

# MCPS Parent Handbook

2023/24

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Please note a complete version of the Policy and Procedures can be found on our website. Digital Copies are also available by the Supervisor.



As a school, with unanimous support from our Board, we will not be opting-in to the CWELCC program due to the risks it poses to the sustainability of our entire Nursery program. We realize families will respond differently to this strategic decision.

## Table of Content

Welcome to McMurrich Co-op Playschool	4
MCPS Program Philosophy	4
Program Information (hours/registration/wait list policy/fees/withdrawal/ CWELCC opt out/excursions/child absence ect)	10
Staffing Reduced Ratio Policy	14
Parent Responsibilities within the co-op	15
Optional Duty Days	16
Snack Policy	18
Allergies and Anaphylaxis	18
Weather Policy	20
Playground Safety	20
Sickness	21
Health and Safety Policy	21
Medication Policy	23
Communicable Diseases	24
Prohibited Practices and Behaviour Management Policy	26
Contravention of Behaviour Management Policy	27
Procedures for Contravention	27
Process for Monitoring Compliance and Contravention Policy	28
Criminal Reference Check Policy	30
Supervision Policy for Volunteers, Participation Parents and Placement Students	34
Diversity Policy	36
Guidelines for Resolution of Incidents	37

Inclusion Policy	38
Parent Issues and Concerns	42
Emergency Situations- Eg. Lockdown/Bomb Threat ect	46
Appendix: Parent Roles	56
Appendix: Decision Making Authorities	60
Appendix: Duty Day Schedule	61
Appendix: Communicable Diseases Reporting	62
Appendix: Sample Individual Support Plan	66
Appendix: Volunteer Training	71
Appendix: Policy Confirmation	73

## **Welcome to McMurrich Co-operative Playschool**

The purpose of this handbook is to provide members of McMurrich Co-operative Playschool information about our program as well as roles and responsibilities of each member family. The policies and procedures outlined in this book reflect not only the philosophy of MCPS but also the legal requirements of Public Health and the Child Care and Early Years Act. Each member, employee, and volunteer (including duty day parents) of MCPS is required to read these policies and procedures before beginning duties and annually thereafter. The Child Care and Early Years Act requires that all members of MCPS submit a signed acknowledgment that they have read and understand all Policies and Procedures prior to beginning the program. Acknowledgement of each review must be dated, signed, and retained in MCPS records for two years.

The program supervisor reviews the policies with the Board of Directors and teaching assistants and volunteers review the policies with the supervisor. A copy of the Child Care and Early Years Act should be kept in the classroom and staff should be familiar with relevant policies.

### **About MCPS**

McMurrich Co-operative Playschool (MCPS) offers a morning program for children 2 to 4 years old. Our supervising (ECE) teacher is supported by a teaching assistant and occasionally by a duty day volunteer to supervise a maximum of 14 children. McMurrich Cooperative Playschool is licensed by the Ministry of Education. Our school is run by the co-operating families who make up the Board of Directors. MCPS is a member of the Parent Cooperative Preschool Corporation.

### **Our Program Philosophy**

MCPS was started by a group of neighborhood families interested in providing an opportunity in the community for pre-school children to begin socializing outside the home. Our co-op was incorporated in 1984. Our playschool is located within a public school, offering the children an opportunity to witness the larger scale of school life from the security of a small self-contained environment.

We believe that the world of a child should be one full of opportunities to create and explore in the broadest sense possible. MCPS provides a warm, loving, and secure environment in which children can explore their imaginations and develop their creativity and independence. Our program is designed to provide a gentle transition into the school years.

McMurrich Co-operative Playschool curriculum and teachers are focused on all aspects of a child's development - social, emotional, physical, and cognitive. Through positive reinforcement, we aim to develop and extend children's independence and self-esteem while fostering an understanding of what is socially acceptable.

### **Our Philosophy**

McMurrich Co-operative Playschool believes that children learn through play. The aim of our program is to provide an inclusive environment where every child, regardless of abilities, may have the opportunity to experience social, emotional, physical, and intellectual growth. We understand that children learn in many ways, so we offer a variety of learning opportunities during indoor / outdoor play, active play, and within all programmed daily activities. Our staff is dedicated to supporting this by delivering a caring and responsive program which focuses on active learning, exploration, play and inquiry.

Children are viewed as competent and capable; they are active participants in the program and, through observations, affect the programming that is being planned and implemented. Activities emphasize current skills and focus on furthering skill development. Staff encourages self-esteem, self-regulation, self-respect, and respect

for others with the intention that this will allow individual children and groups of children to interact in an appropriate manner.

At McMurrich Playschool it is integral that we foster and nurture trusting relationships and a sense of belonging with our children and families. We will do this by honouring and respecting all beliefs, cultures, languages, and experiences represented in our community. By including aspects of this in our programming, children will learn to care about others, understand other's feelings, cooperate, share, express opinions, resolve conflicts and develop self-worth.

McMurrich Co-operative Playschool staff endeavours to provide a stimulating program that offers services to children, families, and the community within the framework of the Child Care and Early Years Act. Our program planning is based on the document "How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014) which is organized around the following 5 areas of development:

- physical (gross and fine motor)
- social (awareness, respect, ability to share and cooperate)
- communication (verbal and non-verbal)
- self-esteem (self-awareness and positive self-image)
- cognitive (comprehension, problem solving and skill acquisition)

This document also lists four foundations that are considered essential to optimal learning and healthy development for children and are represented in our programming:

- belonging – a sense of connectedness to others
- well-being – focusing on the importance of physical and mental health and wellness
- engagement – being involved and focused through exploration, play, inquiry and skill development
- expression – (or communication) to be heard, as well as listened to (bodies, words, use of materials)

Our staff is knowledgeable, empathic, skilled and caring individuals who provide an educational curriculum based on ongoing observations of the children's play and interactions. They plan and create a positive, nurturing and creative environment which fosters learning and exploration.

We believe that capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children. In this respect, portfolios are created for each child, observations are available for review and reference, newsletters are distributed monthly, photographs are taken to document children's learning and activities and program plans are posted with our guiding document for parents' reference.

### **Our Strategies (Goals)**

The strategies used to achieve our program statement are guided by the work done on Ontario's Pedagogy for the Early Years ("How Does Learning Happen"). We understand that learning and development happens within the context of relationships among children, families, educators, and their environments.

As stated in our Philosophy, McMurrich Playschool understands that for children to grow and flourish, the four following foundational conditions need to exist:

- A sense of Belonging,
- A sense of Well-Being,
- Opportunities and support for Engagement, and
- Opportunities and support for Expression.

**We will adopt the following 11 strategies to create these conditions:**

- a) Promote the health, safety, nutrition and well-being of the children;

- b) Support positive and responsive interactions among children, parents, childcare providers and staff;
- c) Encourage the children to interact and communicate in a positive way and support their ability to self-regulate;
- d) Foster the children's exploration play and inquiry;
- e) Provide child-initiated and adult-supported experiences;
- f) Plan for and create positive learning environments and experiences in which each child's learning and development will be supported;
- g) Incorporate indoor and outdoor play, as well as active play-into the day, and give consideration to the individual needs of the children receiving childcare;
- h) Foster the engagement of and ongoing communication with parents about the program and their children;
- i) Involve local community partners and allow those partners to support the children and their families and staff;
- j) Support staff, home childcare providers or others who interact with the children at a child care centre or home child care premises in relation to continuous professional learning; and
- k) Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families.

#### **How We Will Meet Our Goals**

- a) All staff will promote the health, safety, nutrition and well-being of the children by:
  - providing a clean and safe environment
  - offering parents suggestions for snack based on Canada's Food Guide and accommodating any special dietary needs
  - access to drinking water throughout the day
  - limited transitions and reducing unnecessary disruptions to play
  - eliminating any environmental issues that may cause undue stress to the child
  - eliminating hazards that may cause injury or harm
  - all staff will be familiar with all information concerning any medical conditions, exceptionalities, allergies, food restrictions, medication requirements and parental preferences in respect to diet, exercise, and general care instructions
- b) All staff will support positive and responsive interactions among children, parents, childcare providers and staff by fostering collaborative and cooperative relationships that are based on trust.

#### **McMurrich Playschool will...**

- hire qualified, responsive and well-trained staff that support families as primary care-givers and understand the needs of children as individuals
  - promote a sense of belonging by including them in our programming by modeling positive communication and developing joint partnerships in learning
  - work collaboratively with parents and our community partners with the mutual goal of providing the best possible services to families and for children to meet their maximum potential
- c) All staff will encourage the children to interact and communicate in a positive way and support their ability to self-regulate by acknowledging that each child is competent, curious and rich in potential.

#### **Staff will....**

- support self-regulation which helps children with the ability to gain control of bodily functions, manage powerful emotions and maintain focus and attention
- provide positive learning environments and experiences that are focused on play-based learning
- encourage, support and foster children's communication and self-expression

- support the child's home language through books, signs and using familiar words to strengthen the child's overall language skills and build a sense of self
- model positive behaviors and provide stability and consistency throughout the daily program

d) All staff will foster children's exploration, play and inquiry by providing a variety of activities and an environment rich in content which:

- encourages choices
- focuses on active play-based learning
- provides opportunities to articulate ideas, construct, challenge and expand their understanding and learning
- uses and experiments with a variety of materials
- allows children to investigate, ask questions, solve problems and engage in critical thinking

e) All staff will provide child-initiated and adult-supported experiences by...

- using daily observations to plan and create programming and a positive learning environment that is based on children's interests and supported by the staff in the room
- introducing new ideas, interests, concepts, skills and experiences to expand on children's learning and experiences

f) All staff will plan for and create positive learning environments and experiences in which each child's learning and development will be supported by recognizing that the environment is considered the "third teacher" and "is valued for its power to organize, promote relationships, and educate. It mirrors the ideas, values, attitudes and cultures of those who use the space." (HDLH 2014 Malaguzzi, 1993)

- staff will organize the space depending on room composition /layout, make sure furnishings are appropriate and provide a variety of materials
- provide spaces (both indoor and outdoor) that invite investigation, imagination, thinking, and creating, problem solving and make meaning out of experiences
- ensure space contains interesting and open-ended materials that children can use in many ways
- provide opportunities for periods on long, uninterrupted play with few transitions which promote a calmer environment where children become more engaged
- provide opportunities for connections to and interactions with the natural world where children can explore, care for and interact

g) All staff will incorporate indoor and outdoor play, as well as active play into the day, and give consideration to the individual needs of the children receiving childcare by:

- planning for half hour of outdoor play (weather permitting) daily to allow children the opportunity to run, jump, climb, take turns and participate in group activities which promote good health, social skills and the development of coordination and strength
- planning for activities as an extension of the indoor play space by bringing indoor materials outside to enrich and extend learning

h) All staff will foster the engagement of and ongoing communication with parents about the program and their children by...

- maintaining relationships that are respectful, caring, empathic and trusting
- sharing knowledge with each other to ensure success of the child – parents / families are experts on their children, they know their children best and have influence on their learning and development
- taking into consideration each child's needs in respect to their family composition, values, culture and language – this enriches relationships between day care, families and community

- involving, including and inviting parents (and extended family) in various events and/or activities in our program
- offering opportunities for parent feedback and involvement which is used to improve our program and services
- providing monthly newsletters and sharing information / regular updates by email
- maintaining a website with current and relevant information for quick referenc

i) All staff will involve local community partners and allow those partners to support the children and their families and staff by involving and engaging local community partners in supporting children, families and staff. This will be seen in our program when...

- staff take children on community walks and visit our local pet store, bakery, fabric store, etc.
- local dentists are invited in to speak to the children about dental care
- staff invite our Community Police Officers to come in to speak to the children about safety
- information on available services in the community are posted on our Parent Board
- Resource Staff visit the centre and offer guidance and support to staff, children and families

j) McMurrich Playschool will support staff in relation to continuous professional learning by hiring qualified staff, offering competitive wages and opportunities for professional development and training through workshops, seminars, etc. We have non-discriminatory hiring practices and believe that all staff who are hired and work here are valuable and crucial to the success of our program. All staff are respected, supported and treated fairly.

In turn, staff...

- foster children's inquiry and creativity
- plan their program based on their daily observations and children's interests
- plan for and create positive learning environments and experiences which support a child's learning and development
- work closely with children (and parents) to extend learning by encouraging children to build upon their existing knowledge
- recognize and support the uniqueness of every child, engage with children as co-learners during play, provoke their curiosity and guide positive interactions, support emotions in a positive way, know when to intervene and stimulate thinking

Staff will commit to regularly reflect on practices as they engage in new learning experiences, both individually and with colleagues. Staff will commit to building and maintaining a climate of trust, honesty and respect in the workplace, working collaboratively in order to provide a safe, secure, healthy and inviting environment for all children and their families, building and maintaining healthy professional relationships that encourage growth and offering support and mentorship.

### **Documenting and Reviewing**

k) McMurrich Co-operative Playschool will document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families. McMurrich Playschool understands that pedagogical documentation is a way for our program staff to learn about how children think and learn.

- All staff, students and volunteers will read the Program Statement and sign off on it...
  - i. Prior to employment
  - ii. Prior to interacting with children
  - iii. When the statement has been changed or modified
  - iv. On an annual basis
- The Supervisor, once confident that the staff, students, volunteers fully understand and are aware of their responsibilities and implementation of the Program Statement, will review all sign-offs and sign the review sheet to indicate that the process has been completed. These records will be kept for 3 years.
- Our classroom will maintain a binder containing observations, plans and documentation to support their understanding of the program statement.



->Copies of the documentation, relevant to each child, will be shared with that parent or guardian

The staff will reflect on *How Does Learning Happen?* by...

- working through the reflection exercises in the document (p. 28 HDLH, 2014)
- reviewing their observations and engaging children in meaningful activities
- maintaining communication with parents
- building trusting relationships with the families in our centre

The Supervisor will meet on a regular basis with program staff to establish a clear understanding of the Program Statement, to support staff in their delivery of the Program Statement and to assist staff in self-reflection. The Supervisor will view each staff as competent and able and will ensure that they are heard and respected, have time to reflect on their performance, their contributions to the environment and the growth and development of each child in their care. The Supervisor will observe staff in their daily interactions with the children to ensure that they align with our Program Statement and beliefs around positive adult-child interactions.

In the event that the Supervisor, observes or is made aware of any practice that in contravention of our Program Statement or any of our other Policies and Procedures, the issue will be addressed with the staff member according to the strategies outlined in our Disciplinary Policy.

In addition, all Early Childhood Educators have made a commitment to abide by the standards of their profession as set out in the College of Early Childhood Educators Code of Ethics and Standards of practice. All Early Childhood Educators hold themselves accountable and will use the Code of Ethics, the Standards of Practice and the CCEYA to guide their decisions and performance.

McMurrich Co-operative Playschool endeavours to provide a program that promotes children's growth in all areas of development and wants to ensure that they have a safe and positive learning experience while in our care.

References in this document are from:

How Does Learning Happen? Ontario's Pedagogy for the Early Years 2014  
The Extended Day Program – Ministry of Education, Ontario  
Child Care and Early Years Act, 2014

Reviewed and Approved by McMurrich Co-op Playschool's Board of Directors  
Jan 10, 2023

## Our Program

At McMurrich Co-operative Playschool (MCPS) each daily session follows a loose routine that enables children to familiarize themselves with school life. Each day includes the following:

- Free Play (sensory, cognitive, language, fine motor, blocks, dramatic play, crafts-ect)
- Circle time including music, stories, games and conversation
- Snack Time
- Bathroom time
- Outdoor play (weather permitting)

Children spend a good portion of the day playing, during which they are encouraged to play cooperatively and openly communicate their needs and interests.

**Please see Appendix: Detailed Class Schedule**

## Location and Contact Information

McMurrich Co-operative Playschool is located in the McMurrich Junior Public School.

Address: 115 Winona Drive, Toronto, M6G 3S8

Phone: 416-653-7557

Website: [www.mcmurrichplayschool.ca](http://www.mcmurrichplayschool.ca)

## School Term and Hours

McMurrich Co-operative Playschool operates from September to June, 8:45 until 11:45 a.m. MCPS is closed for the same holidays as the public school and we also remain closed during professional development days.

