrolled children and others who are identified as being susceptible to anaphylactic reactions due to individual allergy conditions. The intent of this Anaphylactic Policy and Procedures is to create a safe environment for all persons with severe allergy conditions.

This Policy and Procedure must be reviewed by employees, students and volunteers prior to commencing employment and annually thereafter. A written record of the review must be signed by the staff member as well as the person who made the review. This written record must be kept on file for at least two (2) years from the time of entry.

The Policy takes a practical and realistic approach to this matter. As the Centre and its employees cannot monitor and control all foods being brought into the Centre’s premises, the Policy does not guarantee that offending foods and substances will not be brought into the Centre. Rather, the aim is risk minimization. The success of risk minimization and management of the Policy will depend on the on-going involvement and vigilance of parents. Parents should teach their child about allergies, reinforce avoidance of allergens, and discuss all forms of treatment. It is the responsibility of the parent:

1. To provide the Supervisor with information about the allergy.
2. To ensure that a doctor’s note stating that there is an anaphylactic allergy is provided.
3. To provide a non-expired EpiPen and a case, fanny pack, or small l backpack that the child or employees can easily carry.
4. No food is acceptable or can be brought into the Centre for distribution to the entire group (i.e. for class birthday celebrations, or treats) The School House can provide for birthdays and events upon request.

The School House Early Learning Centre. Avoidance Strategies:

The School House Early Learning Centre will implement strategies that reduce the risk of exposure to anaphylactic agents in the rooms and common areas where a child is attending. Food Avoidance Guidelines for Children should include:

1. All food allergen children should only eat lunches and snacks that have been prepared for them at the Centre or provided by the parent as a substitute for foods on the menu.
2. There should be no sharing of food, food containers and utensils.
3. Hand washing is encouraged before and after eating.
4. Surfaces such as tables, toys, etc., should be washed clean of contaminating food and sterilized.
5. The use of food in sensory activities, crafts and cooking in programming needs to be restricted depending on the allergies of the child.
6. The content of foods needs to be clearly identified.
7. All employees purchasing, preparing and handling food should be instructed about measures necessary to prevent cross contamination during the handling, preparation, and serving of food, and should include a review of food labels to identify allergens. (Food Handlers Course)

**Treatment Strategies**

Accidental food ingestion can occur despite avoidance measures. Treatment must immediately be available for these emergency situations. Treatment Protocols:

1. Protocols need to be prescribed by a physician. EPINEPHRINE is the only drug that should be used in the emergency management of a child having a life-threatening allergic reaction.
2. If the child also requires a puffer or Benedryl in conjunction with the Epinephrine, written

 Permission by a parent and physician is required on the Child’s Individual Action Plan.

1. An Epinephrine auto-injector device (EpiPen) should be used because of its simplicity of use.

Epinephrine, and any other doctor prescribed medication specified on the Child’s Individual Action Plan, must be kept i n a location that is easily accessible and not in locked cupboards, drawers, or locked medical boxes.

1. All employees, students and volunteers with the Centre must know the location of the Epinephrine auto-injector device (EpiPen).
2. The Epinephrine auto-injector device (EpiPen) should be kept in the child’s classroom and readily available to all. The auto-injector must accompany the child during any time that the child is not in their classroom. The non-expired EpiPen and the Anaphylactic Action Plan must be kept in a case or small backpack that can easily be carried by the child or employee.
3. Adult supervision is mandatory regardless of whether or not the child is capable of Epinephrine self-administration.
4. All individuals entrusted with the care of the child need to have training on how to use Epinephrine auto-injector devices (EpiPen). This training will be given to the administration and all employees by the parents.
5. The parents should advise the employees on procedures to be followed if a child has an anaphylactic reaction. The employees shall sign that this training has been given.
6. Parents, upon registration, will be required to fill out a Medication Administration Form and an Anaphylactic Action Plan that allows the Centre to administer the required medications. These forms are to be updated as changes occur.

**Communication Plan**

The Plan will give general information on life-threatening allergies, including anaphylactic allergies, to employees, students, volunteers and parents. All employees, students and volunteers within the Centre will be made aware of a child’s information on life-threatening allergies and the foods and causative agents that are to be avoided; this will be done through written communication, verbal one-on-one communication or a staff meeting.

Information to parents regarding life-threatening allergies, including anaphylactic allergies. The School House Early Learning Centre’s Policy regarding anaphylaxis will be included in our Parent Policies and Procedures Manual.

