



Parent Handbook

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Section 1: Our Program

Program Statement

Pine Ridge Nursery School's (PRNS) philosophy stems from the belief that children are competent, capable, curious, and rich in potential. We believe that children learn best through active play, participation and when they are having fun! PRNS utilizes the professional learning resource guide "How Does Learning Happen? Ontario's Pedagogy for the Early Years" (HDLH) to support program planning and development.

The Program Statement outlines the goals we strive to achieve with children and families, and the approaches being implemented in the program. It has been developed in consultation with staff and takes into consideration the needs and opinions of parents, educators, and students in the program.

a. **Promote the health, safety, nutrition, and well-being of the children**

Approach: The staff ensures that the classroom environment holds age-appropriate equipment that is in good repair. A daily inspection of the room during set up time will allow for ongoing monitoring.

Staff follow the Durham Region Health Department Child Care Cleaning and Disinfecting Schedule. This states that toys and equipment are washed weekly or more often if additional infection prevention and control measures are required. A toy washing record is kept.

Staff communicate with each other and work together to ensure the whole room environment is supervised. Staff are always aware of the number of children in the room. Attendance verification records are always kept up to date. The number of children in attendance is written on a white board near the classroom door for quick reference.

The children are offered a small snack each day. The snack menu is posted on Google Classroom for parents to review and a copy of the menu is kept on file for a minimum of 2 months.

b. **Support positive and responsive interactions among the children, parents, child care providers and staff**

Approach: Staff model appropriate positive social behavior and interact with others in a supportive and encouraging manner. This includes staff to staff, staff to parent, and staff to child communication.

Staff greet children and parents in a hospitable way, using a friendly tone of voice with all individuals, while maintaining a calm, composed manner during any situation. Staff will actively listen and respond to child and parent communications.

c. **Encourage the children to interact and communicate in a positive way and support their ability to self-regulate**

Approach: Consistent sensitive and comforting care from supportive and trusted adults helps children develop self-regulation. Staff reinforce positive social behaviors by encouraging children in the moment, thus taking advantage of "teachable moments." Knowing the individual needs and personalities of each child and moving in to support positive communications between children is key to anticipating situations before they escalate. The staff use developmentally-appropriate re-direction strategies when necessary. As children learn to self-regulate, skills such as concentrating, sharing, and taking turns begin to develop.

d. Foster the children’s exploration, play, and inquiry

Approach: “Educators can gain a deeper understanding of children’s developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking” (HDLH, pg. 35)

Staff will encourage children to problem solve and find solutions to tasks/activities (i.e., suggest a more stable surface for the child struggling to build a block tower), support children to follow through with strategies (i.e., Help move the blocks to a better spot) and break solutions into small steps if necessary.

Staff support the children’s learning during class time by balancing supervision of the children with engagement in the children’s experiences, thus creating opportunities to extend learning by adding new vocabulary, suggesting ideas, and providing materials.

The staff are aware of the individual abilities and needs of each child in the class, and respond appropriately in the moment. (i.e., a teacher may write a child’s name on their painting, another child may be encouraged to write their own name guided by verbal cues, another might receive hand-over-hand help from the teacher)

Teachers regularly plan and document group science-based experiences. Children have an opportunity to observe, participate, and inquire during the experience. Visual documentation provides a chance for the child to recall and reflect on the activity.

e. Provide child-initiated and adult-supported experiences

“When children initiate experiences, generate ideas, plan, problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn” (HDLH) p. 35

Approach: Staff follow the children’s cues at every possible opportunity. The program offers a blend of child-initiated and adult-supported activities. For example, a structured activity (craft) is implemented during the free play period. Children can move seamlessly between choosing their own activities, and coming to the table to complete a task with the teacher as a guide.

f. Plan for and create positive learning environments and experiences in which each child’s learning and development will be supported

Approach: Staff ensure that all play equipment, furnishings in the classroom are age-appropriate, safe, organized and inviting for the children.

Staff adapt the environment to meet the needs and interests of the children. Materials reflecting people with diverse cultures and abilities are placed in an inclusive manner throughout the room.

Staff are given time away from supervision duties to prepare the learning experiences planned for the children and environment set-up. The paid day includes planning/prep time before class.

g. Incorporate active play, rest and quiet time into the day and consider the individual needs of the children receiving care

Approach: The classroom environment is considered the “third teacher.” The children have a variety of areas in which to choose their own activities, including quiet play areas, literacy, and book centers. Children can choose to engage in quiet or active play. The daily schedule reflects an opportunity for restful activities (i.e., story time) to offer balance to the active day. Children who prefer to observe rather than participate in group activities can watch quietly nearby until ready to join the group. Teachers are sensitive to the needs of individual children while encouraging participation in group activities.

h. Foster the engagement of and ongoing communication with parents about the program and their children

Approach: Google Classroom is the primary online tool used to communicate information and share nursery school experiences with families. We will share weekly program plans, menus and more on the Class Stream (group page visible to all members). Parents will receive notification of reminders and important dates on their Classroom App or via email.

Parents are invited to participate in any activities that may be offered outside the school (i.e., Extended Literacy Showcase on the Front Walkway). Special event days engage parents and extended family in the program (i.e., Graduation ceremony).

Once per month, we will share a photo via Google Classroom of your child at play. More photos will be sent if time allows!

i. Involve local community partners and allow those partners to support the children, their families, and staff

Approach: When a child in our setting could benefit from a local children's support agency (i.e., Grandview Children's Centre, Resources for Exceptional Children), then the supervisor or designate can make the parent aware of the agency and possibly seek written consent for referral. Records of consent, referral, and any follow-up reports or notes, will be kept in the child's individual file.

Any offer from the community that might enrich the program is discussed and considered by the staff. PRNS seeks to support families and staff by partnering with groups and/or individuals to provide information to all.

Staff prepare information presentations on topics of interest to families. These are set-up outside (weather permitting) the front door and include visuals, resource materials and contact information for corresponding community partners. (i.e., Autism Ontario, Immunization Matters, Epilepsy Durham)

j. Support staff in continuous professional learning

Approach: Continuous professional learning will be supported by:

1. Informing staff members of local relevant workshops. The school provides financial compensation for time spent attending relevant workshops or seminars outside of work hours, when possible.
2. The fee for ongoing Standard First Aid training is covered by the school.
3. Frequent staff meetings provide an opportunity to share ideas on programming and to reflect and discuss current best practices.
4. External tools and resources are shared and available on site.

k. Document and review the impact of the strategies set out in clauses above on the children and their families

Approach: Pedagogical documentation (i.e., digital/ photo) prepared by the teachers illustrate the program in action and how the goals and approaches of the Program Statement are being followed in our setting.

The Director observes the program in action on a regular basis. If any of the strategies set out in the clauses (a) to (j) above are observed to need a revision or correction, then either a change will be made immediately, or a discussion on the matter will be planned for the next staff meeting (scheduled bi-monthly, or more often). Meeting minutes reflect discussion on any matters pertaining to program statement, changes made, or suggestions offered.