## Registration and Fees

Registration is on a first-come, first serve basis. Priority is given to families with children who are currently enrolled, followed by alumni siblings and new families. MCPS begins pre-registration in January of each year on a date or dates set by the registrar. In December of each year, the registrar will notify parents of the upcoming pre-registration date. In order to pre-register for a space in September of the following year, parents are given one (1) month in which to reply from the date of notice if they wish to re-enroll their child or enroll a sibling. All families, including returning families, must complete a pre-registration form that includes a **non-refundable** programming and registration fee. The fee is \$150 for new families and \$100 for returning families. This fee is **only** paid when you have officially confirmed that you will accept the spot for your child to attend the Playschool.

### Each member family must also provide:

- A record of child's immunization or photocopy of immunization card.
- An acknowledgment that parents have received and read the MCPS policies and procedures as well as the McMurrich Public School Rules.
- **Fees for the year; first and last month's fees are to be paid in June (non-refundable) and post-dated cheques are required for the remaining months of the year.**
- If necessary, any forms related to the administration of medication and/or anaphylaxis emergency plans.

## **Immunization**

MCPS is required to keep a record of the immunizations administered to each child as well as parents/caregivers who are volunteering in the classroom. Those required are red measles, mumps, rubella (MMR), *Haemophilus influenzae* B (Hib) and the initial Quad series (diphtheria, pertussis, tetanus, and poliomyelitis). We require a signed health form from the parent noting the date and type of immunization before the child will be admitted to the Centre.

## **Wait List Policy:**

McMurrich Playschool is aware of the shortage of child care spaces within our community and of the frequent long wait periods to gain access to child care. We aim to develop a wait list policy and practices that are transparent, fair and consistent.

McMurrich Playschool's wait list will be made available, upon request, to any member of the public, free of charge.

*Only the registration number will appear on the public wait list in order to protect the personal information of the family.*

McMurrich Playschool will form a wait list when full enrolment has been reached in the Centre. To gain access to the wait list, families must complete a registration form by contacting the Centre to provide the required information. Parents do not have to pay a fee in order to be on the wait list. The application form will require the following information:

- Child's name and date of birth
- The date required for care
- Contact information (parent/guardian's name, address, telephone number, email address, etc.)

**[[\*]] Please Note: All personal information will remain confidential and the family will be given a registration number that they will be able to use to track their position on the wait list.**

### **Wait List Organization:**

When McMurrich Playschool receives a registration form, it is filed for the wait list. The wait list is organized using the following information:

- Inquiry date
- Registration date
- Date required for care
- Age group

## **Wait List Management:**

To ensure that families gain access to McMurrich Playschool's programs in the shortest time possible, the following practices are put in place:

1. The date of registration on the wait list will reflect the date the registration form was received by the Centre.
2. A family who refuses a space the first time it is offered or fails to return a first call within one week will retain its priority on the wait list.
3. A family who refuses a space when offered a second time or fails to return a second call within one week will be placed at the end of the wait list.

4. A family who refuses a third offer for a space or fails to return a third call within one week will be withdrawn from McMurrich Playschool's wait list. Once withdrawn from the wait list, a family must forward a new registration form to the Centre to be placed on the wait list.

**It is the family's responsibility to contact McMurrich Playschool to bring changes to their contact information.**

**[[\*]] Please Note: Families will be removed from the wait list upon the following reasons:**

- At a family's request
- Child is over 4yrs of age
- Contact telephone number is no longer in service and an update to the contact information was not provided by the family

**Offer of Space:**

When a space becomes available, the family at the top of the wait list will be contacted, whether it's a 5 or 3 or 2-day spot. Once a child is registered, it may be possible to increase days as they become available. The family will either accept the child care space (start the child in the Centre or pay the tuition until they are ready for their child to start) or decline the spot, in which case McMurrich Playschool will go to the next child of the appropriate age on the waiting list.

Due to these factors, McMurrich Playschool cannot guarantee or predict a start-date at the time of application.

**Policy Review:**

McMurrich Playschool will review this policy annually, or as required by employees, volunteers and/or students.

**BOARD OF DIRECTOR LETTER – CANADA WIDE EARLY LEARNING CHILD CARE PROGRAM (CWELCC)-**

Dear Families,

Thank you for your patience as we've spent many months poring over the ever-changing documentation, policies and guidelines for the Canada Wide Early Learning Child Care program (CWELCC). As a school, with unanimous support from our Board, we will not be opting-in to the CWELCC program due to the risks it poses to the sustainability of our entire Nursery program. We realize families will respond differently to this strategic decision.

**WHAT HAPPENS NOW?**

The Ministry of Education for the Early Years sector has stated once the school's decision has been shared with parents, a 30-day window opens where you can withdraw your child from McMurrich Co-operative Playschool to pursue another option, without financial penalty. Therefore, parents have until **April 1, 2023** to contact: Cathy Rubino at supervisor\_mcmurrichplayschool@hotmail.com and indicate in writing that they are withdrawing their child due to the school's decision regarding the CWELCC program. Please note, if you choose to withdraw from the school, new applications to return at a later date will not be given priority.

This decision has weighed heavily on the board for the last several months and we have invested a remarkable amount of time exploring all kinds of avenues, along with thoroughly understanding all aspects of the CWELCC program. If you do have further questions, you can email me at, supervisor\_mcmurrichplayschool@hotmail.com but please trust that the best decision for the school and the continuity of your child's Nursery experience has been made.

Sincerely,  
Cathy Rubino  
Supervisor

### **Tuition Fees**

The monthly cost for a child attending MCPS is:

Five mornings per week = \$580

Three mornings a week = \$380

Two mornings a week = \$290

\* Please note fees may change without notice.

### **NSF Cheques**

MCPS is a non-profit organization and depends on prompt payment of fees. Fees are to be paid by post-dated cheque at the beginning of each month. Parents will be responsible for paying any additional charges on cheques returned NSF; the charge is \$25.

## **Withdrawal**

### **Probationary period**

A period of 6 weeks is allowed for a child to settle into the school routine. If during this period, it is determined by the parents, teachers or the Board that the child is not settling in he/she may be withdrawn without future penalty, i.e., payment must be made only for the pre-paid June fees and the months the child has attended.

### **Withdrawal prior to February 28**

One calendar month's notice of withdrawal must be given to the Registrar in writing in order to refund the balance of the year's fees (excluding June). This month's fees must be paid even if the child is no longer attending.

In the case of withdrawal, post-dated cheques will be returned effective the month following written notice.

### **Withdrawal after March 1**

As it is too late in the year to fill a vacancy during this last phase, the balance of the year's fees will not be refunded.

Fees will not be refunded in case of absence due to illness, travel or other temporary reasons (exceptional cases will be considered), or when the school is temporarily closed due to emergency conditions.

## **Clothing**

Children should have an extra set of clothes in their cubby at school. This should include shirt, pants, underwear, socks, sweater/sweatshirt and indoor shoes during the winter months. If your child is still in diapers, be sure to keep their cubby stocked with diapers and wipes. The children play outside each day (weather permitting). Ensure your child has adequate weather appropriate clothing.

## **Excursions**

The supervisor approves all trips. For neighborhood excursions, advanced notice will be provided by email and/or newsletter. For major trips, a written plan, including such details as destination, times, number of children, transportation, etc., will be available to parents. In addition, for major trips parents will be given advanced notice and their consent will be requested on the appropriate form. All transportation except public transit vehicles and school buses must have seatbelts.

## **Pick-Up**

Employees cannot allow a child to leave MCPS with a person whom they do not know unless authorized by the parent to do so. If someone other than a parent is to pick up the child, parents must notify the staff in advance. Please make sure you pick your child up on time. If you are running late, call the teacher to advise them of your estimated time of arrival. There is a 5-minute grace period. If there is a re-occurring late pick-up after 11:50, the member will be charged \$5.00 and \$1 per minute thereafter.

When picking up your child, please wait at the door and the teacher or supervisor will bring your child to you.

**The gate must remain closed at all times.**

## **Child Absence**

Please notify MCPS by 9:00 a.m. if your child is sick or is to be absent for one or more days. If your child is not coming in because of illness, it is also important to notify the supervisor about the sort of illness your child has contracted. This will help staff to identify symptoms in other children with whom your child has come in contact. Refunds are **not** given for days on which your child is absent, whether due to sickness or vacation, nor do we facilitate make-up days.

## **Staffing: Reduced Ratios Policy**

*The Child Care and Early Years Act, 2014* mandates minimum staffing requirements, and McMurrich Playschool works not only to meet these requirements, but to surpass them when possible and appropriate.

McMurrich Playschool recognizes that children arrive and depart from our Centre at different times, and therefore, attendance may fluctuate greatly during these time periods. The reduced ratio provision allows McMurrich Playschool flexibility with regards to staffing requirements during arrival and departure times; as well as during non-active rest periods (a reduced ratio will be scheduled during this time so that staff may have a meal-break), as long as the children are adequately supervised.

At no time, will the reduced ratio be less than two-thirds ( $2/3$ ) of the required ratio, and it does not apply in respect to a licensed infant group, or during outdoor play periods.

### **Reduced Ratio Guidelines**

Programs that operate for less than six (6) hours a day (i.e., before- and/or after-school programs), the period of arrival will not exceed thirty (30) minutes after the opening of the Centre, and the period of departure will not exceed thirty (30) minutes before the Centre closes.

- Toddler ratios are no less than 1:8
- Preschool ratios are no less than 1:12

McMurrich Playschool will always ensure that, the appropriate numbers of adults are on site, available and accessible to each classroom operating at a reduced ratio.

### **Calculation of Reduced Ratios**

The staff to child ratio is converted into a fraction and multiplied by two-thirds ( $2/3$ ).

Example:

- A preschool group has a staff to child ratio of 1:8 – as a fraction, this becomes  $1/8$
- This fraction is then multiplied by  $2/3$ — $1/8 \times 2/3 = 2/24$  or  $1/12$
- This means that during periods of arrival, departure, and during the rest period, one (1) staff member is required for up to twelve (12) preschool children, and a second staff member will be required as soon as thirteen (13) preschool children, or more are present.

### Reduced Ratios

Licensed infant groups children under eighteen (18) months) will always maintain full staff-child ratio (3:10).

Name of Age Category	Number of Children in Room	Number of Staff Required
Toddler	1-8	1
	9-15	2
Preschool	1-12	1
	13-24	2

\* Reduced ratios are not possible for Junior School Age groups as the maximum group size set out in Ontario Regulation 137/15 only requires one (1) staff per group.

### **Respecting our Relationship with McMurrich Public School**

McMurrich Co-operative Playschool is a member owned co-operative that exists independently within McMurrich Public School. Ours is a tenant/landlord relationship and ultimately, we are guests in the school. It is important we follow the rules of the school in general as well as those that we have specifically been requested to follow. Most of these rules are in place for reasons of safety. They include the following:

- DO NOT use the front doors or any entrance other than the one nearest the playschool.
- DO NOT leave the door propped open, even for a short time. The school is kept locked for the safety of the students.
- DO NOT bring strollers inside and leave them on the landing or at the bottom of the stairs, even for a short time. This is a fire regulation. In exceptional circumstances a stroller may be folded up and stored inside the classroom.
- DO NOT change diapers in the washrooms. This is a Public Health issue.
- DO NOT allow children to play in the hallway outside of the playschool. This is a safety issue.

### **Diapering and Use of School Washrooms**

Diapers and pull-ups can be changed in the classroom in the designated diapering area or school washroom. The diapering area in the classroom is for diapering only and the dedicated hand sink must be used for diapering. Diapers must be changed on the change table in the diaper area; children are not to be changed on the floor. Each child's supplies must be stored separately and labeled. Diapering guidelines are posted in the classroom.

Older children are escorted to the school washroom by a teacher. The teacher must do this while maintaining ratios. If the teacher in classroom is not within ratio, the other teacher will maintain ratio by escorting extra children to the washroom.



Adults must use the staff washroom located on the first floor across from the kindergarten class. You must wear a 'visitors tag' which is hanging near the light switch in the playschool classroom. Use staff washroom at all times.

### **Parent Responsibilities within the Co-op**

McMurrich is a parent run co-operative; our parents are responsible for everything from sitting with the children at snack time to managing the budget. This level of involvement provides parents with a unique opportunity to have direct input into creating the environment they want for their children. Parents are required to be actively involved, both by helping to run the organization that operates the playschool and by helping in the classroom. Being part of a co-operative calls for a little time and energy, but the rewards are well worth the investment. All roles and responsibilities are streamlined and require truly little work.

Each member family will participate as a member of the executive board or one of our committees (social, maintenance, program enrichment or fundraising) and is expected to participate as an active member within their selected group. MCPS members are also required to attend the September annual general board meeting to discuss the operations of the playschool, assist with fundraising; sign up for three clean-up nights and participate in optional duty days.

#### **A representative of each member family will:**

- Complete and submit all required forms and fees.
- Participate as a member of the executive board or one of our committees (social, maintenance, program enrichment or fundraising).
- Attend our annual general board meetings to discuss the operations of the playschool in September.
- Assist with fundraising.
- Sign up for 1 clean-up day.
- Participate in optional duty days

At MCPS parents and teaching staff work together to achieve common goals – the most important of which is to provide a happy, satisfying playschool experience for our children. If you have questions or concerns, ask the staff, contact any board member or attend one of the regularly scheduled monthly board meetings. Board meetings are open to parents and provide you with an opportunity to share comments address concerns and offer suggestions for improvements.

For a list of parent roles and descriptions, including executive and committee roles, please see-

**Appendix: Parent Roles.**

For information about who is responsible for making decisions at MCPS, including members, staff and the executive board, please see-

**Appendix: Decision Making Authorities.**

### **Optional Duty Days**

One parent or caregiver from each family can participate in an optional duty day at the school, assisting teachers for the morning. This duty day is optional and flexible, and parents/caregivers can volunteer when it is convenient for them. Each family is unique and may need flexibility with duty days- perhaps they have a newborn- or they need to take time off work. Whatever the reason, we are flexible. Parents decide when they would like to do a duty day in collaboration with the Supervisor.

You will be assisting the teachers for the morning. Teachers will provide guidance regarding the areas and tasks where they need support. There are lots of opportunities for involvement and parents are encouraged to take part in the ongoing activities in their child's classroom throughout the year.

Parents are permitted to bring a younger sibling with them on their duty day. If the younger sibling will place demands upon the parent which will prevent them from effectively carrying out their duty day responsibilities, it is recommended that the parent make arrangements for an alternate or additional parent to attend on the duty day.

An outline of a typical duty day can be seen in- **Appendix: Duty Day Schedule**

**Duty day responsibilities include:**

- Supervising children during free play inside and outside
- Assisting children with taking off outdoor shoes/jackets
- Wiping down (disinfecting) tables before and after snack time
- Placing snacks on tables for children
- Wash hands of children as they finish eating.
- Sweeping, mopping and vacuuming as required
- Washing/disinfecting toys
- Participating in classroom activities such as circle-time and playtime
- Following all posted public health guidelines related to cleaning and sanitizing
- Following all posted policies and procedures related to behavior management

It is the responsibility of parents to follow all Public Health guidelines; wash your hands regularly, especially after wiping noses, assisting children in the bathroom and playing with water. Never leave children unattended and always adhere to MCPS policies and procedures. Please be on time and prepared to stay for the entire program (8:30 until 11:45).

**Discipline**

All member parents, volunteers and placement students are required to fulfill the roles and responsibilities, adhere to the policies and procedures and follow the directions and guidelines of MCPS. Failure to do so could result in penalty fee(s) and/or disciplinary action, up to and including dismissal from the co-op at the discretion of the board of directors.

The philosophy of MCPS is one of fairness and openness and parents, members and placement students can expect to receive supportive and constructive criticism. MCPS is committed to resolving conflict and if disciplinary action is required the following steps will be taken:

- Performance review
- Verbal warning
- Written warning
- Suspension

In a situation where placement students are involved in a breach of discipline the school/college/university would be contacted and the discussion may result in withdrawal from the placement.