An allergy chart listing all known allergies of enrolled children will be posted in food preparation areas, eating areas, and activity rooms. The School House Early Learning Centre Individual Action Plan

The Plan will give information on a child’s life-threatening allergies including anaphylactic allergies.

There will be an individual Plan for each child who has an anaphylactic allergy, filled out by a parent and posted in the child’s room.

A copy is to remain with the EpiPen, including the emergency procedures. The EpiPen and the Anaphylactic Action Plan are to be kept in a case or small backpack that can easily be carried by the child or employees. At registration the parent/guardian and physician of an enrolled child will be required to supply information on life-threatening allergies on an Anaphylactic Plan and a doctor’s note. The parent will review all of the information with the Supervisor prior to the child starting at The School House Early Learning Centre.

On each Anaphylactic Action Plan the following information should be included:

* 1. The child’s photo for clear identification of the child,
	2. A description of the child’s allergy,
	3. The monitoring and avoidance strategies,
	4. The signs and symptoms,
	5. Documentation of the first aid response, including any prescribed medications,
	6. Emergency contact information,
	7. The location and storage of Epinephrine auto-injectors/medications.

This Action Plan is to be kept near the attendance binder, posted in the room, kept with the EpiPen and in the child’s file. The Plan gives details informing all employees, students and volunteers, who are in direct contact with the child on a regular basis, of the type of allergy, monitoring and avoidance strategies and appropriate treatment.

The parent/guardian will be required to sign a consent that allows The School House employees to administer the allergy medication in the event that their child has an anaphylactic reaction. Employees, students and volunteers are preauthorized to administer medication or supervise a child while she/he takes medication in response to an anaphylactic reaction as directed on the Medication Administration Form and Anaphylactic Action Plan.

It is the obligation of the child’s parent/guardian to ensure that the information provided for the child’s file (Medication Administration Form and Anaphylactic Action Plan) is kept up-to-date with the medication that the child is taking. The School House Early Learning Centre administration will be responsible for ongoing staff, parent, student and volunteer education.

The education will include, among other things, training on how to understand the symptoms of an anaphylactic reaction, how to administer the EpiPen, proper hand washing techniques, and encouragement of the no sharing of food. The administration will arrange for annual mandatory reviews of this policy, prior to employment or involvement in the Centre and at any time in the year deemed necessary.

All individuals entrusted with the care of the child need to have training on how to use an epinephrine auto-injector device (EpiPen). This training will be given to the administration, either by a physician or a parent, on the procedures to follow if a child has an anaphylactic reaction.

**Symptoms of Anaphylactic Shock**

In the case of a child who has had an anaphylactic shock previously and who is exposed to a particular allergen, the occurrence of any of the following symptoms, in any combination, indicate anaphylactic shock:

1. Hives and itching on any part of the body.
2. Swelling of any body parts, especially eyelids, lips, face or tongue.
3. Nausea, vomiting or diarrhea.
4. Severe stomach cramps.
5. Dizziness.
6. Coughing, wheezing, or change of voice.
7. Difficulty swallowing or breathing.
8. Throat tightness or closing.
9. Panic or sense of doom.
10. Fainting or loss of consciousness.
11. Changes of colour.

Immediate administration of the EpiPen is required where a child who has had anaphylactic shock previously exhibits any of the above symptoms following exposure to a particular allergen. In situations where it is uncertain that anaphylactic shock is occurring, it is advisable to administer the EpiPen. There is very little chance of a reaction to the medication and any reaction is usually very mild, but there can be serious consequences if an anaphylactic reaction is occurring, and the EpiPen is not given.

No action for damages shall be instituted respecting any act done in good faith, or for any neglect or default in good faith, in response to an anaphylactic reaction in accordance with the Act, unless the damages are the result of an employee’s gross negligence.

Emergency Action:

As in the case of any potential crisis, advance planning will be helpful in successfully managing the event. In dealing with cases of anaphylactic shock, the emergency action is as follows: Get EpiPen and administer immediately.

1. Have someone call an ambulance and advise the need for an EpiPen.
2. Unless child is resisting, lay child down, tilt her/his head back and raise their legs.
3. Cover the child.
4. Reassure the child and remain with them.
5. Record the time at which the EpiPen is administered.
6. Have someone call the parent/guardian/emergency contact.
7. Even if symptoms subside, take the child to the hospital immediately.
8. If possible, have a staff member accompany the child to the hospital.
9. Provide ambulance or hospital personnel with a copy of the
10. Anaphylactic Action Plan for the child and the time at which the EpiPen was administered. Take all medication relevant to that child’s anaphylactic reaction (including the empty EpiPen).
11. Once the crisis has been dealt with, a Serious Occurrence must be filled out in accordance with the policy as outlined by MCYS.