Program Statement reflection/review is a regular agenda item at each staff meeting. The teachers implementing the strategies outlined in the statement are best equipped to make observations in the moment, and have valuable input to offer. The intent is to acknowledge that the program statement must continue to change and evolve, as our learning and understanding expands, our processes change and our families, educators and children change.

The school recognizes that families are a valuable resource when developing and reviewing the program statement. A variety of communication tools are used to keep parents apprised of their child's experiences at school. Parents can offer feedback on the program in both formal (i.e., parent survey) and informal (i.e., discussion) ways. Any parent input will be reviewed by the supervisor and discussed at the following staff meeting. Parents always can discuss the program with staff before or after class, or by email/text.

Philosophy Of Inclusion

At Pine Ridge Nursery School, we believe in the potential of all children. The staff will “plan for and create positive learning environments and experiences in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans” (CCEYA, 2014 clause 46(3)f). PRNS is responsible for the delivery of a quality program and must consider that safety and staffing needs can be met for the child, family and the school when accepting enrollments. We are committed to working in partnership with local support agencies to better serve the children and families in our program.

Program Statement Implementation and Monitoring Practices

The Pine Ridge Nursery School Program Statement reflects the view of children as being competent, capable, curious, and rich in potential. It describes specific goals for children's learning and development, and the approaches that will be implemented. We utilize the professional learning resource guide "How Does Learning Happen? Ontario's Pedagogy for the Early Years" (HDLH) to support program planning and development. The statement has been developed in consultation with staff and takes into consideration the needs and opinions of parents, educators, and students.

Prohibited Practices

A prohibited practice is any behaviour that puts children at risk or inhibits their growth, self-esteem, and healthy development. No employee, placement student or volunteer shall engage in any of the prohibited practices set out below with respect to a child receiving child care.

- Corporal punishment of a child
- Physical restraint of the child, 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/someone else, and is used only as a last resort and only until the risk of injury is no longer imminent
- Locking the exits of the child care center 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
- 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
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, or clothing
- Inflicting any bodily harm on children including making children eat or drink against their will

Monitoring Practices

- Compliance with the Program statement, policies, procedures, and individualized plans is monitored by the director through regular observation of the program.
- Individual staff compliance reviews are completed annually or more often if deemed necessary by the supervisor
- Each staff member is encouraged to have a personal development goal on an ongoing basis. Coaching and guidance are available for staff. Ongoing reflective practice helps with consistent implementation of the program statement approaches.

Roles and Responsibilities

The Director will:

- Conduct a comprehensive annual review of the program statement to be sure it meets current standards
- Ensure that all staff, students, and regular volunteers review the program statement prior to interacting with the children, annually thereafter, and at any time when the statement is modified. A declaration must be signed indicating that the review has been completed.
- Provide staff with opportunities for continuous professional learning/coaching/training
- Monitor all staff, students, and volunteers for compliance to the program statement goals and approaches. Use a combination of performance observation, documentation/program plans, as well as any verbal or written communication from parents, colleagues, or other parties as monitoring tools

- Provide follow-up if any contraventions of policies or prohibited practices are observed. The following school policies may be used for guidance in this case: Compliance and Contravention of Policies and Procedures and the Serious Occurrence Policy

Staff, students, and volunteers will:

- Implement the approaches outlined in the program statement when they are applicable. It is expected that educators always engage in positive and responsive interactions
- Provide pedagogical documentation (i.e. photo posters of science activities) to illustrate how the approaches are being implemented into the program.

Activities off-premises

If a trip off premises is planned, parents will be informed in advance and must sign permission for their child to attend. This form will be kept in the child's file.

Safe Arrival and Dismissal Policy

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Parents/guardians are asked to inform the school in advance of the regular arrival time if their child will be absent from class.

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

Arrival Procedures

Before receiving children into care at program opening time, the supervisor or designate must check for messages (text, voicemail, email) from parents regarding absences and record the information where appropriate.

When accepting a child into care at the time of drop-off, a staff member must:

1. Greet the parent/guardian and child at the front door
2. Be available to receive any relevant information about changes to the child's pick-up procedure (i.e. someone other than a usual pick-up person will be coming). Anyone picking up the child must be listed on the child's Registration and Emergency Information form. If not listed, the parent must provide authorization for pick up in writing (i.e. note or email. An exception may be made by the supervisor/designate to accept authorization via phone call, if necessary)
3. Document the change in pick-up procedure in the class Daily Log
4. Sign the child in on the both the Arrival Confirmation/Daily Health Check record and the Attendance record

Absence Monitoring

If a child does not arrive for class and the parent/guardian has not communicated in advance that the child will be absent, the supervisor or designate must:

1. Check in with the child's parent/guardian by 10:15 a.m. for morning programs and 1:45 p.m. for afternoon programs
Step 1: Text parent(s) to confirm the child's absence. Note the response.
Step 2: If no response to the text is received within 15 minutes, call parent. If there is no answer, staff will leave a voicemail with the following information:
 - The name of the child
 - The date and time
 - The reason for the messageStep 3: Document the message details in the classroom Daily Log and record the absence on the Arrival Confirmation and Daily Health Check Record and the Attendance Record

Dismissal Procedures

Children will not be released to anyone other than persons authorized to pick up the child, as described above in Arrival Procedures. People on the pick-up list must be at least 13 years of age. Parents should inform staff if anyone other than the regular authorized person will be arriving to pick up the child. Photo ID may be required to confirm identity. Departure times are noted on the Attendance Record.

If a parent/guardian has not arrived to pick up the child at the scheduled end of the program, the staff will:

1. Wait 10 minutes after program ending time. Call parent to inform that the child is still in care and has not been picked up
2. During this time, ensure that the child is supported by a staff member and provided with an activity
3. If parents/guardians cannot be reached, staff must leave a voicemail for the parent then try contacting the emergency persons listed on the child's file. Leave parent another voicemail with this information if an alternate pick-up person is coming.
4. If unable to reach anyone on the list and the center is closing for the day, see step 1 below.
5. Document the steps taken in the Daily Log

Where a parent/guardian has not arrived as expected to pick up the child and the center is closing:

1. Staff will make every effort to contact the child's family. In the case where staff are unable to reach the parent/guardian or any other authorized individual listed on the child's file, the staff will contact the Durham Children's Aid Society and follow the CAS's direction with respect to next steps. **905-433-1551**

Impaired Parents/Guardians

If staff suspect that a parent is impaired when they arrive to pick up their child, then the staff will request that the parent take a cab or contact an alternate person who can be responsible for driving them home. If this is not observed by the parent, the Police and Children's Aid may be called.