At MCPS parents and teaching staff work together to achieve common goals – the most important of which is to provide a happy, satisfying playschool experience for our children. If you have questions or concerns, ask the staff, contact any board member or attend one of the regularly scheduled monthly board meetings. Board meetings are open to parents and provide you with an opportunity to share comments address concerns and offer suggestions for improvements.

## **Snack Policy**

Families must provide a snack and water or juice for their children. Canada's Food Guide provides that snacks should include food from at least two food groups. The following are sample menu items for snacks:

- Vegetables & Fruit
  - Fresh fruits and vegetables
  - 100% fruit juice
  - Salsa
  - Salads
  - Unsweetened fruit sauces
- Meat & Alternatives
  - Seeds
  - Beans
  - Sliced meats
  - Tuna, salmon
  - Eggs
- Milk & Alternatives
  - Milk (2% M.F. or less)
  - Fortified soy beverage
  - Cottage cheese
  - Cheese
  - Yogurt
- Grain Products
  - Mini rice cakes
  - Cold cereal
  - Plain cookies, eg., graham wafers, animal crackers, oatmeal
  - Crackers
  - Whole grain muffins or bagels

McMurrich does not provide refrigeration for snacks. Parents may keep perishable foods chilled with an ice pack in the lunch bag. Please note MCPS has emergency snacks on hand when a snack is forgotten at home.

**At the beginning of the year the supervisor will work with the parents of children with allergies and food sensitivities to provide a list of acceptable and restricted foods.** Allergies can be life threatening so please be aware of the foods on this list and do not send any restricted foods (this includes snacks as well as food children may be eating when they arrive in the morning). Do not send craft supplies or any food to be shared among the children. TDSB schools are nut free and no nut products are permitted at MCPS, including products with labels that say "may contain traces of nuts" or "made in a facility that processes nuts". If you have any questions about foods that may or may not be permitted, please speak with the supervisor. All foods should be labeled with children's names.

## **Allergies and Anaphylaxis**

Anaphylaxis is a serious allergic reaction and can be life-threatening. If allergies are anaphylactic or life-threatening the supervisor and parents will work together to complete an Anaphylaxis Emergency Plan. This plan includes a recent photograph of the child, parental signature and instructions regarding actions to take in event of anaphylactic reaction. All staff and volunteers must review this plan before interacting with children and sign off. The plan must be updated annually or as necessary.

Staff, duty parents and volunteer will complete an awareness session including a demonstration on the use of the EpiPen. This procedure will be reviewed each time a new child with an EpiPen is enrolled at MCPS. MCPS requires the written consent of parents/guardians to allow staff to administer the EpiPen in the event of an anaphylactic reaction. Staff cannot administer non-prescription medication (such as Benadryl) unless the child's doctor signs a Non-Prescription Medication form.

It is the responsibility of MCPS members to ensure that:

- Staff is informed of their child's allergies.
- Medical forms and an anaphylaxis emergency plan are completed.
- Staff is notified with a letter signed by the child's doctor if the child has outgrown an allergy or no longer needs an EpiPen.

It is the responsibility of MCPS to ensure that:

- Children at risk are identified.
- Strategies are in place to minimize the potential for accidental exposure.
- Staff, students and volunteers are trained to respond to an emergency situation.

### **Anaphylaxis Treatment Protocol**

1. One person stays with the injured child at all times (E.C.E.)
2. One person goes for help (Duty Parent if applicable)
3. E.C.E removes other children from the area (if needed).
4. E.C.E with the child is to administer epinephrine at the first sign of reaction however slight (e.g. itching or swelling of the lips)
5. Call 911 and contact the child's parents. E.C.E must remain with the child until Parent arrives. If ambulance arrives before parent, E.C.E will accompany the child to the hospital.

**Note time of administration.**

### **Location of EpiPens**

EpiPens are to be stored on the fridge or in the outdoor bag which accompanies the supervisor at all times (outside, field trips etc.). A copy of the Anaphylaxis Emergency Plan will also be kept in the outdoor bag.

### **Reducing Risk of Exposure**

When an anaphylactic condition exists, MCPS will endeavor to reduce the risk of exposure by implementing the following:

- Employees, volunteers and placement students will be aware and avoid bringing items from home with causative agents in them.
- As part of our communication plan, a letter will be given to all families and employees, volunteers and placement students to make them aware of the life-threatening allergy that exists and the need to avoid foods or other causative agents being brought into the Centre.
- An allergy list including the child's name and allergy are posted in,

- all areas of food preparation and consumption
- all play areas and play rooms (including outdoor play areas)
- all other areas where children may be present
- The child's Individual Anaphylactic Plan will be included in the child's file and this plan will be revised as necessary.
- Children in the Centre are to be made aware of any allergies through group discussion.

## Weather

Children are expected to be dressed appropriately for the weather and prepared for outdoor play. In circumstances of extreme weather, outdoor time may be shortened or cancelled.

### **Cold-weather guidelines:**

- Outdoor time will be **cancelled**, and children kept indoors for weather conditions such as rain, lightning in the area, extreme winds of >35 km/h, ice, and extreme cold temperature with wind chill measure below -15C.

Cold weather dress: Ensure children are dressed warmly, covering exposed skin: insulated boots, winter weight coats, snow pants, mittens, hats, and neck warmers.

### **Hot-weather guidelines:**

- Outdoor time will be **cancelled**, and children kept indoors on days when the city issues a heat or smog alert, or the temperature exceeds 35C, wind speed is >35 km/h and if there are localized thunderstorms.
- Outdoor time will be **limited**, and water will be provided if the temperature reads between 30C and 35C. In addition, we will avoid spending time outdoors after 11 a.m. when temperatures and UV radiation are most intense.

Hot weather dress: Ensure children wear a wide brimmed hat, UV protective sunglasses, light and loose-fitting clothing, and sunscreen (SPF 15 or higher). **Please apply sunscreen prior to coming to school.**

If the closing of MCPS is necessary because of bad weather conditions, we will contact all parents and ask for their cooperation in picking up their children. The supervisor has both the authority and responsibility to make the decision in the best interest of the children.

## Playground Safety

Outdoor play offers children the opportunity to work on gross motor skills and forms an integral part of their development. Outdoor time must be carefully supervised to ensure the safety of the children. Staff will complete daily inspections of the playground to ensure the area is clear of hazardous debris, litter, animal droppings and broken equipment. Both gates in the playground must be securely fastened at all times and adults' position themselves around the playground to ensure all areas are observed. Periodic headcounts ensure that all children are accounted for.

Staff will ensure that playground equipment is regularly inspected, and the safety of the children is their first priority. If an injury does occur staff will follow procedures for accidents and make sure the incident is followed up with an accident report and kept in the child's file.

## Playground Safety

The following regulations apply to MCPS playground:

1. All playground equipment must meet CSA standards, confirmation of compliance with CSA standards will be kept in writing in the Centre.
2. Playground injuries will be recorded using an Accident Report and stored in the child's file.
3. Staff will complete daily inspections of the playground to ensure the area is clear of hazardous debris, litter, animal droppings, broken equipment and needles.
4. Supervisor will complete a monthly inspection and keep copies in file.
5. Supervisor will complete inspections in spring and fall to ensure that all equipment is in good order.
6. Any issues or deficiencies will be escalated to the Board and shared with other childcare centres and school that use the facilities.
7. Playground will be inspected annually by a Certified Playground Inspector. In the past, Sprouts Day Care has ordered the inspection and shared a copy with MCPS for our records. Any issues must be reported to the Board of Directors.

All reports are kept on file in the centre.

## Sickness

We recognize that health is a complex issue in a child care centre. Many of our families rely on the centre for childcare and have other commitments. We need to ensure, however, that all children in the program feel physically well enough to cope with the daily routine and are protected from contagious diseases. Our policy provides parents with guidelines on when to keep your children out of the program. You can also be guided by the advice of the supervisor and your child's doctor. Our basic guideline is that children should not attend the program if they have any of the following symptoms:

- Serious diarrhea. If a child has two or more such movements during the day, they should leave the program.
- Serious, unexplained vomiting.
- Extensive and unexplained rashes.
- Paleness, flushed face or constant crying.
- Yellow discharge from the eyes, crustiness around the eyes, puffy or red eyes.
- Severe respiratory distress.

These signs and symptoms are obvious and indicate that your child is ill. During those times that it is more difficult to determine if the child should be at school, for example, a slight cold or the end of an illness parents and teachers are asked to use reasonable judgment.

There may be times that a child is not showing signs of a definite illness but does not seem able to handle the stress of the day. In these instances, it will be the decision of the supervisor or delegate as to whether the child should be taken home. **Children should be symptom free for a minimum of 24 hours before returning to class.**

## Health and Safety Policy

This policy has been designed to ensure the good health and safety of all the children who attend the McMurrich Cooperative Playschool. Children will not be accepted at the Centre if they are unable to

participate in all the routines. All health records, immunization and medical forms must be completed before your child will be accepted in the centre. Immunization must be always kept up-to-date. If you do not wish your child to be immunized, you can obtain an affidavit from a Notary Public and you must be willing to follow the steps outlined when contagious illnesses are present in the centre. Any Boosters, etc., must be recorded at the Centre.

We ask that you please keep your child at home if he/she has, or is suspected to have, any of the following:

- A fever, temperature over 38, child must be symptom free for 24 hours
- Diarrhea or Vomiting, child must be symptom free for 24 hours
- Unexplained rash (must be checked by a doctor and a note must accompany child's return)
- Red, puffy eyes and/or yellow or green discharge from eyes, nose, ears
- Paleness or flushed face
- An ear infection
- A contagious disease (until a doctor declares the child to be no longer contagious)
- Streptococcal Sore Throat/Scarlet Fever, child must be on antibiotics for 24 hours
- Head lice, child should be kept home until treated with medicated shampoo and all nits removed
- Ringworm, child should be kept home until treatment recommended by doctor has started (at least 24 hours) and lesions should be kept covered when your child is in the childcare centre.
- Common cold, child should be kept at home when symptoms like a runny nose, coughing/sneezing or fever are evident. Your child should not return to the childcare centre until the symptoms are mild and your child is well enough to take part in all the centre's activities.

A doctor's note must accompany the child's return, if the child has been absent due to illness for more than three consecutive days.

The above signs and symptoms are fairly obvious and indicate that the child is ill. Unfortunately, there are other times when it is difficult for a parent to determine if the child should be at the Centre. A slight cold or the end of an illness is two examples. In such instances a general rule to determine whether the child is well enough to be at the Centre is this:

If the child is too ill to participate in any part of the program, both indoor and outdoor, the child is too ill to be at the Centre.

Parents will be notified if their child becomes ill or if for some reason their child is unable to participate in the program. It will be the decision of the Supervisor on such occasions as to whether the child should be taken home. Please understand that the staff has the health and welfare of your child as their primary concern when they contact you at work. Once notified, it is expected that parents pick up their child promptly.

This policy is also designed to ensure that the health of the other children in the Centre is safeguarded. High health standards must be maintained at all times in order to minimize any spread of infection.

A note will be posted on the Parent Board if a contagious disease occurs at the Centre. Parents will be informed of the disease, the incubation period, symptoms to watch for and the usual treatments. Communicable Diseases will be reportable as per current Public Health Communicable Disease Reporting guidelines – current list posted in office.

## **Medication**

The classroom supervisor will give all medication. Parents must indicate their consent for the supervisor to administer any medication prescribed by a doctor by signing the medicine log at MCPS and discussing with the supervisor the timing and dosage of the medicine. Medication must be in the original container with a prescribed label intact. All medication is to be kept inaccessible to children.

Any medication recommended by a doctor, whether it is prescription or non-prescription, must remain at the centre at all times. It cannot be taken home and returned each day. The supervisor cannot administer non-prescription medication without the written consent of the child's doctor.

## **Medication Policy**

McMurrich Cooperative Playschool will administer a prescription and or/non-prescription drugs according to the following policies and procedures:

1. A written procedure is established by a legally qualified medical practitioner or a nurse registered under the Health Disciplines Act for
  - a. the administration of any drug or medication to a child in attendance in a day nursery
  - b. keeping record with respect to the administration of drugs or including those required under the Narcotics Control Act
2. The drugs and medications are stored as directed in designated locked container in cupboard or refrigerator.
3. One person in each childcare centre is in charge of all drugs and medication and that all drugs and medications are dealt with by that person or designated by that person.
4. Drugs and medication are administered to a child only where a parent of the child gives written authorization (medication form is completed) for the administration of the drug or medication, and that included with the authorization is a schedule that sets out the times that the drug or medication is to be given and the amounts to be administered. Parent signature must be on the medication form.
5. Drugs or medications are administered to a child only from the original container and that the container is clearly labeled with the child's name, name of the drug or medication, date of the purchase and instructions for storage and administration.
6. Staff completes the medication immediately after giving medication to the child, with date, time, dosage and signature.

## **Drug Administration Procedure**

1. When parent initially brings in a drug or medication, a medication Authorization form must be completed and signed by the parent and signed by the staff in charge. This authorization is then placed on the medication board. When the medication is finished, the Authorization form is placed in the child's personal file.



2. Staff must check medication is:
  - a) In original container
  - b) Has child's name on bottle
  - c) Name of drug or medication
  - d) Dosage
  - e) Date of purchase
  - f) Instructions for storage
  - g) Instructions for administration
3. The form is reviewed daily during the administration of the drug.
4. Parents must initial any changes.
5. Parents must sign and date Drug Medications Administration record daily.
6. The staff person locks the medication in the appropriate storage area.
7. Only the Supervisor or designate administers medications.
8. Keys are to be kept in the Staff Cupboard and in the Supervisor's Desk
9. After the administration of medication, the staff person signs the Drug and Medications Administration Form.
10. Once the medication is finished or the parents request the discontinuation of the medication, the medication authorization form is placed in the child's file.
11. The Drug and Medications Administrations from is filed in the child's file.

### **Communicable Disease**

It is the policy of MCPS to exclude children from care and prevent the outbreak of illness by following the procedures listed below:

Staff will inspect each child at arrival for signs of illness. If staff believes a child to be ill due to rash, fever etc. the staff member will ask the parent to take the child back home/to be seen by a doctor and cleared to come back to playschool. Parents will also be asked to report any illness the doctor suspects or confirms.

If a child or staff becomes ill at MCPS the staff will (depending on the illness and symptoms):

- Isolate all ill children/send ill staff home.
- Notify parents/emergency contact to pick up ill children immediately. (If parents or caregivers are not available and the supervisor determines that the child requires immediate medical attention the child should be transported to the hospital.)
- Exclude ill children and staff from the centre until clear of illness.
- Record names, all symptoms and the date/time children/staff became ill.
- Contact Toronto Public Health/Communicable Diseases Unit at 416-392-7411.
- Step up sanitizing procedures. Increase frequency of cleaning and disinfecting.
- Suspend all sensory (water, goop, play dough) play.
- Reinforce the importance of thorough and frequent hand washing with children and staff.

A child should be excluded from the program if the illness:

- Prevents the child from participating in the program activities.
- Results in a greater need for care than the staff can provide.
- Is an infectious disease.
- Involves a fever of 38.4 C/101.2 F or higher. (If you child recently had a temperature in excess of 101.2°F, wait until their temperature has been normal for 24 hours before returning).

A child is not automatically excluded for certain illnesses or conditions (unless a physician requests the caregiver to do so) i.e. colds, fifth disease, mild fever, diaper rash.

In some instances, depending on the severity or type of illness, the playschool may require written notice from a doctor that the illness has been treated and the child is well enough to return to playschool.

The supervisor will report incidences of communicable disease according to the requirements of Public Health.

A list of communicable diseases is posted in the classroom.

For a list of communicable diseases that must be reported to Toronto Public Health please see: [http://www.toronto.ca/health/cdc/communicable\\_disease\\_surveillance/monitoring/pdf/reportablediseases.pdf](http://www.toronto.ca/health/cdc/communicable_disease_surveillance/monitoring/pdf/reportablediseases.pdf)

Refer to **Appendix: Communicable Diseases Reporting Procedure**, for reference.

### **Outbreak Control Plan**

During an identified outbreak of any communicable illness at the facility, a child shall be excluded if the health department official or health care provider suspects that the child contributing facility. The child shall be readmitted when the health department official or health care provider who made the initial determination decides that the risk of transmission is no longer present. In this case, a doctor's note is also required.

### **Head Lice Policy**

In the event of an outbreak of head lice, children identified as having the problem must be removed from the Centre as quickly as possible, and have their hair and scalp treated with the medicated shampoo available at all drug stores.

A sign will be posted on Parent Board informing all parents that head lice have been found and asking that frequent checks of their child's head is recommended.

The treatment is reasonably simple and if handled correctly and quickly, an outbreak can be eliminated very shortly.

The Supervisor will check children returning after treatment, and if their condition is clear, they will then be allowed back into the Centre. Children found with some symptoms will not be accepted into the program until the process is completed.

This is for the benefit of everyone within the Centre. We ask that in the event that this problem occurs, parents will quietly and carefully follow instructions and aid their children without causing any embarrassment to other children in the Centre as well as their own.

### **Contagious Diseases**

In the event there is an outbreak of a contagious disease (when 3 or more children and/or adults at the child care have the same symptoms (i.e.: stomach flu, diarrhea), parents are informed about the diseases via email, handout or written notice on our parent info board. The information included will include incubation period, symptoms, and treatments.

According to the Toronto Department of Public Health, if a child has any form of a contagious disease, such as pink eye, measles, chicken pox or strep throat, the parent must notify the teacher and not send the child to school without a doctor's note. When in doubt, the Health Department has prepared a list of "contagious diseases" that require children to stay at home. The teachers will refer to the list and advise the parent whether a child must stay at home and for how long.

When there is an outbreak of a contagious disease, the childcare centre will practice the following:

- Isolate the child or send staff member home until they are symptom free. At least 48 hours
- Notify the parents or emergency contact to pick up the child
- Record symptoms, date, time in the child care's log book and complete an illness form
- Report the outbreak to the (Municipality name here) Department of Public Health Regional Office
- Sanitize the classroom toys and increase frequency of cleaning
- Suspend 'wet' sensory activities i.e.: sand, water, play dough,
- Reinforce frequent and careful hand washing
- Keep all documentation in file located in the office
- The child will be quarantined in a designated area in the class and accompanied by a teacher until he/she is picked up

### **Prohibited Practices and Behavior Management Policy**

Adults are expected to assist children in the classroom when their behavior needs redirecting. Duty day volunteers who are uncertain about steps to take in a situation concerning discipline should request the assistance of a teacher.

Children having difficulty in a particular situation will be encouraged verbally and in a positive manner to improve behavior so that it becomes acceptable and appropriate. If a child is unable to do this s/he may be removed from the situation until his/her behavior is acceptable and appropriate.

Discipline is an opportunity for learning when carried out in a positive and consistent manner. Discipline/intervention should be related to the nature of troublesome behavior and appropriate to the developmental and individual needs of each child. The goal of intervention is to assist children in the learning of acceptable behavior. As a child faces, in the reaction of others, the consequences of what s/he does, s/he will learn what is acceptable and what is not.

Children are by nature problem-solvers and it is important that intervention strategies reflect a problem-solving approach. This means that adults should guide children to think about solving problems rather than solve problems for them. Ask children to identify their problems, think about the options, predict consequences and make decisions. Each child deserves individual consideration. No two children will necessarily respond to the same types of intervention.

#### ***Do:***

- Be patient, calm and positive in your behavior toward children.
- Anticipate problems and intervene positively before they happen (e.g. warn children of changes to routines or activities and keep transitions and waiting periods to a minimum. Stories, music, songs and games can be used during waiting periods).
- Provide directions when appropriate without interfering with the learning process.
- Model appropriate behavior at all times.
- Set clear limits and maintain them consistently.
- State clear expectations of desired behavior and check to make sure children understand them.
- Allow children choices when possible.
- Restraint should only be used if children are in danger of hurting themselves, others or property.
- Be encouraging toward a child who is experiencing frustration or difficulty.

- Reinforce that the child is acceptable; it is the behavior that is not.
- Discuss situation with parents if advised to do so by supervisor.

***Don't:***

- Try to change behaviour by methods that lead to a child's loss of self-respect, i.e. shaming or labeling behaviour as bad or naughty.
- Compare one child's behaviour to another child's.
- Give a choice when no real choice is available to the child.
- Reprimand a child publicly. Always do so in private to avoid humiliation.
- Punish the group for the misbehaviour of an individual child. Deal instead with the individual child.

### **Contravention of Behaviour Management Policy**

According to the Child Care and Early Years Act, and our own philosophy, absolutely no person in contact with the children may use verbal or corporal punishment to discipline a child.

#### **The Following are Not Permitted and Constitute Contravention:**

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

(a) corporal punishment of the child;

(b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

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

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

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

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

### **Behavior Management Policy: Procedures for Contravention**

It is the responsibility of every adult (staff, volunteer, and student) to read and understand the Behaviour Management Policy and Guidelines and to carry these policies out. Failure to do so may result in dismissal or termination of membership.

Any adult (staff, volunteer, student) observed to be using disciplinary measures that contravene the Behaviour Management Policy and Guidelines, shall be immediately reported to the supervisor. The supervisor will inform the President of the Board of Directors. The Board of Directors is responsible for ensuring that there is an investigation and disciplinary action is taken where appropriate.

If the supervisor is seen contravening the Behaviour Management Policy and Guidelines s/he shall be immediately reported to the President of the Board of Directors. The President and the Supervisor will meet to discuss the incident. The Board of Directors will monitor any disciplinary action.

### **Guidelines for Disciplinary Action**

Any contravention of the behaviour management policy must be taken to the Board of Directors. The Board of Directors is responsible for ensuring that there is an investigation. The following steps are to be used as guidelines in the event of disciplinary action:

- Identify the reasons for the alleged occurrence.
- Discuss the implications with respect to the child.
- Discuss positive behaviour management techniques.
- Document the discussion and have all parties' sign.
- Keep a copy of the signed transcript in the employee's or volunteer's file.

There will be a trial period set in which the adult is to improve his/her skills under observation of the supervisor. Discussions will continue, and results will again be committed to in writing and signed by both parties. If no improvement has been demonstrated over the set period of time, the employee, student or volunteer will be terminated.

If, in the supervisor's opinion, the employee is not fit to continue a shift, he/she shall be sent home. If in the opinion of the supervisor the employee is unfit to return at all, the President of the Board of Directors will be informed immediately.

Documentation will be filed and kept at each step.

### **Guidelines for Monitoring Behaviour Management**

Employees, students and duty volunteers' adherence to our behaviour management policy will be monitored in the following way:

- The supervisor will observe students and duty volunteers in the classroom and provide verbal feedback on their interactions with the children; they will provide specific instructions as to how they can be more successful directing the children.
- The supervisor will observe the assistant teacher and provide verbal feedback related to behaviour management practices throughout the daily program. The supervisor will also provide input into the teacher's performance management reviews.
- Supervisor will capture details of the feedback by making notes in her/his daily log.
- The Board of Directors will make arrangements to observe the supervisor as part of ongoing performance evaluations. This will include confirmation that s/he adheres to the behaviour management guidelines at all times.

### **Process for Monitoring Compliance and Contravention Policy**

All employees, students and volunteers of McMurrich Playschool are expected to comply with the

policies, procedures, processes and individualized plans of the Centre, as well as the requirements of the Child Care and Early Years Act.

*Please Note: Compliance also applies to children’s individualized plans. An individualized plan is a written plan that indicates how McMurrich Playschool will support the child and is developed in consultation with parents/guardians and other professionals.*

The Supervisor will provide all employees, students and volunteers with a copy of all policies, procedures, processes and individual plans before any person interacts with children. When revisions to these documents have been made, the current version of each revised document will be provided to each employee, student or volunteer to review.

When necessary, training and development courses will be provided in addition to the written policies and procedures.

### **Compliance**

Compliance with all policies, procedures, processes and individual plans of McMurrich Playschool will be monitored on an ongoing basis and documented in a written format, which will be discussed with the individual employee, student or volunteer, or as a group as a whole, including the Board of Directors as deemed necessary.

Monitoring of McMurrich Playschool policies, procedures, processes and individual plans by the Centre will take place at least once per year, or as necessary as changes to policies and procedures occur.

As well, all policies, procedures, processes and individualized plans will be reviewed as follows:

- With employees, before they begin their employment
- With volunteers or placement students who will be interacting with the children at McMurrich Playschool, before they begin to volunteer or before they begin their educational placement
- With all employees, volunteers and placement students at least annually after the first review and at any other time when changes are made to a policy, procedure or individualized plan

### ***What is Monitoring?***

Monitoring is a proactive compliance action. A monitoring activity may assess compliance with the policies and procedures in a general sense, or it may target particular responsibilities or obligations.

Monitoring will be conducted by the Supervisor of McMurrich Playschool, and in the case of the Supervisor, monitoring will be conducted by a member of the Board of Directors.

Monitoring activities may include:

Type	Description
Information and guidance	Providing guidance on how to comply with policies and procedures, as well as how to improve in these areas. Employees, students and volunteers might be directed to helpful resources that support professional development.
Targeted	Monitoring for a specific compliance issue, such as one policy or procedure.
Unscheduled	Monitoring of an employee, student or volunteer’s actions/activities will take place without notice or warning.
Scheduled	Monitoring of an employee, student or volunteer’s actions/activities will take place with notice or warning.

Information gathered through monitoring activities can be used to identify strengths, weaknesses,

opportunities, or concerns with regards to an individual employee, student or volunteer, or of the childcare program as a whole.

All written records of compliance will be stored appropriately to ensure confidentiality in individual employee, student or volunteer files, in a secure location within the office for at least three (3) years from the date created.

Staff, Students and Volunteers will be monitored on an on-going basis to ensure they are complying with required policies and procedures:

- Playground Safety Policy
- Anaphylactic Policy
- Sanitary Practices Policy
- Serious Occurrence Policy
- Medication Policy
- Supervision of Volunteers and Students Policy
- Program Statement Implementation Policy
- Staff Training and Development Policy
- Criminal Reference Check/Vulnerable Sector Check Policy
- Fire Safety/Evacuation Procedures
- Individual Support Plans
- Wait List

There is a written process in place for monitoring, recording and addressing compliance and contraventions.

### **Contravention**

Failure to comply with the policies, procedures, processes and individualized plans of McMurrich Playschool could result in the following:

For employees, students and volunteers:

Minor Contravention of the Policies and Procedures

- a) A verbal warning.
- b) A written warning.
- c) Dismissal.

Major Contravention of the Policies and Procedures

- a) Immediate Dismissal.

Disciplinary measures for employees, students and volunteers normally follow a three (3) step process. An exception is made for certain kinds of conduct whose seriousness justifies omitting one or more of the steps. When determining which disciplinary measure(s) will be taken, the Supervisor/Board of Directors, will take the following criteria into account:

1. The seriousness of the offence.
2. The actual or potential risk or harm to the child(ren) and/or other employee, students or volunteers.
3. The past and recent performance of the employee, student or volunteer.
4. The frequency of occurrence.
5. Previous disciplinary action taken.

When action is necessary, it will be taken immediately by the Supervisor in the case of employees, students or volunteers.

When action is necessary, it will be taken immediately by the Board of Directors in the case of the Supervisor.

### **Criminal Reference Check Policy**

**Please note:** Only Criminal Reference Checks submitted by MCPS (on the Members' behalf) and returned to MCPS will be valid. Criminal Reference Checks performed for another organization, regardless of purpose or timing will not be accepted.

In the interest of hiring staff and recruiting volunteers with the personal and professional qualifications essential to ensuring quality child care, McMurrich Co-operative Playschool will include vulnerable sector checking as part of the hiring/recruiting process for all positions within the Centre. This information will be acquired only for candidates to whom a conditional offer of employment/volunteering has been made.

At the commencement of each school year, all returning staff and volunteers whose Vulnerable Sector Check is less than five (5) years old will be required to execute a Volunteer Offence Declaration certifying the absence or presence of convictions under the Criminal Code since their last Vulnerable Sector Check was conducted. Each Offence Declaration shall address the period since the most recent Offence Declaration or Vulnerable Sector Check and must be obtained no later than fifteen (15) days after the anniversary date of the most recent Offence Declaration or Vulnerable Sector Check.

Where fifteen (15) days after the anniversary of the previous Offence Declaration or Vulnerable Sector Check (whichever is the most recent), have passed, the individual's file contains an offence declaration that:

- \* Addresses the time period since the previously obtained Vulnerable Sector Check or Offence Declaration, whichever is the most recent, and
- \* Was obtained no more than fifteen (15) days after the anniversary date of the previous Offence Declaration or Vulnerable Sector Check, whichever was the most recent

McMurrich Co-operative Playschool will obtain an Offence Declaration as soon as reasonably possible any time an employee, volunteer or student is convicted of an offence under the Criminal Code of Canada.

A new Vulnerable Sector Check must be completed by every employee and applicable volunteer every five (5) years regardless of the individual's Offence Declaration schedule. The individual's file will contain documentation that indicates that a new Vulnerable Sector Check was obtained that was:

- \* Conducted by a police force
- \* Conducted no more than six (6) months ago from the date it was obtained by McMurrich Co-operative Playschool
- \* Obtained on or before the fifth anniversary of the previously obtained Vulnerable Sector Check

Current employees and volunteers of the Centre will be required to submit to a new Vulnerable Sector Check when offered a new position within the school (for example, an Early Childhood Education (ECE) teacher who is offered a position as a Supervisor), unless a Vulnerable Sector Check was completed within the preceding twelve (12) months. Duty Day staff will be required to submit to a new Vulnerable Sector Check when registering a new child (such as a sibling) with the Centre. If an employee or volunteer has terminated their relationship with McMurrich Co-operative Playschool for longer than six (6) months, a



new Vulnerable Sector Check is required. If the termination of the relationship with McMurrich Co-operative Playschool has been for less than six (6) months, the pre-existing Vulnerable Sector Check would be valid. If a new Vulnerable Sector Check or Offence Declaration came due during the time of separation, that information must be updated upon the return of the employee or volunteer. For employees who return after six (6) months, a new Vulnerable Sector Check is required. For students/volunteers returning after the six (6) month mark, an Offence Declaration must be completed addressing the period since the Vulnerable Sector Check was completed.

- volunteers, staff and/or students under 18 years of age are required to provide two positive reference letters from persons over 18 years of age, and will not be left alone with children at any time, and cannot accompany children to the washroom without a staff member in attendance

### **Procedures**

All candidates will be advised of the requirement of the Vulnerable Sector Check during the interview. If a conditional offer is made, the successful candidate will sign a form consenting to the Vulnerable Sector Check ('Consent to Disclosure Form'). McMurrich Co-operative Playschool will supply the necessary forms and will submit them to the Police Service.

The successful candidate is responsible for the cost of securing the Vulnerable Sector Check however; McMurrich Co-operative Playschool may decide to cover the costs.

Any information obtained from the candidate or the police shall be restricted to the Hiring Committee (the Vice-President and the Supervisor, not the staff member).

The Police Service will complete the Vulnerable Sector Check (which is a six (6) to eight (8) week process) and will forward information concerning the results of the search by mail directly to the candidate.

The candidate may start to work before a Vulnerable Sector Check response is received but it will be made clear on the contract that their position is conditional on a negative Vulnerable Sector Check. Candidates will not be left alone with the children until there has been a satisfactory outcome of the Vulnerable Sector Check process.

### **Procedure for a Negative Vulnerable Sector Check**

When a Vulnerable Sector Check results in no findings of a police record, the Police Service will send a copy of the original Consent to Disclosure Form with a stamp identifying 'No Findings' to the candidate directly. The candidate must retain a copy of the form and immediately submit the original to McMurrich Co-operative Playschool. The form must be forwarded to the Centre as soon as it is received.

If the form is not received by the Centre within eight (8) weeks, the candidate will be asked to follow up with the Police Service.

If twelve (12) weeks pass and the form has still not been received, the candidate may be relieved of their responsibilities until it arrives.

### **Procedure for a Positive Vulnerable Sector Check**

In the event of a positive Vulnerable Sector Check, the candidate will be provided with the police response and may be asked for written particulars surrounding the charges/convictions listed.

The candidate must retain a copy of the findings, and immediately submit the original to McMurrich Co-operative Playschool.

The candidate may be requested to authorize the Police Service (Records Management Services) to speak with a member of the Hiring Committee to confirm the general nature of the information included in the summary of findings.

Upon receipt of the findings, the candidate will be given an opportunity to meet with the Hiring Committee to discuss the results of the check.

In the case of a positive Vulnerable Sector Check, the position may be withdrawn (and the employee or volunteer may be required to cease work, if applicable) until a final decision of the Hiring Committee has been made.

The Hiring Committee will review the offence(s), taking into consideration:

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

A decision will be made based on the Committee's assessment. The Committee will document its discussion and the reasons for its decision. The candidate will be advised verbally and in writing of the Committee's decision.

### **Documentation**

All information obtained through a Vulnerable Sector Check is confidential. Only the Hiring Committee (Supervisor and Vice-President, not the staff member) will have access to this information.

The Supervisor will note in the employee's, student's or volunteer's file the date of the Vulnerable Sector Check and the date the check was accepted by the Hiring Committee. Any other documentation, including that of the Vulnerable Sector Checks, summaries of findings, and records of the Committee's discussion, will be kept in a secured locked file.

## **Supervision Policy for Volunteers, Participation Parents and Placement Students**

McMurrich Co-operative Playschool is committed to providing a high quality, safe and secure environment for all children enrolled in our programs. The safety and well-being of children who are being supervised on our premises is one of McMurrich Co-operative Playschool highest priorities.

### **Purpose:**

All day nursery and private home day care agency operators will be required to develop and implement a policy for the supervision of volunteer and placement students in child care programs.

Reg.262 under the Child Care and Early Years Act (CCEYA) provides that every owner/operator shall ensure every child who is in attendance in a day nursery or in a private home day care location is supervised by an adult at all times.

McMurrich Co-operative Playschool ensures that every volunteer or student is supervised by an employee at all times and is not permitted to be alone with any child who receives child care at the Centre.

McMurrich Co-operative Playschool has developed the following policy and programs in order to comply with the direction of the Ministry and Regulation 262.

This policy sets the framework and the program which applies to all agency volunteers and placement students who have been approved or accepted by McMurrich Co-operative Playschool.

### **Policy:**

McMurrich Co-operative Playschool may have volunteers and/or Early Childhood Education students working within the organization along with staff throughout the year. At all times, volunteers and placement students must be under the direction and supervision of McMurrich Co-operative Playschool staff.

No child or children will be supervised by a person less than 18 years of age.

No child or children will be supervised by someone who is not an employee of McMurrich Co-operative Playschool.

Only employees of McMurrich Co-operative Playschool will have direct unsupervised access to children.

### **Procedures**

All staff are required to review the organization's policies, procedures and practices regarding the supervision of volunteers, participating parents, and placement students at McMurrich Co-operative Playschool.

All staff will review their roles and responsibilities when directly supervising and working with volunteers, participating parents and/or placement students in their classrooms annually.

All staff ensure that volunteers, participating parents (who are not included in staff-child ratios) and placement students are to be never left alone with the children and are supervised by an employee of McMurrich Co-operative Playschool at all times.

The Supervisor of McMurrich Co-operative Playschool is responsible for ensuring that volunteers, participating parents, and placement students are provided an orientation to the Centre, appropriately trained, and supervised. The Supervisor will decide which employee will be responsible for the supervision

of volunteers, participating parents and placement students and will inform the employee and the volunteer, participating parent or placement student of this relationship.

Volunteers, participating parents, and placement students have a responsibility to contribute to their orientation by seeking information, asking questions and assistance as required.

All volunteers, participating parents, and placement students must agree to follow all policies and procedures of the McMurrich Co-operative Playschool.

All volunteers, participating parents, and placement students must agree to follow the directions and guidelines provided by staff and management of McMurrich Co-operative Playschool.

In the case of a disagreement over the direction provided by a staff member; the volunteer, participant parent or placement student may address this issue in person or in writing with the President of the Board.

#### **Vulnerable Sector Checks:**

All volunteers, participating parents and placement students who will have direct contact with the children must have a negative Vulnerable Sector Check.

If a volunteer or placement student is under eighteen (18) years of age, they are required to provide two (2) positive reference letters from persons over eighteen (18) years of age (in place of a Vulnerable Sector Check) and will not be left alone with children at any time, and cannot accompany children to the washroom without a staff member in attendance.

#### **Mandatory Orientation and Training:**

Prior to starting in the classroom at McMurrich Co-operative Playschool all volunteers, participating parents, and placement students will have a detailed orientation which will include:

- Coverage of the McMurrich Co-operative Playschool philosophy
- Child Care and Early Years Act requirements
- Information regarding roles and responsibilities within the organization
- Review of Code of Ethical Behavior (College of ECE Code of Ethics and Standards of Practice) prior to working with children in the classroom

#### **An outline with a detailed Orientation Guide can be seen in Appendix: Sample Volunteer Orientation Guide**

All volunteers, participating parents, and placement students are required to review and sign off on all policies and procedures prior to working with children for the first time and at least annually thereafter.

All volunteers, participating parents, and placement students will have ongoing training through impromptu daily meetings and scheduled staff meetings.

All volunteers, participating parents, and placement students are required to read all applicable memos and organizational updates.

Volunteers, participating parents, and placement students will be made aware of all applicable policies and procedures in the organization including but not limited to:

- Behavior Management Policy
- Occupational Health and Safety
- Emergency policies and procedures

- Anaphylaxis Policy and Procedures
- Workplace Violence and Harassment Policies
- Serious Occurrence Policy
- Parent Policies
- Confidentiality Policies
- Volunteer or Placement Student Job description
- Code of Conduct
- Centre Handbooks

All accidents, injuries and hazards must be reported immediately to any staff member supervisor, or Executive Director. Incidents include violence, theft, threatening behavior, abuse, or any (potentially) unsafe situation.

#### **Record Retention:**

All records documenting that the volunteer, participating parent and/or placement student has reviewed and signed off on all applicable policies and procedures will be kept on file at the Centre for two (2) years.

Confidentiality – All volunteers, participating parents and placement students must sign a confidentiality agreement.

All volunteers, participating parents, and placement students are responsible for maintaining the confidentiality of all propriety or privileged information to which they are exposed while at McMurrich Co-operative Playschool, involving children and families, staff, or other volunteers and students.

#### **Discipline:**

All volunteers, participating parents, and placement students who fail to adhere to the policies and procedures of McMurrich Co-operative Playschool may face disciplinary action, up to and including dismissal.

McMurrich Co-operative Playschool believes in fairness and openness and where volunteers, participating parents, and placement students can expect a commitment to resolving conflict and receiving supportive and constructive criticism. If disciplinary action is required, the organization follows the same steps as its staff practices:

- Performance Review
- Verbal Warning
- Written Warning
- Suspension
- Dismissal

#### **Diversity Policy**

MCPS recognizes and values the diverse backgrounds of children who attend our program and the community around us. Our mandate is to treat each individual with respect, equality and dignity. Through our curriculum, we provide children with a non-discriminatory, racially sensitive and culturally appropriate program.

MCPS is committed to the principle of equal opportunity for all its children, families, employees, students, and applicants for either program admission or employment.

Discrimination is manifested through a broad spectrum of behaviours, ranging from overt and obvious to

subtle and subversive. Although discrimination may be difficult to recognize in its more subtle forms, it is the responsibility of everyone in the organization to recognize and respond to these incidents.

Incidents involving discrimination against people may be based on visible or perceived differences such as race, colour, religion, sex, age, family status, socioeconomic status, sexual orientation, national origin or disability. Discrimination may include verbal, physical, exclusion or avoidance, written and/or other behaviours.

If a teacher, volunteer or parent witnesses a potential discriminatory incident they will immediately advise the supervisor. Allegations that involve the supervisor should be referred to the Board of Directors.

The supervisor will take responsibility for investigating and documenting the incident. If further action is deemed appropriate the supervisor will notify the Board of Directors within 24 hours.

The Board of Directors will work with the supervisor to submit a Serious Occurrence report to the Ministry of Community Family and Children's Services for all racial incidents and any discriminatory incidents deemed reportable.

It is the responsibility of the supervisor to document following details:

- Brief description of the incident
- Date, time and place where the incident occurred
- The first name and last initials of the individuals involved
- Details of action taken
- Current status of the situation
- The individuals notified

## **Guidelines for Resolution of Incidents**

### **Between or Involving Children Between**

When working toward resolution of an incident involving children care must be taken to ensure that actions are not punitive. The focus should be on helping all children involved to communicate their feelings and learn about respecting others. Parents of all children involved should be notified. All consequences must be based upon the child's level of development and experiences.

In cases when there are reoccurrences (in consultation with the supervisor over a reasonable amount of time), the Board of Directors reserves this right to determine that children be withdrawn.

### **Between or Involving Adult**

All allegations of discriminatory incidents need to be followed up by either the supervisor or the Board of Directors. Employees will be interviewed individually, and disciplinary actions will be taken where required.

Targeted individuals should be supported to acknowledge their feelings and work towards re-establishing working relationships.

The individual that was speaking or acting inappropriately must understand that the inappropriate behaviour must stop and could result in disciplinary action including termination of employment (for teachers) or membership (for volunteers). The aggressor also needs to understand that they could face legal charges under the Ontario Human Rights Code.

The supervisor will work with the Board of Directors to determine if follow-up is required with all employees and parents in the program. This could include workshops, meetings or reading material.

### **Inclusion Policy**

The mandate of our program is to provide a warm, loving and secure environment in which all aspects of a child's development, including social, emotional, physical and cognitive, can flourish. Group interaction encourages self-confidence, the development of mutual respect, a sense of sharing and the ability to learn what is socially acceptable in our classroom and in life.

MCPS makes every effort to include all children. Occasionally, an unusual situation may arise where our program cannot meet the needs of an exceptional child. In this case (in consultation with the supervisor over a reasonable amount of time) the Board of Directors reserves this right to determine that this child be withdrawn.

This action will be taken as a last resort and is driven by the interests of the child and the safety of others in the program.

### **Individualized Medical Support Plan Policy**

McMurrich Playschool will ensure that an updated Individualized Medical Support Plan is in place for each child with special medical needs enrolled and will ensure that the program of our Centre is structured so that it will accommodate the individualized medical support plan of each child with special medical needs while ensuring that the program is inclusive of all children.

#### **Procedure**

- a. If a special medical need is identified during the course of enrollment or during the child's tenure with McMurrich Playschool, the family will be informed about the Individualized Medical Support Plan policy of the Centre.
- b. With the family's verbal agreement, the Individualized Medical Support Plan process will be initiated.
- c. If the family does not consent to have an Individualized Medical Support Plan in place, the parent or guardian will sign the 'Consent for the Refusal to the Development of an Individualized Medical Support Plan' form. This will be kept in the child's record and the family's rights will be respected.
- d. A meeting will be scheduled with the family and the child (if appropriate for the child's age). An invitation to attend the meeting (with the family's consent) will be provided to any regulated health professional or other person who works with the child in a capacity that would allow the person to help inform the plan, as well as any other individual, in the family's opinion, that should be included in the consultation.
- e. The family, in conjunction with McMurrich Playschool staff, will complete the initial Individualized Medical Support Plan form. All individuals who have participated in the development of the Individualized Medical Support Plan (including the family) are listed in the plan and/or have signed it.

- f. The plan will include (as per Ontario Regulation 137/15, Section 39.1(3)):
- *Steps to be followed to reduce the risk of the child being exposed to any causative agents or situations that may exacerbate a medical condition or cause an allergic reaction or other medical emergency; and,*
  - *A description of any medical devices used by the child and any instructions related to use; and,*
  - *A description of the procedures to be followed in the event of an allergic reaction or other medical emergency (insert or refer to the Anaphylaxis Policy, and any other related policies); and,*
  - *A description of the supports that will be made available to the child while in care; and,*
  - *A description of any additional procedures that McMurrich Playschool will follow when the child with the medical condition is part of an evacuation or is participating in an off-site field trip (it would be important to either insert or refer to the Fire Safety Plan, Field Trip policy, and any other related policies).*
- g. The plan will be signed by the family of the child to indicate their participation in the plan.
- h. The Individualized Medical Support Plan for each child will be reviewed with all employees, volunteers and placement students of McMurrich Playschool: prior to commencing work, volunteering or placement; and will be reviewed at least annually or as changes occur, or as deemed necessary by McMurrich Playschool or the family.
- i. The plan will be kept in the child's file as per McMurrich Playschool's record keeping policy.
- j. McMurrich Playschool's programming is appropriate for the ages and developmental levels of the children with special medical needs receiving care at the Centre and is inclusive of all children. The strategies identified on the Individualized Medical Support Plan will be imbedded into the Centre programming and changes to the programming will be made as necessary. Information from the plan may be utilized in documentation posted in the Centre without identifying information.
- k. McMurrich Playschool employees, volunteers and placement students will implement the Individualized Medical Support Plan of each child with special medical needs.
- l. If requested, a copy of the plan may be provided to a service provider with the family's written consent.

Refer to **Appendix: Sample Individual Support Plan for a Child with Medical Needs**



## **Consent for the Refusal to the Development of an Individualized Medical Support Plan**

McMurrich Playschool will ensure that an updated Individualized Medical Support Plan is in place for each child with special medical needs enrolled and will ensure that the program of the Centre is structured so that it will accommodate the individualized medical support plan of each child with special medical needs while ensuring that the program is inclusive of all children.

### **Procedure**

- a. The plan will include (as per Ontario Regulation 137/15, Section 39.1(3)):
  - *Steps to be followed to reduce the risk of the child being exposed to any causative agents or situations that may exacerbate a medical condition or cause an allergic reaction or other medical emergency; and,*
  - *A description of any medical devices used by the child and any instructions related to use; and,*
  - *A description of the procedures to be followed in the event of an allergic reaction or other medical emergency (insert or refer to the Anaphylaxis Policy, and any other related policies); and,*
  - *A description of the supports that will be made available to the child while in care; and,*
  - *A description of any additional procedures that McMurrich Playschool will follow when the child with the medical condition is part of an evacuation or is participating in an off-site field trip (it would be important to either insert or refer to the Fire Safety Plan, Field Trip policy, and any other related policies).*

## **Individualized Support Plan**

### **Policy**

McMurrich Co-op Playschool will ensure that an updated Individualized Support Plan (ISP) is in place for each child with special needs enrolled and will ensure that the program of our Centre is structured so that it will accommodate the individualized support plan of each child with special needs while ensuring that the program is inclusive of all children.

### **Procedure**

- a. A child with special needs is defined by the Child Care and Early Years Act Reg. 137/15, Part 1;1(1) as *'a child whose cognitive, physical, social, emotional, or communicative needs, or whose needs relating to overall development are of such a nature that additional supports are required for the child'*.
- b. If a special need is identified during the course of enrollment or during the child's tenure with McMurrich Playschool, the family will be informed about the Individualized Support Plan policy of the Centre.
- c. With the family's verbal agreement, the Individualized Support Plan process will be initiated.

- d. If the family does not consent to have an Individualized Support Plan in place, the parent or guardian will sign the 'Consent for the Refusal to the Development of an Individualized Support Plan' form. This will be kept in the child's record and the family's rights will be respected.
- e. In preparation for the Individualized Support Plan Meeting, the designated RECE and Supervisor and/or Program Director will review available records, program observations and documentations to identify the child's strengths and needs. This information will be shared with the Individualized Support Plan team at the meeting.
- f. A meeting will be scheduled with the family and the child (if appropriate for the child's age). An invitation to attend the meeting (with the family's consent) will be provided to any regulated health professional or other person who works with the child in a capacity that would allow the person to help inform the plan.
- g. The family, in conjunction with McMurrich Playschool staff, will complete the initial Individualized Support Plan form. All individuals who have participated in the development of the Individualized Support Plan (including the family) are listed in the plan and/or have signed it.
- h. *This section will need to be updated to reflect the practices and policies of your Centre.*  
The plan will include (as per Reg. 52(1)):
  - A description of how McMurrich Playschool will support the child to function and participate in a meaningful and purposeful manner while the child is in the care of the Centre. This may include a descriptive statement of what meaningful and purposeful participation will be for the child that confirms the child care's commitment to this goal.
  - A description of any support or aids, or adaptations or other modifications to the physical, social, and learning environment that are necessary to achieve clause (a); and this may include but is not limited to environmental supports (physical space, programming activities, and transitions), staffing supports (training, attitudes and perceptions) and skill building (supervision, mentoring, modelling).
  - Instructions relating to the child's use of the supports or aids referred to in clause (b) or, if necessary, the child's use of or interaction with the adapted or modified environment.
  - Instructions to be followed to reduce the risk of the child being exposed to any causative agents or situations that may exacerbate.
  - A description of any medical devices used by the child and any instructions related to its use.
  - A description of the procedures that McMurrich Playschool will follow in the event of an allergic reaction or other medical emergency (insert or refer to the Anaphylaxis Policy, and any other related policies).
  - A description of any additional procedures that McMurrich Playschool will follow when the child with the medical condition is part of an evacuation or is participating in an off-site field trip (it would be important to either insert or refer to the Fire Safety Plan, and any other related policies).
- i. The plan will be signed by the family of the child to indicate their participation in the plan.
- j. The Individualized Support Plan for each child will be reviewed with all employees, volunteers and placement students of McMurrich Playschool: prior to commencing work, volunteering or placement; and will be reviewed at least annually or as changes occur, or as deemed necessary by McMurrich Playschool or the family.
- k. The plan will be kept in the child's file as per McMurrich Playschool's record keeping policy.
- l. McMurrich Playschool's programming is appropriate for the ages and developmental levels of the children with special needs receiving care at the Centre and is inclusive of all children. The

- strategies identified on the Individualized Support Plan will be imbedded into the Centre programming and changes to the programming will be made as necessary. Information from the plan may be utilized in documentation posted in the Centre without identifying information.
- m. McMurrich Playschool employees, volunteers and placement students will implement the Individualized Support Plan of each child with special needs.
  - n. If requested, a copy of the plan may be provided to a service provider with the family's written consent.

### **Consent for the Refusal to the Development of an Individualized Support Plan**

McMurrich Playschool will ensure that an updated Individualized Support Plan (ISP) is in place for each child with special needs enrolled and will ensure that the program of the Centre is structured so that it will accommodate the individualized support plan of each child with special needs while ensuring that the program is inclusive of all children.

#### **Procedure**

1. A child with special needs is defined by the Child Care and Early Years Act Reg. 137/15, Part 1;1(1) as *a child whose cognitive, physical, social, emotional, or communicative needs, or whose needs relating to overall development are of such a nature that additional supports are required for the child.*
2. The plan will include (Child Care and Early Years Act, Reg. 52(1)):
  - A description of how McMurrich Playschool will support the child to function and participate in a meaningful and purposeful manner while the child is in the care of the Centre.
  - A description of any support or aids, or adaptations or other modifications to the physical, social, and learning environment that are necessary to achieve clause (a); and
  - Instructions relating to the child's use of the supports or aids referred to in clause (b) or, if necessary, the child's use of or interaction with the adapted or modified environment.

### **Parent Issues and Concerns- Policy and Procedures**

#### **Purpose**

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

#### **Definitions**

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

*Staff:* Individual employed by the licensee (e.g. program room staff) – RECE'S, ECA'S and Assistants

## **Policy**

### **General**

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

All issues and concerns raised by parents/guardians are taken seriously by McMurrich Co-op Playschool and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within 2 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

### **Confidentiality**

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

### **Conduct**

Our centre maintains high standards for positive interaction, communication and role-modeling for children.

Harassment and discrimination will therefore not be tolerated from any party.

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

### **Concerns About the Suspected Abuse Or Neglect Of A Child**

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

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

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

For more information, visit  
<http://www.children.gov.on.ca/htdocs/English/childrensaidd/reportingabuse/index.aspx>

Nature of Issue or Concern	Steps for Parents and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p><b>Program Room Related</b></p> <p>EG: schedule, toilet training, indoor/outdoor program activities, feeding arrangements, ect.</p>	<p>Raise the issue or concern to:</p> <ul style="list-style-type: none"> <li>✚ The classroom staff directly</li> <li>OR</li> <li>✚ The supervisor or licensee</li> </ul>	<ul style="list-style-type: none"> <li>✚ Address the issue/concern at the time it is raised</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>✚ Arrange for a meeting with the parent/guardian within 3 business days.</li> </ul>
<p><b>General, Centre or Operations Related</b></p> <p>EG: child care fees, hours of operation, staffing, waiting list, ect.</p>	<p>Raise the issue or concern to:</p> <ul style="list-style-type: none"> <li>✚ The supervisor or licensee.</li> </ul>	<p>Document the issues/concerns in detail.</p> <p>Documentation should include:</p> <ul style="list-style-type: none"> <li>✚ The date and time the issue/concern was received;</li> <li>✚ The name of the person who received the issue/concern;</li> <li>✚ The name of the person reporting the issue/concern;</li> <li>✚ The details of the issue/concern; and</li> <li>✚ Any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>
<p><b>Staff, Duty Parent, Supervisor, and/or Licensee Related</b></p>	<p>Raise the issue or concern to:</p> <ul style="list-style-type: none"> <li>✚ The individual directly</li> <li>AND/OR</li> <li>✚ The supervisor or licensee.</li> </ul>	<ul style="list-style-type: none"> <li>✚ The details of the issue/concern; and</li> <li>✚ Any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>
<p><b>Student, Volunteer Related</b></p>	<p>All issues or concerns about the conduct of staff, duty parents, ect. That puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within (insert number) business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parents/guardians who raised the issue/concern.</p>

### **Escalation of Issues or Concern**

Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to McMurrich's Board of Directors.

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

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. Local Public Health Department, Police Department, Ministry of Environment, Ministry of Labour, Fire Department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

### **CONTACTS:**

Cathy Rubino, Supervisor – McMurrich Co-op Playschool

President, McMurrich Co-op Playschool Board of Director's- TBA

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare\_ontario@ontario.ca

### **REGULATORY REQUIREMENTS: ONTARIO REGULATION 137/15**

#### **Parent issues and concerns**

45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,

- (a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;
- (b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and
- (c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

#### **Parent handbook**

45. (1) Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include,

- (a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;

#### **INTENT**

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern, they wish to have addressed by the licensee.

## Emergency Situations

### Purpose

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

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

### Definition

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

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

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

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

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

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

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

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

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

### POLICY

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

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

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

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be **on the field of McMurrich Public School.**

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at:

**Hellenic Home - Hellenic Care**

33 Winona Drive,

Toronto, ON M6G 3Z7

Tel: 416-654-7700

[hcare@hellenichome.org](mailto:hcare@hellenichome.org)

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

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

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

If any emergency situations result in a serious occurrence, the Serious Occurrence Policy and Procedures will also be followed.

All emergency situations will be documented in detail by the Director or Staff Supervisor in the daily written record.

#### **ADDITIONAL POLICY STATEMENTS**

Staff will verbally review these procedures during regularly practiced drills to ensure everyone is aware of emergency plan and procedures.

The Emergency Bag will be brought out with the group during regularly practiced drills.

### **PROCEDURES**

#### **PHASE 1: IMMEDIATE EMERGENCY RESPONSE**

<b>EMERGENCY SITUATION</b>	<b>ROLES AND RESPONSIBILITIES</b>
<p><b>Lockdown</b> When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p> <p>NOTE: Only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>	<p>1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible.</p> <p>2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location.</p> <p>3) Staff inside the child care centre must:</p> <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• gather all children and move them away from doors and windows;</li> <li>• take children's attendance to confirm all children are accounted for;</li> <li>• take shelter in closets and/or under furniture with the children, if appropriate;</li> <li>• keep children calm;</li> <li>• ensure children remain in the sheltered space;</li> <li>• turn off/mute all cellular phones; and</li> <li>• wait for further instructions.</li> </ul> <p>4) If possible, staff inside the program room(s) should also:</p> <ul style="list-style-type: none"> <li>• close all window coverings and doors;</li> <li>• barricade the room door;</li> <li>• gather emergency medication; and</li> <li>• join the rest of the group for shelter.</li> </ul> <p>5) The Director (or Supervisor) will immediately:</p> <ul style="list-style-type: none"> <li>• close and lock all child care centre entrance/exit door, if possible;</li> <li>and • take shelter</li> </ul>



<p><b>Hold &amp; Secure</b> When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p> <p><b>NOTE:</b> Only emergency service personnel are allowed to enter or exit the child care centre during a hold and secure.</p>	<p>1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.</p> <p>2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.</p> <p>3) Staff in the program room must immediately:</p> <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• take children’s attendance to confirm all children are accounted for;</li> <li>• close all window coverings and windows in the program room;</li> <li>• continue normal operations of the program; and</li> <li>• wait for further instructions.</li> </ul> <p>4) The Director (or Supervisor) must immediately:</p> <ul style="list-style-type: none"> <li>• close and lock all entrances/exits of the child care centre;</li> <li>• close all blinds and windows outside of the program rooms; and</li> <li>• place a note on the external doors with instructions that no one may enter or exit the child care centre.</li> </ul>
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<p><b>Bomb Threat</b> A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<p>1) The staff member who becomes aware of the threat or the Director or Supervisor must:</p> <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• call 911 if emergency services is not yet aware of the situation;</li> <li>• follow the directions of emergency services personnel; and</li> <li>• take children’s attendance to confirm all children are accounted for.</li> </ul> <p>A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</p> <p>B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p>
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<p><b>Disaster Requiring Evacuation</b> A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.</p>	<p>1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre’s fire evacuation procedures.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• gather all children, the attendance record, children’s emergency contact information any emergency medication;</li> </ul> <p style="text-align: right;"><b>Continued on next page...</b></p>
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	<ul style="list-style-type: none"> <li>• exit the building with the children using the nearest safe exit, bringing children’s outdoor clothing (if possible) according to weather conditions;</li> <li>• escort children to the meeting place; and</li> <li>• take children’s attendance to confirm all children are accounted for;</li> <li>• keep children calm; and</li> <li>• wait for further instructions.</li> </ul> <p>3) If possible, staff should also:</p> <ul style="list-style-type: none"> <li>• take a first aid kit; and</li> <li>• gather all non-emergency medications.</li> </ul> <p>4) Designated staff will:</p> <ul style="list-style-type: none"> <li>• help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and</li> <li>• in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.</li> <li>• If individuals cannot be safely assisted to exit the building, the designated staff will assist them to Click here to enter text. and ensure their required medication is accessible, if applicable; and</li> <li>• wait for further instructions.</li> </ul> <p>5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p>
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<p><b>Disaster – External Environmental Threat</b> An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p><b>If remaining on site:</b></p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• take children’s attendance to confirm all children are accounted for;</li> <li>• close all program room windows and all doors that lead outside (where applicable);</li> <li>• seal off external air entryways located in the program rooms (where applicable);</li> <li>• continue with normal operations of the program; and</li> <li>• wait for further instructions.</li> </ul> <p>3) The Director or Supervisor must:</p>
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	<ul style="list-style-type: none"> <li>• seal off external air entryways not located in program rooms (where applicable);</li> <li>• place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and</li> <li>• turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable).</li> </ul> <p><b>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</b></p>
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<p><b>Natural Disaster:</b> Tornado / Tornado Warning</p>	<p>1) The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</p> <p>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>3) Staff must immediately:</p> <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• gather all children;</li> <li>• go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;</li> <li>• take children’s attendance to confirm all children are accounted for;</li> <li>• remain and keep children away from windows, doors and exterior walls;</li> <li>• keep children calm;</li> <li>• conduct ongoing visual checks of the children; and</li> <li>• wait for further instructions.</li> </ul>
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<p><b>Natural Disaster:</b> Major Earthquake</p>	<p>1) Staff in the program room must immediately:</p> <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• instruct children to find shelter under a sturdy desk or table and away from unstable structures;</li> <li>• ensure that everyone is away from windows and outer walls;</li> <li>• help children who require assistance to find shelter;</li> <li>• for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck;</li> <li>• find safe shelter for themselves;</li> <li>• visually assess the safety of all children.; and</li> <li>• wait for the shaking to stop.</li> </ul> <p>2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop.</p> <p>3) Once the shaking stops, staff must:</p> <ul style="list-style-type: none"> <li>• gather the children, their emergency cards and emergency medication; and</li> <li>• exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building.</li> </ul>
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<p><b>Additional Procedures for Immediate Emergency Response</b></p>	<p>4) If possible, prior to exiting the building, staff should also:</p> <ul style="list-style-type: none"> <li>• take a first aid kit; and</li> <li>• gather all non-emergency medications.</li> </ul> <p>5) Individuals who have exited the building must gather at the meeting place and wait for further instructions.</p> <p>6) Designated staff will:</p> <ul style="list-style-type: none"> <li>• help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and</li> <li>• in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.</li> <li>• If individuals cannot be safely assisted to exit the building, the designated staff will assist them to <a href="#">Click here to enter text.</a> and ensure their required medication is accessible, if applicable; and</li> <li>• wait for further instructions.</li> </ul> <p>7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.</p> <p>All available staff in the day care – whether actively working or not – must assist staff / children as /where needed in emergency procedure during any of the emergencies mentioned within.</p>
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## PHASE 2: NEXT STEPS DURING THE EMERGENCY

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

### List of Emergency Contact Persons:

Cathy Rubino, Supervisor (416) 738-9456  
 Local Police Department: 911  
 Ambulance: 911  
 Local Fire Services: 911  
 Site Supervisor: Principal or Head Caretaker (416)393-5214  
 Child Care Centre Site Designate: Rosanna (416) 654-9032

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

5) The Director / Supervisor must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure that they are followed.

6) Throughout the emergency, staff will:

- help keep children calm;
- take attendance to ensure that all children are accounted for;
- conduct ongoing visual checks and head counts of children;
- maintain constant supervision of the children; and
- engage children in activities, where possible.

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

<b>8a) Procedures to Follow When “All-Clear” Notification is Given</b>	
<b>Procedures</b>	<p>1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre.</p> <p>2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre.</p> <p>3) Staff must:</p> <ul style="list-style-type: none"> <li>• take attendance to ensure all children are accounted for;</li> <li>• escort children back to their program room(s), where applicable;</li> <li>• take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and</li> <li>• re-open closed/sealed blinds, windows and doors.</li> </ul> <p>4) The Director / Supervisor will determine if operations will resume and communicate this decision to staff.</p>
<b>Communication with parents/ guardians</b>	<p>1) As soon as possible, the Director / Supervisor must notify parents/guardians of the emergency situation and that the all-clear has been given.</p> <p>2) Where disasters have occurred that did not require evacuation of the child care centre, the Director / Supervisor must provide a notice of the incident to parents/guardians by email. A notice will also be posted at the entrance door for those that may not have access to an email / messages.</p> <p>3) If normal operations do not resume the same day that an emergency situation has taken place, the Director / Supervisor must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.</p> <p>*Set out the procedures that will be followed to ensure children’s safety and maintain appropriate levels of supervision;</p> <p>*Set out requirements regarding communications with parents</p> <p>*Set out requirements regarding contacting appropriate local emergency response agencies; and</p> <p>*Address recovery from an emergency, including:</p>

	<p>a) requiring that staff, children and parents be debriefed after the emergency  b) setting out how to resume normal operations of the child care centre, and  c) setting out how to support children and staff who may have experienced distress during the emergency.</p> <p>The licensee must ensure that the Parent Handbook includes a statement that the child care centre has emergency management policies and procedures and a statement regarding how parents will be notified if an emergency occurs.</p> <p>McMurrich Playschool will also abide by Hellenic Home Emergency Management Policies and Procedures (if over and above).</p>
<p><b>8b) Procedures to Follow When “Unsafe to Return” Notification is Given</b></p>	
<p><b>Procedures</b></p>	<ol style="list-style-type: none"> <li>1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel.</li> <li>2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site.</li> <li>3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site.</li> <li>4) The Director / Supervisor will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, when it is possible and safe to do so.</li> <li>5) Upon arrival at the evacuation site, staff must: <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• take attendance to ensure all children are accounted for;</li> <li>• help keep children calm;</li> <li>• engage children in activities, where possible;</li> <li>• conduct ongoing visual checks and head counts of children; <ul style="list-style-type: none"> <li>• maintain constant supervision of the children;</li> </ul> </li> <li>• keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and</li> <li>• remain at the evacuation site until all children have been picked up.</li> </ul> </li> </ol>
<p><b>Communication with parents/ guardians</b></p>	<ol style="list-style-type: none"> <li>1) Upon arrival at the emergency evacuation site, the Director /Supervisor will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.</li> <li>2) Where possible, the Director /Supervisor will update the child care centre’s voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated and include the details of the evacuation site location and contact information in the message.  In the Emergency Bag (containing a First Aid Kit) – which accompanies staff during any Emergency evacuation – there will be a folder containing any additional forms needed; i.e. Accident Reports</li> </ol>

	<p>McMurrich Playschool's Emergency Binder and Cell Phones are also taken out by staff during drills and emergencies.</p> <p>An Emergency Fund is available for extended time away from the daycare so that staff are able to purchase and/or order food/snacks/drinks for the children.</p>
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### PHASE 3: RECOVERY (AFTER AN EMERGENCY SITUATION HAS ENDED)

<p><b>Procedures for Resuming Normal Operations</b></p>	<p>The Supervisor:</p> <ul style="list-style-type: none"> <li>• Will re-open the day care once an all-clear has been given by the authority and emergency services personnel – both have to be in agreement</li> <li>• Will contact the centre's Ministry Licensing Specialist / Program Advisor and City Consultant to update and/or provide information as required/needed</li> <li>• Will consult with the above as well as the Board of Directors to provide an update to media and/or community (if needed)</li> <li>• Will contact the Insurance Company with any information (if necessary)</li> <li>• Will contact service providers regarding resumption of services</li> <li>• Will update parents</li> </ul> <p>If not able to return to premises.... will do all of the above as applicable and;</p> <ul style="list-style-type: none"> <li>• Will work with stakeholders to arrange temporary re-location if necessary</li> </ul>
<p><b>Procedures for Providing Support to Children and Staff who Experience Distress</b></p>	<p>The Supervisor:</p> <ul style="list-style-type: none"> <li>• Will arrange for support to children and families as needed</li> <li>• Will work with the centre's City Resource Consultant to gather resources and references that may assist us in dealing with any issues that arise</li> </ul>
<p><b>Procedures for Debriefing Staff, Children and Parents/Guardians</b></p>	<p>Supervisor must debrief staff, children and parents/guardians after the emergency.</p> <p>Regular debriefing will occur during the emergency to make sure everyone is aware and up to date on information.</p> <p>A formal staff meeting which will include Executive Members of the Board will be scheduled the day after the emergency to record events, and incidences, questions and review and make any necessary changes to our Policies and Procedures.</p> <p>This report will be generated and made available to our parent community and a copy kept in our Board Binder. Any confidential information will be kept separately and make a note of, but not disclosed to the general public.</p>

### INTENT

The intent of the provision is to require licensees to have policies and procedures that protect the health and safety of children and staff in the event of an emergency. The provision requires that staff roles and responsibilities be clearly outlined in the event of an emergency.





## **Appendix: Parent Roles**

A parent or caregiver from each member family must volunteer for one of the following roles. The descriptions for each position are general guidelines but please keep in mind that all members work together to run the playschool. From time to time and year to year there may be exceptional circumstances and areas that require more work than others. For example, teachers may need to be hired or enrolment may be low (which would create a need for additional publicity and/or fundraising). In these situations, members may be called upon for additional duties. The board may also, on occasion, put out a request to the membership for a volunteer with specific skills or a request that people change or adapt their roles depending on their skills and the needs of the playschool.

We each have our own skills and interests and finding the best way to apply those skills and interests can be a work-in-progress. Involvement in a parent-run co-operative is a unique and rewarding opportunity and we all benefit – especially our children – from our flexibility, commitment and enthusiasm.

### **Executive Positions**

For 30 years the McMurrich Playschool Co-op worked on a model of true democracy; all members of the playschool belonged to the Board of Directors, attended all meetings and voted on all issues regarding the operation and oversight of the program. As the membership grew this model became unmanageable, and also made it difficult to protect the privacy of the teachers and members of the playschool. And so, in 2008 MCPS members voted to implement a model in which an Executive Board manages the operations of the program including staff, licensing, policies and procedures. The Executive is bound to make decisions they deem to be in the best interest of the children and the program as well as adhere to the philosophy of the program.

At the **annual general meeting for the election of the board of directors** you will be expected to volunteer for membership on the Board of Directors or one of the committees (there will also be an **annual general meeting** held in October. Attendance is mandatory for both meetings).

The roles and responsibilities of each of these positions are as follows:

#### ***President:***

- Prepares agendas, organizes and chairs monthly executive board meetings and general meetings.
- Has overall accountability for the general management and supervision of the affairs and operations of the corporation.
- Has overall accountability for financial records.
- Signs all by-laws together with the secretary or other appointed board members.
- Acts as liaison between MCPS and school principal.
- Acts as liaison between MCPS and other community groups.
- Acts as past President for a second year.

#### ***Vice-President:***

- Acts as “reporting manager” for teachers.
- Acts as liaison between employees and the Board of Directors.
- Meets regularly with teachers to discuss the management of the program.
- Manages the hiring process, including salary, contracts and job descriptions.
- Assumes duties and powers in the absence or inability of President.

**Secretary:**

- Attends meetings and records minutes of all proceedings.
- Works with supervisor to ensure all licensing requirements are filed on a timely basis.
- Is the custodian of all books, papers, records, correspondence, contracts and other documents belonging to the corporation.
- Works with the executive and supervisor to ensure policies and procedures are up to date.
- Keeps website, policies and procedures handbook up to date.

**Treasurer: (Currently we have a hired Treasurer 2016-present) Voula**

- Manage the Wave financial system
- Conducts reconciliation and questions items as they arise
- Advises the Board of findings
- Responsible for managing the budgeting process and presenting a budget to the Board
- Looks at ways to get a higher interest rate for idle cash in the bank account (ex. GIC) and reports to the board
- Responsible for reviewing the financial feasibility of proposals submitted by committees and other members and provide guidance to the Board throughout the proposal approval process
- Prepare a monthly income statement to present to the Board
- Prepare income tax accurate accounts of all receipts for parents (e.g. child care expense deductions).
- Establish a clear budget at the beginning of the school year based on input from the different committees and have Board approve the budget
- Where additional (non-budgeted) spending is required, collaborate with committee/member to present a written proposal to the Board including financial projections.
- Present income statement to the Board on a monthly basis which includes last month's financials, year to date (YTD) financials, last month's budget, YTD budget, variances and rationale for these variances.

**Registrar:**

- Communication with prospective families.
- Arrange and give tours.
- Answer question.
- Conduct interviews with families on tour.
- Use registration package questions to assess readiness in conjunction with preschool supervisor before offering spots to prospective student.
- Clearly communicate expectations related to being a member of a co-op.
- Approve all changes to enrolment.
- Process registration packages.
- Report to board on current state of enrolment and waiting list.

**Committee Co-ordinator: (2016 to present- will form this committee when needed)**

- Corresponds regularly with committee chairpersons for updates on plans and progress and reports to the Board of Directors.
- Presents committee budgets to the Board of Directors for approval.

- Oversees and supports committee involvement and ensures allocated duties are fulfilled throughout the year.
- Organize monthly meetings with committees to receive updates, and co-ordinate any events or activities that should be brought to the board for approval.
- Present minutes of these meetings at each board meeting to ensure all committees are being utilized properly.

***Policies and Procedures and Succession Coordinator: (2016 to present- will form this committee when needed)***

- Works with board on the development of new policies and procedures.
- Works with supervisor on the documentation of new and updated policies and procedures from the Ministry, Public Health and McMurrich Public School.
- Works with the secretary to update the Policies and Procedures handbook and website.
- Works with all board members to ensure continuity and knowledge transfer to replacements board members.
- Administrate an online document repository.

***Past President:***

- Sits on the Board of Directors and acts as an advisor to ensure smooth operations of the playschool (does not have a vote).

Note: two board members (including Treasurer) will have signing authority on cheques on behalf of MCPS.

**Committee Positions**

The following positions are designed to create support for board positions and/or playschool operations but do not require attendance at monthly board meetings.

***Fundraising/Publicity (3 to 4 members):***

- Sets a fundraising target and creates a plan to work toward that goal.
- Organizes different fundraisers throughout the year to achieve set goal (yard sale, bake sale, SILENT AUCTION ect.)
- Promotes school through marketing to encourage enrollment of new families when necessary.
- Organizes an open house to promote the school and obtain new enrollments for the following school year when necessary.

***Social Committee:***

- Organizes events throughout the year, Halloween, Holiday party in December, Graduation party in June, etc.
- Provides a schedule of events and a budget with estimated costs to the Supervisor.

***Maintenance and Supplies Committee:***

- Purchases cleaning supplies, paper supplies (tissues and paper towel) and other items as necessary.
- Does laundry.

***Program Enrichment Committee***

Works with teachers to support curriculum, plan special projects and involve parents in programming and activities.

- Works with teachers to create a schedule of events and a budget with estimated costs for presenters, visitors and field trips/excursions throughout the year (target 6-8); this plan is presented to Supervisor.
- Works with supervisor to collect fees and document the collection of fees for presenters, visitors and field trips etc.

## **Appendix B: Decision Making Authorities**

Member volunteers manage all aspects of the operation of MCPS. The Executive Board is elected by the membership to make decisions on behalf of the playschool. Clear decision-making authorities and accountabilities ensure smoother operations of the program. MCPS staff makes many decisions regarding the children's days and the Board of Directors makes general policy decisions.

All members of MCPS are responsible for the following:

- Decisions concerning the philosophy of MCPS.
- Periodic evaluations of the program (process led by Executive Board).
- Decisions regarding the hours and days of the program.

The Executive Board is responsible for the following:

- Decisions concerning the hiring, disciplining and dismissal of staff.
- Decisions concerning staff salaries and terms and conditions of employment.
- Decisions concerning registration and fee structure.
- Establishment and monitoring of budget.
- Management of revenue.
- Resolution of conflict with staff/members which have not been resolved by the supervisor.

The supervisor is responsible for the following:

- Decisions in cases of emergency including all Serious Occurrences.

Teachers are responsible for the following:

- Decisions regarding the curriculum, activities and topics covered in the program.
- Decisions regarding the daily routine and scheduling of the children's days.
- Decisions regarding the wellness of a child and their ability to participate in the program.
- Decisions regarding discipline and behavior management. Our teachers must at all times follow MCPS policies and Child Care and Early Years Act requirements.

The Executive Board, supervisor and teachers are jointly responsible for:

- Decisions concerning operating policies and procedures. The Board may rely on the expertise of the supervisor and teachers for guidance as to requirements of the Child Care and Early Years Act etc.

## Appendix: Optional Duty Day Schedule

### Daily schedule:

- |              |  |
|--------------|--|
| 8:30 AM      | <ul style="list-style-type: none"><li>▪ Arrive ready to assist in receiving children.</li><li>▪ Supervise children's indoor play area; be sure that gates are kept closed.</li></ul>           |
| 9:15 AM      | <ul style="list-style-type: none"><li>▪ Complete a clean-up or prep task as indicated by the teachers (e.g. vacuum, wash toys, cut out arts and crafts).</li></ul>                             |
| 10:00 AM     | <ul style="list-style-type: none"><li>▪ Wash your hands and disinfect the tables.</li><li>▪ Set up for snack by setting out chairs and each children's food, opening containers etc.</li></ul> |
| 10:25 AM     | <ul style="list-style-type: none"><li>▪ Assist with serving of snack, be aware of all allergies.</li><li>▪ Facilitate an orderly, enjoyable snack time.</li></ul>                              |
| 10:50 AM     | <ul style="list-style-type: none"><li>▪ Assist tidying up children's snack belongings.</li><li>▪ Disinfect tables and tidy up room while children are in washroom.</li></ul>                   |
| 11:00 AM     | <ul style="list-style-type: none"><li>▪ Assist children with getting ready for outdoor play</li><li>▪ Bring snack bin and outdoor toys outside.</li></ul>                                      |
| 11:15- 11:45 | <ul style="list-style-type: none"><li>• Head outside to the Playground and Pick Up</li></ul>   |

## Appendix: Communicable Diseases Reporting Procedure

We will abide at all times with the Health Protection and Promotion Act (HPPA) and Toronto Public Health requirements and report all instances of the infection of one of our children with any of the communicable diseases that are designated reportable in the province of Ontario. These listings are also posted in the classroom.

For a list of communicable diseases that must be reported to Toronto Public Health please see:

[http://www.toronto.ca/health/cdc/communicable\\_disease\\_surveillance/monitoring/pdf/reportablediseases.pdf](http://www.toronto.ca/health/cdc/communicable_disease_surveillance/monitoring/pdf/reportablediseases.pdf)

In all cases, instances of any **Reportable Communicable Diseases** will be reported as follows:

1. Parents/guardian of the child will inform the staff of any confirmed or suspected reportable disease listed on the Public Health Communicable Disease Reporting list.
2. The staff will report to the supervisor or designate.
3. The supervisor will report all instances of diseases in the table below immediately to the Medical Officer of Health at 416-392-7411 or 416-690-2142 (after hours).
4. Supervisor will report all instances of other listed diseases by the next working day by fax, phone or mail.
5. Infected child(ren) will be excluded from the program and require a doctor's note indicating they are no longer contagious before they will be readmitted to the program.

Below is a table providing information of reportable communicable diseases.

Disease	Signs & Symptoms	Transmission	Infectious Period	Exclude?
<b>Chickenpox</b> (Varicella-Zoster virus)	Generalized, itchy rash: Crops of small red spots turn into fluid-filled blisters that crust as they resolve. Other systemic symptoms such as fever.	<b>Airborne:</b> Spreads easily from person-to-person through the air (coughing/sneezing). <b>Contact: Direct contact</b> with the fluid from the blisters or respiratory secretions.	1 to 2 days before the rash develops, until crusting of all lesions (usually 5 days).	<b>Yes</b> – for 5 days after onset of rash.
<b>Norwalk</b> (Norovirus)	Sudden onset of watery diarrhea, abdominal cramps and nausea. Symptoms last from 24 to 60 hours.	<b>Contact: Direct contact</b> with bodily fluids (contaminated hand to mouth). <b>Indirect contact</b> with contaminated food, water or other objects or surfaces contaminated with stool.	For duration of diarrhea.	<b>Yes</b> -24 hrs symptom free <b>Or</b> 48 hrs symptom free during an outbreak.
<b>Measles</b> Also known as <b>Rubella</b> or <b>Red Measles</b> (Morbillivirus)	High fever, cough, runny nose, red eyes for 2 to 4 days before rash starts. Rash begins on face as small red spots, which enlarge and clump	<b>Airborne:</b> Spread easily from person-to-person through the air (Highly contagious). <b>Contact: Direct contact</b> with respiratory	3 to 5 days before onset of rash until 4 days after onset of rash.	<b>Yes</b> - Until 4 days after beginning of rash and when the child is able to participate.

Disease	Signs & Symptoms	Transmission	Infectious Period	Exclude?
	together and spreads down body.	secretions of an infected person.		(cont'd on p38)
<b>Mumps</b> (Rubulavirus)	Swollen and tender glands at the jaw line on one or both sides of the face. May include fever, malaise, headache, inflamed testes and respiratory symptoms (especially for children aged five and under.)	<b>Droplet:</b> From coughs and sneezes of an infected person to a distance of < 2 metres. <b>Contact: Direct contact</b> with the saliva / respiratory secretions of an infected person.	7 days before to 9 days after onset of swelling.	<b>Yes</b> - Until 5 days after onset of parotid gland swelling.
<b>Pertussis</b> Also known as <b>Whooping Cough</b> (Bordetella pertussis)	Usually begins with runny nose and cough. Cough progressively becomes frequent and severe and may result in a high-pitch whoop sound. Loss of breath or vomiting after coughing bouts may occur. May last 6 to 10 weeks.	<b>Droplet:</b> From coughs and sneezes of an infected person to a distance of < 2 meters.	Highly infectious in the early stages of runny nose and cough to 3 weeks after onset of whooping cough (paroxysms), if not treated. Or after 5 days of treatment.	<b>Yes</b> - Until 5 days of appropriate antibiotics have been completed. If untreated, until 21 days after onset of cough.
<b>Rubella</b> Also known as <b>German Measles</b> (Rubivirus)	Characterized by a red rash, low-grade fever and swelling of the glands in the neck and behind the ears. Usually uncomplicated illness in children.	<b>Droplet:</b> From coughs and sneezes of an infected person to a distance of < 2 meters. <b>Contact: Direct contact</b> with respiratory secretions of an infected person.	7 days before to 7 days after onset of rash.	<b>Yes</b> -For 7 days after onset of rash.

The following are **non-reportable diseases** but should still be treated seriously as indicated in the table below.

Disease	Signs & Symptoms	Transmission	Infectious Period	Exclude?
<b>Common Cold</b> (Rhinoviruses)	Runny nose, sneezing, sore throat, cough, fever, headache, decrease of appetite and lack of energy. Most colds last for 7 to 10 days.	<b>Droplet:</b> From cough and sneeze of an infected person to a distance of < 2 meters. <b>Contact: Direct contact</b> with respiratory secretions. <b>Indirect contact</b> with toys, other objects or surfaces contaminated with respiratory secretions.	Highest during the first 2 to 3 days of symptoms and until 7 to 10 days after onset of symptoms.	<b>No</b> - If child feels well enough to participate.  <b>Yes</b> - if fever is over 38C and until child is fever free for 24 hours.
<b>Hand, Foot &amp; Mouth Disease</b> (nonpolio enteroviruses)	Fever, loss of appetite, malaise, sore throat, small painful mouth ulcers and a rash (small red spots or	<b>Contact: Direct contact</b> with stool, saliva, nose and throat secretions or fluid from the blisters of	For duration of illness and up to several weeks after onset of illness.	<b>No</b> - If child feels well enough to participate.



Disease	Signs & Symptoms	Transmission	Infectious Period	Exclude?
	blisters on hands, feet and in mouth) and headache. May last 7 to 10 days.	an infected person. <b>Indirect contact</b> with contaminated toys, objects or surfaces.		(cont'd on p39)
<b>Fifth Disease</b> Also known as: "Slapped Cheek" <b>erythema infectiosum</b> (Parvovirus B19)	A very red rash on a child's cheeks (slapped face appearance). A red, lace-like rash develops on torso and arms, then over the rest of the body. Rash may itch occasionally. May have low-grade fever, malaise, or a mild cold before rash starts. Rash may last 1 to 3 weeks.	<b>Contact: Direct contact</b> with respiratory secretions.	Several days before the appearance of the rash. Not infectious once rash appears.	<b>No</b> - If child feels well enough to participate. Child is non-infectious after appearance of rash.
<b>Conjunctivitis</b> Also known as: <b>Pink Eye</b> <b>Bacterial:</b> (nontypable Haemophilus influenzae and S. pneumoniae <b>Viral:</b> (adenoviruses)	<b>Purulent:</b> Pink or red eyeballs, white or yellow discharge, matted or red eyelids and eye pain. Usually caused by a bacterial infection. <b>Non-Purulent:</b> Pink or red eyeball, clear and watery discharge, mild or non-painful. May be caused by virus or non-infectious condition.	<b>Contact: Direct contact</b> with eye secretions. <b>Droplet:</b> From coughs and sneezes of an infected person to a distance of < 2 meters.	<b>Bacterial:</b> Infectious until 24 hours of appropriate antibiotic treatment. <b>Viral:</b> Infectious as long as there is eye discharge.	<b>Yes</b> - Until discharge is no longer present or once appropriate medication has been taken for 24 hours.
<b>Ringworm</b> (of the body) Also known as: Tinea Corporis (various types of fungi)	Itchy, flaky ring-shaped rash, on face, trunk, limbs, scalp, groin or feet.	<b>Contact: Direct contact</b> (skin-to-skin). <b>Indirect contact</b> sharing combs, unwashed clothes, shower or pool surfaces and under fingernails from scratching. Can also be acquired from pets.	As long as rash is untreated or uncovered.	<b>Yes</b> - Until the appropriate treatment has been taken for at least 24 hours.
<b>Impetigo</b> (Streptococcus pyogenes or Staphylococcus aureus)	Cluster of red bumps or fluid-filled blisters, which may ooze a clear fluid or become covered by an itchy honey-coloured crust. Usually appears around a child's mouth, nose or on exposed skin of the face or limbs.	<b>Contact: Direct contact</b> with skin lesions. <b>Indirect contact</b> with contaminated bed linens or clothing.	From onset of rash until 1 day after start of treatment.	<b>Yes</b> - Until 24 hours after treatment has been initiated. Lesions on exposed skin should be covered.
<b>Scarlet Fever</b> (Streptococcus pyogenes)	Sore throat, fever, swollen tender neck glands with widespread bright red rash covering the entire body. Commonly seen on neck, chest, underarms, elbow, groin and inner thigh,	<b>Contact: Direct contact</b> with saliva. <b>Droplet:</b> From coughs and sneezes of an infected person to a distance of < 2 meters.	Until 24 hours after appropriate antibiotic treatment started.  In untreated cases, 10 to 21 days.	<b>Yes</b> - Until 24 hours after treatment has started and the child is able to participate in activities,

Disease	Signs & Symptoms	Transmission	Infectious Period	Exclude?
	tongue (strawberry tongue). Rash feels like sandpaper.			
<b>Strep Throat</b> (Streptococcus pyogenes)	Sore throat, fever, swollen tender neck glands.			

## Appendix: Sample Individualized Medical Support Plan for a Child with Medical Needs

*This form must be completed for a child who has one or more acute\* or chronic\*\* medical conditions such that he/she requires additional supports, accommodation or assistance.*

**Child's Full Name:**

**Child's Date of Birth:**

(dd/mm/yyyy)

**Date Individualized Plan Completed:**

**Medical Condition(s):**

( ) Diabetes      ( ) Asthma

( ) Seizure      ( ) Other:

Photo of Child  
(Recommended)

### Prevention and Supports

**STEPS TO REDUCE THE RISK OF CAUSING OR WORSENING THE MEDICAL CONDITION(S):** *Include how to prevent an allergic reaction/other medical emergency; how not to aggravate the medical condition (e.g. pureeing food to minimize choking), etc.*

**LIST OF MEDICAL DEVICES AND HOW TO USE THEM** (if applicable): *(e.g. feeding tube, stoma, glucose monitor, etc.; or not applicable (N/A))*

**LOCATION OF MEDICATION AND/OR MEDICAL DEVICE(S)** (if applicable): *(e.g. glucose monitor is stored on the second shelf in the program room storage closet; or not applicable (N/A))*

**SUPPORTS AVAILABLE TO THE CHILD** (if applicable): *(e.g. nurse or trained staff to assist with feeding and/or disposing and changing of stoma bag; or not applicable (N/A))*

### Symptoms and Emergency Procedures

**SIGNS AND SYMPTOMS OF AN ALLERGIC REACTION OR OTHER MEDICAL EMERGENCY:** *(include observational physical reactions that indicate the child may need support or assistance (e.g. hives, shortness of breath, bleeding, foaming at the mouth, etc.)*

**PROCEDURE TO FOLLOW IF A CHILD HAS AN ALLERGIC REACTION OR OTHER MEDICAL EMERGENCY:** *(include steps (e.g. Administer two (2) puffs of corticosteroids; wait and observe the child's condition; contact emergency services/family; family/emergency contact information, etc.)*

**PROCEDURES TO FOLLOW DURING AN EVACUATION:** *(e.g. ice packs for medication and items that require refrigeration; how to assist the child to evacuate, etc.)*

**PROCEDURES TO FOLLOW DURING FIELD TRIPS:** *(e.g. how to plan for off-site excursion; how to assist and care for the child during a field trip, etc.)*

**Additional Information Related to the Medical Condition (if applicable):**

--

( ) This plan has been created in consultation with the child's family.

**Parent/Guardian Signature:**

<b>Print Name:</b>	<b>Relationship to Child:</b>
<b>Signature:</b>	<b>Date (dd/mm/yyyy):</b>

The following individuals participated in the development of this Individualized Medical Support Plan.

<b>First and Last Name</b>	<b>Position/Role</b>	<b>Signature</b>

Frequency at which this Individualized Medical Support Plan will be reviewed with the child's family:

**Special Instructions:**

- \*Acute: a condition that is severe and sudden in onset that, if left untreated, could lead to a chronic syndrome
- \*\*Chronic: a long-developing syndrome that can develop or worsen over an extended period of time
- Each child with special medical needs requires their own Individualized Medical Support Plan. If significant changes and updates are required to this Individualized Medical Support Plan, a new individualized plan must be completed.
- An additional Individualized Medical Support Plan is not required for a child with an anaphylactic allergy, if the child does not otherwise have a special medical need, as these children must already have an Individualized Plan under the Anaphylactic Policy.
- Children's personal health information should be kept confidential.

**Appendix: Consent for the Refusal to the Development of an Individualized Medical Support Plan**

I/We \_\_\_\_\_ have read the above information and decline the  
(Name of parent or guardian or individual)

development of an Individualized Medical Support Plan for my child \_\_\_\_\_.  
(Name of child)

\_\_\_\_\_  
(Signature of parent or guardian or individual)

\_\_\_\_\_  
Date

\_\_\_\_\_  
(Signature on behalf of McMurrich Playschool)

\_\_\_\_\_  
Date

**Authorization for Release of Information**

I/We \_\_\_\_\_  
(Parent or Guardian Name)

consent to the disclosure, transmittal, or examination of information regarding developmental concerns regarding:

\_\_\_\_\_  
(Child's Name)

\_\_\_\_\_  
(Date of Birth)

I/We hereby authorize communication between personnel of-  
McMurrich Playschool

AND

\_\_\_\_\_  
(Name of Agency/Individual)

The purpose of this disclosure is to assist in the development and well-being of the above-named child in the inclusive program at McMurrich Playschool.

Unless otherwise noted, this authorization is valid for the length of time my child is enrolled at McMurrich Playschool.

**Once your child has been withdrawn from the Centre, this authorization becomes null and void.**

\_\_\_\_\_  
(Signature of parent or guardian or individual)

\_\_\_\_\_  
Date

\_\_\_\_\_  
(Signature of Witness)

\_\_\_\_\_  
Date

**Appendix: Consent for the Refusal to the Development of an Individualized Support Plan**

I/We \_\_\_\_\_ (Name of parent or guardian or individual) have read the above information and decline the development of an Individualized Support Plan for my child

\_\_\_\_\_ (Name of child)

\_\_\_\_\_  
(Signature of parent or guardian or individual) | Date

\_\_\_\_\_  
(Signature on behalf of McMurrich Playschool) | Date

**Authorization for Release of Information**

I/we

\_\_\_\_\_  
(Parent or Guardian Name)

consent to the disclosure, transmittal, or examination of information in regard to developmental concerns regarding-

\_\_\_\_\_  
(Child's Name) | (Date of Birth)

I/we hereby authorize communication between personnel of-

McMurrich Co-op Playschool

AND

\_\_\_\_\_  
(Name of Agency/Individual)

The purpose of this disclosure is to assist in the development and well-being of the above-named child in the inclusive program at McMurrich Playschool.

Unless otherwise noted, this authorization is valid for the length of time my child is enrolled at McMurrich Playschool.

*Once your child has been withdrawn from the Centre, this authorization becomes null and void.*

\_\_\_\_\_  
(Signature of parent or guardian or individual) Date

\_\_\_\_\_  
(Signature of Witness) Date

**Appendix: Early Learning Individual Support Plan**

Child's name:

Date of birth:

Caregiver's name:

RECE's name:

Supervisor's name:

Date of plan /revisions

Who participated?  
(staff and agency name)

**Child's profile:**

Child's strengths and interests

Areas that team wants to focus on

Area of developmental focus	Goal pertaining to child's need	Possible activities or routine and/or equipment to support focus area or developmental growth	How to use supports or aids	Who will be involved?
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## **Appendix: Volunteer/Participating Parent/Student Placement Form**

We welcome you to McMurrich Playschool and hope your volunteer/educational experience is rewarding and enjoyable.

Volunteers, participating parents, and placement students are an important and highly valued part of our organization.

### **What can you expect?**

McMurrich Playschool will introduce you to how the organization works, and your role in the centre, and to provide you with information and training about our policies and procedures to assist you in meeting the responsibilities of your role.

The training is scheduled for \_\_\_\_\_

### **What we provide:**

- We will review the performance standards we expect from volunteers, participating parents and placement students in our organization.
- We will review all agency policy and procedures.
- We will schedule regular meetings with \_\_\_\_\_ to discuss how you are adjusting in your role. To answer any questions, provide support and discuss any successes or problems.
- We will respect your skills, dignity, and individual goals and to do our best to meet them.
- We will consult with you and keep you informed of upcoming changes in policies, procedures or programs.
- We will provide you with a safe workplace free from harassment and violence.
- We will try to resolve fairly any problems, complaints and difficulties you may have while you volunteer, or are placed with us as a student.
- We will do our best to help you develop your skills and role with us.
- What we expect from our volunteers, participating parents or students.
- We expect you to help McMurrich Playschool fulfill its philosophy of providing a high-quality child care program and learning experience.
- We expect you to perform your role to the best of your ability.
- We expect you to follow McMurrich Playschool policies, procedures and standards of practice, including health and safety.



- We expect you to follow the organization's anti-harassment and anti-discrimination policies in relation to all children, staff, clients and other volunteers and students.
- We expect you to maintain the confidentiality of all information shared with you related to the organization, including its students, volunteers, staff and clients.
- We expect you to meet the time commitments, schedules, and standards which have been mutually agreed to and signed off.
- We expect you to give reasonable notice, so other arrangements can be made if you cannot meet your time commitments or schedules.
- We expect you to provide or agree to undergo a Police Reference Check and agree to sign off on all applicable policies and procedures.

I, \_\_\_\_\_ have read, understood and had the opportunity to ask questions and here by agree to do the following:

I agree to follow all of McMurrich Playschool rules, policies and procedures, including health and safety, behavior management and confidentiality.

I agree to work reliably to the best of my ability and give as much notice as possible whenever I cannot work when expected.

Note: this agreement is in honor only and is not intended to be legally binding contract of employment.

**Murrich Co-operative Policy Review Confirmation**

I \_\_\_\_\_ (Name of Staff, Student, or Volunteer)

confirm that I have read and understand the following Policies and Procedures:

- **Program Statement**
- **Program Statement Implementation Policy**
- **Wait List Policy**
- **Parent Responsibilities/Parent Issues and Concerns**
- **Anaphylaxis Policy**
- **Snack Policy**
- **Sick Policy and Medication Policy**
- **Weather Policy**
- **Playground Safety Policy**
- **Prohibited Practices and Behaviour Management Policy**
- **Monitoring Compliance and Contravention Policy**
- **Criminal Reference Check (Vulnerable Sector Check) Policy**
- **Supervision of Volunteers & Students Policy**
- **Fire Evacuation Procedures/Emergencies**
- **Serious Occurrence Policy**
- **Child Abuse Policy**
- **Diversity Policy/Individual Plan for Children with medical needs**
- **Staff Training & Development Policy**
- **Health, Safety and Communicable Diseases**
- **Sanitary Practices Procedures**

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\_\_\_\_\_  
Signature of Staff, Student, Volunteer

\_\_\_\_\_  
Date of Review

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**Reason for Review:**

- Commencement of Employment
- Commencement of Educational Placement
- Commencement of Volunteering
- Annual Review of Policies and Procedures
- Policy Change