I, do certify that I have verbally (Employees /Volunteer Signature) reviewed and understood the above Anaphylactic Policy and Procedure with on Katelynn E. Garvin. Sign Attached Form.

**How to Use an EpiPen**

1. Pull off grey safety cap.

2. Place black tip on outer thigh (always apply to thigh).

3. Using a swing and jab motion, press hard into thigh until Auto Injector mechanism functions.

Hold in place and count to 10. The EpiPen unit should then be removed and discarded. Massage the injection area for 10 seconds.

4. Once EpiPen is used, call 911 and go to the nearest hospital, even if the symptoms are mild or appear to

have stopped. State that additional Epinephrine (EpiPen) may be needed. Take the used unit with you to the Emergency Room.

**Regulatory Amendments- the Day Nurseries Manual Children’s Records**

The Medical Officer of Health can now inspect a child’s daycare records that show symptoms indicating ill health along with their Immunization records. We will continue to document in the child’s file any findings of ill health.

**Anaphylactic Policy Guidelines**

The regulatory amendment requires childcare operators to develop anaphylactic policies and procedures. This provision provides consistency with school policies and reduces the health and safety risks for children with severe allergies. Although procedures have already been in effect for some time in all our

Centres a new Policies and Procedures Guidelines and Regulations has been developed and added to the Staff Policy & Procedures. This will be reviewed with all employees.

**Child Health Insurance Identification Card Number**

The regulatory amendment eliminates the need for childcare operators to maintain a record of the child’s health card number. This is under the Personal Health Information Protection Act.

**Lockdown Emergency Procedure**

Initiate Lockdown Steps

1. All exterior doors will be locked, and a Lockdown sign posted
2. Take attendance. Note those who are absent
3. Remain calm and reassure the students that the emergency is under control
4. Continue regular classroom routines
5. Close windows and pull down shades or drapes
6. Turn off air exchange in school
7. Turn off cell phones and electrical devices
8. Inform students in the outdoor area to immediately return to the main building
9. All outdoor activities will be cancelled
10. Do not call the office for general information. You will be advised
11. Contact transportation to advise them of the situation
12. Prepare students for staying in a ‘Lockdown mode’ for an extensive period of time.
13. Only open exterior doors when an “all clear” is given

**Policy and Procedures Regarding Fire Drill**

1. Fire drills are conducted once a month.

2. Each staff member will be instructed as to her/his responsibilities in the event of a fire before commencing work for the first time.

3. Written Fire Procedures will be posted in a conspicuous place in each room, and will specify each staff member’s duties i n the event of a fire.

4. Each staff member is responsible for familiarizing her/his self with the above.

**Follow These Procedures:**

When the fire alarm is sounded:

1. Have the children stop what they are doing.
2. Calmly assemble at the nearest door.
3. Lead children out to the designated Fire Door Exit.
4. Take with you the attendance sheet and emergency cards.
5. Once outside take attendance.
6. Do not return to the classroom until the “All Clear” signal has been sounded.
7. Discuss the situation with the children once you have returned to the classroom.

**Emergency Procedures**

Fire drills are held monthly. In the event of an emergency that requires the evacuation of the

Centre, arrangements have been made to take the children to our alternative location. Every attempt will be made to notify you that an evacuation has occurred. However, you are requested to familiarize yourself with the location of this alternate site.

**Emergency Information**

Please advise us as soon as possible of any changes in your registration, and/or medical information and especially your telephone number. For your child’s safety, it is critical that your child’s emergency contacts be up to date at all times. Your child’s safety, in the event of an emergency, could depend on it.

**Parent Agreement**

I have read, understood and agree to abide by the policies written in this manual.

Child’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Once you have signed and returned this form, if you have any questions please see the Supervisor.

**Photography/Video Consent Form**

I hereby give my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ permission to be photographed.

**OR**

I hereby DO NOT give my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Permission to be photographed.

I hereby give my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ permission to be videotaped.

**OR**

I hereby DO NOT give my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_permission to be videotaped.