Clarington Durham Regional Police: 905-579-1520

Durham Children's Aid Society: 905-433-1551

Drop off/pick up:

Parents are encouraged to drop off and pick up their child from outside the front door. Staff are prepared to escort children to/from class and assist them with outerwear. This practice will provide families with a smooth and quick transfer of care, reduce street-parking challenges for parents, and assist children with the development of independence skills. As we shift back toward pre-pandemic practices, the school prefers to keep the enhanced preventative measure of outside drop off and pick up, primarily to reduce exposures for children within the child care setting. However, parents may still enter the child care setting if necessary or if desired.

Parents should text the school number (905-261-1877) to communicate that they have arrived. Staff ensure a safe, staggered release of the children.

Programs, Age Range and Fees (effective March 2025)

Programs and Age Range		Fees
1	2 mornings per week *2.5 – 5 yrs (Mon/Wed or Tues/Thurs)	\$290 per month
	Rainbow Room: 9:00 – 11:45	
2	2 afternoons per week *2.5 – 5 yrs (Mon/Wed or Tues/Thurs)	\$290 per month
	Rainbow Room: 12:50 – 3:35	
3	4 mornings per week *2.5 – 5 yrs (Mon/Tues/Wed/Thurs)	\$580 per month
	Sunshine Room: 9:15 -12:00	
4	4 afternoons per week *2.5 – 5 yrs (Mon/Tues/Wed/Thurs)	\$580 per month
	Rainbow Room: 12:50 – 3:35	
5	2 full days per week (Mon/Wed or Tues/Thurs)	\$510 per month
	(**5 hours, 50 min maximum, as licensed) (9:00–2:50 or 9:15–3:05) Child must be 44 months old and bring lunch from home. Outdoor activities are not available	
6	4 full days per week (Mon/Tues/Wed/Thurs)	\$1020 per month
	(**5 hours, 50 min maximum, as licensed) (9:00 – 2:50 or 9:15 – 3:05) Child must be 44 months old and bring lunch from home. Outdoor activities are not available	
7	Friday morning class *2.5 – 5 yrs	Daily rate x number of Fridays in the month
	Sunshine Room: 9:15 – 12:00 Children must be enrolled in one of our other programs to attend this class	

*Mixed age grouping is permitted as per our childcare license. A limited number of children between the ages of 24 and 30 months can attend in each preschool group

**Fewer than six hours per day attendance is permitted as per our childcare license. Children may not attend for six hours or more per day

Daily Rate (used when prorating a partial month fee or requests for occasional care)

	Fees
Morning or afternoon session rate	\$35.80
Full day rate (5 hours, 50 min maximum)	\$63.00
Child must be 44 months old and bring lunch from home. Outdoor activities are not available	
Occasional extended care rate 12:00 – 1:00	\$12.00 per day
Can be used to extend a morning or afternoon session. Child must be 44 months if bringing a lunch from home	
Occasional drop-in care on non-scheduled day	Daily rate + \$10.00
Children must be enrolled in one of our other programs to use this option	
Administration fee, charged once per school year	\$50.00

Our program has a flexible time schedule and a framework that offers children freedom of choice to move from one activity to another. We will begin the day by welcoming children into free play where they can choose from a variety of play centers offering quiet and busy activities. This is the child's opportunity to play with classmates, manipulate objects and materials, discover what makes things work, imagine, and create. The time span for each activity and the order of activity is up to each child. The learning environment will be regarded as the "third teacher" and include equipment for crafts, dramatic play, sensory exploration, music, literacy and more. Valuable group experiences like class discussion & inquiry, story time, science experiments and gross motor games are included in the program. Below is a general outline of our daily routine and transitions. Schedules may be altered to meet the needs of the group and/or for special event days.

Daily Schedules

Morning Schedule in *The Rainbow Room*

9:00-10:20	Staggered arrival then playtime. Children are escorted by staff from the front door, assisted with removal of outerwear. Classroom activities available: crafts/literacy/free play
10:20-10:35	Tidy up time followed by music and movement/organize for snack
10:35-10:55	(Group 1) Class Discussion & Inquiry/STEM activities/Gross motor activities
10:35-10:55	(Group 2) Handwashing/snack
10:55-11:15	(Group 1) Handwashing/snack
10:55-11:15	(Group 2) Class Discussion & Inquiry/STEM activities/Gross motor activities
11:15-11:45	Stories/Literacy/free play available. Dressing for home/Dismissal

Afternoon Schedule in *The Rainbow Room*

12:50-2:05	Staggered arrival then playtime. Children are escorted by staff from the front door, assisted with removal of outerwear. Classroom activities available: crafts/literacy/free play
2:05-2:20	Tidy up time followed by music and movement/organize for snack
2:20-2:40	(Group 1) Class Discussion & Inquiry/STEM activities/Gross motor activities
2:20-2:40	(Group 2) Handwashing/Snack
2:40-3:00	(Group 1) Handwashing/Snack
2:40-3:00	(Group 2) Class Discussion & Inquiry/STEM activities/Gross motor activities
3:00-3:35	Stories/Literacy/free play available. Dressing for home/Dismissal

Morning Schedule in *The Sunshine Room*

9:15-10:30	Staggered arrival then playtime. Children are escorted by staff from the front door, assisted with removal of outerwear. Classroom activities available: crafts/literacy/free play
10:30-10:50	Tidy up time followed by music and movement/handwashing for snack
10:50-11:00	Snack
11:00-11:25	Crafts/STEM activities/Gross motor/Blocks
11:25-11:45	Tidy up followed by Class Discussion and inquiry
11:45-12:00	Stories/Literacy available. Dressing for home/Dismissal

Full Day Schedule (times may vary slightly)

9:15-10:30	Staggered arrival then playtime. Children are escorted by staff from the front door, assisted with removal of outerwear. Classroom activities available: crafts/literacy/free play
10:30-10:50	Tidy up time followed by music and movement/handwashing for snack
10:50-11:00	Snack
11:00-11:25	Crafts/STEM activities/Gross motor/Blocks
11:25-11:45	Tidy up followed by Class Discussion and Inquiry
11:45-12:00	Music/movement games
12:00-1:00	Lunch and rest/quiet activities
1:00-2:05	Crafts/literacy/free play
2:05-2:20	Tidy up time followed by music and movement/organize for snack
2:20-2:40	(Group 1) Class Discussion & Inquiry/STEM activities/Gross motor activities
2:20-2:40	(Group 2) Handwashing/Snack
2:40-3:00	(Group 1) Handwashing/Snack
2:40-3:00	(Group 2) Class Discussion & Inquiry/STEM activities/Gross motor activities
3:00-3:05	Dressing for home/Dismissal

Drop-In Preschool Care

This option is designed to offer convenience and peace of mind for our families. This service allows parents to purchase additional care sessions when needed, providing a reliable solution for those unexpected days when your regular schedule changes.

Eligibility

Children must already be enrolled in the program to take advantage of the drop-in care option. This ensures continuity in their care and familiarity with the environment and staff.

Flexibility

Parents can purchase extra care sessions on an as-needed basis, offering the flexibility to accommodate changes in work schedules, appointments, or other commitments.

Availability

Drop-in care is available when there is an absence or vacancy in our regular program, ensuring that space is utilized efficiently without disrupting the scheduled activities.

Seamless Integration

This option provides a seamless transition for children between their regular program days, with familiar routines and environments, promoting comfort and continuity in their care.

Convenience

Parents can easily arrange for extra care, even at short notice, making it an ideal solution for unexpected needs.

Higher Daily Rate

Please note that the fee for drop-in care will be the daily rate plus \$10.00. This is to cover the administration required to accommodate the flexible nature of this service. This fee must be paid on the day the child attends.

Non-Substitutable

Please note that drop-in care cannot be used as a make-up session for time missed. It is designed to provide additional support when needed, rather than replacing scheduled days.

Individual Support Needs

The staff will make every effort to accommodate requests for drop-in care. If the child's unique needs exceed the resources available on that day, then we may have to decline the request.

March Break Camp

Our Preschool March Break Camp offers children an opportunity to enjoy a week full of fun and learning. This camp is exclusively available to children who are already enrolled in our preschool program, ensuring a familiar and comfortable environment. We will combine fun with educational experiences that will enhance social skills and help prepare your child for junior kindergarten!

Billing and Sign-up Information:

- The March Break Camp is not included in the regular March fee and will be billed separately using the daily rate. This ensures that the camp remains an optional and flexible addition to your child's schedule. Parents can request enrollment by emailing Holly.

Activities:

- Each day of the camp will have a unique theme
- Activities will include crafts, dramatic play, experiments, gross motor games and more, providing a well-rounded experience

2.5 Hour Sessions:

- The camp will run for 2.5-hour sessions each day
- Morning sessions will be held from 9:30 am to 12:00 pm
- Afternoon sessions will be offered if there is enough interest, 1:00 pm to 3:30 pm.

Snacks:

- We will provide a snack! At snack time we will encourage kindergarten readiness by fostering independence skills, such as opening containers and cleaning up after eating.

Independence Skills:

- Children will practice putting on and removing outerwear and footwear. These activities help develop important self-care skills and boost confidence.



Section 2: Health Matters

Our Health and Safety Protocols is a detailed and evolving document available for review at any time on our website www.pineridgenurseryschool.com

Parents are required to read and acknowledge their understanding of these procedures upon enrollment of their child. Parents will be advised when changes are made.

Health Care and Nutrition

We are committed to promoting health and wellness in our setting. Guidelines and recommendations provided by the Health Department are followed by staff. Snacks are provided for the children each day. Do not send snacks or treats to school; this helps us to reduce the risk for children with food allergies. The snack menu is nut, egg, dairy, sesame and mustard free. Apple juice served for snack is diluted with water.

Anaphylaxis Policy

“Severe allergic reactions (i.e., anaphylactic shock) occur when the body's immune system reacts to a particular allergen or irritant. These reactions can be triggered by certain foods or food ingredients, insect stings and medications.”

“Severe allergic reactions affect primarily the skin, the upper and lower respiratory systems, the gastrointestinal system, and the cardiovascular system. When a reaction is triggered, the symptoms of anaphylactic shock may develop quickly. The victim can become faint, weak, anxious, distressed, flushed in the face, and develop a rapid heartbeat. The skin may become red and itchy, the eyes, face, lips, tongue, and throat may swell, and there may be difficulty breathing. Vomiting, cramps, diarrhea, and a sense of doom may also occur. In its most severe form, the allergic reaction can include a complete loss of cardiovascular tone, resulting in blood pressure drop and shock (anaphylaxis) and can cause death very quickly.” (Health Canada: [It's Your Health-Severe Allergic Reactions](#))

Strategy to Reduce Exposure to Anaphylactic Causative Agents

Once enrollment has been accepted for a child with anaphylaxis all causative agents will be removed from the room during the time that the child attends. Any items served for snack or used in the class for teaching must be free of causative agents. This strategy will be revised as necessary depending on the allergies of the children enrolled. All snacks are provided by the school; an exception may be made in special circumstances at the discretion of the director.

Lunch Program: Parents will send a prepared lunch for their child. The contents of the lunch must not include foods that might trigger a known allergic reaction. This will be monitored by staff supervising the lunch program. The school will consider whether or not a child's anaphylaxis can be managed before enrolling them in the lunch program.

Training and Communication

The parent will:

- Complete the Anaphylaxis Emergency Plan for their child and have it signed by a doctor
- Train the director/designate (“Trainee”) on the child's Individualized Anaphylaxis Plan and Emergency Procedures. Inform Director if/when new allergy information arises
- Sign the Training and Consent Agreement giving permission for the Trainee to train any other staff, students and volunteers who may interact with the child
- Provide an EpiPen to be kept at school for their child

The Director/Trainee will:

- Train the staff, students and volunteers on the Individualized Anaphylaxis Plan and Emergency Procedures prior to their providing care of the child, annually thereafter and whenever changes are made
- Ensure that all staff, students, and volunteers sign the Training and Consent Agreement
- Ensure that all staff, students, and volunteers review the school Anaphylaxis Policy annually and whenever changes are made
- Post a list of known allergies of enrolled children in the eating area, activity areas, both main entrances to the classrooms and the Emergency Binder

Staff, Students and Volunteers will:

- Review the school Anaphylaxis Policy and all Individualized Anaphylaxis Plans/Emergency Procedures prior to providing care, annually thereafter and whenever changes are made
- If the child has an anaphylactic reaction, the staff will follow the procedures laid out in the Individualized Anaphylaxis Plan. Children will not self-administer the EpiPen/Allerject.

Storage of EpiPens/Allerjects/Individualized Anaphylaxis Emergency Plans

EpiPens/Allerjects will be stored in a zippered case attached to the Emergency Binder and kept out of reach from the children near the classroom entrance. These will not be stored in a locked container. A copy of each child's Individualized Anaphylaxis Plan will be stored in their file, in the zippered case, and in the Emergency Binder.

Medication Policy

Documentation

Medication must be clearly labelled in its original container with the child's name, name of medication, dosage, date of purchase (for prescription med only), expiry date, and instructions for storage and administration.

Non-prescription medication must be accompanied by a doctor's note with a few specific exceptions. Sunscreen, moisturizing skin lotion, diaper cream, lip balm and hand sanitizer can have a blanket authorization note signed by the parent and can be administered without a medication form if they are non-prescription and/or are not for acute (symptomatic) treatment, whether they have a DIN number or not.

Parents must fill out an ADMINISTRATION OF MEDICATION form and sign it, for both prescription and non-prescription medication. This form must remain in the child's file. A staff member administering prescription medication must record time, dosage, notes on reaction (if any) and initial/sign after giving med. Medications, if forgotten or late, are to be given ASAP. Parents will be notified in writing (Accident report) at pick up time.

Storage

All medication is to be given to staff for proper storage according to the instructions on the label and kept in a locked container.

Exceptions:

1. EpiPens, Allerjects, Benadryl or other antihistamine used for treatment of allergic reaction will be stored in a zippered case, labelled with the child's name, and attached inside the Emergency Binder (kept out of children's reach near classroom entrance). Expiry date must be noted by the supervisor. EpiPens/Allerjects must be replaced before expiry.
2. Seizure "Rescue" medications (needed for emergency use i.e., Lorazepam, given sublingually/buccally). Storage as noted for EpiPens/Allerjects.
3. Inhalers/Puffers used for emergency asthma management may either be stored in the Emergency Binder or in the child's bag and kept out of reach of children in the classroom. Parent/staff will hand off bag daily at arrival and dismissal time.

Administration

Medications must be administered by a staff member according to the instructions on the label and written parental authorization. Students/volunteers are not permitted to administer medication. Children are not permitted to self-administer medication.

The supervisor Holly Asselin (or designate Monique Bennett) oversees administering all drugs and medications. In the case of medication that must be given quickly to be effective (i.e., epinephrine, lorazepam): the supervisor ensures that staff are trained to administer these.

Pink Eye (Conjunctivitis) Protocol

Pink eye is an infection of the covering of the eye and the inside of the eyelid. It may be caused by both bacteria and viruses. Occasionally, pink eye can also be caused by allergies, exposure to chemicals, smoke and other irritants, injury, or excessive rubbing. (As per current Fact Sheet provided by the Durham Region Health Department). It is considered highly contagious.

Pink eye is managed and treated differently depending on the cause, so it is important to ask a health care provider if the pink eye is caused by a virus, bacteria, or other reason. If a staff member suspects that a child in attendance may have pink eye, the child will be isolated and the parent called to pick up. The child can return to school following the advice of a health care provider or if the supervisor/designate is able to observe an obviously clear and healthy eye. The supervisor reserves the right to exercise judgement in consultation with the family. Notes will be kept in the Daily Log and on the child's individual illness record.

Head Lice (Pediculosis) Policy

“Head lice are tiny insects that live on the scalp of human beings. Head lice can be found on the hair very close to the scalp, behind the ears, back of the neck or behind the bangs. The saliva from head lice may cause itching. Head lice are a nuisance, but rarely cause health problems. They will not cause sickness or death. They have nothing to do with lack of cleanliness.” (Durham Region Health Department Fact Sheet)

Parent's responsibility:

Inform the school that your child has or has been exposed to head lice as soon as you discover it. Treat the problem thoroughly, following the guidelines set out by the Health Department (Fact Sheet available). Your child cannot return to school until s/he is nit free. It would be prudent for all parents to check their child's hair regularly, as this is a common problem among school-aged children or children attending child care.

Pine Ridge Nursery School's responsibility:

Clean the classroom following the guidelines set out by the Health Department. The supervisor will notify parents via email that a case of head lice has been reported to the school and include a link to the Durham Region fact sheet for more information. A staff member will check everyone in the class for head lice. If head lice or nits are discovered in a child's hair at school, the child will be discreetly removed from the class and the parent called for pick up. The parent will be offered a copy a link to the head lice fact sheet. Your child's hair will be checked upon return to school and before attending class. If lice or nits are found, the child will not be able stay for class.

Individualized Support Plans

When a family requests enrollment for their child with developmental or medical needs, the operator may arrange a meeting to assess whether the school setting can support the child in a safe, meaningful, and purposeful manner. If resources allow for meeting the needs of both the program and the child, an individualized support plan (ISP) will be developed. See page 26 for more detail on admission considerations.

Any ISP will be developed in consultation with the parent, and/or other person who works with the child and can contribute to the plan. ISP's will also be developed for any child whose family provides consent for referral to Grandview Preschool Outreach Services or other agency that may support their learning.

The operator will ensure that the school environment and staff are prepared to accommodate and follow the plan. The confidentiality of the child's medical history including diagnosis, will be maintained. Sensitive or confidential medical information should not be included in the plan unless consent in writing has been given by the parent. Individuals who have participated in the development of the plan will be listed. The parent should sign and date the document. If the document is not signed then the date it was sent to parents will be noted. Parents, staff, students, and regular volunteers will review the plan and sign the document upon enrollment of the child, whenever changes are made and annually thereafter.



Section 3: Administration

Supervision of Volunteers and Students

The Director/Designate ensures that every child in attendance is always supervised by an adult, and never by a person less than 18 year of age. Only employees who have passed the probationary period after being hired will have direct unsupervised access to children at any time. Volunteers and students will not be counted in the staffing ratios.

Roles and Responsibilities

The director/designate will:

- review/update this policy annually or more often
- ensure that every student or volunteer reads the school Program Statement, Parent Handbook, all policies, and procedures before they begin providing care or guidance to the children, annually thereafter and whenever changes are made
- ensure that every student or volunteer is trained on each child's individualized plan
- ensure that the volunteer or student is partnered with a Registered Early Childhood Educator within the setting, to provide supervision and mentoring for the duration of the placement. The designated RECE staff member will assist the student to meet the placement requirements.
- ensure that students and volunteers are provided with a copy of the Parent Handbook
- ensure that all relevant declaration forms for policies, procedures and individualized plans are signed by the student
- ensure that a vulnerable sector check (VSC) and annual offence declarations are on file for all students and/or regular volunteers who are 18 year of age or older

Students and regular volunteers will:

- read, sign off on and adhere to the following: the school Program Statement, Parent Handbook, all policies, procedures, and individualized plans
- direct their questions on the above noted documents to the director, the RECE mentor, or any member of staff
- be made aware that staff, students, and volunteers have a duty to report abuse, suspected abuse, or neglect to the director/designate and Children's Aid Society

Criminal Reference Check Policy

Intent

This policy supports the operator in promoting the health, safety, and well-being of the children in the program by providing clear processes for how screening measures for adults in the school are obtained and applied.

Employees

All new staff employed full or part time with Pine Ridge Nursery School Inc. will undergo a vulnerable sector check (VSC) before employment is confirmed. The VSC must be conducted by a police force and prepared no earlier than 6 months before it is submitted to the school. A new VSC must be obtained on or before every fifth anniversary after the date of the most recent VSC. A new offence declaration must be obtained in every calendar year except a year in which the VSC is obtained. If there has been more than a 6-month break in employment, the employee must submit a new VSC. (Sick leave, parental leave or summer closures are not considered breaks in employment)

Volunteers/Students

Volunteers and placement students under the age of 18 are not required to provide a VSC. If the person turns 18 during their time at the school, then a VSC is required within one month of their 18th birthday. Any volunteer must obtain a VSC that was prepared no more than 6 months before it is

submitted to the school. An offence declaration can then be signed annually. If a volunteer remains with the school for a 5-year period then a new VSC must be submitted.

Any staff member, student, or volunteer is required to update the offence declaration information as soon as reasonably possible if he or she is convicted of an offence under the Criminal Code of Canada.

Other persons at the Child Care Centre

Persons who are employed by or contracted with outside organizations (i.e., therapists, bus drivers, consultants) may provide services to a child receiving care at our school. They must submit an offence declaration or an attestation from their employer before they begin interacting with children at the school and annually thereafter, no later than 15 days after the anniversary date of the most recent offence declaration or attestation. This document must state that the person or employer has obtained and/or reviewed a VSC, that it was performed within the last 5 years, and that the check did not list any convictions for offences noted under the Criminal Code listed in section 9(1) of the Child Care and Early Years Act 2014.

Confidentiality

Any VSC must be secured in the locked file cabinet. For anyone denied employment, the VSC shall be returned to them or shredded.

Process

Any positive VSC will not necessarily be grounds for denying employment. The nature of the charges and the circumstances surrounding them will be considered.

Original copy/photocopy of Vulnerable Sector Check

Employees and volunteers must submit an original VSC. The original may be kept on file or viewed and copied by the supervisor/designate. In this case, a notation must be made on the copy that says: I CERTIFY THIS TO BE A TRUE COPY OF THE ORIGINAL then dated and signed by the Supervisor or Designate.

Compliance and Contraventions of Policies and Procedures

The Program Statement (PS), Parent Handbook, policies and procedures of Pine Ridge Nursery School are designed to support the delivery of the program. These will be reviewed with employees, students, and volunteers before they begin their employment/placement, annually thereafter and whenever changes are made. A written record will be kept with the following information: name and signature of each employee/student/regular volunteer, the date, and director initial.

Staff/students/volunteers will be made aware of any changes to the documents named above and must initial and date the declaration at that time.

Monitoring for Employees

Compliance with the school PS, Parent Handbook, policies, procedures, and individualized plans will be monitored by the supervisor. A digital copy of the Parent Handbook and all current policies and procedures are posted on the school website for ease of reference and review at any time. The intent is for employees to be better equipped to provide for the health, safety, and well-being of the children receiving care. The supervisor does regular observations of the staff in program. A compliance review will be completed annually or more often if deemed necessary by the supervisor.

Contravention of a policy, procedure, individualized plan, or PS by an employee will be addressed by the supervisor. The supervisor will meet with the employee as soon as possible after the observed contravention to discuss the matter. If necessary, a second meeting will follow within one week to review if further action is required (review of documentation, additional training/support, or other action). Relevant notes will be kept regarding any action taken or follow-up plan. The employee must show compliance in follow-up observations by the supervisor. If not, then a written warning will be issued to the employee. Failure to meet compliance may then result in suspension or termination of employment.

Individual Compliance notes will be kept in a secure location for at least 3 years.

Ongoing monitoring for students/volunteers

Compliance with the PS, school policies, procedures and individualized plans will be monitored by the supervisor or RECE mentor. The supervisor or RECE mentor will schedule a meeting with each student to review policy compliance after a period of 6 months, from the date of their initial document review, should a student/ volunteer still be participating in the program. A compliance chart will be completed during this meeting. Any contraventions or actions to be taken by the volunteer or supervisor/RECE mentor will be noted on the chart. Failure to meet compliance may then result in the termination of the placement or volunteer time.

Wait List Policy

Pine Ridge Nursery School will strive to accommodate all requests for the registration of a child at the school. Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the wait list procedures set out below will be followed. The school will not charge a fee to families whose child is on a wait list for admission to the school.

Procedures:

1. The Director will receive waitlist requests via Google Forms on the website.
2. The list is time-stamped and will compile in chronological order.
3. The following relevant information will be collected once a request for admission has been made: the date the request was received, the child's name and date of birth, the parent's email, and phone number. Additional relevant information will be noted, if applicable.

Placement Priority:

When space becomes available in the program, priority will be given to children of staff member's families and currently enrolled children whose parents have requested additional sessions. Once these children have been placed or the spot declined, other children on the wait list will be prioritized based on the date the requests were received and additional relevant information, if applicable (i.e., age of child appropriate for the available spot) Families with special circumstances that would benefit from the program may be prioritized at the discretion of the Director.

Offering an Available Space:

A parent/guardian whose child is on the wait list may be contacted when a spot becomes available. Email is the primary method of contact. The family will be given at least one day to consider, then accept or decline the offer of a spot. If no definitive response is given within this time frame, the operator may move on to the next applicant. Notes will be made on date of contact and if the parent was reached. Other relevant notes will be kept.

Managing the wait list:

Families can request to be removed from the wait list at any time. It is the parent's responsibility to update the wait list if they want to be contacted or if their information changes. The Director will check in with families from time to time to see if they are still interested. Families should reply to the email to indicate that they want to remain on the list. The supervisor/designate may remove a child from the wait list if parents do not respond to emails or when the family does not follow through with the registration process.

Confidentiality:

The wait list can be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected families who make the request. Only the following columns of information will be made visible: the dates of request for enrollment and the children's given names. All other information on the list will be hidden to maintain confidentiality.

Requests for Future Enrollment:

If the desired start date requested by the parent is not in the current school year, the child's information will be kept on a separate contact list ("wait list") for future enrollments. In April or May, parents on this contact list will be forwarded via email, registration forms and submission deadline information for the upcoming school year. After the deadline date indicated, spots will be offered on a first come, first-served basis. The school will try to enroll children into the parent's first choice of class. If their first choice is not available, then the parent will be offered one of their alternate choices or can

wait for an opening. In this case, the guidelines for “Offering an Available Space” set out above will be followed.

Parent Issues and Concerns

Parents/guardians are encouraged to take an active role in the nursery school and regularly discuss what their child(ren) are experiencing with our staff. As outlined in our program statement, we support positive and responsive interactions among the children, parents/guardians, and staff, and seek to foster engagement in and communication about the program.

All issues and concerns raised by parents/guardians are taken seriously by the staff and will be addressed. Every effort will be made to resolve issues or 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 will be provided to parents/guardians within 3 hours of receiving the issue or concern **when possible**, and no later than two business days. 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

Each issue or 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 (i.e., to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children’s Aid Society).

Conduct

Our agency 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 and/or staff feels uncomfortable, threatened, abused, or belittled, they may immediately end the conversation and report the situation to the supervisor/designate. Inappropriate behaviour, harassment, intimidation or threat of violence of any kind may result in police intervention and immediate follow up that could include the family’s expulsion from the preschool. See page 22 for “Terminating Care”.

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 [Durham Children’s Aid Society](#) (DCAS) directly.

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

Procedures

Nature of Issue or Concern	Steps for Parent /Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program-Related i.e., schedule, toilet training, program activities, menus, etc.	Raise the issue or concern to <ul style="list-style-type: none"> • The teacher directly or • the supervisor or designate. 	<ul style="list-style-type: none"> • address the issue/concern at the time it is raised; or • arrange for a meeting with the parent/guardian within two business days.
General, Agency- or Operations-Related i.e., fees, placement, etc.	Raise the issue or concern to: <ul style="list-style-type: none"> • the supervisor or designate 	Document the issues/concerns in detail. Documentation should include: <ul style="list-style-type: none"> • the date and time the issue/concern was received; • the name of the person who received the issue/concern; • the name of the person reporting the issue/concern; • the details of the issue/concern; and • any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
Staff-and/or Licensee-Related i.e., conduct of staff, etc.	Raise the issue or concern to <ul style="list-style-type: none"> • the individual directly or • the licensee (Holly Asselin). <p>All issues or concerns about the conduct of staff that puts a child's health, safety and well-being at risk should be reported to the licensee 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>
Related to Other Persons at the Nursery School i.e., church staff or church visitors in the building	Raise the issue or concern to <ul style="list-style-type: none"> • the person directly or • the supervisor/designate <p>All issues or concerns about the conduct of other persons on the school premises that puts a child's health, safety and well-being at risk should be reported to the licensee (Holly Asselin) as soon as parents/guardians become aware of the situation.</p>	<p>Ensure the investigation of the issue/concern is initiated by the appropriate party within two business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p>
Student- / Volunteer-Related	Raise the issue or concern to <ul style="list-style-type: none"> • any member of staff or • the supervisor/ designate <p>All issues or concerns about the conduct of students/volunteers that puts a child's health, safety and well-being at risk should be reported to the licensee (Holly Asselin) as soon as parents/guardians become aware of the situation.</p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern in writing to the Ministry of Education, as noted in the contact section below.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15 must 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 (i.e., local public health department, police department, fire department, College of Early Childhood Educators) where appropriate.

Contacts:

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333

Public Health Department: 1-905-668-7711

Durham Regional Police Department: 905-579-1520

Clarington Fire Department: 905-623-5126

College of Early Childhood Educators: 1-416-961-8558

Fees, Admission and Discharge

CWELCC Status:

Pine Ridge Nursery School is not enrolled in the Canada Wide Early Learning and Child Care System (CWELCC, "\$10.00 per day plan").

Fees: see page 10 for program and fee details

Deposit:

A non-refundable \$50.00 administration fee is due when you accept the offer of enrollment and must be paid within 3 calendar days. If this fee is not received within 3 days, then the school may move on to the next applicant.

Monthly payments:

Fees are payable on the 21st day of each month to cover the upcoming month. Please arrange e-transfer payment to hollyasselin@pineridgenurseryschool.com. Electronic payment is preferred. Post-dated cheques payable to Pine Ridge Nursery School Inc are also accepted.

Refunds:

Refunds are not given if your child is off sick, on vacation, or other unplanned school closure (i.e., power outage, inclement weather). Exception: refunds will be given if the government mandates a school closure (i.e., COVID).

Withdrawing your child from the program:

Parents who withdraw their child before the end of the school year are asked to give one month's written notice. This courtesy will give the school time to fill the spot. At a minimum, you must inform the school on the 21st day of the month (payment day) prior to withdrawal. Without payment, your child's spot is not secured for the upcoming month. Your payment for one month is non-refundable once it is submitted. If you choose to pay for more than one month at a time then the extra month(s) fees will be refunded upon withdrawal. Any remaining post-dated cheques will be shredded.

Tax Receipts: Receipts for income tax purposes will be issued in February or anytime upon request.

Additional Charges: \$25.00 will be charged for NSF cheques. \$10.00 will be charged for payments made past the 21st of the month.

Late Pick-Up Policy:

If you are late to pick up your child from class, a fee of \$5.00 per 10 minutes may be charged at the discretion of the director/designate.

Immunization:

A copy of your child's immunization record is required upon enrollment. If your child is not immunized or if the immunization schedule is delayed then one of the following standardized forms must be completed and submitted to the school: Statement of Medical Exemption or Statement of Conscious or Religious Belief. Children may not start school without one of these documents on file.

Admission Considerations:

Enrollment applications can be submitted to the school by email, mail or in person.

Pine Ridge Nursery School must ensure the delivery of the program to all children enrolled. The school reserves the right to decline enrollment if the level of care required to support a child to participate in the program exceeds the resources available. It is essential that parents share all pertinent information specific to the child's unique needs. Occasionally, the school will accept a request for enrollment for a trial period. Details regarding the trial period will be developed in consultation with the parent and may include a modified schedule. Sometimes, a child will have higher than expected support needs in group care (i.e., needing ongoing one-to-one assistance for transitions). In this case, the staff will make every effort to help the child in building skills that support their continued attendance in group care. The operator will discuss with the family if meeting the needs of their child requires more support than what is available.

Terminating Care:

We value our relationships with families and will make every effort to work together in assisting each child to participate in a safe, meaningful and purposeful manner. Rarely, there may be a situation where it is necessary for the school to withdraw services and terminate care.

Grounds for termination may include but are not limited to:

- our inability to meet the unique needs of the child without hiring additional staff members
- nonpayment of fees
- Inappropriate parent behaviour (Harassment or abusive behaviour toward staff or destruction of school property)
- Failure to comply with nursery school policies and procedures as outlined in the Parent Handbook

We will give two weeks written notice of termination. The nursery school reserves the right to give written notice of immediate termination where there are extreme circumstances that affect the wellbeing of staff or other children in attendance. In this case, the school will refund the parent for any days paid past the point of termination.

Holidays

We follow the local school board schedule for holidays, including 2 weeks at Christmas, March Break week, Thanksgiving Day, Family Day, Easter Monday, and Victoria Day. Parents are informed of any holiday via newsletter at least two weeks in advance. Reminders of holiday closure are posted on Google Classroom. Fee rebates are not given for months with statutory holidays. The school website has a list of holiday closure dates on the home page.

Inclement Weather/Power Outage

Nursery school may be cancelled if the weather causes dangerous road conditions. Each family will be notified by telephone, email and/or Google Classroom notification, at least one hour in advance of class start time. Our outgoing telephone message will also reflect the cancellation. The website will not reflect the cancellation. Fee rebates will not be given for unplanned school closures due to bad weather or power outage.

Special Needs Resourcing (SNR)

SNR agencies are funded through the Regional Municipality of Durham and the Ministry of Education to assist in providing inclusive environments for children and families. The school works with local agencies that provide support services. See below for a reference link to information and the access line at Resources for Exceptional Children and Youth.

<https://www.rfecydurham.com/index.php/programs-and-services/access-services> .

The school has a paper copy of the No Wrong Door Resource Binder to share with families who may request it.

Privacy Policy

The personal information listed in each child's file is required to provide service to families and/or for licensing purposes. Pine Ridge Nursery School Inc and its employees will respect your privacy and only disclose or share information with your written consent, or when we are required to do so by law. We will protect your information and keep it for three years, after which time the documents will be shredded.



Section 4: Incident Management

Accident Reporting

Any injury, however minor, will be reported to parents. Staff follow the school accident reporting protocol and provide parents with either a hard copy or an e-copy of the accident report. If an accident is considered by staff to be of a serious nature, then parents will be contacted immediately and school emergency procedures followed. All accident reports are noted in the daily log.

Fire Safety, Evacuation, and other Emergencies

The Fire Drill and Evacuation Procedures are posted in each classroom and reviewed annually by all staff, students, and regular volunteers. Fire Drills are to be conducted monthly, noted in the daily log, and documented on the fire drill record sheet. A notification that we did a fire drill will be sent to parents via Google Classroom or by email. Displays of children's art work may not exceed 20% of wall space.

The school has detailed emergency response procedures. The 3 phases are:

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

Staff will ensure that children are kept safe, supervised, and accounted for during an emergency. For situations that require evacuation of the childcare center, the designated place to gather immediately is the front walkway of St. Paul's United Church, or the church hall/gym, depending on the situation. If it is deemed unsafe to return to the school, the evacuation site to proceed to is: Clarington Public Library, 163 Church Street, Bowmanville. Parents will be notified by telephone from that site. NOTE: All directions given by emergency services personnel will be followed in all circumstances, including directions to evacuate to locations other than those listed above.

For any emergency situations involving a child with an individualized support plan (ISP), the procedures in the child's ISP will be followed. If any emergency occurs that the school does not have an existing plan for, then the supervisor or designate 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 supervisor or designate in the daily log.

Serious Occurrence Policy

This policy ensures that there is a plan to deal with any serious occurrence that may affect the health, safety, and well-being of individuals on or off the premises and that these serious incidents are reported, tracked, and followed up on. An annual analysis of any serious occurrences that occurred in the previous calendar year will be completed by the Supervisor.

Serious Occurrence Categories Include:

1. Death of a child receiving care from this center, whether it occurs on or off the premises
2. Abuse, neglect or an allegation of abuse or neglect of a child while receiving childcare
3. A life-threatening injury to or a life-threatening illness of a child who receives childcare at our center
4. An incident where a child who is receiving childcare at our center goes missing or is temporarily unsupervised
5. An unplanned disruption of the normal operations of our center that poses a risk to the health, safety or well-being of children receiving care. This may include fire, flood, gas leak, detection of carbon monoxide, outbreak, lockdown, or other emergency relocation/temporary closure.

Steps to Follow for All Serious Occurrences

Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
<p>Immediately:</p> <ul style="list-style-type: none"> • Ask for assistance from other staff, students, or volunteers • Provide immediate medical assistance, if applicable, according to Standard First Aid and CPR training. • Call emergency services and follow direction from emergency services personnel, where applicable. • Ensure that other children are removed from the scene and do not have access to the area, where applicable. • Address any risks to the health or safety of the child and/or other children present to prevent the risk of further harm. • Notify the supervisor/designate. <p>Ongoing and after the incident:</p> <ul style="list-style-type: none"> • Follow any direction provided by third-party authorities (i.e., police, CAS, public health, etc.) • Ensure that children are always supervised. <p>Within 24 hours:</p> <ul style="list-style-type: none"> • Document the incident in: <ul style="list-style-type: none"> a. the daily written record; b. the child’s record of symptoms of illness, if applicable; and/or c. in an accident report, if applicable. • Where an accident report is created, provide a copy to a parent of the child. 	<p>Immediately:</p> <ul style="list-style-type: none"> • Aid children, staff, students, volunteers, and families. • Provide immediate medical assistance, if applicable, according to Standard First Aid and CPR training. • Call emergency services and follow direction from emergency services personnel, where applicable. <p>Within 24 hours of becoming aware of the incident:</p> <ul style="list-style-type: none"> • Collect all pertinent information to report the incident to the Ministry of Education as a serious occurrence, including: <ul style="list-style-type: none"> ○ A description of the incident; ○ The date, time, place where it occurred, actions taken and outcome ○ The current status of the incident and child/parties involved; and ○ All other parties notified (i.e., emergency services, CAS, parents). • Report the serious occurrence in the Childcare Licensing System (CCLS) or notify the Ministry of Education program advisor by telephone or email where CCLS is not available. Note: Where CCLS is not available, a serious occurrence report will be submitted. <p>Post a summary of the serious occurrence and of any action taken by the childcare centre in a place that is visible and accessible to parents. All updates to the serious occurrence will be added to the posted summary, and the summary will remain posted for an additional 10 business days each time any updates are added.</p>

Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
	<p>Ongoing and after the incident:</p> <ul style="list-style-type: none"> • Follow any direction provided by third-party authorities i.e., (police, CAS, public health, etc.) • Always maintain confidentiality • Update the serious occurrence report in CCLS, as required. • Conduct an internal review of the serious occurrence with staff, students, and volunteers to establish next steps and reduce probability of repeat occurrences. • Provide children, parents, staff, students and/or volunteers with supports, if needed. • Review with staff, students and volunteers the childcare centre's program statement policies and procedures that set out prohibited practices and expectations of promoting the health, safety, nutrition, and well-being of all children. • Serious occurrence summaries including all reports will be retained for 3 years from the date they are created or last updated (whichever date is most recent).



Section 5: Recommendations for Parents

Backpacks, shoes, and clothing

All belongings should be labelled with your child's name. It is especially important to label ALL your child's outerwear (remember this with the change of seasons). This will help the teachers stay organized and avoid mix-ups. What your child will need at school:

1. A backpack (to carry crafts, clothes, etc...)
2. Indoor shoes. Slip-ons or Velcro closures are preferred over laces.
3. Extra clothes: **prepare 2 sets of spare clothes** (underwear or diapers, pants, shirt, socks)
 - **1 set** of spare clothes in a Ziploc bag labelled with your child's name. These will be kept at school. Storage space is limited; include 4 diapers only and we will text you for refills.
 - **1 set** of spare clothes in a Ziploc bag to be carried in your child's backpack daily.

Please consider easy-to-manage clothing when dressing your child for preschool. The classroom setting is a very busy place and fun can be messy!

A Happy Start

Orientation sessions will be scheduled with each family before the child starts school. During this meeting, families and children will see the classroom and meet the teachers.

An "All About Me" form will be provided for parents to complete; sharing this information will help us to be prepared in having items of interest to your child on hand when they arrive at school. We understand that attending a program without a parent may be a new and challenging experience for your child. Our staff are trained to support children who may feel anxious or reluctant to leave their parents. We see children as resilient and capable of adjusting to a new situation when the right individual plan is in place! This plan may include a modified schedule to assist the child in slowly developing a sense of security while away from family members.

Tip: Provide accurate information to your child on what to expect: new children and toys to enjoy! Mostly focus on the NEW TOYS. Play skills and friendships will develop over the course of the year.

Parking

Do: Park legally. The school will not cover the cost of parking tickets. Allow ample time to find parking at arrival and departure. Expect that you will need to use street parking or municipal lot parking. Accessible parking is available on the premises. Call/text the school for assistance if you are unable to find suitable parking and we will help you in any way possible.

School phone numbers: 905-261-1877 (cell) or 905-697-6384 (landline)

Do not: Park on the premises unless licensed to use the accessible spot. Parking on premises is otherwise reserved for Church staff and patrons.