Parents Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Parents Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

**Late Fee Policy**

This will confirm that I have read and understood the late fee policy. I understand that I am responsible for paying the late fee if I or my designated person is late. I understand that child care services may be revoked if frequent lateness persists or late fees are not paid.

Parents Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Parents Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Name of Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SUNSCREEN CONSENT FORM**

Research shows that sun exposure during childhood and adolescence is strongly linked to the development of skin cancer later in life. Infants and children have thinner skin than adults, making them more sensitive to ultraviolet rays.

By signing below I give permission for The School House Early Learning Centre to apply sunscreen to my child.

I would like to make a payment of 4.00$ for seasonal sunscreen application provided by The School House Early Learning Centre \_\_\_\_\_\_\_\_.

Parents Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Parents Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

**PERMISSION FOR FIELD TRIPS**

I hereby give consent for my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to participate in excursions, within walking distance of the centre, under the guidance of the staff and volunteers of The School House Early Learning Centre

Parents Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Parents Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

**\*For Child’s File\***

**The School House Early Learning Centre Anaphylactic Parent Agreement**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**D.O.B.:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Agreement:**

**I, acknowledge and understand my participation and responsibilities in the Anaphylactic Parent Agreement and the Anaphylactic Action Plan. I, agree to execute reliably all information. I, hereby request and give my consent for the employees, students, or volunteers of The School House Early Learning Centre to execute the information provided and outlined on the plan.**

**In the event of an emergency, I authorize The School House Early Learning Centre. To administer the designated medication(s) and obtain suitable medical assistance. I agree to assume responsibility for all costs associated with medical treatment, and release The School House Early Learning Centre., its employees, students and volunteers, from any liability for loss, damage or injury, howsoever caused, to my child’s person or property arising out of the administration of the procedure as provided herein.**

**I agree that this information will be shared as necessary, with all parties in**

**Contact with my child at The School House Early Learning Centre.**

**Parent’s Signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor’s Signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The School House Early Learning Centre**

Insert Picture

Here

**Anaphylactic Action Plan**

Child’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child’s D.O.B.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. This child has a dangerous, life-threatening allergy to the following:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What are the child’s allergic triggers, if any:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Eating Rules: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Symptoms following exposure to a particular substance: (please check)

\_\_Hives and itching on any part of the body

\_\_Nausea, vomiting or diarrhoea

\_\_Severe stomach cramps Coughing, wheezing, or changes of voice

\_\_Dizziness

\_\_Change of colour

\_\_Fainting or loss of consciousness

\_\_Difficulty swallowing or breathing

\_\_Panic or sense of doom

\_\_Throat tightness or closing

\_\_Swelling of any body parts, especially eyelids, lips, face or tongue

Emergency Action:

1. Get EpiPen and administer immediately.
2. Have someone call an ambulance and advise the need for an EpiPen.
3. Unless child is resisting, lay child down, tilt head back and raise legs.
4. Cover the child and reassure the child and remain with them.
5. Record the time at which EpiPen was administered.
6. Have someone call parent/guardian/emergency contact.
7. Even if symptoms subside take child to the hospital.
8. If possible, have a staff member accompany the child to the hospital.
9. Provide ambulance/hospital personnel with a copy of the Anaphylactic Acton Plan for the

child and the time at which the EpiPen was administered.

1. Take all medication relevant to the child’s anaphylactic reaction (including empty EpiPen).

Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Once the crisis has been dealt with, a Serious Occurrence must be filled out in accordance

with the policy as outlined by MCYS. Child’s Emergency Contact information: (name, phone #, address including postal code)

1. What are the medications to be administered, what the quantities are and when they to be administered are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
2. \_\_Doctor’s Note Provided
3. Doctor’s Name
4. Phone number
5. Is the child able to administer its own medication: (Yes / No)

**Centre Use**

Avoidance Strategy for this child:

1. Where is their medication kept?
2. Parent/Guardian Name: (Please Print)
3. Employees Receiving Initial
4. Parent/Guardian Signature
5. Date Signed:

**Anaphylaxis Alert Poster**

1. Child’s Information:
2. Name:
3. Address:
4. Telephone
5. Home:
6. Cell:
7. Date of Birth (D.O.B.)
8. Life-threatening Allergies:
9. Health Card #:
10. Important Information:
11. Symptoms Include:
12. Location of EpiPen:
13. Contact Information:
14. Name:
15. Relationship:
16. Home #
17. Work #:
18. Cell #: