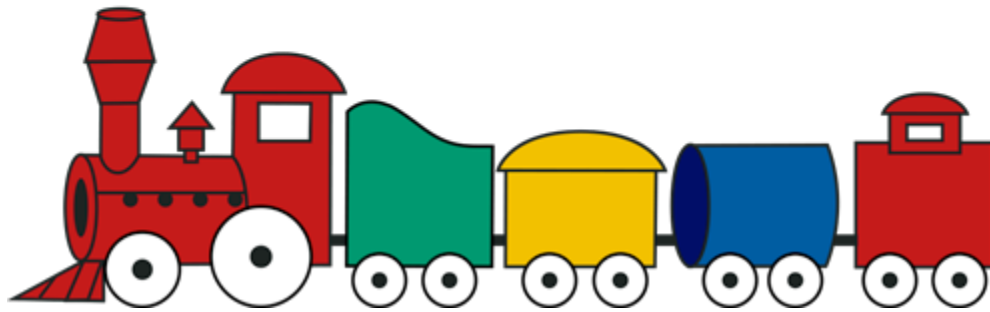


ELMIRA COMMUNITY NURSERY SCHOOL



Policy and Procedure Manual

*Fall 2026
Revision 2026-1*

Contents

Note	4
Definitions	4
Centre Management and Governance	5
Program Statement	7
Emergency Preparedness Policy and Procedure	19
Emergency Shelter in Place Procedure	25
Emergency Lockdown and Hold & Secure Procedure	25
External Environmental Threat Procedure	26
Natural Disaster Procedure	27
Telephone Service and Emergency Telephone Numbers	28
Contact Information for Parents	28
Weather and Unexpected Closures	31
Health and Safety Policies and Procedures	32
Outbreaks	34
Immunization Policy and Procedure	35
Pre-existing Health Concerns Policy and Procedure	37
Administration of Drugs or Medication Policy and Procedure	39
Defibrillator	41
Non-Emergency Incident / Injury Procedure	41
First Aid Kit Location and Contents	42
Inspection of Indoor Environment Procedure	42
Safe Water Act	42
Storage of Harmful Substances	46
Smoke-Free Ontario Act	47
Transportation & Car Seat Inspection	47
Anaphylaxis Policy and Procedure	47
Administration Policy and Procedures	50
Insurance Requirements Policy and Procedure	50
Licensing Requirements Policy and Procedure	53
Privacy Policy and Procedure	53
Retention of Records Policy and Procedure	55
Development and Review of Policies, Procedures, and Contracts	58
Quality Assurance, Early Years Engage	60
Accessibility for Persons with Disabilities	62

<u>Mental Health Disabilities</u>	63
<u>Intellectual or Developmental Disabilities</u>	64
<u>Hearing Loss</u>	64
<u>Vision Loss</u>	65
<u>Deaf/Blind Disabilities</u>	65
<u>Speech or Language Disabilities</u>	65
<u>Physical Disabilities</u>	66
<u>Chronic Health Conditions</u>	66
<u>Registration, Withdrawal and Wait List Policy and Procedure</u>	67
<u>Tuition Fees</u>	69
<u>Financial Policies and Procedures</u>	71
<u>Human Resources and Staff Training Policies and Procedures</u>	72
<u>Staff Qualifications – Supervising Educator</u>	72
<u>Staff Qualifications – RECE, Designate Supervising Educator</u>	75
<u>Staff Qualifications – RECE and Non-RECE Staff, Enhanced Staff, Supply Staff</u>	77
<u>Professional Development Policy and Procedure</u>	79
<u>Workplace Violence and Harassment Prevention Policy</u>	84
<u>Custody and Access Situations Policy and Procedure</u>	88
<u>Confidentiality and Non-Disclosure Policy and Procedure</u>	89
<u>Police Reference and Vulnerable Sector Check Policy and Procedure</u>	91
<u>First Aid Training Policy and Procedure</u>	94
<u>Supervision of Visitor, Student and Volunteer Policy and Procedure</u>	95
<u>Orientation Policy and Procedure</u>	98
<u>Employee, Placement Student & Volunteer Review & Evaluation Policy and Procedure</u>	99
<u>Play Material, Equipment, and Furnishings Policy</u>	101
<u>Sanitary Practices Policy and Procedure</u>	104
<u>Serious Occurrence Policy and Procedures</u>	110
<u>Duty to Report Abuse or Suspected Abuse</u>	113
Orientation Checklist	116

Note

All policies in the previous manual that are under review are still in effect.

Policies in progress are new policies to be admitted into the Policy and Procedure Manual. It does not mean that the school does not have or follow a protocol in relation to the in-progress items, however; the school has not set it out in an official document.

Definitions

Board – Elmira Community Nursery School is overseen by an elected Board of Officers, Directors and Committee Leaders. Members include parents and those from our community with a vested interest in early childhood education.

Child Care and Early Years Act, 2014 (CCEY) – The legislation that regulates child care in Ontario.

Child Care Centre or School – Elmira Community Nursery School (ECNS) unless otherwise noted

Criminal Reference Check – A type of police record check that may include criminal convictions and findings of guilt under the youth Criminal Justice Act.

Elmira Community Nursery School (ECNS) – Not-For-profit Nursery School located in Elmira

License – A document issued by the Ministry of Education to a licensee providing the authority to operate a specific child care program. A license can be regular or provisional and may have conditions.

License Capacity – The maximum number of children, including the number in each age category, allowed to be receiving child care in the childcare centre at one time as set out in the license of the childcare center.

Offence Declaration – A written declaration signed by an individual that lists all of the individual's convictions for offences under the Criminal Code (Canada), if any, during the period specified in the declaration.

Personal Information - Personal information is any information that can be used to distinguish, identify, or contact a specified individual. This information can include an individual's opinions or beliefs, as well as facts about, or related to, the individual.

- Exceptions include: business contact information and certain publicly available information, such as names, addresses and telephone numbers as published in telephone directories are not considered personal information.

Proxy - a trusted person authorized to act on your behalf (i.e. family member, friend)

Staff – employees of ECNS

Vulnerable Sector Check – An enhanced type of police record check that may include criminal

convictions, findings of guilt under the Youth Criminal Justice act, outstanding charges, arrest warrants, certain judicial orders, absolute discharges, conditional discharges, other records as authorized by the Criminal Records Act, findings of not criminally responsible due to mental disorder, record of suspensions (pardons) related to sexually-based offences, and non-conviction information related to the predation of a child or other vulnerable person (i.e., charges that were withdrawn, dismissed or stayed, or that resulted in acquittals.) A vulnerable sector check is conducted in cases where an individual would be in an employment or volunteer position of trust or authority over children or other vulnerable persons.

Vulnerable Person – A person who, because of age, disability, or other circumstances whether temporary or permanent, is

- In a position of dependence on others; or is otherwise at a greater risk than the general population of being harmed by a person in a position of authority or a trusted relative

Note: These policies and procedures do not contain a sleep supervision policy as we are a half-day program that does not provide a scheduled sleep time.

Centre Management and Governance

Elmira Community Nursery School, known here on out as ECNS, is run by a volunteer board, including the Executive Board of Directors as outlined in our Corporation Bylaws. The Board consists of parents and community members with a vested interest in our school community. They are voted into their positions at a board meeting. Board members guide the school's operations and are required by law under the Ontario's Not-For-Profit Corporations Act, (ONCA) 2021. Volunteers commit to serving a minimum of a one year term as a member of the Board, but may put their name forward to return in consecutive years. At each monthly meeting, the Board is presented with reports from the Supervising Educator or designate, and all board members. This process allows the Executive Board Members to monitor whether the bylaws, policy and procedures and objectives of the program are being upheld and achieved, resolve any matters of concern and make changes to the program, where appropriate.

Regular board meetings are held monthly. All board members are expected to attend each meeting. Parents who are not board members are welcome to attend. Meeting minutes are available upon request.

Welcome Meeting

A welcome meeting is held for families in September to serve as an informational night for new families and if necessary, to vote in any remaining Board Members who will sit for the current school year. This provides new and returning parents an opportunity to meet with the Educators, staff and other parents who have children attending the program. There is a short presentation that will include sharing our Program Statement, information about our curriculum and highlight

some of the expectations from our Parent Handbook & Policies and Procedures. There will also be an opportunity to ask questions in relation to the school.

This is a mandatory meeting for all Board Members and is strongly encouraged for all families as we share important information for the upcoming year. As we are unable to accommodate children during our meetings, we suggest one parent/guardian per family to attend.

Annual General Meeting

An annual general meeting (AGM) is held in June to review the school's financial position from the previous year and set the current year's budget, vote on any new business and to answer any questions or concerns families may have about the school. We also vote in confirmed Board Members who will sit the following school year. This is a mandatory meeting for all Board Members and is strongly encouraged for all families as we share important information for the upcoming year. As we are unable to accommodate children during our meetings, we suggest one parent/guardian per family to attend.

Each person who holds a position on the Board is given voting rights, with the exception of Officers who are unable to vote. Officers who also hold a Director position are able to vote as a Director, but not an Officer. Membership on the Board is retired annually at the end of the school year. Meetings will take place at Elmira Community Nursery School or another appropriate venue or means such as an online meeting. Notice including an agenda will be made available with the location, date, time and business that will be covered no later than 5 days prior to the meeting.

Each board member or family has the right to submit and discuss proposals at this meeting.

- Must provide the Executive Board of Directors notice of any matter the member proposes to raise at the meeting not less than 60 days prior to the meeting.
- The Executive Board of Directors shall include the Name and a "statement in support of the proposal", which shall be written by the person submitting the proposal, in the agenda.
- Must be present at the meeting that the proposal is raised in person or by proxy.
- If the proposal is refused by the Executive Board of Directors, they will notify the person proposing the matter within 10 days of receiving it and provide a reason why it is being omitted from the meeting.

Proposals may not include:

- Business that enforces a personal claim or redress a personal grievance against the corporation, its directors, officers, other members or debt obligation holders.
- Business that does not relate in a significant way to the activities or affairs of the corporation.
- Substantially the same proposal that has already been submitted to members and defeated in the two years prior.

Educational Nights

Elmira Community Nursery School strongly believes in lifelong learning. During the year we strive to provide families with educational opportunities varying from online to in-person resources, workshops and special guests. Offerings are based on the needs and interests of the parents in our program.

Program Statement

ECNS sees children and their families as competent, capable, curious, rich in potential. Our program is guided by the documents “How Does Learning Happen - Ontario’s Pedagogy for the Early Years” (2014) and “The Early Learning for Every Child Today (ELECT Principles) Ontario Government” (2007).

How Does Learning Happen outlines four foundational conditions that are considered essential to optimal learning and healthy development for all children:

Belonging – Fostering a sense of connectedness to others and creating strong bonds. Children make contributions that are valued within the school, community, and the natural world.

Well-Being – Addressing the importance of physical and mental health and wellness. Children grow healthy bodies and minds by learning about their sense of self (i.e. who they are, what their likes and dislikes are, and how they feel), self-care and developing self-regulation skills.

Engagement - Creating an environment that encourages exploration and involvement. When learning happens naturally, the child is fully engaged and focused, developing problem-solving skills, creative thinking, and innovation.

Expression – Communicating in ways that children can be heard and can listen. We provide a language-rich environment with materials that “support creativity, problem-solving and mathematical behaviour.”

These foundations are conditions children naturally seek regardless of age, ability, culture, language, geography or setting and are experiences children should experience every day. The foundations of “How Does Learning Happen” and current research, is applied to the ELECT principles, working together to support our approach to early childhood learning. This provides the basis for ECNS’s program goals, policies and procedures and supports how we implement and reach those goals.

Goals

Promote the health, safety, nutrition, and well-being of the children attending the program.

- Provide a clean and safe environment by reducing or eliminating hazards that could cause harm.
- Maintain up-to-date information regarding medical conditions, medications required, food allergies, restrictions, or sensitivities.
- Provide a positive eating environment with healthy snacks & meals based on the Canada’s Food Guide.
- Create opportunities within the daily routine for children to practice self-help or self-care.

- Offer reasonable active and social opportunities for children to take risks, test their limits and develop a sense of competence and mastery.

Support positive and responsive interactions among the children, parents, and staff.

- Foster a warm and welcoming environment each day.
- Encourage open communication with parents, regarding their child's development, through in-person conversation, email, or phone.
- Plan school-wide events throughout the year to strengthen relationships and foster a sense of community among children, families and staff.

Encourage the children to interact and communicate in a positive way while supporting problem-solving, emotional awareness and self-regulation.

- Our educators, through experience, training, and qualifications, are attuned to the many ways children communicate
- Educators help children develop listening skills and express themselves effectively
- Visual supports are provided to help identify feelings and guide positive, authentic communication between adults and children
- Educators support children in problem-solving by guiding them on what to say and offering possible strategies.
- Use educator observations to build on children's interests, questions, and discoveries through child-led, inquiry-based learning.
- Educators and the Board of Directors work together to support families in their role as primary caregivers

Foster exploration, play, and inquiry.

- Curate engaging classroom & playground materials to inspire children to explore, ask questions, and interact with their peers.

Plan for and create positive learning environments and experiences where each child's learning and development is supported, including children with individualized plans.

- Provide a variety of materials that encourage choice-making, supports freedom of expression, and reflects the social and cultural backgrounds of all children.

Provide child-initiated and adult-supported experiences.

- Follow the children's lead and prepare lessons and activities that enhance their ideas and promote creative and meaningful learning for all children, including those with individualized plans.

Incorporate active play and quiet times into the day, giving consideration to the individual needs of the children.

- Provide different types of physical activities that allow children to explore the world around them with their bodies, minds, and senses.
- Recognize each child as an individual by responding to their unique needs through varied learning strategies and classroom and outdoor environments.

Foster ongoing communication with parents about school activities and their children's experiences.

- Display the observation and planning worksheet to help parents and caregivers understand their child's learning experiences.

- Encourage active participation in the program, including classroom involvement, school events, and care for the school.
- Families receive a monthly newsletter and calendar of events via email.
- Ongoing communication is welcomed. Families are encouraged to reach out to their child's Educator to learn more about their child's experiences at school as well as to discuss their overall development. If families have questions, concerns or wish to provide feedback that is outside of the Supervising Educator's scope, they are encouraged to reach out to the Board of Directors.
- Families will receive 1-2 photos per week of their child's class time through the Google Classroom. The photos are likely to be group photos and may or may not include your child specifically. These photos serve as a conversation starter with your child to hear about their day in their own words. These photos are intended for your personal enjoyment and not to be shared on any social media platform.

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

- Obtain external consultation or specialized in-class support, when required, to enhance student learning and development.
- Help families in need connect with local community support.
- Provide unique experiences through community volunteering experiences, field trips and with in-class guests.

Provide continuous professional learning to staff or others who interact with children.

- Provide education opportunities to families regarding relevant issues that parents of toddler & preschool children face.
- Have reading materials available via online and/or hard copy to families, staff and volunteers.
- Educators participate in professional development opportunities offered through the Region of Waterloo and other early learning organizations.

Document and review how the goals impact the children and the families.

- Taking pictures of classroom activities and sharing it with the parent/guardian
 - Sharing positive interaction that happens in the classroom.
 - Showing instances of How Does Learning Happen?

Documenting the daily activities, interests as well as accomplishments and struggles in the attendance binder.

- Aids in daily reflections.
- Helps guide the educators and parents/guardians identifying areas that may need attention, professional development, or outside support.
- Ensures important developmental information is being communicated with families.

Program Statement Policy and Procedure

ECNS strives to meet the goals outlined in the Program Statement which will help create a safe, positive environment where your children can grow and learn.

The following practices are prohibited at ECNS:

- The use of corporal punishment. (which includes but is not limited to hitting, spanking, slapping or pinching)
- Physically restraining the child for the purpose of discipline or in lieu of supervision. (which include but are not limited to confining the child to a highchair, car seat, stroller or another device)
 - Restraint may be used to prevent a child from hurting themselves or someone else as a last resort & only until the risk of injury is no longer imminent.
- Locking exits for the purpose of confining the child, or confining the child in an area or room without adult supervision.
 - Confinement may be used in an emergency if used in conjunction with the emergency management policies and procedures.
- Deliberate harsh or degrading measures, 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 their self-respect, dignity or self-worth.
- Depriving of basic needs including shelter, food, drink, sleep, toilet use, clothing, or bedding.
- Inflicting any bodily harm on a child including making them eat or drink against their will.

The ECNS Policy and Procedure Manual and Parent Handbook including the Program Statement and Program Statement Policy and Procedure will be made available to all employees, placement students and volunteers prior to the start of the school year, or whenever they begin participating in programming. This is available online or in hard copy format. These documents will be reviewed during orientation to ensure understanding before employees, placement students and volunteers begin care or supervision in the class and annually thereafter and/or at any time when substantive changes are made to the Program Statement. Employees, placement students and volunteers will sign their orientation form to confirm their understanding. This form will be kept in their file and available for review if required (See [Privacy Policy and Procedure](#)) and kept in conjunction with the Retention of Records Policy and Procedure.

Monitoring and Contravention of the Program Statement Policy & Procedure:

The Program Statement implementation policy including the prohibited practices will be monitored by the Supervising Educator, Designate or a member of the Executive Board of Directors on a daily basis. (See [Employee Review and Evaluation Policy and Procedure](#)) Additionally, at any given time on an annual basis, the Supervising Educator, Designate or a member of the Executive Board of Directors will take note of employees, placement students and volunteers interactions with children, staff and families to ensure this policy is being practiced and complete a Contravention and Compliance observation. At this time staff will also confirm that the prohibited practices that are set out do not occur in the program.

Progressive discipline may be used to address observed non-compliances with policies, procedures and individualized plans, taking into consideration the nature and severity of the incident, and the individual's history of previous non-compliances.

Where a staff, student or volunteer is observed to be non-compliant, the licensee, supervisor or designate will take one or more of the following actions:

- Inform the individual that a non-compliance was observed, including the review of any pertinent records or documentation that provide evidence of the non-compliance
- Re-review the relevant policies, procedures, and/or individualized plans with the individual
- Issue a verbal warning followed by a written warning
- Temporarily suspend the individual from their position at the child care centre
- Terminate the individual from their position
- Inform any relevant parties (e.g. College of Early Childhood Educators, College of Teachers, College of Social Work and Social Services, the contact person for the program from which a student has been placed, FCS, police, etc.); and/or Report violations with the College of Early Childhood Educators' Code of Ethics to the College.
- Where an observed non-compliance meets the criteria for a reportable serious occurrence (e.g. an allegation of abuse or neglect), the serious occurrence policy and procedures will be followed.
- Where appropriate, the supervisor or designate will follow up with the family of a child in accordance with our policies and procedures on parent issues and concerns.

Safe Arrival and Dismissal Policy:

Purpose

This policy and the procedures within it, help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

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.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the policy.

Policy

General

- ECNS will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization, via child's registration file, written note, email or text.

- Where 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.
- Children are expected to be dropped off and picked up by an adult. Only with express written consent will an older sibling or babysitter 12 years of age or older be permitted to pick up a child from ECNS.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message, text message, email or advised staff at previous pick-up), the staff in the classroom must:
 - o Inform the Supervising Educator, Designate, other RECE, or regular Support Staff in the classroom. They must commence contacting the child's parent/guardian no later than 9:00 a.m. for the morning program and 1:00 p.m. for the afternoon program. Staff shall first send a text message to parents/guardians. If neither parent/guardian replies within 15 minutes of the first message being sent, staff will leave a voice message on parents/guardians phone asking for confirmation of absence. If it is not possible to leave a voicemail message, staff shall send an email to parents/guardians. Staff will wait 15 additional minutes to hear back from the family.
 - o If staff are unable to make contact with parents/guardians within 1 hour of commencing this policy, the Supervising Educator or Designate will be informed, if they have not been already. The Supervising Educator or Designate will then reach out to Emergency Contacts if appropriate (i.e. a grandparent or relative) to see if they can confirm the child's whereabouts. If deemed a safety concern, police will be notified via non-emergency phone number - 519-653-7700, Family and Children's Services may also be notified - 519-579-0540.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information (e.g., illness, vacation) about the child's absence in the daily written record.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual), they must:
 - o Confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.

- o Where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

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

1. Where a parent/guardian has previously communicated with the staff a specific time or time frame that their child is to be picked up from care and the child has not been picked up within 15 minutes, the Supervising Educator or Designate, another RECE or regular Support Staff shall contact the parents/guardians via text or phone call and advise that the child is still in care and has not been picked up.
 - o Where the staff is unable to reach the parent/guardian, staff must call again and leave a message for the parents/guardians. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
 - o Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child, the staff shall wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed."

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 1:45 p.m. for Preschool, 11:45 a.m. for Toddler and 4:45 p.m. for Kinder Prep, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact additional authorized individuals listed on the child's file, or under Emergency Contacts located in the attendance binder.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 1:15 p.m. for Preschool, 1:15 p.m. for Toddler and 5:15 p.m. for Kinder Prep, the staff shall proceed with contacting

Family & Children's Services 519-579-0540. Staff shall follow the F&CS's direction with respect to next steps.

Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the child care program staff, in writing, can pick-up their child from care.

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

Regulatory Requirements: Ontario Regulation 137/15

Safe arrival and dismissal policy

50. Every licensee shall ensure that each child care centre it operates and each premises where it oversees the provision of home child care has a policy respecting the safe arrival and dismissal of children that,

(a) provides that a child may only be released from the child care centre or home child care premises,

(i) to individuals indicated by a child's parent, or

(ii) in accordance with written permission from a child's parent to release the child from the program at a specified time without supervision; and

(b) sets out the steps that must be taken if,

(i) a child does not arrive as expected at the centre or home child care premises, or

(ii) a child is not picked up as expected from the centre or home child care premises.

Late Pick-Up

To ensure a smooth dismissal process for your child, we kindly request that you arrive at school before their dismissal time. This allows for sufficient time for parking and signing in at the front desk, which is respectful to both your child and our staff. We understand that unforeseen

circumstances may arise causing you to be late for pick-up. If this happens, please inform us by texting 519-669-2609 so we can reassure your child and make necessary arrangements.

We keep a record of late arrivals and allow for three instances without consequence. After the third occurrence, you will be informed that subsequent late pick-ups will incur a charge of \$2.00 per minute. If this pattern repeats five more times, you will receive a letter from the Chair of our Board requesting a meeting to address the issue. In some cases, repeated lateness may result in the need to withdraw your child from the program.

Playground Supervision and Outdoor Play Policy

Purpose

Outdoor play is an essential component of active learning and is incorporated into the daily program. Educators are responsible for maintaining a safe environment through active supervision, hazard identification, and adherence to playground safety standards.

Supervision

- Educators must actively supervise children at all times while on the playground.
- Educators will engage with and encourage children during play.
- Whenever possible, educators should position themselves to supervise key play areas, including the sandbox and play hut.
- Children must be marked present on attendance records upon arrival at the playground.
- Educator-to-child ratios must be maintained at all times, including during washroom breaks and transitions.

Playground Safety Standards

- All playground equipment meets CSA Playground Safety Standards and will continue to meet applicable standards following any installation, repair, or renovation.
- Any modifications to playground structures must be verified in writing by a Certified Playground Safety Inspector.
- Structural changes require approval from the Ministry of Education Program Advisor.

Playground Safety Log

The Playground Safety Log, located in the Playground Policy & Inspection Binder, includes:

- Daily inspections by educators before children arrive and before activities are set up.
- Monthly inspections by the Supervising Educator.
- Annual inspections by a Certified Playground Safety Inspector.
- Action plans and records of repairs or corrective measures.

If an annual inspection identifies non-compliance requiring structural changes, a corrective action plan will be submitted to the Ministry for approval.

Outdoor Play Spaces

Outdoor play spaces are an extension of the classroom and provide opportunities for exploration, inquiry, and active learning.

Educators are responsible for:

- Supervising children's safety.
- Observing and engaging children in outdoor learning experiences.
- Monitoring equipment and environmental conditions.
- Reporting any hazards or deficiencies immediately to the Supervising Educator.

Children may engage in reasonable risk-taking during play. Educators must assess the developmental value of the activity, balance it against potential risks, and provide appropriate supervision.

Note: Typically, the playground inspection takes place first thing in the morning before children's arrival. If outdoor play begins later in the day due to weather, a playground inspection must be completed before use.

Travelling To and From the Playground

Because the playground is not adjacent to the building, educators must follow established transition procedures to ensure children's safety and maintain ratios.

General Transition Requirements

- Conduct head counts and attendance checks throughout all transitions.
- Ensure children remain on designated sidewalks and pathways.
- Maintain appropriate educator positioning:
 - One adult at the front of the group.
 - One adult at the back.
 - Additional adults positioned throughout the group as needed (approximately every eight children).
- Provide additional support to children requiring assistance on stairs.

Returning Indoors

- Children line up along the wall with their educators after tidy-up time.
- Attendance is verified before leaving the playground.

- Head counts are conducted at the playground gate, school entrance, lobby, classroom area, and before entering the classroom.

Going Outdoors

- Children gather in the classroom and attendance is verified before departure.
- Head counts are completed before leaving the classroom, after descending stairs, before exiting the building, and upon entering the playground.
- Children are reminded to walk safely and remain with their group.

A single educator may escort a small group to or from the washroom provided licensing ratios are maintained.

Playground Inspections

Daily Inspections

Before children enter the playground, educators must inspect for:

- Hazardous debris or litter.
- Vandalism or damaged equipment.
- Unsafe gates or fencing.
- Strings, ropes, or other entanglement hazards.

All inspections must be documented in the daily inspection log.

Monthly Inspections

The Supervising Educator will inspect:

- Equipment wear, damage, or missing components.
- Evidence of vandalism.
- Fences, gates, retaining walls, and surrounding structures.

Any deficiencies will be documented and addressed promptly. If the playground is deemed unsafe, alternative outdoor activities will be arranged.

Annual Inspections

Annual inspections are conducted by a Certified Playground Safety Inspector through the Waterloo Region District School Board.

Any concerns identified through inspections will be documented and addressed through a corrective action plan.

Child Safety Requirements

Educators must ensure that:

- Scarves are tucked inside coats or jackets.
- Hood and clothing drawstrings are secured.
- Loose clothing, shoelaces, and cords are tied and tucked away.
- Children are reminded not to lick metal surfaces during cold weather.

Shade structures and natural shade should be utilized to help protect children from sun exposure.

Active Supervision

- Children aged 18 months to 6 years require continuous supervision.
- Educators must remain on the playground and actively monitor all play areas.
- Reduced ratios are not permitted outdoors.
- Educators must closely supervise any reasonable risk-taking activities and intervene when safety concerns arise.

Playground Rules

Educators will encourage children to:

- Take turns using equipment.
- Use equipment as intended.
- Play only on equipment appropriate for their size and developmental level.

For safety reasons:

- Skipping ropes and similar items must not be tied to playground equipment.
- Playground hazards must be addressed immediately.

All educators are required to review the Playground Policy upon hire and annually thereafter.

Outdoor Play and Weather Conditions

Outdoor play supports children's physical, social, and emotional development and is an important part of the daily program.

Children are expected to participate in outdoor play unless weather conditions make it unsafe.

Outdoor Play Guidelines

Outdoor play may be restricted when:

- Wind chill reaches -18°C for preschool children.
- Wind chill reaches -12°C for toddler children.
- Thunder or lightning is present.
- High winds create hazardous conditions.
- Air Quality Health Index exceeds 55.
- UV levels exceed 10.

- Temperatures exceed 34°C with humidex.

Daily we use the website: <http://www.theweathernetwork.com/weather/caon0728>, (The Weather Network/Elmira, ON), to find the most current temperature readings and weather forecast.

When UV levels exceed 5, sunscreen will be reapplied during five-hour programs.

Additional considerations include air quality, playground surface conditions, and the overall quality and safety of outdoor play opportunities. When outdoor play is not appropriate, indoor activities will be provided in air-conditioned classrooms.

Emergency Preparedness Policy and Procedure

An emergency can be described as any critical incident occurring at ECNS or attached Riverside Child Care, EarlyON Centre or Riverside Public School which would also cause the centre or program to close such as, fire, flood or structural damage, tornado or other “Acts of God”, industrial accident, bomb threat, health concern or disease outbreak as instructed by Public Health.

Planning and preparing for these circumstances can lessen the impact of emergencies and disasters on the health and safety of employees, volunteers, and most of all children.

The Child Care and Early Years Act, 2014 requires that:

32 (2) Every licensee shall ensure that, where a report is made by the local medical officer of health, or any person designated by the local medical officer of health or the local fire department with respect to a child care centre operated by the licensee or a premises where it oversees the provision of home child care:

- a copy of the report is kept on the premises of the child care centre or home child care agency; and
- if the report includes any direction or order,
 - a copy of the direction or order is sent immediately, within 2 days, to a Program Advisor, and
 - Program Advisor is immediately notified of any enforcement action taken against the licensee in relation to the direction or order. O. Reg. 174/21, s. 17.

32 (3) Every licensee shall ensure that in respect of each child care centre it operates and each premises where it oversees the provision of home child care, a record is kept of all inspections made by any person referred to in subsection (2) and any inspector or Program Advisor, and that in the case of a child care centre any recommendations are recorded in the daily written record referred to in subsection 37 (1)

67 Every licensee shall ensure that each childcare centre it operates and each premises where it oversees the provision of home childcare is equipped with telephone service or an alternative means of obtaining emergency assistance.

68 (a) A written procedure approved by the local fire chief is established with respect to the duties of each member of the staff of the childcare centre in the event of a fire

68 (b) Each staff member is instructed as to his or her responsibilities in the event of a fire before commencing work for the first time.

68 (c) The written procedure referred to in clause (a) is posted in a conspicuous place in each room in the childcare centre that is used for the care of children. (This is posted in the classroom).

68(2) (1) A fire drill shall be conducted in respect of every childcare centre at least once a month in accordance with Ontario Regulation 213/07 (fire code) made under the Fire Protection and Prevention Act, 1997.

68 (e) A written record is kept of all fire drills, all tests of the fire alarm system and all tests of fire protection equipment and that each record is kept for at least 12 months from the date of the drill or test.

General Procedure Notes

Where emergency services are not already aware of an emergency situation, ECNS will call 911 and notify them as soon as possible.

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

- Attendance will be taken to ensure all children are accounted for
- Ongoing visual checks will be performed
- Keep children calm and engage them in activities (if possible) to try to distract them.

See EarlyON Designated Evacuation and Safe Areas chart posted in the classroom by the main door, and also here - [Appendix 21](#)

If an emergency happens that is not described in this document, the Supervising Educator or Designate will direct the employees, placement students and volunteers for immediate response. The situation will be brought to the attention of the Executive Board of Directors, who will determine whether a policy and/or procedure needs to be written.

Any written report by a medical officer of health with direction with respect to any matter that may affect the health or well-being of a child receiving care must be carried out.

All emergency situations will be documented in detail in the daily written record.

For emergencies involving children who have an Individual Plan of Response – Please see [Health and Safety Policy and Procedure](#), [Pre-Existing Health Concerns Policy and Procedure](#) or the [Anaphylaxis Policy and Procedure](#)

Emergency Preparedness Kit

Kept in storage closet in classroom and contains the following:

1	Flashlight and 3 AAA Batteries
3	AAA Batteries
	Water & Cups (16)
1	Box of Made Good Granola Bars
5	Diapers
6	Latex Free Gloves
1	Box Wipes
1	Hand Sanitizer
10	Bandages
4	Pair of Pants
4	T-Shirts
2	Underwear (Clothing in all size)
1	Box of Tissues
2	Blankets
1	Portable Potty
1	Toilet Paper
August/January	
	Checklist is reviewed 2x a year (August/January) replacing items as they become outdated

Bomb Threat

A threat to detonate an explosive device via phone call, in person or through receipt of a suspicious package.

- Remain calm
- If the threat is received by phone
 - Make note of the caller details - origin of call, time, callers' identity, voice characteristics, manner, and background noise
 - Try to stay on the phone while another individual makes the call to Riverside Public School, EarlyON, and Riverside Child Care Centre.
 - If the threat is received in the form of a suspicious package, ensure no one approaches or touches the package
- Notify the Riverside Public School main office (ext. 5500), EarlyON's Supervisor (5243), Riverside Child Care Centre's Supervisor (ext.5231 or 5136) Riverside Public School will notify the appropriate emergency responders
- Follow the direction of Riverside Public School's Administrator and/or emergency service personnel

- If directed to evacuate, use [Fire Drill, Emergency Evacuation, Emergency Shelter Procedure](#).

If there is a bomb threat, it will be treated as a serious occurrence, regardless of when it occurs or if it interrupts regular scheduled classes the Serious Occurrence Policy and Procedure will be followed.

[Fire Drill, Emergency Evacuation, Emergency Shelter Procedure](#)

This procedure is supplemental and to be used in conjunction with the Riverside Public School and the EarlyON Fire Safety Plan which has been approved by the Chief Fire Official. ([See Appendix 1](#)) This document will be read and signed by all employees, placement students and volunteers including Executive Board of Directors, This is included in the orientation documents and process.

ECNS will follow the Riverside Public School fire drill schedules. If the fire drills for Riverside Public fall outside of the opening hours, ECNS will ensure we complete fire drills to meet our requirements ([See section on Fire Drills, Inspections and Tests](#)).

- In the case of a fire drill, fire or any other reason an emergency evacuation needs to be performed, the fire alarm will sound. (or a whistle may be blown for the interim monthly fire drills)
 - At the sound of the fire alarm, all persons must immediately stop what they are doing and proceed to the nearest accessible door.
- The Supervising Educator or Designate will:
 - pick up the attendance binder with emergency contacts and any emergency medication (for anyone who has an Individual Plan of Response)
 - pick up the school's cell phone
 - ensure they have the key fob so the class can return to the building
 - direct the children to line up at the classroom door
 - feel the door for heat with the back of their hand
 - if the door is not hot, open the door slightly to check for smoke
 - if smoke is present, determine if it is blocking the primary or secondary exit. Inform staff members which exit to use and guide the children towards that exit.
 - ensure that any children or adults who need physical assistance are supported
 - do a head count and proceed with the evacuation at the front of the line
 - if the door is blocked or you encounter heavy smoke it may be safer to stay in your area:
 - keep the door unlocked, wet towels (located in the labelled bathroom cabinet) & place firmly along the base of door
 - call 911 and tell them where you are and follow instructions

- signal for help at a window if instructed
- crouch low to the floor if smoke enters the room
- remain calm
- Staff and/or Placement Students or Volunteers will:
 - visually sweep the room and washroom to ensure all children are accounted for
 - close all windows
 - ensure that any children or adults who need physical assistance are supported
 - turn off lights and close the door when leaving the room
 - if cold outside, pick up black zippered bag hanging on white mailbox hook in cubby area with 16 small blankets inside
 - guide the children from the middle of the line and/or the back of the line
- Exit class, head toward appropriate exit
- Once outside:
 - Walk to the designated meeting spot located behind the school digital sign facing William Street, where a head count will be taken to ensure that all children, volunteers, and employees are accounted for.
 - If you have information relating to persons still in the building report it immediately to the Chief Fire Warden (Riverside P.S. Head Custodian - 519-503-7199 or Riverside P.S. Administrator - 226-821-2964)
 - Prevent people from entering the building
- If the weather is inclement or the class is unable to return to the building, Elmira District Community Living located at 158 Church Street West, is the primary ‘Emergency Shelter’ ([See Appendix 2](#))
 - Once in Elmira District Community Living building another head count will be performed
 - If Riverside Public School building cannot be cleared for re-entry, parents, guardians and/or emergency contacts will be first contacted through a parent group text to inform parents of the situation by the Supervising Educator or Designate, and instructed on where to pick up their children. For those who are unable to be reached via text or who do not confirm receipt of text, a phone call will be made by the Supervising Educator or Designate as soon as possible.
- Once Riverside Public School has been cleared for re-entry by the fire official and we can return to the building, we will walk in through the front doors and proceed to the classroom.
- Once in the classroom, a head count will be made to ensure all children, volunteers and employees are accounted for.

If there is an emergency evacuation for any reason, other than a fire drill, it will be treated as a serious occurrence and the Serious Occurrence Policy and Procedure will be followed.

Persons Requiring Assistance

- Provide the name(s) of any persons requiring assistance in evacuation to Riverside Public School and the EarlyON program so they may add that person to their list of Persons Requiring Assistance which is included in their Fire Safety Plan Binder. This is to be completed annually or as required.
 - Include the dates/times this person will be onsite
- Identify and develop, in conjunction with the EarlyON program, an Individual Safety Plan for any person requiring assistance to evacuate.
- The Individual Safety Plan should include
 - The person's name
 - Named designate(s) that will be aiding them in exiting the building
- Post the Individual Safety Plan in a visible place
- Include the Individual Safety Plan in orientation procedure

If you discover a fire, smoke, or noxious fumes

- Leave the area, assist anyone in immediate danger, close any doors behind you
- Activate the Fire Alarm System – PULL THE PULL STATION
- Call 911 or direct someone to call 911 immediately; do not assume someone else has called
- If it is close to the classroom, return to assist in the evacuation process
- If the classroom is blocked, exit the building, and meet at the designated meeting spot (outside of the fenced area by the Riverside Child Care Centre playground)
 - Do not use the elevator
- Report to the Chief Fire Warden if the classroom was unable to evacuate
- Fill in a Fire Alarm Incident Report, provided by the EarlyON Program

Fire Drills, Inspections and Tests

Fire drills conducted at Riverside Public School and the EarlyON Centre are sometimes completed outside of the operating hours of the ECNS. Due to this situation the ECNS will:

- Conduct a monthly fire drill on its own during operating hours
- Continue to follow all fire drills conducted by the Riverside Public School & EarlyON program if they are conducted during operating hours or when we have people in our facility.
- Keep a written record/log of fire drills completed with date, time, number of adults/students & length of fire drill
- Retain record of fire drill record/log for at least 2 years from the date of the drill
- Review fire drills with ECNS & EarlyON staff to help aid future drills

Reports of all inspections and tests of the fire alarm system and fire protection equipment will be provided to ECNS.

- The Supervising Educator or Designate of ECNS will contact the Supervisor of the EarlyON Program to obtain these reports.

- Retain reports for at least 2 years from the date of inspection or test.

Emergency Shelter in Place Procedure

Notification will come from Authorities, Riverside Public School, EarlyON Program, Riverside Child Care Centre or any other employee that Emergency Shelter in Place is in effect.

- Remain calm
- If outside, proceed to the Riverside Public School gymnasium
- If you are in the classroom,
 - Pick up attendance and emergency medications
 - Proceed to the Riverside Public School gymnasium using the atrium stairwell as the emergency stairwell will take you outside
- Take attendance
- Wait for instructions and/or follow the direction of the emergency service personnel

Emergency Lockdown and Hold & Secure Procedure

Although ECNS takes all precautions to minimize the risk to children, situations may arise outside of the school (in the community) or inside the school that will require an emergency lockdown or hold and secure.

Minimizing the Risk

ECNS and EarlyON are located inside the Family and Children Centre on the 2nd floor of the Riverside Public School building. ECNS and EarlyON are both equipped with a safety entry system that requires the use of a key fob or buzzer to enter.

- A buzzer is used if a person would like to enter without a key fob. The person must be granted access by an ECNS or EarlyON staff member who can see the person on a monitor located inside the classroom or lobby area.
- Once inside the Family and Children Centre, ECNS children, families and visitors come directly to our labelled door.
- A list of employees who have a key fob is kept on file.

When the Threat is Near (in the community)

Notification will come from Authorities, Riverside Public School, EarlyON, Jacob Hespler Riverside Child Care Centre, or any other employee that the hold and secure procedure is in effect due to a threat in the community.

- Remain calm
- If outside, proceed back to the classroom immediately
- Ensure the classroom door is locked
- Close all windows and window coverings
- Take attendance

- Make parents/guardians aware, through a call or text from the supervising educator or designate, that hold and secure is in effect. Please remind parents/guardians that during hold and secure only emergency service personnel are allowed to enter or exit the building. Arriving at the building during the hold and secure could potentially put themselves at risk
- Continue normal operations
- Wait for instructions

When the Threat is Near (on the property or inside the building)

Notification may come from Authorities, Riverside Public School, EarlyON, Jacob Hespler Riverside Child Care Centre, but may also come from an employee, placement student or volunteer, including yourself. If you are the one who becomes aware of the threat you must try to inform other staff members as quickly and safely as possible.

- Remain calm
- If outside, proceed back to the classroom or to another safe location
- If you make it back to the classroom, ensure the door is locked
- Move children, employees, volunteers and parent/guardians into the storage closet
- Take attendance
- Pick up the telephone, attendance binder and emergency medications
- If you are able, turn off the lights and barricade the room door
- Join the others in the storage closet
- Mute all phones
- Parents/guardians are made aware, through a call or text from the supervising educator or designate, that lockdown is in effect. Please remind parents/guardians that during lockdown only emergency service personnel are allowed to enter or exit the building. Arriving at the building during the lockdown could potentially put themselves at risk
- Wait for instructions

If there is an emergency lockdown or hold and secure that occurs during or interrupts regular scheduled classes, it will be treated as a serious occurrence and the Serious Occurrence Policy and Procedure will be followed.

External Environmental Threat Procedure

An external environmental threat is classified as an incident that occurs outside the facility (in the community) that may adversely affect ECNS or the building it is in such as, but not limited to, a gas leak, chemical release or forest fire.

- Remain calm
- If outside, proceed back to the classroom or to another safe location
- Take attendance
- If you make it back to the classroom
 - Close all windows
 - Seal door by placing wet towel at the base of the door opening

- Continue normal operations
- Wait for instructions
- If directed to evacuate use, [Fire Drill, Emergency Evacuation, Emergency Shelter Procedure.](#)

If there is an external environmental threat that occurs during or interrupts regular scheduled classes, it will be treated as a serious occurrence and the Serious Occurrence Policy and Procedure will be followed.

Natural Disaster Procedure

A natural disaster is classified as a tornado or earthquake.

Tornado

- Remain calm
- If outside, proceed to the 1st floor of the Riverside Childcare or another safe location.
- If you are in the classroom,
 - Pick up attendance and emergency medications
 - Proceed to the 1st floor of the emergency evacuation stairwell.
- Take attendance
- Conduct ongoing visual checks of the children to ensure that they are okay
 - Children should be directed to assume the turtle position
- Wait for instructions and/or follow the direction of the emergency service personnel
- If directed to evacuate, use [Fire Drill, Emergency Evacuation, Emergency Shelter Procedure.](#)

Earthquake

- Remain calm
- If outside, move away from the building, power lines, trees or other tall structures that may collapse and wait until shaking stops.
- If you are in the classroom,
 - Pick up attendance and emergency medications
 - Move children, employees, and parent/guardians into an interior room (storage room) away from windows and doors until shaking stops
- Take attendance
- Conduct ongoing visual checks of the children to ensure that they are okay.
- When shaking stops, evacuate using the [Fire Drill, Emergency Evacuation, Emergency Shelter Procedure.](#)

If there is a natural disaster that occurs during or interrupts regular scheduled classes, it will be treated as a serious occurrence and the Serious Occurrence Policy and Procedure will be followed

Telephone Service and Emergency Telephone Numbers

ECNS will ensure there is a working telephone that will be always accessible to staff. The number for this phone will be the school's phone number 519-669-2609 and not shared with any other organization residing in the same building.

A list of emergency numbers is not required in the room because we have access to 911 services, however, a list may be posted in the room.

The list can include but is not limited to:

- Emergency services 911
- Police/Fire Department
- Nearest Poison Control
- Nearest Hospital
- Taxi service

Contact Information for Parents

ECNS will ensure it has up to date and readily accessible health and contact information for each employee, placement student, volunteer, and child attending the program. This is kept in our attendance binder and accompanies the class at all times.

The following information is required:

- Home address and phone number(s) (home, cell & work) of the child(ren) and their parents/guardians. In the case of a child where the parents have separated amicably, both parents must provide this information.
- Emergency contact name and phone number(s) (home, cell & work). In the case of a child, this must be someone who can be contacted and available if the parent or guardian cannot be reached. In the case of an employee or volunteer, this must be someone who can advocate for you if an emergency were to arise that placed you in a position where you cannot communicate for yourself.
- Any special medical or additional information provided in advance that could be helpful in an emergency.

If any of this information changes, it is the responsibility of the employee, volunteer, parent or guardian to contact the school to have the records updated.

If an emergency situation arises, ECNS staff will contact parents via group text once the children are safely situated away from harm. Please respond to this text so that staff know that you have received the message. For those that don't reply, a phone call will be made to alert you of next steps as soon as possible.

Recovery Procedure (After an Emergency Situation has Ended)

The Serious Occurrence Policy and Procedure will be followed after any incident that occurs during or interrupts regular scheduled classes. This includes contacting the Program Advisor and insurance as per the policy and procedure.

Disaster without evacuation

- Determine whether the program should continue
 - As per normal operations
 - Turn on lights and open blinds
 - Prepare a notice ([See Debriefing Employees, Parent/Guardians and Volunteers](#))
 - Hand out notices or email by the end of the day
 - Shortened day
 - Emergency contacts should be called to pick up children
 - Prepare a notice ([See Debriefing Employees, Parent/Guardians and Volunteers](#))
 - Hand out notices or email by the end of the day

Returning to The Building (Short-Term Evacuation)

Once the designated authority has given the “All-Clear” and it is safe to return to the school:

- Assist the children in returning to the classroom
- Take attendance upon returning to classroom
- Determine whether the program should continue
 - As per normal operations
 - Turn on lights and open blinds
 - Prepare a notice ([See Debriefing Employees, Parent/Guardians and Volunteers](#))
 - Hand out notices or email by the end of the day
 - Shortened day
 - Emergency contacts should be called to pick up children
 - Maintain attendance as children are picked up
 - Prepare a notice ([See Debriefing Employees, Parent/Guardians and Volunteers](#))

- Hand out notices or email by the end of the day

Unable to Return to the Building After Evacuation

- If the designated authority has given the “unsafe to return” notification, ECNS will proceed to the primary emergency shelter, The Avenue Day Program, 158 Church St. ([See Appendix 2](#)) or to another location determined by the emergency personnel
- Supervising educator or designated authority will post a note for parents/guardians on the main entrance to the building front and back doors notifying them of the emergency and the pick-up location of their children.
 - Prior to leaving the site take attendance
 - Assist children in walking to the emergency shelter
 - Once in the emergency shelter take attendance
 - Help keep children calm
 - Engage them in activities
 - Conduct visual checks to ensure everyone is okay
 - Maintain supervision
 - Parents/Guardians or Emergency contacts notified to pick up children
 - Parents/Guardians and/or emergency contacts will be first contacted through a parent group text to inform parents of the situation by the supervising educator or designate, and instructed on where to pick up their children. For those who are unable to be reached via text or who do not confirm receipt of text, a phone call will be made by the supervising educator or designate.
 - Verbally notify the parents/guardians of the emergency and the address of the pick-up location
 - Maintain attendance as children are picked up
 - Remain at the evacuation site until all the children are picked up
 - Prepare a notice ([See Debriefing Employees, Parent/Guardians and Volunteers](#)) and email out by the end of the day

Unable to Return to the Building, Undetermined Time

If the designated authority has given the “unsafe to return” notification, and cannot specify a time that the school will be able to return to normal operations ECNS will:

- Hold an emergency meeting of the Executive Board of Directors and supervising educator or Designate to write a notification to the parents/guardians, discuss financial ramifications, and determine if there is another viable location to resume classes
- Contact Program Advisor to determine whether the course of action is suitable
- Notify parents/guardians ([See Debriefing Employees, Parent/Guardians and Volunteers](#))

Communications with Media and Community Inquiries

- All communications must be cleared by the Executive Board of Directors
- If approached by the media, staff, placement students and volunteers are to say, "All media and community inquiries shall be addressed through the Executive Board of Directors."

Debriefing Employees, Parents/Guardians and Volunteers

- A notice of incident describing the emergency and the actions to be taken will be created by the Executive Board of Directors and the supervising educator or Designate as soon as possible.
- This note will include but is not limited to:
 - If an all clear has been granted and normal operations can proceed
 - When and how normal operations will resume if the situation warrants closure of the program. If this cannot be determined, this needs to be specified and communicated once it has been determined.
 - Resources to help with trauma and/or distress counseling, if applicable.
 - Time and location of debriefing meeting to discuss the incident further, if applicable.

Providing Support

Contact a support program like Region of Waterloo Employment and Family Assistant Program, KW Habilitation or Woolwich Counselling Centre to discuss the situation and develop a plan for support. This could include but is not limited to:

- Observation in the classroom looking for behaviour that might be related to the emergency
 - With employees
 - With trained counsellors
- Meeting with parents/guardians to debrief and discuss the emergency and possible supports based on the plan worked out with support program
- One on one meeting(s) with the support program for parents/guardians and children to provide additional support

Weather and Unexpected Closures

The school may be closed due to weather or unforeseeable circumstances such as loss of hydro, water main issues or unexpected staffing issues.

We follow the Waterloo Region District School Board's Severe Weather Procedure. If all WRDSB schools are closed due to weather, we are as well. In the event that buses are cancelled, but the schools in the region are still open, we will aim to be open as well. The Board of

Directors will consult with the supervising educator or designate to determine if the roads are safe enough for employee travel before making this decision.

In the event that we are unable to adequately staff our program due to unexpected employee absence, we may also have to close the program for the day. Every effort will be made to keep the school open with a substitute educator if necessary. However, the final decision will be made by the Chair.

If there are unexpected closures of any nature, you will receive an email from the school by 7:30 a.m. Please make it a habit to check your email in the morning before proceeding to school. You will be reimbursed your child's daily rate for any unexpected closures that exceed 5 occurrences throughout the year.

If the school is evacuated and the class cannot return to the school or the school is closed unexpectedly during class, you or your emergency contact will be required to pick up your child. Parents/Guardians and/or emergency contacts will be first contacted through a parent group text to inform parents of the situation by the supervising educator or designate, and instructed on where to pick up their children. For those who are unable to be reached via text or who do not confirm receipt of text, a phone call will be made by the supervising educator or designate to follow up.

Health and Safety Policies and Procedures

It is ECNS's policy to provide a healthy, safe, and stimulating environment for work and play. If/when a child's wellness and ability to participate are in question, we will seek out the appropriate support for that child to ensure we are meeting the needs of children who may be ill or have pre-existing health conditions.

The Child Care and Early Years Act, 2014 requires that:

32 (1) Every licensee shall ensure that any recommendation or instruction of a medical officer of health with respect to any matter that may affect the health or well-being of a child, receiving child care at a child care centre the licensee operates, is carried out by the staff of the child care centre.

32 (2) Every licensee shall ensure that, where a report is made by the local medical officer of health or any person designated by the local medical officer of health or the local fire department with respect to a child care center operated by the licensee or a premises where it oversees the provision of home child care:

- a copy of the report is kept on the premises of the child care centre or home child care agency; and
- if the report includes any direction or order,
 - a copy of the direction or order is sent as soon as possible or within 2 days, to a Program Advisor, and
 - Program Advisor is immediately notified of any enforcement action taken against the licensee in relation to the direction or order. O. Reg. 174/21, s. 17.

32 (3) Every licensee shall ensure that in respect of each child care center it operates and each premises where it oversees the provision of home child care, a record is kept of all inspections made by any person referred to in subsection 32(2) and any inspector or Program Advisor, and that in the case of a child care center any recommendations are recorded in the daily written record referred to in subsection 37(1).

36 (1) Every licensee shall ensure a daily observation is made of each child receiving child care at each child care centre it operates and in each premises where it oversees the provision of home child care before the child begins to associate with other children in order to detect possible symptoms of ill health.

37 (1) Every licensee of a childcare centre or home childcare agency shall ensure that a daily written record is maintained that includes a summary of any incident affecting the health, safety, or well-being of,

- (a) Any child receiving childcare at a childcare centre operated by the licensee.
- (b) Any staff at a childcare centre operated by the licensee

37 (2) If an incident described in clause 37 (1)(a) occurs, the licensee shall ensure that a parent of the child is notified.

General Health

If employees, placement student, volunteer or children have had any of the following symptoms within the past 24-hour period, they should not attend work or school that day and should not return to work or school until they have been naturally symptom free for 24 - 48 hours:

- Fever 38°C or higher
- Diarrhea and/or vomiting – 48 hours
- Undiagnosed rash
- Communicable diseases - these types of illnesses must be reported to Public Health as soon as possible - [list of communicable/reportable illness](#)
- Persistent pain
- Persistent Cough – with or without infected discharge
- Head Lice (must be nit-free to return)

Educators

- Will call on a Supply Educator to replace them. If no qualified persons are available, and proper ratios cannot be maintained, the class will be canceled.
- Will have instruction and a lesson plan ready for the Supply Educator

Placement Student/Volunteers/Children

- If a placement student, volunteer or child is ill in the 24 hours preceding the class, they or

a guardian shall call in to notify the school of the absence and the reason. This will help the school to minimize outbreaks in the case of communicable diseases

- If the child becomes sick at the school, the staff will determine the risk of spreading the illness and the child's ability to participate in the class
- If it is determined that the child can participate in class, the staff will make note of the illness in the daily written record and will notify the parent at pick up that there may be an issue.
- If it is determined that the child cannot participate and/or is placing the others in attendance at risk of illness, the child will be removed from class, and the parents, guardian or emergency contact will be notified and must pick up the child as soon as possible. Staff will make note of the illness in the daily written record as well as adding information to the Illness Tracking Form located in the attendance binder.
 - parents, guardians and/or emergency contacts must be available during the time the child is in school to pick up the child if necessary
- If the illness develops into that of a serious nature, the [Serious Occurrence Procedure](#) (page 109) will be followed.
- A child may not return to class until they are symptom-free for 24 - 48 hours, or in the case of head lice, must be nit free.
- Illnesses will be tracked on the Monthly Illness Tracking Form for all child/staff/volunteer absences. ([Appendix 3](#))

Outbreaks

An outbreak occurs when there are two or more related cases, within a 48 hour period, with similar signs and symptoms of infection or illness, in employees, placement students, volunteers and/or children attending ECNS.

OR

There are three or more laboratory-confirmed cases of infection or illness, in employees, placement students, volunteers and/or children attending ECNS.

OR

When the illness rate exceeds the norm within a short period of time.

Typically, an outbreak is declared for 5 days after the onset of symptoms from the last confirmed case. The supervising educator will reach out to Public Health to notify of the outbreak and follow guidance provided.

([See Sanitary Policy and Procedure, General Health, Handwashing Procedure and Toy Cleaning and Disinfecting.](#))

Immunization Policy and Procedure

ECNS strongly suggests that all employees, placement students, volunteers, and children attending the program be fully immunized. Immunization must follow the guidelines set out in the Child Care and Early Years Act, 2014 and be in accordance with ages recommended in the Publicly Funded Immunization Schedules for Ontario, unless a statement of medical exemption ([See Appendix 4C](#)) or a statement of conscience/religious belief is provided. ([See Appendix 4A](#))([Here for PDF fillable version](#))

Ontario Publicly Funded Immunization Schedule for Starting Immunization in Infancy

Vaccine	2 months	4 months	6 months	12 months	15 months	18 months	4 to 6 years**
DTaP-IPV-Hib* Diphtheria*, Tetanus*, Pertussis*, Polio*, Haemophilus influenzae B*	X	X	X			X	
Pneu-C-13 Pneumococcal Conjugate 13	X	X		X			
Rot-1 Rotavirus	X	X					
Men-C-C ^ Meningococcal Conjugate C				X			
MMR* ^ Measles*, Mumps*, Rubella*				X			
Var Varicella (Chicken pox)					X		
MMRV Measles*, Mumps*, Rubella*, Varicella							X
Tdap-IPV* Tetanus*, Diphtheria*, Pertussis*, Polio*							X

* Indicates required vaccine for entry into a child care centre

^ MMR and Men-C-C vaccine must be given on or after the first birthday

** Preferably given at 4 years of age

Adapted from Ontario Ministry of Health and Long-Term Care (2015).
http://www.health.gov.on.ca/en/pro/programs/immunization/docs/immunization_schedule.pdf

Each parent or guardian will complete the following for each child attending the program:

- Form A, Region of Waterloo, Immunization Information Form for new registrants attending a childcare center in Waterloo Region or Form B, Region of Waterloo, Immunization Update form if routine immunization is required and happens after the start of the school year. ([see Appendix 4B](#))(Also included in the registration package)
- Email a copy of your child's immunization record (yellow card) to admin@elmiracommunitynurseryschool.com during the registration process. This record includes all immunizations and dates of immunizations given since birth. If your child was not born in Canada, please attach a photocopy of their medical immunization history from their country of birth. If you are unable to email these documents, please bring the originals to ECNS and we will photocopy them on site.

Each employee, placement student or volunteer will provide a photocopy of their immunization record, including all immunizations and dates of immunizations given since birth.

OR

The appropriate Ministry of Education approved form for employee, placement student or volunteer who object to immunization due to religious/conscience or medical reasons. If one of these forms is on file for you or your child it is understood that the named person may be excluded from the program, without compensation, if there is an outbreak or immediate risk of an outbreak of a designated disease in the program, attached childcare centre or Riverside Public School (See below for exceptions).

Statement of Conscience or Religious Belief form:

- Log onto the Service Ontario, central form repository at <https://forms.mgcs.gov.on.ca/en/dataset/> Search form # 010-3042E (Statement of Conscience or Religious Belief, Education) This form may only open in certain internet browsers, such as Firefox. If you are unable to open the fillable PDF form, find a printable copy here [Appendix 4A](#).
- The Statement of Conscience or Religious Belief form must be filled in and notarized by a “commissioner for taking affidavits” (Commissioners for taking affidavits can be located by searching the internet or looking in the local business directory or [following this link](#))
 - If excluded from the program due to outbreak or immediate risk of an outbreak you or your child may return if a statement of immunization or other satisfactory evidence of immunization is provided.

Statement of Medical Exemption form:

- Log onto the Service Ontario, central form repository at <https://forms.mgcs.gov.on.ca/en/dataset/> Search form # 010-3041E (Statement of Medical Exemption, Education) This form may only open in certain internet browsers, such as Firefox. If you are unable to open the fillable PDF form, find a printable copy for child ([Appendix 4C](#)) and individual ([Appendix 4D](#))
- Statement of Medical Exemption form must be completed by a doctor or nurse practitioner
 - If excluded from the program due to outbreak or immediate risk of an outbreak you or your child may return if a statement of medical exemption stating that immunization is unnecessary because of evidence of immunity is provided.

ECNS will:

- keep one copy of the immunization record or ministry approved form on file in the employee, parent/guardian, student on educational placement, volunteer, or child’s file

Pre-existing Health Concerns Policy and Procedure

Policy

Regulatory Requirement - Ontario Regulation 137/15:

Children with medical needs

39.1 (1) Every licensee shall develop an individualized plan for each child with medical needs who,

(a) receives child care at a child care centre it operates; or

(b) is enrolled with a home child care agency and receives child care at a premises where it oversees the provision of home child care or in-home services. O. Reg. 126/16, s. 27.

(2) The individualized plan shall be developed in consultation with a parent of the child and with any regulated health professional who is involved in the child's health care and who, in the parent's opinion, should be included in the consultation. O. Reg. 126/16, s. 27.

(3) The plan shall include,

(a) 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;

(b) a description of any medical devices used by the child and any instructions related to its use;

(c) a description of the procedures to be followed in the event of an allergic reaction or other medical emergency;

(d) a description of the supports that will be made available to the child in the child care centre or premises where the licensee oversees the provision of home child care or in-home services; and

(e) any additional procedures to be followed when a child with a medical condition is part of an evacuation or participating in an off-site field trip. O. Reg. 126/16, s. 27.

(4) Despite subsection (1), a licensee is not required to develop an individualized plan under this section for a child with an anaphylactic allergy if the licensee has developed an individualized plan for the child under section 39 and the child is not otherwise a child with medical needs. O. Reg. 126/16, s. 27.

Intent

This provision requires that an individualized plan be developed for each child with medical needs and that licensees take all necessary steps to support the child's medical needs and ensure his or her inclusion in the program.

The review of each individualized plan (by employees, students and volunteers) supports the

child(ren)'s ability to participate in the child care program, and provides staff with all necessary information to deal with any medical situation pertaining to the child.

Procedure:

Pre-existing health concerns of children, staff, placement students or volunteers must be brought to the attention of the supervising educator or Designate and Board of Directors at the time of registration or orientation. Examples of health concerns may include (but are not limited to) allergies, heart issues, seizures, diabetes, physical or mental health issues.

- Prior to the start of classes, before orientation, an Individual Plan of Response ([Appendix 5a](#)) for anaphylaxis or [Appendix 5b](#) for other medical conditions is developed for the unique needs of the person who has the health concern. In some cases, the person or parent will provide instruction on the Individual Plan of Response. In some cases, medical professionals will be consulted.
- If the defibrillator is needed in an emergency capacity while the person or child is attending the school, it must be identified in the Plan of Response. However, written authorization is not required for the administration.

Individual Plan of Response must include the following information:

- Steps to be followed to reduce the risk of being exposed to any causative agents or situations that may exacerbate a medical condition or cause an allergic reaction or other medical emergency
- A brief action plan including detailed step by step procedures to be followed in the event of an allergic reaction or other medical emergency.
- A description relating to, supports or aids, adaptations or other modifications to the physical, social, and learning environment that are necessary to function and participate in a meaningful and purposeful manner while attending class.
- Clear instructions on how to use the supports or aids or how adaptations/modifications will look in the classroom setting.
- Additional procedures to be followed if there is an evacuation or off-site field trip.
- Individuals who participated in the development of the Individual Plan of Response are listed on the document and have signed it.
- The signature of the parent/guardian or person for which the Plan applies if he/she is over the age of 18.
- Consent to administer any medications, if required ([See Administration of Drugs or Medication Procedure](#)) ([Appendix 6](#))

Confidentiality of the medical history including diagnosis, sensitive or confidential medical information and detailed reports from medical professionals should not be included in the Individual Plan of Response or the orientation unless consent in writing has been given by the person or parent/guardian. Items of a confidential matter need to be placed in a confidential

folder in a locked cabinet or the persons file, however it must be available for review if required. The following information may or may not be required on the Individual Plan of Response but also requires consent in writing from the parent:

- The person's photo (exception for mental health)
- Contact information

Once an Individual Plan of Response has been established, this plan is reviewed by all employees, placement students and volunteers. The person named in the plan will be identified to all adults in the classroom.

- Through the photo on the Individual Plan of Response (except in the case of mental health, then the person will be identified through introduction)
- Via Medical Alert bracelet or necklace (if required)

Individual Plan of Response must be completed annually before orientation or as required. If the plan is changed during the school year all employees, placement students and volunteers will review the updated version and sign a statement noting that they have read and understand these changes.

Administration of Drugs or Medication Policy and Procedure

Prescription drugs and/or medication:

Can only be administered to a child while attending ECNS if they have a pre-existing health concern that has been identified, and an Individual Plan of Response is in place for that student ([see Pre-existing Health Concerns Policy and Procedure](#)).

Non-Prescription Medications

Certain non-prescription Medications, listed below, may be administered in the program even if they do not have a DIN number and/or are not prescribed by a medical doctor. These do not constitute prescription medication and/or drugs for the purpose of this policy and do not require an Individual Plan of Response, However, there must be a written authorization form completed and on file at ECNS (included in the registration package) for the staff to be able to administer.

- Sunscreen
- Moisturizing Skin Lotion
- Lip Balm
- Insect Repellent
- Hand Sanitizer
- Diaper Cream

Staff will record in daily attendance binder if any sunscreen, skin lotion, lip balm, insect repellent, hand sanitizer or diaper cream has been provided during the day to children. Prevention of accidental overdose and/or administration will be eliminated using strict procedures.

- One person, the supervising educator or Designate, will oversee all drugs and medications on site and will be the only person who handles/administers it, with the exception of:
 - sunscreen, moisturizing skin lotion, lip balm, insect repellent, hand sanitizer or diaper cream
 - immediate and lifesaving medication and then the person administering must make it clear of the emergency and administration (Say it out loud, several times if necessary or until the situation has been acknowledged. This type of situation will probably include calling 9-1-1)
 - when the person overseeing the drugs and medications will be away or unable to handle/administer drugs or medication that day, then they may designate another person to do it that day, (i.e. Kinder Prep RECE, Toddler RECE, or other designate)
- Drugs and medications will only be administered from/if:
 - the original container
 - labeled by a pharmacist for prescription medication,
 - clearly labelled with the child's name on the packaging or container
 - has the name of the drug or medication,
 - has the dosage of the drug or medication, if applicable
 - shows the date of purchase and expiration, if applicable
 - and has instructions for storage and administration.
- Drugs and Medications will only be administered in accordance with the instructions given by the pharmacist and/or package directions.
- A record, Administration of Medications, ([Appendix 6](#)) will be kept, for prescription medication, and includes:
 - all doses received by the child,
 - who administered the dose and time it was received
 - If the medication is administered the written log will be added to the child's file and kept for 3 years
- Medication will be stored in accordance with the instructions for storage on the label.
- Medication will be kept in a locked container and/or inaccessible by children,
- Exceptions include asthma medication or emergency allergy medication, such as but not limited to, Epi-pens, and emergency time sensitive and life saving medications that are identified. These medications may be hung out above the children's handwashing sink out of reach of the children with the Individual Plan of Response.

Accidental Administration of Medication Procedure

If medication is accidentally administered at the wrong time, in the wrong dose or to the wrong child, staff will immediately notify parents of the child(ren) via phone call and call 911 if

deemed necessary. Occurrence will be documented in the attendance binder and in accordance with the Serious Occurrence Policy.

[See Also Serious Occurrence Policy and Procedure](#)

Defibrillator

The defibrillator is used in the event of a collapse due to cardiac arrest and may be used with or without an Individual plan of Response or written permission.

The defibrillator is kept in its case, behind the 2nd floor reception desk in the stroller storage area. The defibrillator case will be clearly marked, and location will be reviewed during orientation.

All staff are trained in the use of the defibrillator when they take the standard first aid course.

Note: The Defibrillator was donated to ECNS by the “Mikey Network”

Non-Emergency Incident / Injury Procedure

Non-Emergency means a minor accident or incident that does not require immediate medical intervention. A report must be created for the parent/guardian for minor injury and/or incident affecting the health, safety, or well-being of the child. ([Appendix 7](#))

The first aid kit and manual are kept inside the cupboard above the handwashing sink in the classroom. This cupboard will be clearly marked, and location will be reviewed during orientation.

Determine if the incident/injury is minor or serious but not an emergency or an emergency/life threatening.

- If it is minor (a parent/guardian would not be contacted at the time of the incident):
 - Determine the course of action, using a first aid manual if necessary.
 - Apply the first aid and/or comfort as needed.
 - Staff will make note of the accident and/or incident in the daily written record.
 - Staff will fill out an accident and/or incident form ([Appendix 7](#)) describing the circumstances of the injury and any first aid administered. This report will be made duplicate, and one will be added to the child's record, and one will be given to the parent/guardian at child's departure from program or within 24 hours of the incident via email. The parent/guardian will sign the school's copy to show they have received their copy. In the case of an emailed notification, parent/guardian acknowledgement will be required.
- If it is serious but not classified as an emergency (a parent/guardian would be contacted at the time of the incident):
 - Determine the course of action, using a first aid manual if necessary.
 - Apply first aid and comfort as needed.
 - The parents or emergency contact will be notified.

- Staff will make note of the accident and/or incident in the daily written record.
- Staff will fill out an accident and/or incident form ([Appendix 7](#)) describing the circumstances of the injury and any first aid administered. This report will be made duplicate, and one will be added to the child's record, and one will be given to the parent/guardian at child's departure from the program or within 24 hours of the incident via email. The parent/guardian will sign the school's copy to show they have received their copy. In the case of an emailed notification, parent/guardian acknowledgement will be required.
- If the incident/injury is life-threatening, serious or becomes serious during treatment, refer to the [Serious Occurrence Policy and Procedure](#).

First Aid Kit Location and Contents

ECNS's first aid kit is located above the handwashing sink in the classroom. It is inspected yearly to ensure it is properly stocked.

Inspection of Indoor Environment Procedure

A daily visual inspection of the classroom is conducted and recorded on the Indoor Health and Safety Checklist - Daily log sheet ([See Appendix 8](#)).

The indoor inspection includes but is not limited to:

- Ensuring the room is clean and tidy.
- Ensuring the floors are clear of trip, slip, or sanitary hazards.
- Ensuring all fire exits are clear.
- Ensuring any choking and safety hazards are removed and discarded or placed in their designated storage area.

Any repairs/abnormalities, and the action taken to correct them will be noted on the checklist.

Safe Water Act

ECNS adheres to The Safe Drinking Water Act, 2006 (O. Reg. 243/07) which requires flushing and lead testing for all fixtures used to provide drinking water and/or preparing food or drink for children under eighteen (18) years of age.

Young children (up to six (6) years old) are more sensitive to the effects of lead because they are still developing and their smaller bodies can absorb it more easily than adults, which can interfere with the development of their nervous systems. In population studies, exposure to lead has been associated with effects on learning capacity, intellectual development, and behaviour.

Standard for lead is 10 micrograms per liter. This standard may also be written as 10 µg/L or as 0.010 milligrams per liter.

Criteria for Flushing

Table 1:

Criteria	Frequency	When
Any part of your plumbing was installed prior to 1990 and you have fewer than two consecutive years of lead test results; or There has been an exceedance* of the standard for lead in the past 24 months; or Your facility has been directed to flush daily.	Flush daily	Flush every day that the school, private school or child care centre is open. Complete the flushing before the facility opens for the day. If the facility is open 24 hours, then flush as early as practical in the day.
Any part of your plumbing was installed prior to 1990, you have at least two consecutive years of lead test results and there has been no exceedance of the standard for lead in the past 24 months; or No plumbing was installed prior to 1990 and there has been no exceedance of the standard for lead in the past 24 months.	Flush weekly	Flush on the first day that the school, private school or child care centre is open each week. Complete the flushing before the facility opens for the day. If the facility is open 24 hours, then flush as early as practical in the day.
Applicable to all fixtures, except for “end of branch” taps. Flushing is not required for: fountains and taps where the most recent standing sample was at or below 1 µg/L, including with an NSF filter; taps that do not provide drinking water or are not used to prepare food or drink for children under 18.	No flushing required	N/A

Where and How to Flush

ECNS is responsible for flushing of the taps on a weekly basis.

- On the last tap on each branch or each run of pipe in the plumbing that serves a drinking water fixture turn on the cold water for at least five minutes
- Then at every drinking water fixture that requires flushing turn on the cold water for at least 10 seconds; (See Table 1)
- Make a written record of the flushing which is to include:

- Location of every required flushing
- date,
- time
- name of the person who performed the flushing
- Flushing records should be maintained in a logbook and/or by using templates available from the Ministry of the Environment and Climate Change by calling the Registration Help Desk at 1-866-793-2588.

Sampling and Testing for Lead

The Waterloo Region School Board is responsible for taking the water samples, within ECNS, and sending those samples to an independent laboratory that is licensed by the Ministry of the Environment and Climate Change. Co-located facilities will be able to share a single set of samples since all drinking water fixtures in both of the facilities have been sampled at least once since June 7, 2007.

- The samples will be taken between May 1st and Oct 31st. Lead is more soluble at higher temperatures so during warmer months, a water supply may be more vulnerable to exceedances.
- The sampler will ensure the DWIS number on the chain of custody form matches the facility the sample was taken from.
- If the test result for the shared sample exceeds the Drinking Water Quality Standard for lead, the facility operator that submitted the samples will receive a Notice of Lead Exceedance Test Results (LEN) form from the laboratory.
 - The operator has 24 hours to complete Section D-1: Exceedance Notification on the LEN form (including adding the co-located facilities names and Drinking Water Information System numbers) and provide the LEN form to:
 - co-located facility operators,
 - Ministry's Spills Action Centre,
 - Local Medical Officer of Health, and
 - the Ministry of Education.
 - The operator must also take immediate corrective actions until the issue is resolved in accordance with the requirements of O.Reg 243/07 and/or directed by the local Medical Officer of Health.
 - Once corrective actions are taken and the issue is resolved, the operator of the facility is required to submit a completed Section D-2: ISSUE Resolution and the LEN form within seven days after the resolution to:
 - co-located facility operators,

- Ministry's Spills Action Centre,
- Local Medical Officer of Health, and
- the Ministry of Education.
- Reduction of Sampling, once every three years, can take place if
 - your two most recent years of test results for lead, from both standing and flushed samples, do not exceed the drinking water standard for lead;
 - all of the drinking water fixtures throughout the facility have been sampled at least once since June 7, 2007; and
 - a [Drinking Water Information – O. Reg. 243/07](#) has been submitted to the ministry.

ECNS is still responsible to ensure the sampling is undertaken correctly and should complete the following:

- Request from the WRDSB Environmental Officer, the Chain of Custody Form(s) and test results
- Complete and submit all updates as required by the Ministry of Environment and Climate Change
- Follow the guidelines set out by the Ministry of the Environment and Climate Change based on lab results.
- Work with and follow all the directions from the Ministry of the Environment and Climate Change Water Inspector and the Local Medical Officer if the facility has a lead exceedance.

Information and Retaining Records

ECNS will ensure that the following information is at the facility and available to the public during normal business hours:

- A copy of every record made within the past two (2) years in relation to flushing and sample collection
- A copy of every test result for samples taken to complete testing of all drinking water taps and for any annual or reduced sampling conducted to comply with O.Reg 243/07 or an Order over the past two (2) years
- A copy of every test result from a sample under the regulation indicating an exceedance of any standard prescribed by Schedule 2 of the Ontario Drinking Water Quality Standards (O.Reg.169/03 made under the Sage Drinking Water Act, 2002) over the past two years; and
- A copy of O.Reg 243/07

ECNS will ensure that the following original documents and records are kept for at least six (6) years.

- Every record made in relation to flushing and sample collection.
- Every test result for samples taken under the regulation, including Notice of Reduced Lead Sampling, or an Order; and
- Every test result from a sample under the regulation indicating an exceedance of an Ontario Drinking Water Quality Standard.
- Every record related to filter maintenance or replacement including the manufacturer's instructions.
- A copy of every Director's direction given under O. Reg. 243/07 section 4, subsection 5 (2.2) and section 5.1.

Under the Safe Drinking Water Act, 2002, a Provincial Officer, such as a Ministry of the Environment and Climate Change Water Inspector, may issue Orders under various circumstances, including preventative measures orders or orders to anyone that the Provincial Officer may reasonably believe is contravening or has contravened a provision of the Act or its related regulations (e.g., O. Reg. 243/07). The order would include information about the specific provision of the Act or regulation that the Provincial Officer believes is being contravened or is relying on for legal authority and would outline the actions the operator must take to comply with the order within a specified timeframe.

Storage of Harmful Substances

ECNS recognizes that safe storage of harmful substances can prevent accidental exposure.

Medication:

- Will be kept in the locked locker, inside the storage room
- If the medication is an Epi-pen or allergy medication that is required to be in the classroom while the person is in attendance, it will be placed back in the locked locker after departure.

Cleaning and Disinfecting Products:

- Cleaning and disinfecting products in use, like spray bottles with bleach solution for disinfecting touch points during class time will be kept out of reach of children and within sight
- Opened cleaning and disinfecting products will be kept above the handwash sink in the closed cupboard
- Closed cleaning and disinfecting products will be kept on a dedicated shelf in the storage room out of reach of children

Smoke-Free Ontario Act

ECNS is a 'smoke-free' program. Smoking of tobacco, medical cannabis and electronic cigarettes are NOT permitted anywhere on the Waterloo Regional District School Board Property this includes the shared EarlyON Centre space, parking lots, outdoor spaces, and walkways around the school.

All staff, parents/guardians, and volunteers will be made aware of this procedure through the ECNS Parent Handbook and by way of signage currently visible at all entrances to the school.

Transportation & Car Seat Inspection

Parents or Guardians are responsible for transporting their child in a safe manner.

When the school arranges a field trip it is the responsibility of the parent/guardian to transport their child to and from the location. If the parent/guardian arranges transportation with another parent/guardian, so that their child may attend, it is his/her responsibility to ensure that all car seat regulations are met. If the parent/guardian transporting a child is on the ECNS Board of Directors, they are doing so on their own accord and not as a representative of the school.

Anaphylaxis Policy and Procedure

Anaphylaxis is a severe, life-threatening allergic reaction which can lead to death if untreated. The foods most frequently implicated in anaphylaxis are peanuts, tree nuts (hazelnuts, walnuts, almonds, cashews) milk and eggs. Non-food triggers of anaphylaxis include insect venom and medication.

ECNS recognizes that parents/guardians and the medical professionals have primary responsibility for the management of the medical condition of the child enrolled in this program. However, the safety of anaphylactic child in the school setting depends on the cooperation, understanding, and training of the employees, placement students and volunteers.

ECNS's Anaphylaxis Policy is designed to ensure that children at risk are identified; have an Individual Plan of Response, and training is provided to both minimize risk of exposure and to ensure rapid response to an emergency.

The Child Care and Early Years Act, 2014 requires that;

39.(1) every operator shall ensure that each childcare centre it operates and each premises where it oversees the provision of home childcare has an anaphylactic policy that includes the following:

1. A strategy to reduce the risk of exposure
2. A communication plan for the dissemination of information on life-threatening allergies, including anaphylactic allergies

3. Development of an individual plan (Individual Plan of Response - [Appendix 5](#)), with input from the child's parent or guardian and the child's physician, for each child with an anaphylactic allergy that includes emergency procedures in respect of the child
4. Training which will occur during First Aid Certification and Orientation which is required by all employees and volunteers on procedures to be followed in the event of a child having an anaphylactic reaction.

Strategies for Reducing the Risk

ECNS takes food allergies and sensitivities seriously and we work in conjunction with the parent/guardians to accommodate each child's dietary needs. We do not allow food brought from home to enter the classroom.

It is the responsibility of the parent to notify the school, in writing of any allergies and/or sensitivities prior to the child attending the program using the Individual Plan of Response form. ([Appendix 5](#)) It is the school's responsibility to ensure those items are not being served. We take the following precautions to minimize the risk:

- ECNS is a Nut Free facility.
- Employees, placement students and volunteers, and children MUST wash their hands prior to eating and or serving food (see hand washing procedure in [Sanitary Practices Policy and Procedure](#)).
- Table surfaces where children will be eating snacks SHALL be properly disinfected before and after snack (see [Sanitary Practices Policy and Procedure](#)).
- NO outside food containers allowed in the classroom, with the exception of children's water bottles. Water bottles are disinfected upon entering the classroom.
- All food coming into the classroom MUST be sealed and/or unopened.
- All utensils, dishes, and napkins will come from the school.
- All dishes and utensils are sanitized after each use (see [Sanitary Practices Policy and Procedures](#)).
- Craft/sensory materials and toys that have known allergens, from nature or on the labels, will not be used (e.g., shells from shellfish if a child with a shellfish allergy is attending the program)
- Every child's epinephrine auto-injector must be carried everywhere the child goes, including field trips and emergency drills.

Individual Plan of Response Development and Parental / Guardian Responsibility

- All parents/guardians MUST identify their child(s) allergies on the registration form or to the Supervising Educator or Designate as an allergy becomes known.
- When a written diagnosis and epi-pen has been prescribed for the child from a physician identifying a child at risk of anaphylaxis, an Individual Plan of Response ([Appendix 5](#))

SHALL be developed for that child by the parent/guardian and the Supervising Educator or Designate.

- The Individual Plan of Response must be developed with or provided to ECNS prior to orientation in August, or before the child starts attending the program, or if new or changes in allergies occur.
- The Individual Plan of Response must include the following information:
 - The person's photo
 - Signs, symptoms, and allergy information
 - A brief action plan including detailed step by step procedures to be followed in the event of an anaphylactic reaction
 - Contact information
 - Consent to administer any medications (See [Health and Safety Policy and Procedure, Administration of Drugs or Medication Procedure](#))
 - The signature of the parent/guardian

In addition to the Individual Plan, parents/guardians with anaphylactic children MUST provide a dedicated prescription Epi-Pen for their child which remains at the school at all times.

Epi-Pens must be in a clearly labeled zippered style of bag with the child's name on the outside and the date of the medications' expiration. Epi-Pens are located above the children's handwashing sinks in the playroom & out of children's reach when the child is onsite. Otherwise, the Epi-Pen is located in a secure locker in our storage room.

(See [Health and Safety Policy and Procedure, Pre-Existing Health Concerns](#) for further reference.)

(See [Health and Safety Policy and Procedure, Administration of Drugs or Medication Procedure](#) for further reference.)

Communication Plan

- A copy of ECNS Policy and Procedure Manual as well as the Parent Handbook including the Anaphylaxis Policy and Procedure will be provided to families prior to the start of the school year and will be reviewed during the orientation.
- If a child is identified as anaphylactic their Individual Plan of Response, allergy lists, and Epi-Pen will be posted on the wall above the children's handwashing sinks in the playroom.
- A list of children in the program with food allergies will be displayed next to the posted menu. (See Parent Handbook, Snack Menu, and Guidelines)
- Employees, parents, and volunteers will be advised when a child with anaphylaxis is enrolled in their child's class and information will be provided regarding the food or causative agents to be avoided.
- Employee, placement students and volunteers will be required to review the Anaphylaxis Policy and Procedure and the Individual Plan of Response before they begin care or supervision in the class and annually thereafter and/or at any time when substantive changes are made to the policy, procedure or Individual Plan of Response.

- Primary training for anaphylaxis takes place during First Aid Certification which is required by all employees.
- Annual orientation for staff, placement students and volunteers requires completion of an online training course from [Allergy Aware](#). Choose the, 'Anaphylaxis in Childcare,' option.
- If a child has an anaphylactic reaction while attending the program the Serious Occurrence Policy and Procedure will be followed.

Administration Policy and Procedures

ECNS recognizes that efficient management of administration is necessary to support and contribute to the effective management of the school, in order to comply with its statutory and regulatory obligations and to meet the expectations of its members.

Insurance Requirements Policy and Procedure

When choosing insurance policies for ECNS, every effort must be taken to ensure compliance with the Child Care and Early Years Act, the Region of Waterloo and WRDBS's requirements. It is also important that every aspect of the premises and the program operations are considered, including but not limited to:

- the children attending the program in class and on excursions off premises
- staff and volunteers,
- physical property indoors and outdoors,
- signed contracts and
- activities of the Executive Board of Directors.

The Child Care and Early Years Act, 2014 requires:

71.(a) comprehensive general liability coverage and personal injury coverage, including, where applicable, coverage for the employees of each childcare centre and the volunteers in each childcare centre.

The Service Agreement between the Region of Waterloo and ECNS States:

- 15.1 The Service Provider shall ensure its undertaking, business, and equipment under the following coverage so as to protect and indemnify and save harmless the Region:
 - (a) General Liability Insurance: The Service Provider shall maintain liability insurance acceptable to the Region throughout the term of this Agreement. Coverage shall consist of a comprehensive policy of public liability and property damage insurance in an amount of not less than \$2,000,000.00 per occurrence. Such insurance shall name The Regional Municipality of Waterloo as an additional insured thereunder and shall be endorsed to include a Cross-Liability Endorsement with a Severability of Interests Clause, Premises, and Operations Liability, Blanket

Contractual Liability, Personal Injury Liability and Abuse and Sexual Misconduct Liability;

- (b) The Service Provider shall verify that they have risk management and/or financial integrity protocols in place to protect the use of public funds. The Service Provider shall also take out and keep in force until this Agreement is no longer in effect, a Comprehensive Crime Insurance policy to cover the Service Provider from one or more Fraudulent or Dishonest Acts committed by an employee or volunteer, acting alone or in collusion with others. Coverage shall be underwritten on an “Employee Dishonesty Coverage – Form “A” for the monthly allocation of Funds received from the Region pursuant to this Agreement as follows: coverage of up to \$50,000 for Service Providers receiving less than \$100,000 in Funds on average each month for the applicable year of the Term of this Agreement; and \$100,000 in coverage for Service Providers receiving over \$100,000 in Funds on average each month for the applicable year of the Term of this Agreement.
- (c) Provisions: The Service Provider shall forward a Certificate of Insurance, evidencing this insurance with the executed Agreement. The Certificate shall state that coverage will not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days prior written notice by certified mail to the Region.
- It is also understood and agreed that in the event of a claim any deductible or self-insured retention under this policy of insurance shall be the sole responsibility of the Service Provider and that this coverage shall be primary insurance as respects the Region. Any insurance or self-insurance maintained by the Region shall be considered excess of the Service Provider's insurance and shall not contribute with it.
- The Region reserves the right to modify these insurance requirements as deemed suitable.

In accordance with the Childcare and Early Years Act 2014 and requirements set out in the service agreement between ECNS and the Region of Waterloo, ECNS carries:

- Comprehensive General Liability Policy that covers bodily injury and property damage arising from the operation of the school and use of the premises.
- Comprehensive Crime Insurance.

ECNS also carries:

- A Non-Owned Automobile Policy that serves as a secondary policy after the driver's own insurance coverage. The policy covers for bodily injury and property damage of vehicles not owned by the school but used for school purposes. Note: this does not cover parents/guardians for driving to and from the school, field trips or off-site events. Parents/guardians must carry their own vehicle insurance.
- Director and Officer (D&O) Liability Insurance that covers the Executive Board of Directors from issues and liability that may arise from the running of the school.

Yearly Renewal and Requirements

- The policy is renewed on an annual basis in October.
- One month prior to renewal and/or anytime documentation is received that may affect the insurance policy, the Supervising Educator and the Executive Board of Directors shall review it in its entirety to ensure it complies with both the Child Care and Early Years Act, 2014 and the Service Agreement set out by the Region of Waterloo
- The Supervising Educator or Designate and/or Treasurer will ensure all paperwork received by the insurance company is completed and returned in a timely manner.
- The Supervising Educator or Designate and/or Treasurer will ensure all premiums are paid on time.
- Once a copy of the Certificate of Insurance, naming the Region of Waterloo, is received the Administrator will
 - scan and send a copy to the Program Assistant of the Manager of Child Care Funding at the Region of Waterloo as well as WRDSB Communities Use Outreach Technician.
 - Provide a copy for the classroom

Ensuring Coverage for Excursions Off-Site

When planning off-site excursions, ECNS is required to contact the insurance representative to notify them of the excursion. It is the responsibility of the Supervising Educator or Designate to send the notification via email. This e-mail can include all events planned for the year or a portion of the year if they have been planned in advance. The Co-Operators will need the following information:

- Name and address where excursion is to take place
- Type of activity
- Number of people attending (Will parents/siblings be in attendance? Will extra helpers be called on? Approximately how many of each?)

After the Co-Operators receive the excursion information, they will either approve, via e-mail or phone call, without further information or payment needed, or they may have questions surrounding risk. If the insurance company has questions surrounding the activity, deems an activity risky and/or requires payment to be made to cover the risk, it is the responsibility of the Supervising Educator or Designate to bring this information to the Executive Board of Directors so they can assess whether or not the activity should take place.

Making a Claim

In the event of an emergency, damage to property, or lawsuit brought against ECNS, the insurance company will be notified.

- The Co-Operators
Tish Wilson
905-864-6900
203-10220 Derry Road

Licensing Requirements Policy and Procedure

This policy sets out some of the requirements set out by the Ministry of Education to remain compliant with the Child Care and Early Years Act, 2014

Posting

ECNS displays licensed childcare decal, a copy of the license, license inspection summary and/or any special conditions that affect the license in a conspicuous place. This signage allows parents/guardians to recognize this is a licensed facility and provide information about the program.

- Licensed childcare decal should be affixed to the door to the classroom on a smooth glass surface
- No copies shall be made of any signage unless required by law.
- Signage shall be returned within 30 days if
 - The license expires and is not renewed
 - The license is revoked
 - The licensee voluntarily ceases operation
 - The licensee must mail in the signage to
Child Care Quality Assurance and Licensing Branch
77 Wellesley St., Box 980
Toronto, ON
M7A 1N3
- If signage is not received or becomes lost, stolen, or damaged, the licensee must contact the CCLS Help Desk.

Privacy Policy and Procedure

Canadians are protected by two federal privacy laws: The Privacy Act, in effect since July 1, 1983, and The Personal Information Protection and Electronic Documents Act (PIPEDA), in effect since January 1, 2001. January 1, 2004, the PIPEDA was updated to include further collection, use or disclosure of personal information regulations. Oversight of both Acts rests with the Privacy Commissioner of Canada.

The Office of the Privacy Commissioner of Canada has gathered useful information to help businesses learn how they can comply with the Acts (see www.priv.gc.ca/en/ for more information).

Personal information gathered by ECNS is kept in confidence. Personnel are authorized to access personal information based only on their need to deal with the information for the reason(s) for

which it was obtained. Safeguards are in place to ensure that the information is not disclosed or shared more widely than is necessary to achieve the purpose for which it was gathered. Measures that have been taken to prevent it from being lost or destroyed include:

- Paper information is either under supervision or secured in a locked or restricted area
- Electronic hardware is either under supervision or secured in a locked or restricted area at all times; in addition, passwords are used on computers
- Locked mailboxes are provided to transmit documentation of a personal nature.
- Staff, Board Members and volunteers are trained to collect, use and disclose personal information only as necessary to fulfill their duties and in accordance with this Privacy Policy and Procedure and the Confidentiality Policy and Procedure.

This policy is to be used in conjunction with the [Confidentiality and Non-Disclosure Policy and Procedure](#)

Primary Purpose for Collecting Information

Children and Families/Guardians

- To provide the best child care possible; adequately meeting the needs of the children and families
- To meet the legislative requirement of the Ontario Child Care and Early Years Act, 2014
- To comply with Revenue Canada and the Not-For-Profit Act.
- To collect the necessary personal information so that the appropriate people can be contacted in the event of an emergency

Board of Directors Members

- Allowing for the distribution of relevant information, thereby enabling them to fulfill their responsibilities as Board members
- To complete necessary reporting documents for the Ontario Ministry of Education, Revenue Canada, and the Waterloo Regional Municipality.

Staff

- To complete payroll
- To meet the legislative requirements and ensure the well-being of the children and families/guardians and workforce

Contract Staff

- To ensure that contracts can be made in the future (i.e. for new assignments), and for necessary work-related communication (i.e. sending out payroll and payment for services, etc.)

Authorization to Share Information

ECNS will not release or share personal information prior to obtaining written permission. Permission is granted through an Authorization to Share Information form (See [Appendix](#)

9)(Form info is included in the registration package) and through the Ontario Ministry of Education, Notice with Respect to the Collection of Personal Information form (See [Appendix 10](#))(Form is included in the employee/student/volunteer package)

The Authorization to Share Information form includes:

- The name of the individual
- The address of the individual
- A list of the information that permission is being given to share
- A list of the parties that information may be shared with
- Signature of the individual and a witness
- The date signed

Distribution and Retention:

- To be distributed with the Intent to Register form or Employment/Volunteer forms and returned prior to the sharing of information.
- To be completed each year in attendance at the school.
- To be retained for 7 years in conjunction with financial records and/or in the case of the Authorization to Share Information form as long as they continue to subscribe to the e-mail notifications in relation to upcoming registration, fundraising initiatives, and special events. This is in conjunction with the Anti-Spam legislation, 2014.

Retention of Records Policy and Procedure

The Centre retains personal information to ensure that questions about the services provided and accountability to external regulatory and legislative bodies can be answered. All documents must be kept in a secure location that can be locked.

Not-For-Profit Records

Not-For-Profit records must be retained for the lifespan of ECNS, plus two (2) years if the corporation is dissolved. Not-For-Profit records include:

- A copy of the Articles of Incorporation
- All bylaws and resolutions, including special resolutions

The following records pertaining to officers and directors must be retained for seven (7) years after the last day membership lapses or position is terminated:

- A register of member names in alphabetical order
- A register of all officers and directors listing names and residence addresses while they were acting officers or directors, including street name and number. The register should also include dates on which they have become or ceased to be an officer or director
- The minutes of all proceedings at meetings of officers, directors, and any committees
- Copies of any agreements entered into with third party service providers.

General Business Records

General business records must be retained for three (3) years. General business records include:

- Results from the Region of Waterloo's quality assurance program, Early Years Engage.

Financial Records

Financial records must be kept for seven (7) years, except for annual audited statements, the General Ledger, and annual adjusting journal entries, which are to be retained for the lifespan of ECNS plus two (2) years. Employee files must be kept for seven (7) years after the termination of employment.

For Income Tax purposes, the Income Tax Act describes a record as '...an account, an agreement, a book, a chart or table, a diagram, a form, an image, an invoice, a letter, a map, a memorandum, a plan, a return, a statement, a telegram, a voucher, and any other thing containing information, whether written or in any other form'.

As a general rule, the Canada Revenue Agency (CRA) does not specify the books and records to be kept, however, the books and records have to:

- At a minimum show the assets, liabilities, income, expenses and accumulated surplus and deficits.
- Permit the taxes payable or the taxes or other amounts to be collected, withheld, or deducted by a person to be determined
- Permit the verification of all charitable, athletic, and political donations received for which a deduction or tax credit is available
- Be supported by source documents that verify the information in the books or records

A source document includes items such as sales invoices, purchase invoices, cash register receipts, formal contracts, credit card receipts, delivery slips, deposit slips, work orders, dockets, cheques, bank statements, tax returns, and general correspondence whether written or in any other form.

In addition, other documents, whether written or in any other form, including supporting documents, such as accountant's working papers that were used to determine the obligations and entitlements with respect to taxes payable, collectible or to be remitted are considered part of the books and records of the Centre, and must be made available to the CRA, if requested.

Personal Records (Members & Children)

Personal Records (re: not financial) must be retained at the school for three (3) years from the time of discharge. This includes:

- Registration Form & Emergency Contact Form
- Immunization Records (See [Immunization Policy and Procedure](#))
- Individual Plan of Response if one was required and/or administration or drug or medication form signed by a parent/guardian (See [Pre-Existing Health Concerns Policy and Procedure](#))

- Any special requirements signed by a parent/guardian in respect to diet, rest or physical activity that was not included on the Registration Form & Emergency Contact Form
- The daily attendance records

Note that the Authorization to Share permission must be kept for 7 years or as long as they continue to subscribe to the e-mail notifications in relation to upcoming registration, fundraising initiatives, and special events. This is in conjunction with the Anti-Spam legislation, 2014 and is found in the child's Intent to Register form or separately in their file or in the staff/volunteer/board member's file.

Personal Records (Staff, Placement Students, Volunteers & Casual Labour)

Personal Records (re: not financial) must be retained at the school for three (3) years from the time of discharge. This includes:

- Contact Information
- Proof of standing with the College of Early Childhood Educators (if required)
- Proof of First Aid Certificate, including infant & Child CPR (See [First Aid Policy and Procedure](#))
- Proof of Police Check, including Vulnerable Sector Check (See [Criminal Reference Check Policy and Procedure](#))
- Immunization Records (See [Immunization Policy and Procedure](#))
- Orientation Checklist (See final page of the Parent Handbook)

Destruction of Records

Paper files that contain personal information must be destroyed by shredding. Electronic information must be destroyed by deleting it, and when the hardware is discarded, it must be ensured that the hard drive is formatted to erase any information contained within.

Incorporation

A community group, which does or wants to operate a child care centre can become incorporated under different laws, depending on their methods of funding and operation. Incorporation enables a group to continue functioning even if its executive or membership should change. A corporation may hold real estate, may borrow money and may contract in its own name.

Individual members of the corporation are generally exempt from personal liability for the debts and obligations of the corporation. However, under certain circumstances, the board of directors may be personally liable for certain debts and obligations of the corporation. Should this situation arise, the individual should get legal advice.

The [Ontario Business Registry](#) allows businesses and not-for-profit corporations to complete over 90 transactions online, including registering, incorporating, and updating their information.

Notice of Change for Not-For-Profit Corporations

ECNS must notify the Ministry of Education and the Ministry of Government and Consumer

Service within 15 calendar days after any changes are made to the address, directors, or officers of the corporation. This is so that competency and past conduct of the new directors and officers may be assessed.

Ministry of Education

- Login to the CCLS One Key site
- In the “Profile” section, directors and officers can added and deactivated
- All information requested must be filled out in full including submitting PRC/VSC

Ministry of Government and Consumer Service

- [Fill out Initial Return / Notice of Change by an Ontario Corporation Form 1](#)
- To deactivate or add a director or officer, all information must be filled out in full as seen when they were elected including the deactivation date.
- Directors and Officers who will remain on the board for the current year must also be included.
- Forms are sent via the portal or by mail to:
Ministry of Government Services
Central Production and Verification Services Branch
393 University Avenue, Suite 200
Toronto, ON
M5G 2M2

Notification to the Ministry of Public and Business Service Delivery (or any successor of that ministry) All Ontario corporations, including business, not-for-profit, co-operative and other Ontario corporations must file certain forms as required under the Corporations Information Act (CIA). Licensees should refer to the CIA directly and visit the provincial [Central Forms Repository](#) for information about the required forms when there are any changes in significant information such as officers, directors or address of school.

Development and Review of Policies, Procedures, and Contracts

ECNS is committed to having up-to-date and meaningful Policies, Procedures and Contracts. Occasionally these documents need to be developed or changed for many reasons including but not limited to:

- meet legislative and governance responsibilities
- address an identified need or achieve organizational goals
- reduce the potential of risk

These guidelines will help establish a framework for developing, reviewing, and submitting policies, procedure, and contract documents for approval.

Developing Policies and Procedures

When developing a policy and a related procedure, use the following guidelines:

- Provide a master heading if it is a new policy and procedure or a secondary heading if it

- is being added to an existing master policy and procedure.
- Write in a manner that is unambiguous, concise, inclusive, and direct
- Ensure it reflects the Program Statement and beliefs of ECNS.
- The policy should include an explanation, information and/or reference to the legislative requirement that helps the reader understand why it has been written.
- The procedure needs to support the policy and include:
 - How will a governing principle be carried out?
 - How are the legislative rules and regulations to be applied?
 - The specific activities, guidelines and/or instructions.
 - A course of action that may arise from the policy decision.
 - What consequences will arise from non-compliance?
- After the Executive Board of Directors have approved, combining the policy and procedure into one document (Policy and Procedure Manual), update hyperlinks and table of contents to help readers navigate the document and aid readability.

Developing Contracts

A contract is an agreement that spells out expectations and ensures that people understand their obligations. Written contracts are a point of reference for all parties who sign it. Contracts and agreements can be used for employees, volunteers or Board members to emphasize the seriousness of what they are undertaking. It also provides ECNS with some legal protection in the case of problems.

Review of Policies, Procedures, and Contracts

Policies, Procedures, and Contracts must be reviewed annually prior to the beginning of the school year by the Executive Board of Directors and/or as the need arises during the year due to changes in legislation or as a need is identified. The administrator will provide a Google doc copy of the Policy and Procedure Manual:

- Highlight and right click on, ‘Add Comment.’ A comment box will appear. Please add your suggestions. DO NOT edit the actual document.

After the review occurs each individual will:

- Sign off on the Board of Directors checklist that they have read and understand the Policies and Procedures in place

The Supervising Educator, Designate or nominee who is responsible for developing policy, procedure or contract must ensure the following has taken place prior to the Executive Board of Directors review:

- Consultation with relevant stakeholders or those with appropriate expertise.
- Identify and address any risks associated with the topic being addressed.
- The responsibilities for compliance, monitoring and review, reporting, and records

- management are identified and addressed; and
- Ensure policy documents are in the approved format.

Approval of New Policies, Procedures, and Contracts

The Supervising Educator, Designate or nominee will distribute the new or amended policy, procedure, or contract to the Executive Board of Directors. The Board will:

- Review the document in its entirety and ensure it is ready for the approval process. If it is not ready it must be sent back to the Supervising Educator, Designate or nominee to amend.
 - Ensure it reflects the Program Statement and beliefs of the school.
 - Assess the risks associated with the subject matter and ensure they have been addressed appropriately.
 - Vote to approve and add it to the Policy and Procedure Manual or adopt the contract.
 - Send a notice out to the members, attaching the new Policy and Procedure for them to review, and providing direction if further action is required of the member.
- Or
- Ensure the contract is presented and signed by the parties involved.

The Supervising Educator, Designate or nominee will then:

- Incorporate the policy and procedure into one document (Policy and Procedure Manual) & update hyperlinks and table of contents to help readers navigate the document.
- Print new copies of the Policy and Procedure Manual for the school and post to our website for online viewing.
- Send updates, if required, to maintain compliance with the Region of Waterloo and/or The Ministry of Education requirements.

Quality Assurance, Early Years Engage

The Region of Waterloo has the responsibility for the development and oversight of quality initiative measures for licensed early learning and childcare with whom the Region has a purchase service agreement.

The Early Years Engage - Continuous Quality Improvement team is invested and committed to building connected relationships with programs in moving quality forward. This partnership will collaborate and engage in a variety of activities (i.e. reflective conversations, site visits, networking, sharing of resources etc.) to support our program's continuous quality improvement plan.

Early Years Engage - Continuous Quality Improvement Plan invites you to re-imagine quality through the six pedagogical approaches as outlined on page 16 of How Does Learning Happen?

1. Responsive Relationships - Establishing positive, responsive adult-child relationships;

2. Learning Through Exploration, Play, and Inquiry - Providing inclusive learning environments and experiences that encourage exploration, play, and inquiry;
3. Educators as Co-Learners - Engaging as co-learners with children, families/caregivers, and others;
4. Environment as Third Teacher - Planning and creating environments as a “third teacher”;
5. Pedagogical Documentation - Using pedagogical documentation as a means to value, discuss and make learning visible;
6. Reflective Practice and Collaborative Inquiry - Participating in ongoing reflective practice and collaborative inquiry with others.

All educators are responsible to be committed, involved, and engaged in creating the CQI Plan ([See Appendix 1 on www.chsp.regionofwaterloo.ca](http://www.chsp.regionofwaterloo.ca)). Educators develop and expand their practice by reflecting with other educators, children, and families about the children’s growth, well-being, and learning. Board Members collaborate with Educators in goal setting through discussion and hands-on implementation when appropriate. EYE goals are due November 30th.

Source: www.chsp.regionofwaterloo.ca

More information on Early Years Engage can be found at school - hanging on our parent board, or asking a staff member for specifics as they relate to ECNS.

Annual Planning and Site Visit

Annual planning must be completed on the Region of Waterloo’s, Early Years Engage, Program Annual Planning Template for Continuous Quality Improvement ([See Appendix 11](#)). Once each part of the template is completed it must be submitted to the Region of Waterloo, through the Children’s Service Portal. The Region of Waterloo will release the submission dates each year. Late submissions will be considered not in compliance with the program. Site visits will take place throughout the year.

- Beginning of cycle, July through October
 - Complete the Planning Template, Part 1 by November 30th
- Action Steps and Review, December through June 30th
 - Summarize progress to date
 - Note any changes to goals or timelines
 - Discuss any barriers, and solutions
- Final submission, June 30th
 - Discuss and record progress/accomplishments
 - Discuss the impact of that progress/accomplishment on the program, community, staff, families and children
 - Comment on barriers, and solutions that were used

System Wide Parent Survey - Designed to obtain feedback from families about their experience with the early years system. This will help the Region better understand what supports are needed and where to create a high-quality early years system.

- Will be made available to all families who access licensed care in the Region

- Will have two components
 - System level questions
 - Program level questions
- Will occur every 3 years

ECNS will receive a summary of the program level questions. The summary will be used to guide the school in planning and creating goals to help improve our program.

Parent/Guardian Survey

The ECNS Vice-Chair or nominee creates a survey every year to help assess the quality of the program. It is sent out in March/April via email. The information shared is anonymous.

The results are discussed by the board. Information is used to change or improve the delivery of services, curriculum, communication and/or advertising.

Accessibility for Persons with Disabilities

ECNS is committed to ensuring equal access and participation for people with disabilities. We are committed to treating people with disabilities in a way that allows them to maintain their dignity and independence.

We believe in integration, and we are committed to meeting the needs of people with disabilities in a timely manner. We will do so by removing and preventing barriers to accessibility and by meeting our accessibility requirements under Ontario's accessibility laws. We are committed to meeting our current and ongoing obligations under the Ontario Human Rights Code respecting non-discrimination. ECNS understands that obligations under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) and its accessibility standards do not substitute or limit its obligations under the Ontario Human Rights Code or obligations to people with disabilities under any other law. We are committed to excellence in serving and providing goods, services or facilities to all children and their families including people with disabilities.

All staff, placement students, classroom volunteers and Board Members must complete accessibility training.

Training is completed independently and online through Accessibility for Ontarians with Disabilities Act. <https://aoda.ca/free-online-training/>

A certificate of completion is required to ensure training has been completed before participating in our classroom. Board Members are also required to complete this training as part of their orientation.

Our accessibility policy is consistent with the principles of independence, dignity, integration and equality of opportunity for people with disabilities.

For children who attend ECNS, parents are encouraged to share details of their child's current health status and level of ability. For those who require additional assistance, an Individual Plan of Response is created and shared with all staff, placement students and volunteers.

Staff, placement students and volunteers requiring additional assistance, will be asked to share pertinent information with ECNS that will support them in fulfilling their responsibilities in the early learning environment. If the staff, placement student or volunteer is comfortable, an Individual Accommodation Plan will be completed. [See Appendix 12](#)

Accommodations may range from length of shift, expected duties, ensuring timely access to the elevator and additional supports during evacuations be it a real situation or a drill.

References: <https://www.ontario.ca/page/how-create-accessibility-plan-and-policy>

There are many types of disabilities, visible and non-visible.

These can include:

- Mental health disabilities
- Intellectual or developmental disabilities
- Hearing loss
- Vision loss
- Being deaf and blind.
- Speech or language disabilities
- Physical disabilities
- Chronic health conditions

Some best practices for communicating and interacting with those with disabilities are:

- Be respectful.
- Avoid making assumptions about a person's disability or capabilities.
- Speak directly to the person with disabilities and not to the support person, companion, or interpreter.
- Be patient, sometimes communicating with someone with a disability can take a bit longer, requiring information to be repeated several times.
- Avoid touching or interacting with service animals. The animal is there to do a job and does not need to be distracted.
- Do not touch an assistive device unless you are requested to do so.
- When you don't know what to do, ask the person with disabilities how to proceed.

Mental Health Disabilities

Mental health disabilities affect the way a person perceives the world and copes with stressors. When they are under control, these disabilities are often non-visible. Sometimes, however, a mental health disability may present itself through unusual behaviour.

When interacting with a person with mental health disabilities:

- Treat the individual with the same respect and consideration you have for everyone else.
- Be patient. A person with a mental health disability may have difficulty concentrating, and may have mood swings, poor memory, or a lack of motivation.
- In situations where you think the individual needs additional help, be patient and calm.

Intellectual or Developmental Disabilities

Intellectual or developmental disabilities affect a person's everyday social and practical skills. These disabilities include significant limitations in a person's intellectual functioning and adaptive behaviours. An individual with intellectual or developmental disabilities may learn and process information more slowly, and have difficulty with abstract concepts, or interacting easily with other people.

When interacting with a person with intellectual or developmental disabilities:

- Be patient.
- Speak more slowly and leave pauses for the person to process your words.
- Speak directly to the person.
- Use plain language and avoid jargon.
- Ask one question at a time.
- Make sure the person understands what you said. Be direct and ask, "Do you understand this?"

Hearing Loss

Another type of disability is hearing loss.

- Many people use assistive devices such as hearing aids, cochlear implants, FM systems or may rely on lip reading.
- A person who is deaf has little or no functional hearing and may depend on visual rather than auditory communication.
- The term 'oral deaf' refers to a person who is deaf and prefers verbal, auditory communication.
- The person may or may not use sign language.
- When interacting with a person with hearing loss:
 - Attract the person's attention before speaking to them with a discreet wave of your hand, or a gentle tap on the shoulder.
 - Speak clearly, you do not need to shout, exaggerate or over pronounce your words.
 - If possible, find a quiet place to converse.
 - Try not to obstruct your face by putting your hands on your mouth, etc. This can make lip reading difficult.
 - When interacting with a person with an interpreter, be sure to face and speak directly to the person, not the interpreter.

Vision Loss

Vision loss reduces a person's ability to see clearly. Few people with vision loss are totally blind. Some individuals have limited vision, such as the loss of side, peripheral, or central vision. Others can see the outline of objects, and some people can see the direction of light.

When interacting with a person with vision loss:

- Don't assume the individual can't see you.
- Don't touch the person without permission.
- Do not leave the person in the middle of the room. Offer to guide them to a chair or comfortable location.
- If you need to leave, let the person know.
- Identify yourself when you approach the person, say your name even if the person knows you well as many voices can sound similar.
- Give clear and precise directions. i.e. "about a foot to your left", instead of, "over there".
- Don't be afraid or embarrassed to use the words, 'see', 'read', or 'look'. People with vision loss also use these words.
- Don't touch or speak to service animals.
- If you need to relay printed information, offer to read, summarize or describe it for the person.

Deaf/Blind Disabilities

People who are deaf/blind have a combination of vision and hearing loss. They usually have some useful but not always reliable vision and hearing. People who are deaf/blind communicate using sign language, tactile sign language, tracking, tactile fingerspelling, Braille, speech, and lip reading.

When interacting with a person who is deaf/blind, remember the following:

- Make no assumptions
- If you're not sure how to begin, ask the person what would be helpful. Many people will explain what you need to do, perhaps giving you an assistance card, or a note explaining how to communicate.
- If the person has an intervener, identify yourself to both the person with the disability and the intervener. After that only speak to the person with the disability.

Speech or Language Disabilities

An individual with a speech disability is unable to produce speech sounds correctly or fluently. The person often has little voice strength or has an inability to understand certain words. Some people have difficulties with articulation and stuttering.

When interacting with a person who has a speech or language disability:

- Don't assume that because a person has one disability, the person also has another. Many people with speech disabilities complain that because they can't speak well, people treat them like they are unintelligent, or developmentally delayed.
- Anxiety can aggravate a speech disability, if you are relaxed this can help ease the person's anxiety.
- Be patient and allow the person to speak without interrupting them.
- If you don't understand something, ask the person to repeat themselves. Sometimes it's helpful to use 'yes' or 'no' questions.

Physical Disabilities

Physical disabilities can be the most noticeable. However, there are many types and degrees of physical disabilities. Not all people with physical disabilities require a wheelchair and, in many cases, it may be difficult to identify someone who has a physical disability.

When you are interacting with a person with a physical disability:

- Don't make assumptions about the person's capabilities. Some people can walk without assistance but use a wheelchair or scooter to conserve energy or move around quickly.
- Remember that an assistive device is part of an individual's personal space.
- Familiarize yourself with the location of accessible features located nearby, such as accessible entrances, and washrooms.
- When hosting an event, let attendees know the location beforehand. i.e. advertise or tell them directly that we are on the second floor
- If you are asked to assist a person in a wheelchair, keep in mind:
 - Wait for and follow the person's instructions.
 - Confirm that they are ready to move.
 - Describe what you are doing before you do it.
 - Don't leave the person in an awkward, dangerous, or undignified position, such as facing a wall, or in the path of opening doors

Chronic Health Conditions

Chronic health conditions may affect a person's ability to move around, sit, stand or do other things. You may not immediately think about these conditions as requiring accessibility considerations, but in some cases they do.

- Someone with Diabetes may need their diet monitored closely.
- People with Anaphylactic allergies need to be considered when planning an event where food will be served.

Registration, Withdrawal and Wait List Policy and Procedure

Registration and enrollment is based on a first come first serve basis taking your child's age and desired program availability into account. You must start the registration process by creating an account on [Region of Waterloo's OneList](#). Once this is complete, please reach out to our Administrator for next steps (www.elmiracommunitynurseryschool.com), and fill out our contact page. If we have a program space available for your child, and you confirm your acceptance, we will then request your child's first and last months tuition to confirm their enrollment. Once the classes are filled, a wait list is created. Elmira Community Nursery School does not charge parents for the opportunity to place their child on a waitlist for an unsecured spot in accordance with the Child Care and Early Years Act (2014).

Registration is completed when all registration paperwork is completed and the tuition has been submitted and confirmed. Without the required paperwork your child may not be admitted into the classroom.

If a family registers a child after the first day of school: All registration paperwork, the first and last month's tuition must be collected 2 weeks prior to the child's agreed upon start date with the Administrator. This ensures that an orientation session can be conducted with the child's family before their start date.

Registering in the Program

Registration for the next school year begins in March/April (exact date to be determined on an annual basis) and is ongoing throughout the year. Dates and information about the registration process will be emailed to those on OneList and published on our website.

- First Steps:
 - If your child is new to the school (even if you already have a child attending) submit an online application to OneList (www.onelistwaterlooregion.ca). You will be able to login to your application at any time to view your current applications, update any information, or withdraw the application.
 - If your child has already attended classes at the school and you are enrolling them again for the following year, you do not need to register again on OneList. Your completed Intent to Register form will be accepted in advance of new families that fill out an application on OneList.
 - If your child is new to OneList, a notification will be sent to the school's Administrator advising them of your interest.
- You will receive a welcome email (within 1 week) to let you know that your application was received and information regarding space in your desired class.
 - You may be given a timeframe in which to indicate your interest, typically 48 to 72 hours although this time could be longer depending on circumstances.
 - If offered a program space, the Intent to Register form will be emailed to you. The Intent to Register form must be submitted in the timeframe given.
 - If you do not respond or complete the paperwork within the timeframe your application will be moved from active to inactive and the next applicant will be contacted.

- Prior to your child's participation in class you will have to fill out a complete registration package which is provided by the administrator. This information is completed online. If you don't have access to a computer or internet, our Supervising Educator or Designate will be pleased to assist you with this at the school.
 - Registration is completed when all paperwork is completed. First and last months tuition can be sent via e-transfer treasurer@elmiracommunitynurseryschool.com, or by cash or cheque given to ECNS staff.
 - Without the required paperwork your child may not be admitted into the classroom .
 - If you do not respond or are unable to fill out the paperwork within a given time frame, your space in class may be offered to the next applicant. Please respond to the Registrar in a timely fashion if you want to retain your child's space in the program.

Class Withdrawal

We understand circumstances change. If you are planning to withdraw your child from the program, 1-month written notice is required. A withdrawal form must be filled out and submitted to the Educator on staff and/or the Registrar.

For example, if the withdrawal date is October 31st, and the withdrawal form is received by the school on or before October 1st, post-dated cheques or monies paid in advance will be returned, including November. If withdrawal date is October 31st and notice is given after October 1st, tuition for November will be required and the remaining cheques or monies paid in advance from December on will be returned. Partial months will not be refunded. Your child is welcome to attend up to the date service is paid up to.

Waitlist

Elmira Community Nursery School enrolls the majority of children in the spring for the following September - June school year. On occasion, space opens up during the school year and enrollment is ongoing. We begin enrollment by offering spots to our current in-house families first. Once that enrollment has been completed, we open spots to the public using the Region of Waterloo's OneList database.

The only way to get on our wait list is by applying via: www.OneListWaterlooRegion.ca. We will contact you once you have added your name to our wait list as acknowledgement of your application. Everyone on the waitlist will be contacted early spring for the upcoming school year to indicate their interest in a program space for the following school year. If spots become available throughout the school year, an email will be sent out to families on our wait list in priority order, advising them of the spaces available.

Tuition Fees

Canada-Wide Early Learning Child Care Plan

Elmira Community Nursery School is a part of the Canada Wide Early Learning Child Care System (CWELCC). This means our eligible childcare fees for children under 6 have been reduced in compliance with the CWELCC guidelines. Funding for the Canada Wide System is provided by the Federal government and is being delivered through a partnership between the Ministry of Education and the Region of Waterloo.

All of our base fees are eligible for reduction (which includes our monthly fees and registration fees). Currently our non-base fees include your fundraising deposit which is returned to parents upon satisfying the fee requirements, as well as late or NSF fees.

Current Monthly Tuition Fees as of September 1st:

Toddler - \$146.48

Preschool - \$144.00

KinderPrep - \$96.00

Class Tuition

ECNS is part of the Canada Wide Early Learning Child Care plan. Fees are reviewed annually and are due on the 25th of the month. Fees are charged for all days that a child is enrolled in any program operated by ECNS, regardless of the child's attendance.

Fees are charged for all days that a child is enrolled in any program operated by The Elmira Community Nursery School, regardless of the child's attendance. Fees are not adjusted, refunded or credited for holidays, absence due to illness, withdrawal without proper notice (See Withdrawal Policy and Procedure) or 5 or fewer school closures due to inclement weather, emergency closures and acts of God. Fees are tallied for the year and divided evenly across 10 months.

Fees are paid monthly via cash, cheque or e-transfer:

- Monthly
 - Post dated cheques – Ten (10) cheques dated the 25th day of the previous month, August to May, inclusive
 - E-transfer – First payment, on/or before the 25th of August, to include September and June, with e-transfers continuing the 25th day of the previous month from September to April, inclusive.

Cheques and cash can be given to any staff member. Cheques are to be made payable to Elmira Community Nursery School. E-transfers can be made to treasurer@elmiracommunitynurseryschool.com. Please indicate your child's name in the notes.

Receipts for tax purposes are completed and distributed by the end of February of each year. Replacement cost may apply for lost or misplaced documents.

Fundraising

Through fundraising, we can enrich the experience provided at ECNS and the positive impact we can have on the community at large. Our goal as a school each year is to raise \$5,000. Each family is encouraged to participate in fundraising campaigns throughout the school year or provide a \$100 gift in lieu of participation upon registration.

Late Payment and NSF Cheque Return Policy

If Elmira Community Nursery School receives a late e-transfer payment or NSF cheque, parents will be required to replace the amount immediately by cash, e-transfer or cheque. This is a non-base fee and a \$20.00 non-base fee service charge is added to the amount owing.

It is understood that, upon advice by the Nursery School's financial institution, should a member's cheque not be honoured, the member will be advised in writing, email or by phone. The first notification will advise the member that if any further cheques are not honoured by the financial institution, all current and future fees payable must be made in cash, certified cheque or e-transfer. The second notification to the member will advise in writing that this requirement is in place.

Protocol for tuition that becomes past-due is as follows:

Within 1-7 days of the due date, our Treasurer will send you a reminder email.

If fees remain unpaid, between days 8-14, our supervising educator or designate will call you to discuss the matter.

If fees are still outstanding after 15 days, the Chair of the Board will send a letter regarding outstanding payment, and your family may be withdrawn from the program without notice.

Once the account is 30 days past-due a collections agency may become involved to recover the outstanding fees.

Financial Policies and Procedures

Budget and Profitability

- The overall financial goal of the school is to break even each year. To ensure sustainability, the annual budget should reflect break-even net income or a small profit.
- If there is a surplus towards the end of the school year, the Executive and/or Board will look for ways to invest this surplus back into the staff and the school by the end of the year. Additional surplus is saved in a contingency fund that can be accessed for special projects, to meet on-going expenses, etc.
- ECNS falls under a service agreement from the Region of Waterloo for our funding, as well as a service agreement for our CWELCC funding
- These service agreements outline the terms of funding and must be adhered to when making financial decisions

Fees and Tuition

- As we are part of the CWELCC plan, fees and tuition rates are provided by the Region of Waterloo. Both base and non-base fees are agreed upon at that time.
- The current year's fees are communicated to families in the newsletter, on the website, and are included in the Parent Handbook.

Fees & Tuition Payments

- School fees are calculated and paid monthly by cheque, cash or e-transfers.
- The Bookkeeper co-ordinates and tracks payments from families.
- If there is a case where a family is paying late or not at all, then action needs to be taken. Late payments of less than 35 days will be dealt with by the Treasurer. Payments 35 days overdue will be brought to the attention of the Chair and Supervising Educator or designate and a meeting request will go to the family to resolve the issue. Depending on the circumstances, the school may engage a collection agency to deal with any outstanding payments beyond 3 months.

Financial Management

ECNS has a Treasurer and a Bookkeeper. The Bookkeeper pays invoices, completes payroll and produces financial statements. The Treasurer, Chair, Supervising Educator and Administrator are financial signing officers. The Bookkeeper oversees all financial matters, including Regional Funding, CWELCC Funding and can support the Treasurer in their role and The Board in making financial decisions.

Human Resources and Staff Training Policies and Procedures

Staff Qualifications – Supervising Educator

General Accountabilities

Under the Child Care and Early Years Act (CCEYA): The Supervising Educator is capable of planning and directing the program of a childcare centre overseeing children, staff, placement students and volunteers. The Supervising Educator must be in good standing with the College of Early Childhood Educators and have a minimum of 2 years of experience in a licensed childcare facility and be approved by the Ministry of Education.

Position Summary

The Supervising Educator must have a high degree of emotional and physical stamina, a high level of empathy, maturity, patience, objectivity and have the capacity to form meaningful relationships with children and their families/guardians, staff, placement students and volunteers, based on a genuine interest in helping them. They must be able to self-start and possess strong organizational and interpersonal skills.

The principal duties include planning and directing the program while ensuring the safety and physical well-being of the children, carrying out the curriculum, evaluating the effectiveness of the program through reflection exercises, maintaining regular communication with parents and Board of Directors and contributing to the overall effective operation of the Centre.

The supervising educator must ensure procedures carry out the requirements under the Child Care and Early Years Act (CCEYA), policy decisions of the ECNS's Board of Directors and fulfill the goals and objectives of ECNS.

Qualifications

- Registered Early Childhood Educator (RECE) and member in good standing with College of Early Childhood Education.
- Ability to be approved by our licensing ministry as Program Supervising Educator
- Minimum of two (2) to five (5) years' experience as an ECE preferably in a preschool setting
- Experience in an ECE inclusive setting which supports every child who may need extra support
- Completed Pre-Employment Health Form, with up-to-date Immunization Records (See Immunization Policy and Procedure) and Tuberculosis Screening.
- Standard First Aid certificate including Infant and Child CPR
- Criminal Reference Check for the Vulnerable Sector Check
- Working knowledge of the Child Care and Early Years Act, Occupational Health and Safety Act, Employment Standards Act, Health Act and the Child and Family Services

Act and the ability to meet the specifications of these acts and any other regulations which apply to this field.

Specific Accountabilities

Professional ECE Duties

- plans, implements, and reflects on children's experiences in accordance with ECNS's Program Statement and the, 'How Does Learning Happen?' Ontario's Ministry of Education pedagogical document.
- provides a daily balance of active/quiet, individual/group activities incorporating child-directed activities including organizing the space, equipment, and materials prior to activities
- assists children in expressing themselves by listening and responding with questions or comments that extend conversations
- provides positive guidelines such as redirecting, positive language, and reinforcement
- immediately addresses challenging behaviour without labeling the child
- plans and carries out experiences that promote children's understanding of their own and other cultures and value system
- plans and carries out activities that promote problem-solving play (pretend play, creative and constructive play, and games with rules play)
- encourages children's representation of their experiences
- represents and documents children's activities – photos, display of children's drawings and printing, portfolios, videos
- uses observations and reflections to expand play and plan activities that recognize individual differences
- works with resource consultants and other specialists to plan, carry out and review individual program plans
- attends to children's physical needs for diapering, toileting, and eating, with respect and as promptly as possible

Supervising Educator Duties

- Recruits and hires staff, casual labour and substitute ECE Educators as required.
- Provides orientation to all parents/guardians at the beginning of school year or when their child begins attending ECNS.
- Provides orientation, training, supervision, evaluations and ongoing support for all staff, placement students and volunteers.
- Engage each staff in an annual goal setting and review cycle which would include one goal setting meeting and at least two review meetings to go over progress and identify supports that may be needed during the calendar year. Early Years Engage is part of this process.
- Provide leadership and motivation/direction to staff and volunteers through observation, reflection, and evaluation, assess if additional training and/or development is required
- Ensures staff and volunteers adhere to ECNS's policies and procedures
- Supervises and evaluates staff, placement students & volunteers

- Monitors and informs staff, placement students and volunteers regarding individual client abilities, diet restrictions or health conditions
- Participates in creating and maintaining Individual Plan of Responses.
- Manage emergencies, crises, hostile behaviour, and other non-routine situations
- Advocate for children and their families and work with a variety of family dynamics

Legal Compliance

- works with the Executive Board of Directors to ensure sufficient staffing of the Centre to meet licensing requirements
- recognizes and has the working knowledge of personnel and organizational policies and has the ability to operate the program within the provisions of these policies
- recognizes, documents, and takes action in case of suspected abuse, illness or accident, reporting the incident as a serious occurrence
- reports any Serious Occurrences to the Ministry of Education and to the Executive Board of Directors
- prepares Serious Occurrence Reports for the Executive Board of Directors as requested or required
- adheres to Public Health and Child Care and Early Years Act (2014) and understands the requirements for licensing
- informs the Executive Board of Directors of all visits and reports from licensing authorities
- prepares and maintains school environment and records at all times and in readiness for annual licensing
- understands and follows ECNS's Policy and Procedures
- adheres to Workplace Safety & Insurance Board (WSIB) requirements
- requests a copy of the annual Water Test and lead flushing documents from the Director of EarlyON Operations.
- participates in monthly Fire Drills and asks for fire equipment safety reports from the Supervisor of the EarlyON Centre.
- administers medication as required and in accordance with the Administration of Drugs and Medication Policy and Procedure
- maintains a Daily Attendance record, Daily Observation Log/Daily Written Record, and Indoor Health & Safety Checklist
- completes a daily reflection in accordance with licensing requirements using How Does Learning Happen as a tool to guide reflections.
- maintain the confidentiality within the parameters of the confidentiality, non-disclosure policy and procedure

Administrative Duties

- Complete Early Years Engage, oversees completion of, 'Accomplishments and Challenges Form' for staff
- implements, communicates and maintains the Program Statement and Program Statement goals

- provides updates and prepares a report for monthly Executive Board of Director meetings and maintains regular contact with the Executive Board of Directors
- helps to recruit and assist board members in learning their duties, refer people to appropriate board members as needed
- participates in the evaluation of the annual Parent Survey
- helps to prepare monthly newsletters including articles on early childhood development and parenting
- liaises with EarlyON and WRDSB regarding maintenance, housekeeping, permitting, etc.
- keeps school stocked with needed supplies
- plans and posts snack menus
- posts allergy and sensitivities in kitchen and classrooms
- posts daily schedule in the classrooms
- ensures a record of staff hours worked are kept up to date
- Log into the Children's Service Portal , bi-weekly, to see if there are any
 - announcements or upcoming events that may be of interest or a requirement to the school.
 - Monitor OneList and advise the Registrar of any new leads for enrollment.
 - New policies, guidelines, or templates that the school may be required to follow or implement.
 - New resources that may be of interest
- Post professional development opportunities and resources available from the Region of Waterloo and other community partners on the bulletin board for staff to see.
- Facilitate professional development opportunities staff are interested in

Staff Qualifications – RECE, Designate Supervising Educator

General Accountabilities

Responsible for supporting the Supervising Educator to deliver the daily program plan and provide care for the children. Additionally, assumes the role of Supervising Educator in their absence.

The principal duties include planning and directing the Kinder Prep and/or Toddler program while ensuring the safety and physical well-being of the children, implementing HDLH?, evaluating the effectiveness of the program through reflection exercises, documentation, actively participating in EYE, maintaining regular communication with parents, Supervising Educator and Board of Directors and contributing to the overall effective operation of the Nursery School.

The Supervising Educator must ensure procedures carry out the requirements under the Child Care and Early Years Act (CCEYA), policy decisions of the ECNS's Board of Directors and fulfill the goals and objectives of ECNS.

Position Summary

Staff must possess a degree of emotional and physical stamina, empathy, maturity, patience, and

objectivity.

Have the capacity to form meaningful relationships with children, their families, and other staff members.

Have the ability to self-start and possess strong organizational and interpersonal skills.

Collaborate with the Supervising Educator in the development of the program, and ensure the safety and security of the children.

Qualifications

- Ability to be approved by our licensing ministry as Designate Program Supervising Educator
- Minimum of two (2) to five (5) years' experience as an ECE, or equivalent, preferably in a preschool setting
- Registered Early Childhood Educator (RECE) and member in good standing with College of Early Childhood Education, or their governing body
- Completed Pre-Employment Health form including up-to-date Immunization Record (See [Immunization Policy and Procedure](#))
- Standard First Aid & Infant/Child CPR certification (See [First Aid Policy and Procedure](#)), Allergy Aware Anaphylaxis training, AODA training
- Vulnerable Sector Check (See [Police Reference and Vulnerable Sector Check Policy and Procedure](#))

Specific Accountabilities

Professional Duties

- plans, implements, and reflects on children's experiences in accordance with ECNS's Program Statement and the, 'How Does Learning Happen?' Ontario's Ministry of Education pedagogical document.
- provides a daily balance of active/quiet, individual/group activities incorporating child-directed activities including organizing the space, equipment, and materials prior to activities
- provides pre-literacy and pre-numeracy provocations for children
- familiar with the Ontario Kindergarten Curriculum
- supports children in developing social-emotional skills and naming their emotions
- assists children in expressing themselves by listening and responding with questions or comments that extend conversations
- provides positive guidelines such as redirecting, positive language, and reinforcement
- immediately addresses challenging behaviour without labeling the child
- plans and carries out experiences that promote children's understanding of their own and other cultures and value system
- plans and carries out activities that promote problem-solving play (pretend play, creative and constructive play, and games with rules play)
- encourages children's representation of their experiences
- represents and documents children's activities – photos, display of children's drawings and printing, portfolios, videos

- uses observations and reflections to expand play and plan activities that recognize individual differences
- works with resource consultants and other specialists to plan, carry out and review individual program plans
- attends to children's physical needs for diapering, toileting, and eating, with respect and as promptly as possible

Legal Compliance

- review policy and procedures that support the delivery of the program, so they are more aware of their roles and responsibilities and are better equipped to provide for the health, safety and well-being of children receiving care
- attend orientation, which will include showing knowledge of and signs paperwork to acknowledge understanding of required policies and procedures and a review and understanding of any Individual Plan of Response prior to class participation
- maintain the confidentiality of all information in relation to children, parents, and staff

Administrative Duties

- In collaboration with the Supervising Educator, provides orientation to Kinder Prep or Toddler parents/guardians at the beginning of the program or when their child begins attending ECNS's afternoon programming.
- Completes a daily reflection in accordance with licensing requirements using How Does Learning Happen? as a tool to guide reflections.
- Complete an annual goal setting and review cycle with the Supervising Educator. This includes one goal setting meeting and at least two review meetings to go over progress and identify supports that may be needed during the calendar year.
- Complete Early Years Engage, Accomplishments and Challenges Form
- implements, communicates and maintains the Program Statement and Program Statement goals
- provides updates and prepares a report to Supervising Educator for monthly Executive Board of Director meetings
- Fill out timesheets

Staff Qualifications – RECE and Non-RECE Staff, Enhanced Staff, Supply Staff

General Accountabilities

Responsible for supporting the Supervising Educator or Designate to deliver the daily program plan and provide care for the children.

Position Summary

Staff must possess a degree of emotional and physical stamina, empathy, maturity, patience, and

objectivity.

Have the capacity to form meaningful relationships with children, their families, and other staff members.

Have the ability to self-start and possess strong organizational and interpersonal skills.

Assist the Supervising Educator or Designate in delivering the program, and ensuring the safety and security of the children

Qualifications

- Completed Pre-Employment Health form including up-to-date Immunization Record (See [Immunization Policy and Procedure](#))
- Standard First Aid & Infant/Child CPR certification (See [First Aid Policy and Procedure](#)), Allergy Aware Anaphylaxis training, AODA training
- Vulnerable Sector Check (See [Police Reference and Vulnerable Sector Check Policy and Procedure](#))
- For RECE's:
 - Completion of a recognized 2-year diploma program
- Membership information for all employees who belong to one of the colleges below is to be confirmed upon hiring and on an annual basis thereafter. Information about the registration of an early childhood educator, teacher or social worker/social services worker is available to the public at no cost at:
 - [College of Early Childhood Educators Public Register](#)
 - [Ontario College of Teachers Public Register \("find a teacher"\)](#)
 - [The Ontario College of Social Workers and Social Service Workers Online Register](#)

Specific Accountabilities

Classroom Assistant

- supporting classroom Supervising Educator or Designate and encouraging child-directed activities
- helps organize space, equipment, and materials prior to activities
- assists children in expressing themselves by listening and responding with questions or comments that extend conversations
- helps to represent and document children's activities – photos, display of children's drawings and printing, portfolios, videos
- provides positive guidelines such as redirecting, positive language, and reinforcement
- attends to children's physical needs for diapering, toileting, and eating, with respect and as promptly as possible
- supervises paint easels and/or sensory activities per the schedule
- tidy up assigned area as required and encourage the children to help

- help supervise children in the classroom and outdoors as required

Legal Compliance

- review policy and procedures that support the delivery of the program, so they are more aware of their roles and responsibilities and are better equipped to provide for the health, safety and well-being of children receiving care
- attend orientation, which will include showing knowledge of and signs paperwork to acknowledge understanding of required policies and procedures and a review and understanding of any Individual Plan of Response prior to class participation
- maintain the confidentiality of all information in relation to children, parents, and staff

Administrative Duties

- For RECE's - completes a daily reflection in accordance with licensing requirements using How Does Learning Happen? as a tool to guide reflections.
- Complete an annual goal setting and review cycle with the Supervising Educator or designate. This includes one goal setting meeting and at least two review meetings to go over progress and identify supports that may be needed during the calendar year.
- Complete Early Years Engage, Accomplishments and Challenges Form for all Professionals
- Fill out timesheets

Professional Development Policy and Procedure

In a constant effort to promote professionalism in the field of Early Childhood Education, ECNS believes in the importance of promoting and supporting Professional Development (PD) and continuing education. Staff members, RECE's and non-RECE's are required to develop and complete an annual Early Years Engage Continuous Quality Improvement Plan (CQI) (See [Appendix 11](#)). Volunteers are encouraged to seek out opportunities that apply to Early Childhood such as information nights, mentoring, and reading resource materials in the form of pamphlets, books or online resources that the school provides or suggests.

The Supervising Educator or executive Board of Directors may suggest an opportunity for Professional Development, to staff or volunteers, if they deem it valuable and pertinent to the school. The Supervising Educator or Designate is responsible for communicating all opportunities available through the PRC and other community resources. The Supervising Educator or Designate is responsible to communicate updates from the province and ministry. These can be posted on the bulletin board in the form of a calendar or memo, or sent via email or newsletter.

When participating in Professional Development opportunities, the priority is to ensure the school is staffed appropriately. Professional Development cannot have an adverse impact on the school program.

The Region of Waterloo conducts one full day of professional development for childcare staff across the region, typically in the fall. Most licenced childcare across the region close on these

days to allow staff to participate. The date will be communicated in advance to allow families adequate time to plan for alternate care if required.

Approved Formats for Professional Development

- Workshops and conferences – preparing or attending, can be formal, community based, in-house or through distance education
- Certificate Courses – in-class, online, or distance education
- Credit Courses – College or University
- Self-Study – self-directed professional inquiry through multiple resources such as kits, books, articles, case study analysis, internet research including blogs and forums, webinars and other video and audio resources
- Self-reflection – Journaling or using the Early Years Engage Accomplishments and Challenges Tool ([See Appendix 11b](#))
- Professional social networking and discussions including mentorship

Sharing Professional Learning Experiences

It is important for knowledge and experiences gained in professional learning to be shared. Sharing with the Supervising Educator or designate and/or the Board of Directors helps to further develop understanding and helps in fostering the support needed to put it into practice. This can be done during the review process or in several other ways:

- General discussion
- Educator/staff report
- Information nights
- Distribution or reading of resource materials in the form of pamphlets or books

Supervising RECE, Educator

- ECE diploma or equivalent from an accredited college and two (2) to five (5) years of meaningful experience as a pre-employment requirement
- Member in good standing with the College of Early Childhood Educators
- Ongoing professional development, as per College of Early Childhood Educators
- Ongoing professional development, as per Early Years Engage, Staff Training and Development Policy
 - Development and completion of an annual [College of Early Childhood Education's Continuous Learning Plan](#) (CPL)
 - Participate and complete annual goal setting meeting
 - Participate in at least two review meetings to review the progress and support needed during the calendar year.
- Upon mutual agreement between the Employer and Employee, the Employee will attend suitable workshops, conferences and/or courses beyond the Professional Development Day provided by the Region of Waterloo for which fees, course materials, parking and mileage shall be paid by ECNS up to 10 hours noted in the contract.

- Standard first aid with infant and child CPR is a mandatory requirement and must be met; Child Care and Early Years Act, 2014.

Non-RECE, Staff

- Standard first aid with infant and child CPR is a mandatory requirement and must be met; Child Care and Early Years Act, 2014.
- Ongoing professional development, as per Early Years Engage, Staff Training and Development Policy.
 - Participate and complete an annual goal setting meeting
 - Participate in at least two review meetings to review the progress and support needed during the calendar year.

Placement Students and Volunteers

- Encouraged to attend information nights
- Encouraged to use in class resources

Investing in Professional Development

Each year a budget is set aside to aid in Professional Development, this budget must cover required memberships, professional development, and resource materials. To aid in the development of the budget and to adhere to the Early Years Engage, Staff Training and Development Policy. The Supervising Educator or designate, along with the Executive Board of Directors will develop an annual professional learning plan and will be charged with the disbursement of the funds required to achieve the goals/learning set out in this learning plan.

- Staff/Board goal setting to coincide with beginning of Early Years Engage cycle, Part 1 of CQI Plan submitted by November 30.
- Goals will be reviewed mid-cycle by staff using reflective questions as provided through EYE. This goal review pertains to both school-wide EYE goals as well as staff's personal professional goals set through EYE Self Reflection Tool Through the HDLH? Lens. This takes place in January/February. The school-wide goal progress will be shared with the Board.
 - Discuss and record progress/accomplishments of school wide and personal goals
 - Discuss the impact of that progress/accomplishment on the program, community, staff, families and children
 - Comment on barriers, and solutions that were used and any additional approaches to try
- Final review, end of May and submitted by June 30
 - Discuss and record progress/accomplishments
 - Discuss the impact of that progress/accomplishment on the program, community, staff, families and children
 - Comment on barriers, and solutions that were used
 - Brainstorm for new goals for following year

If the budget funds are not adequate to cover the cost of specialized training or training opportunities that present themselves after the annual professional learning plan is developed, the Supervising Educator or designate must approach the Executive Board of Directors and they will determine if there are extra funds to cover the cost and/or if the general members need to be included (dependent on cost).

Standard First Aid with infant and child CPR is required for all staff who work directly with children. ECNS will provide funds to cover the training course as well as paid time to complete for all employees who work directly with children, including occasional staff.

Monitoring Professional Development

- A copy of the standard first aid and infant-child CPR certificate will be submitted to the school. This copy will be included in the staff file that is kept at the school and the certificate holder's name will be added to a list kept in the attendance binder that include all employees, casual labour and volunteers who hold valid certification in standard first aid, including infant and child CPR
- Membership information for all employees who belong to one of the colleges below is to be confirmed upon hiring and on an annual basis thereafter. Information about the registration of an early childhood educator, teacher or social worker/social services worker is available to the public at no cost at:
 - [College of Early Childhood Educators Public Register](#)
 - [Ontario College of Teachers Public Register \("find a teacher"\)](#)
 - [The Ontario College of Social Workers and Social Service Workers Online Register](#)
- Staff are encouraged to participate in professional development opportunities. P.D. opportunities shall be communicated via email and printed materials through the Region of Waterloo and various community partners. .
- A copy of the Self Reflection Tool through the HDLH? Lens and EYE Accomplishments and Challenges Tool and the subsequent reviews are to be included in the staff file.
- Chair or Vice-Chair will monitor the professional development of the RECEs employed at ECNS. Staff will create personal goals by October 31. A performance evaluation at the end of the year will ask what professional development the individual has taken. The ECE will need to note how this has impacted their practice. Professional development must be completed prior to the end of their contract.

Contravention of the Professional Development Policy and Procedure

Staff and volunteers may not participate in classroom activities until all mandatory requirements are met in full. See [Contraventions of the Policies and Procedures](#)

Expressing Grievances, Concerns or Complaints Policy and Procedure

We understand that at times grievances, concerns or complaints may arise. This may include but is not limited to:

- Teaching style or program content
- Interpersonal relationships within the school
 - Parent/guardian to school employees
 - Parent/guardian to parent/guardian
 - Employees or Parent/guardian to child
 - Employees to Board of Directors
 - Child to child
- Board of Director activities or the running of the school

The Executive Board of Directors and the employees of ECNS take all grievances, concerns, and complaints seriously. We endeavour to resolve all issues that arise quickly and with discretion. We understand that some issues can be sensitive and our Board of Directors and staff are bound by confidentiality (See Confidentiality and Non-Disclosure Policy and Procedure), however some issues may require third party consultation to resolve the issue. Third party may include but is not limited to lawyers, Children's Services, Ministry of Education Program Advisors, KW Habilitation Services and/or Conestoga College and the complainant will be advised if this is required.

Procedure for expressing grievances, concerns and/or complaints

- A conversation with the Supervising Educator, Designate, or any member of the Executive Board of Directors. The Supervising Educator or Designate will make themselves available after class or our Chairperson can be contacted via email (chair@elmiracommunitynurseryschool.com). The Chairperson will respond to you within 24 hours. If the issue is easily resolved this may be the only course of action required.
- If it is deemed necessary or if the issue is of a serious nature a written letter or email will be required. The following information will need to be included:
 - Date and time of incident or if it is ongoing an approximate time of when it started and when it occurs
 - Persons involved
 - Details of the issue

Once a grievance, concern and/or complaint has been brought to the Supervising Educator, Designate or Board Member, the issue, regardless of the seriousness, will be discussed. An action may be taken immediately, or a plan of action may be written up and provided to the complainant no later than 5 business days from initial communication. A record will be made of how the plan was implemented and the outcome. Exception would occur if the grievance, concern or complaint falls under the Workplace Violence and Harassment Policy and Procedure or the Contraventions of Policy and Procedures (See Employee Review & Evaluation Policy & Procedure) in both of those cases the procedure outlined in those Policies and Procedures will take precedence and will be followed.

Some of the plans will include accommodations, changes to the curriculum or policy and

procedures, mediation, use of the Workplace Violence and Harassment Policy and Procedure and/or Contraventions of Policy and Procedures (See Employee Review & Evaluation Policy & Procedure). In most cases the complainant will be advised of the plan, action taken and outcome unless it is deemed confidential in nature in which case the complainant will be made aware that their concerns have been addressed but the proceedings are confidential.

If the complainant is unhappy with the plan, action, or outcome an alternate plan will be discussed and the process will repeat until all parties are reasonably satisfied. If satisfaction cannot be reached a mediator will be chosen by the Executive Board of Directors and agreed upon by the complainant. Mediation takes place and the situation is resolved to the satisfaction of both parties.

Workplace Violence and Harassment Prevention Policy

ECNS is committed to providing a work environment which is free of violence and harassment and is supportive of the self-esteem and dignity of every person within the school.

The intent of this policy is to ensure that there is a climate of understanding, co-operation, and mutual respect. To be successful in this objective, everyone must be dedicated to preventing workplace violence and harassment. ECNS will provide for a fair and prompt investigation of any complaint or concern without fear of reprisal, as long as the complaint is not found to be frivolous or vexatious.

Everyone has the right to:

- an environment that is free from violence and harassment
- to refuse work in various circumstances, where both health and/or safety is in danger, to include the right to refuse work if workplace violence is likely to endanger the worker
- file a complaint when the environment is not free from violence and harassment
- be informed of complaints made against them
- obtain an investigation of the complaint without fear of embarrassment or reprisal,
- have a fair hearing
- be kept informed throughout the process and of remedial action taken
- confidentiality to the degree possible under the circumstances
- representation by a third party

This policy applies to complaints of violence or harassment that involve employees or volunteers of ECNS. This policy covers complaints of violence, harassment, and sexual harassment in the workplace, as defined below.

Workplace Violence

Workplace violence includes incidents where people are abused, threatened, or assaulted in circumstances relating to their work, involving an explicit or implicit challenge to their safety, well-being or health. Workplace violence may also include:

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,
- An attempt to exercise physical force against a worker, in a workplace, that cause physical injury to the worker,
- A statement or behavior that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker

Harassment / Sexual Harassment

Harassment comprises any unwelcome or objectionable, physical, visual or verbal conduct, comment or display, whether intended or unintended, that is insulting, humiliating or degrading to another person, or creates an intimidating, hostile or offensive environment and/or is on the basis of race, ethnicity, language, financial ability, religion, gender or sexual orientation, disability or age, or any other kind of discrimination which is prohibited by particular provincial/territorial legislation:

- made by an employee, volunteer, client, or supplier of the school
- directed at and offensive to any other employee, volunteer, client, or supplier of the school, or any other individual or group
- that the person knew or reasonably ought to have known would be offensive (e.g., unintended)
- might reasonably be expected to or be perceived as placing a condition of a sexual nature on employment, services, or any opportunity for training or advancement.

Examples of harassment and/or sexual harassment include, but are not limited to:

- remarks, jokes, innuendoes or other comments regarding someone's body, appearance, physical or sexual characteristics or clothing
- displaying offensive or derogatory pictures, cartoons, or other material
- persistent unwelcome or uninvited invitations or requests, questions or sharing of information regarding a person's sexuality, sexual activity, or sexual orientation
- threats made or perceived, that are malicious, vexatious or based on any of the prohibited grounds under Human Rights legislation
- derogatory written or verbal communication or gestures (e.g. name-calling, slurs, taunting pictures or posters, bullying, graffiti), intended to create, or having the effect of, creating an intimidating, hostile or offensive environment and/or that relate to any of the prohibited grounds under Human Rights legislation
- application of stereotypes or generalizations based on any of the prohibited grounds under the legislation

Bullying

Bullying is an offensive, cruel, intimidating, insulting, or humiliating behavior which can include physical violence or the threat of physical violence. It can be physical or verbal, direct or indirect such as gossip. Bullying is not considered harassment in general, unless the behavior is escalated or there is physical contact or a threat of violence. Bullying is ill treatment which is not addressed under Human Rights legislation or criminal codes.

Abuse of Power

Abuse of power happens whenever ECNS staff, placement student or volunteer abuses or misuses their power and discretion for personal benefit, or in benefit of another person.

Abuse of power, for the purposes of this policy, includes situations that involve a reporting relationship, or any situation that includes an accusation from a client against an employee placement student or volunteer who is providing a service upon which the client depends.

Obligations

The people in an organization have the responsibility to ensure the safety and health of all those who come in contact with the Nursery School, whether that contact is as clients, placement students, volunteers, employees or suppliers.

ECNS is obligated legally to take all complaints seriously by:

- using due diligence, which is the obligation to take reasonable measures to provide appropriate service
- being very familiar with the harassment policy and following it closely
- following the process without bias
- documenting all information from the first disclosure to the final resolution
- recording only relevant facts without emotionality
- signing and dating all documents
- review this policy annually at Orientation or as needed

Employees and Volunteers Responsibilities

- all employees and volunteers are responsible for contributing to a positive work environment and for identifying and discouraging comments or activities that are contrary to this policy; this includes:
 - advising people or the alleged harasser that their behavior is unwelcome
- where a situation occurs, or where an employee, placement student or volunteer believes a situation has occurred, they are obligated to report it to the Supervising Educator or designate

- if a situation occurs which involves the Supervising Educator, or if their Supervising Educator does not intervene appropriately, the employees/volunteers may report the situation to the Executive Board of Directors

Supervising Educator Responsibilities

- The Supervising Educator or designate is expected to eliminate all aspects of the work environment that are not in keeping with this policy, whether or not a complaint has been made; The Supervising Educator is obligated to implement this policy, under the direction of the Executive Board of Directors.

Process for Making a Complaint

In order to make an official complaint, a complainant or individual who receives a complaint should advise the Supervising Educator, Designate or the Executive Board of Directors. From here the Contraventions of Policy and Procedures (See [Employee Review & Evaluation Policy & Procedure](#)) will be followed, the following outcomes are possible:

- No Action: the behavior is not found to be violence or harassment, and the complainant agrees
- Informal Resolution: if the violence or harassment is subtle or mild and the complainant agrees, the complaint is resolved informally with the assistance of the Supervising Educator, Designate and/or Board
- Formal Resolution: if the complaint represents moderate or severe violence or harassment or if the incident involves an abuse of power, then the applicable member and the Executive Board of Directors are to be notified and the complaint is referred to the HR representative/Vice Chairperson who will investigate the complaint, will notify the alleged harasser who will be advised of the complaint, if this has not already happened.
 - The investigation will be conducted in a thorough and unbiased way and a written report including recommendations will be made.
 - If investigation does not end in resolution, the school may involve a third-party mediator. A mediator will be chosen by the Executive Board of Directors and agreed upon by the complainant. Mediation takes place and the situation is resolved to the satisfaction of both parties or if no agreement takes place the case will be escalated and viewed as an extreme circumstance.
 - In extreme circumstances, the police will be notified, and Serious Occurrence Policy and Procedure will be followed.

All complaints are Confidential (See [Confidentiality and Non-Disclosure Policy and Procedure](#))

The name of the complainant or the circumstances of the complaint will not be disclosed to any person except where disclosure is necessary for the purpose of investigating the complaint; the substance of investigative reports and the substance of meetings held by those in authority regardless of whether it is substantiated, will be protected from disclosure to third parties, except

where required for legal reasons. No investigation information will be kept on the employee/volunteer's personnel file with the exception of official disciplinary/termination papers; similar to problem resolution cases, violence or harassment investigation information should be kept indefinitely in a separate file; proven allegations of violence, harassment or sexual harassment, including disciplinary action taken shall be documented and form part of the employee/volunteer's permanent record

ECNS reserves the right to discipline those:

- Whose complaints are frivolous or vexatious and/or intentionally accusing someone of violence or harassment, known to be false.
- Whose interference with the conduct of an investigation, or retaliation against a complainant, respondent, or witness. Criteria for determining the level of disciplinary action shall be based on facts and will take into account harm to the individual, harm to ECNS and its reputation, and whether or not there was an unequal power relationship.

Nothing in this policy shall be deemed to limit the right of an employee, placement student or volunteer.

Custody and Access Situations Policy and Procedure

This policy has been developed to address family breakdown and/ or custody and access situations that occur while a child is attending ECNS. This policy has been developed with reference to the Waterloo Region District School Board, as well as in accordance with the following Ontario legislation: Divorce Act and the Children's Law Reform Act. For the purpose of this policy, the term "parent" also applies to caregiver and guardian situations.

Parents agree to:

- Continue to abide by the guidelines stated in the Parent Handbook regarding arrival, departure, and release of children.
- Provide ECNS with a copy of the most current Court Order, Separation Agreement, or a Family and Children's Services document addressing custody and access, if it restricts or limits a parent's access.
- Advise ECNS with written notice of any changes regarding drop-off/ pick-up arrangements with non-custodial/other parent.
- In the absence of an official order/documentation, parents are encouraged to advise ECNS staff, in written format, of a relationship breakdown or changes in the home/living situation (as it may add context to what is observed in the classroom), while recognizing ECNS staff are unable to deny access or information regarding their child's involvement at ECNS, as per the Children's Law Reform Act.
- Attend ECNS only for arrival & departures, or if an alternative appointment has been prearranged.

- ECNS does not have the staffing resources to address non-urgent parental inquiries during class time, and parents are encouraged to direct their inquiries and updates to supervisingeducator@elmiracommunitynurseryschool.com; for urgent matters, please call the school directly at 519-669-2609

Educators, and staff of ECNS agree to:

- Review custody and access documents, ask for clarification when needed and to the best of their abilities support the guidelines around custody and access circumstances.
- Contact the custodial parent for direction if written notification has not been provided, if a non-custodial parent with limited access attends ECNS during pick-up. If a non-custodial parent with limited access attends during class time requesting access or information, they will be asked to leave and given alternative means to make their request at a more appropriate time.
- When requested, ensure the non-custodial parent has access to information regarding their child's involvement at ECNS, as per the Court Order or Separation Agreement and in accordance with the Divorce Act.
- Consult with the Executive Board of Directors and/or staff at the EarlyON Centre and Riverside Public School, as needed.

If any parent or caregiver becomes agitated, abusive or threatening, ECNS staff must consider the safety and welfare of the child, the other students and staff. If necessary, the police may be contacted to remove the parent or caregiver from Riverside premises. See [Workplace Violence and Harassment Prevention Policy](#) for more information.

Also refer to [Expressing Grievances, Concerns or Complaints Policy and Procedure](#).

Confidentiality and Non-Disclosure Policy and Procedure

The confidentiality of personal information is an important principle of ECNS. We are committed to collecting, using, and disclosing personal information responsibly and only to the extent necessary for the service we provide. We also try to be open and transparent as to how personal information is handled.

This policy is intended to be used in conjunction with the Privacy Policy and Procedure (See [Administration Policies and Procedures](#))

Any person who is an employee, including non-program staff, contract, and casual labour, as well as volunteers, students or members of the school and privy to confidential information, must acknowledge the importance of Non-Disclosure of personal information. These individuals acknowledge that the unauthorized disclosure of personal information to another party could cause the school and its client's irreparable harm and may be in violation of the Personal Information Protection and Electronic Documents Act (PIPEDA) covering the collection, use or disclosure of personal information in the course of any commercial activity. PIPEDA defines personal information as “information about an identifiable individual” that includes any factual

or subjective information, recorded or not, in any form such as:

- health or medical history
- racial or ethnic origin
- political opinions
- religious beliefs
- sexual preferences
- trade union membership

PIPEDA also covers proprietary information, internal information, data, and materials of the school where they are considered unique, valuable assets that play a vital role in the school's continued growth, public image, and confidence in the services it offers.

Safeguarding the Interests of the School, its Clients, Staff, and Business Affairs

No person named above, while involved with the school or after termination or conclusion of his/her position with the school, will directly or indirectly disclose any information relative to the business or affairs of the school or personal information concerning its employees, clients, or associations it serves except as may be necessary for the proper discharge of their duties, if specifically required by law or has been released publicly by the school.

Confidential information will not be removed from the school unless it is required to perform duties on behalf of the school and is kept in accordance with the Privacy Policy and Procedure (See [Administration Policies and Procedures](#))

Confidential information will be returned to the school immediately upon termination or conclusion of his/her position with the school. This includes computer and paper copies, extracts and working documents and/or any other reproductions in their control.

Information released to the public in the form of advertising and/or articles being written by a third party must be approved by the Executive Board of Directors to ensure confidential information is not present.

Communication and Contravention of the Confidentiality and Non-Disclosure Policy and Procedure

A copy of ECNS Policy and Procedure Manual will be provided to families prior to the start of the school year. For volunteers and board members, the Confidentiality and Non-Disclosure Policy form will be completed before participating in class or in taking on board member duties.

- The Confidentiality and Non-Disclosure Policy and Procedure will be reviewed during the orientation and before attending the program or participating in the business activities of the school. (See [Orientation Policy and Procedure](#)).
- The Confidentiality and Non-Disclosure Agreement (See [Appendix 13](#)) will be signed prior to starting at the school and will be added to the confidential files (See [Privacy Policy and Procedure](#))

Failure to comply with the Confidentiality and Non-Disclosure Policy and Procedure may result in the following, depending on the circumstances:

- Temporary removal from the program without warning or explanation until the Board of Directors are able to convene, to review the situation, in the form of a standard executive meeting or in an emergency executive meeting if one is deemed necessary.
- Written warning with explanation from either the Supervising Educator, Designate and/or the Executive Board of Directors (See [Contravention of the Policies and Procedures](#))
- Followed by:
 - Reviewing Policies and Procedures and completing another Orientation session on our [Program Statement](#) and [Program Statement Policy and Procedure](#) before returning to the program (See [Orientation Policy and Procedure](#))
 - Permanent suspension from the program
 - Possible legal action

Police Reference and Vulnerable Sector Check Policy and Procedure

Any person 18 years or older intending to be

- an employee
- volunteer/placement student
- Director/Officer on the Board of Directors

at ECNS shall obtain, from a police force, their initial police record check prior to starting their position. Any person with direct contact with children in our program (staff, placement students, volunteers) are required to obtain a Vulnerable Sector Check or VSC. Those with no direct contact with children in our program (Director/Officer on the Board of Directors) are required to obtain a Police Record Check/PRC, also known as Criminal Record Check for WRPS. (see below for more info)

The VCS or PRC must be:

- Prepared no earlier than six months before the day it is obtained by the school.
- Completed before interacting with children at the school.
- Completed every 5 years or if there is a break of 6 months or more.

When an employee, volunteer, or placement student has uninterrupted time, or a break of less than six months (i.e. summer closure) at the school and participation continues annually they must fill out an offence declaration:

- Every calendar year, except a year in which a PRC or VSC is obtained, and within 15 days of the anniversary of the previous offence declaration, criminal reference check or VSC.
- If he/she is convicted of an offence under the criminal code (Canada)

If a prospective volunteer or student can only provide a VSC that is older than 6 months but less than 5 years old, (i.e. an international student or person in Canada on a work visa,) the person must also provide an offence declaration to the school for the period of time that happened after the 6 month anniversary of the VSC being done up to the time it will be submitted to the licensee.

Obtaining and Submitting a Police Record Check

- Apply online:
Region of Waterloo residents:
<https://www.wrps.on.ca/en/services-reporting/police-vulnerable-sector-check.aspx>
Those outside of Region of Waterloo may need to request their police record check from the OPP; please visit their website for more information.
<https://www.opp.ca/index.php?id=147>
 - Type of Request: Vulnerable Sector Check or Police/Criminal Record Check
 - Pick-up Location: Drop down list and check the convenient location for yourself to pick-up. In some situations, your VSC or PRC will be emailed to you.
 - Provide your personal, contact, and address information in appropriate section
 - Reason for Request:
 - Volunteer (When applying, submit a confirmation of volunteer work from ECNS. This may reduce the cost of the VSC/Police Record Check. Please ask the Supervising Educator for this letter.
 - From the drop-down list select OTHER
 - Organization: Elmira Community Nursery School
 - Description of Position: Parent Volunteer in a Nursery School
 - Details regarding the responsibilities towards children or vulnerable person(s): supervision of young children in a school setting
 - Read and Accept Terms
 - Submit
- You will be contacted by the Region of Waterloo Police Services when your application has been completed and is ready for pick up, or it will be emailed to you.
- If picking up your check, you will need two pieces of approved identification, one of which must have a picture, confirming Name, Date of Birth and Address. Possible pieces of identification include:
 - Driver's license
 - Passport

- Birth Certificate
- For a full list of approved identification visit the Region of Waterloo Police Services website:
<https://www.wrps.on.ca/en/services-reporting/identification.aspx>
- Submit the original police record check to the Supervising Educator or designate who will add this form to your confidential file.
- If you would like to keep the original document, it must be presented to the Supervising Educator or Designate who will take a “true” copy of it, sign and date to verify they have seen the original, and then add the copy to your confidential file. In the case of an emailed copy, the Supervising Educator or Designate will request a paper copy as well as visual confirmation of the original email.

These directions on obtaining a police record check are applicable for residents in the Region of Waterloo. If you live outside the Region, please see your regional police detachment for direction on how to obtain this document in your area. A police record check from your region can be accepted if they comply with the other requirements set out in this policy.

Filling Out and Submit an Offence Declaration

- The Offence Declaration form ([Appendix 15](#)) will be sent or provided to you on/or prior to the anniversary date of the criminal reference check or the last annual offence declaration.
- Fill out the form in full, within 15 days of receiving it, including any and all convictions from the last offence declaration or PRC or VSC. It is an offence to fill this form out incorrectly.
- Submit the original signed and dated form to the Supervising Educator, designate or to the Administrator before the program start date.
- This form will be added to your confidential file.

Special Instructions for Directors and Officers of the Corporation

Any person who holds a position of authority or has controlling interest in ECNS such as the Executive Board Members (Directors and Officers) must provide a Police Record Check if they do not have interactions with children, or Vulnerable Sector Check if they do have interactions with children.

Once the application is made for a criminal reference check, a signed Non-Interaction with Children form to state they will not have contact with children is required. (See [Appendix 16](#))

This information will be made available to the Ministry of Education Program Advisor through CCLS and/or during site inspections.

Use of information

- All information in the police record check and offence declaration is confidential.

- If there is a positive finding on the police record check or offence declaration, this is not always an indication that you are not suited or able to be in the classroom, each positive finding is reviewed by the Executive Board of Directors to determine risk.
- The risk assessment will be discussed, written, and attached to the police record check or offence declaration.
- The risk assessment will outline whether the risk is considered high, moderate, or low.
- The risk assessment will clearly indicate if the person who has submitted the police record check or offence declaration will be able to participate in the program.
- The risk assessment will also outline if any action on the part of the participant, executive Board of Directors or Supervising Educator/Designate will be necessary.
- If it is determined the person can participate in the program a verbal or written note will be provided to them.

If the initial police record check or offence declaration is incomplete in September (or when required,) the individual will not be able to perform their required duties and will not be left alone with any child/children.

- Staff must hold a valid VSC. If the application was made in a timely manner but is unavailable due to backlogs, the staff member must provide a copy of the receipt and fill out an offence declaration. The Supervision of Visitor, Student and Volunteer Policy and Procedures will be followed if it is a viable option or use alternative staff who do have their VSC until all forms have been received..

All employees and board members of ECNS shall ensure that any information regarding children, families, and personnel shall be kept in the strictest of confidence. (See [Privacy Policy and Procedure](#) & [Confidentiality and Non-Disclosure Policy and Procedure](#))

First Aid Training Policy and Procedure

The Child Care and Early Years Act, 2014 (CCEYA) states that all employees of child care centres that are counted in ratio, hold a valid certification in standard first aid, including infant and child CPR. This certification must be issued by a training agency recognized by the Workplace Safety and Insurance Board or otherwise approved by a director, as in subsection 58(2) of the regulation.

[Click here](#) to see a list of WSIB approved first aid training providers.

If standard first aid including infant-child CPR certification is not provided to the school:

- The employee will be in breach of contract and will not be permitted to work until the certification requirements are met. The time needed to meet the requirements will be considered unpaid leave. Failure to meet the requirements will result in suspension or dismissal with cause.

First Aid Training Procedure

ECNS will help to set up first aid training, if there is enough interest, with an instructor

recognized by the Workplace Safety and Insurance Board. Otherwise, employees are responsible to set up their training in accordance with the guidance above while ensuring that there is no lapse in their certification.

These courses will include:

- standard first aid including infant-child CPR
- upgrade from emergency first aid training to standard first aid training including infant-child CPR
- renewal of standard first aid including infant-child CPR

Once the course has been completed, either through training opportunities provided by ECNS or another approved institution, a copy of the standard first aid and infant-child CPR certificate will be submitted to the school and kept on file.

Where a person is not able to obtain the standard first aid certification with infant and child CPR due to disability, the licensee must request an exemption letter from the Ministry Director and retain the letter on file for review.

Supervision of Visitor, Student and Volunteer Policy and Procedure

To establish, implement and provide direction for the supervision of visitor, placement student and volunteer within ECNS. This policy will help to support safety and well-being of the children attending the school and ensure the school meets ratio requirements.

- All children in attendance will be under the supervision of an adult (18 years of age and older) employee at all times.
- Direct unsupervised access (i.e. when an adult is alone with a child) is not permitted for people who are not employees of the school.
- Visitors, placement students and volunteers are not counted in the staffing ratios in the school

Requirements, Roles, and Responsibilities

Supervising Educator/Designate:

- Ensure you are clear on the intentions of the visitor, volunteer and/or understand the student's field placement.
- Ensure that the policy is reviewed with employees (as well as Supply Educators), casual labour, placement students & volunteers before participating in programming and then annually afterward.
- Provide an orientation (see [Orientation Policy and Procedure](#)) to all volunteers and placement students who will be in the classroom.
- Ensure all volunteers/placement students over the age of 18 have provided a criminal reference check including vulnerable sector check or signed offence declaration
- Provide ongoing mentoring, support, and monitoring.

- Supervise volunteers and students in the classroom.
- Complete any evaluations and assessments as required by the organization they are placed/volunteering through and/or follow the employee review and evaluation procedure for the school. (See [Employee Review and Evaluation Policy and Procedure](#))
- Share the reviews, evaluations and assessments with the volunteer/student and the organization they are placed/volunteering through

Visitor, Volunteer and Placement Student:

- Review all required policies, procedures, and documentation as well as attend orientation before they begin to provide care or guidance to children at the school. (See [Orientation Policy and Procedure](#))
- Completed Pre-Employment Health form including up-to-date Immunization Record (See [Immunization Policy and Procedure](#))
- Provide a VSC (See [Police Reference and Vulnerable Sector Check Policy and Procedure](#)). Some visitors such as entertainers and presenters are exempt from providing a PRC or VSC. Resource Consultants, Region of Waterloo Early Years Analysts, and other professionals that may be hired by parents/guardians to provide ongoing support their child must provide an Attestation from their employer before being permitted to interact with children onsite and annually within 15 days of their anniversary date of their most recent offence declaration or attestation.

The written attestation from an individual must include the following information:

- Name(s) of the employee(s), volunteer(s) or student(s) the attestation applies to
- Confirmation that the vulnerable sector check was conducted less than 5 years ago from the date of the attestation (e.g., month and year of the VSC date)
- Confirmation that the vulnerable sector check was conducted by a police service
- Confirmation that the vulnerable sector check did not list convictions for any offences set out under Section 9 of the CCEYA
- Name and signature of the licensee/designate
- Not remove any children from the direct view of the Supervising Educator/Designate.
- Be actively involved with employees, other volunteers and/or students in the program while at the school
- To report to the Supervising Educator or designate any injuries or concerns to themselves or children they are working with as soon as possible.
- Course requirements for placement students will be completed as determined by the Supervising Educator or designate and will not interfere with the quality of the children's program.

Operator (Board of Directors):

- Ensure that the operator's insurance covers volunteers and students.
- Ensure the educator who is supervising has relevant training and support to carry out the supervision. (See [Staff Qualifications Policy and Procedure](#))
- Review the policy at least annually to ensure that it remains current.

- Ensure that the policy is reviewed with employees before they begin their employment and at least annually afterward (See Orientation Checklist - last page of this document, See [Orientation Policy and Procedure](#))

Monitoring and Contravention of the Supervision of Visitor, Student or Volunteer Policy and Procedure

Failure to comply with the Supervision of Visitor, Student or Volunteer Policy and Procedure may result in the following depending on the circumstances:

Supervising Educator/Designate:

- Possible temporary removal from the classroom, without warning or explanation until the Board of Directors are able to convene, to review the situation. This may be in the form of a standard executive meeting or in an emergency executive meeting if one is deemed necessary.
- Written warning with explanation from the Executive Board of Directors (See [Employee Review and Evaluation Policy and Procedure](#))
- Followed by:
 - Reviewing relevant Policies and Procedures and/or completing another Orientation Session before returning to the program (See [Orientation Policy and Procedure](#))
 - Permanent suspension from the program
 - Possible legal action
 - Informing relevant parties (eg. College of Early Childhood Educators, College of Teachers, College of Social Work and Social Services, CAS, Police etc.)

Volunteers and Students:

- Immediate intervention and appropriate action from the Supervising Educator/Designate
- Temporary removal from the classroom, without warning or explanation until the Board of Directors are able to convene, to review the situation. This may be in the form of a standard executive meeting or in an emergency executive meeting if one is deemed necessary.
- Written warning with explanation from either the Supervising Educator/Designate and /or the Executive Board of Directors (See [Employee Review and Evaluation Policy and Procedure](#))
- Followed by:
 - Reviewing relevant Policies and Procedures and/or completing another Orientation Session before returning to the program (See [Orientation Policy and Procedure](#))
 - Permanent suspension from the program
 - Possible legal action
 - Inform relevant parties (eg. Program from which a student has been placed from, CAS, Police etc.)

Orientation Policy and Procedure

An orientation will be provided in August/September, or throughout the year as needed, and prior to any participation in the classroom. Orientation has been developed to ensure staff, board members, volunteers and placement students understand the operations and the expectations of ECNS.

- Orientation will occur even if the employee, board member, volunteer or placement student has participated in an orientation in the past and is in good standing with the school.
- Orientation will occur annually and/or during the year if substantial changes are made to the policies and procedures that are included in the orientation.
- The orientation checklist will be used to ensure all requirements are met.

Why is Orientation Necessary?

- Allows new employees, placement students, volunteers and Board members to learn about ECNS, including its programs, services, policies and procedures
- A positive introduction to the program.
- Helps build connection to ECNS
- Increases the comfort level and gives the person attending the orientation an opportunity to have their questions about the school and their role answered.

Orientation Will Include:

- A tour and orientation to the centre including:
 - indoor space
 - the location of the first aid kit, defibrillator, fire pull stations and fire extinguishers
 - Where the Early Years and Child Care Act, 2014 manual is located.
- A review of the emergency evacuation procedures
- A review of the School's Parent Handbook. This will be made available online or in paper copy prior to the orientation. Questions will be asked in relation to the Parent Handbook to determine understanding. The orientation checklist will track when this has been completed and that it is understood.
- A review of the [Program Statement](#) and implementation of the [Program Statement Policies and Procedures](#). This will be made available online or in paper copy prior to the orientation. The orientation checklist will track when this has been completed and is understood.
- A review of any Individual Support Plans or Individual Plan of Response and the Anaphylaxis Policy and Procedure. Emergency procedures will be discussed and/or training will be facilitated to ensure timely and proper care is being given. The orientation checklist will track when this has been completed and is understood.

- A review of the Human Resources and Staff Training Policy and Procedures. This will be made available online or in paper copy prior to the orientation. The orientation checklist will track when this has been completed and is understood.
- A review of the Supervision of Visitor, Student or Volunteer Policy and Procedures. This will be made available online or in paper copy prior to the orientation. The orientation checklist will track when this has been completed and is understood.
- A review of the Privacy Policy and Procedure and the Confidentiality and Non-Disclosure Policy and Procedure. This will be made available online or in paper copy prior to the orientation. A Confidentiality Agreement will be made available for you to sign and date.
- A review of the Centre's Policy and Procedures manual. The manual will be made available online or in print prior to the Orientation. Questions will be asked in relation to the manual to determine understanding. The orientation checklist will track when this has been completed and is understood.

Failure to Attend Orientation:

In the event an employee, board member, placement student or volunteer does not attend the initial or required orientation they:

- Will not be allowed to proceed in the class or with board duties until orientation has been completed.

Employee, Placement Student & Volunteer Review & Evaluation Policy and Procedure

Every employee and volunteer will be subject to an employee review and evaluation. This process will help monitor compliance and contraventions in accordance with the Child Care and Early Years Act, 2014 and to help maintain the quality of the program. This will include daily monitoring by the Supervising Educator/Designate for compliance with the policy, procedures reviewed during orientation and Individual Support Plans or Individual Plan of Responses and address compliance or contraventions as they occur. It will also include self-assessments and performance reviews throughout the year.

See Self Assessment & Performance Review – Goal Setting, Self Assessment & Performance Review with Contraventions & Compliance ([Appendix 17 A](#))

or

Volunteers ([Appendix 17 B](#))

- Employee & Volunteer Self-Assessment
 - Employees – Once in a year, unless otherwise required
 - Placement Student/Volunteer – Once a year or more as required through the

organization they are volunteering through.

- Employee & Volunteer Performance Review with Contraventions & Compliance
 - Employees – Once in a year, unless otherwise required
 - Placement Student/Volunteer – Once in a year or more as required through the organization they are volunteering through.
- Employee Self-Assessment and reviews will be kept in accordance with section 82 of CCEYA (See [Retention of Records Policy and Procedure](#), [Personal Records](#))

Exception: The Supervising Educator will be monitored and the review completed by the Vice Chair or other nominee of the Executive Board.

Monitoring Compliance & Contraventions

It is the responsibility of the Supervising Educator/Designate and the Executive Board of Directors to monitor compliance and ensure that the findings are documented. It is important to document these findings at different times of the day capturing different parts of the program and daily routines.

- Compliance and contravention Performance Review Form (See [Appendix 17A](#) for staff or [Appendix 17B](#) for volunteers) will be filled out as follows annually.
- In the case of compliance, the Performance Review will be added to the employee file and reviewed if needed or with the annual performance review
- In the case of a contravention, the Performance Review will be addressed with the employee or volunteer as soon as possible, preferably when the contravention takes place.

Contraventions of the Policies and Procedures

It is the responsibility of the Supervising Educator/Designate and the Executive Board of Directors to monitor contraventions and ensure that the findings are documented.

- Contraventions will be recorded on Performance Review (See [Appendix 17A](#) or [Appendix 17B](#) as required)
- In the case of where a verbal warning was issued, observations must be documented on the Performance Review. It does not need to be reviewed immediately with the employee or volunteer but is added to the employee file and reviewed if needed or with the annual performance review
- In the case of contravention, the Performance Review, will be filled out in full and addressed with the employee or volunteer as soon as possible, preferably when the contravention takes place.
- If the non-compliance is serious in occurrence, follow the [Serious Occurrence Policy and Procedure](#).
- If the non-compliance is not serious in occurrence and includes more than one person, the Supervising Educator/Designate or Board of Directors will follow the Expressing

Grievances, Concerns or Complaints Policy and Procedure in communicating with the other person or parent/guardian of the child in regards to the non-compliance.

Failure to comply with ECNS Policy and Procedures may result in the following actions depending on the circumstances:

Supervising Educator/Designate:

- Verbal warning, including clarification of expectations and encouragement to correct the action.
- Possible temporary removal from the classroom, without warning or explanation until the Board of Directors are able to convene, to review the situation. This may be in the form of a standard executive meeting or in an emergency executive meeting if one is deemed necessary.
- Written warning with explanation on Performance Review – Form 2 (See [Appendix 17A](#)) will be filled out by the Executive Board of Directors
- Followed by:
 - Reviewing relevant Policies and Procedures and/or completing another orientation session before returning to the program (See [Orientation Policy and Procedure](#))
 - Permanent suspension from the program
 - Possible legal action
 - Informing relevant parties (e.g. College of Early Childhood Educators, College of Teachers, College of Social Work and Social Services, F&CS, Police etc.)

Placement Students and Volunteers:

- Verbal warning, including clarification of expectations and encouragement to correct the action.
- Immediate intervention and appropriate action from the Supervising Educator/Designate
- Temporary removal from the classroom without warning or explanation until the Board of Directors are able to convene, to review the situation. This may be in the form of a standard executive meeting or in an emergency executive meeting if one is deemed necessary.
- Written warning with explanation from either the Supervising Educator/Designate and/or the Executive Board of Directors (See [Appendix 17B](#))
- Followed by:
 - Reviewing relevant Policies and Procedures and/or completing another orientation session before returning to the program (See [Orientation Policy and Procedure](#))
 - Permanent suspension from the program
 - Possible legal action
 - Inform relevant parties (e.g. Program from which a student has been placed from, CAS, Police etc.)

Play Material, Equipment, and Furnishings Policy

ECNS is dedicated to having or exceeding the Child Care and Early Years Act, 2014 requirements, giving students a diverse range of activities and toys to play with and use.

ECNS submits a list of all play materials, equipment, and furnishings during licensing so that if there are any discrepancies they can be addressed and corrected. (See Figure 1.2, 1.3, 1.4, 1.5)

The Child Care and Early Years Act, 2014 requires that;

19(1) Every licensee shall ensure that play materials in each childcare centre it operates are:

- Provided in numbers that are adequate to serve the licensed capacity of the childcare centre.
- Of sufficient variety to allow for rotation of the play materials in active use
- Available and accessible to the children throughout the day
- Of such type and design to allow the children to make choices and to encourage exploration, play, and inquiry
- Appropriate to support the learning and development of each child

19(3) Every licensee shall ensure that the play materials, equipment and furnishings in each child care centre it operates are maintained in a safe and clean condition and kept in a good state of repair and that there is adequate storage available for the play materials.

Play Materials (Figure 1.2)

	Art
2	Paint Easels – permanent, wall mounted
8	Paint Smocks
	Art Supplies – safety scissors, paint brushes, paint pots
	Consumables – paper, markers, crayons, paint, glue,
20	Variety of Musical Instruments
	Imagination
1	Kitchen Set – permanent, built in
	Kitchen Set Accessories – cups & saucers, plates & bowls, pots & pans, plus more
10	Dolls and Accessories – clothes, blankets, play bottles, plus more
2	Cradles
2	Strollers
	Dress Up Clothing – clothes, aprons, shoes, bags, hats
3	Doctor Kits
35	Puppets
1	Felt Board and Felt Board Accessories
	Fisher Price, House, Fire Station
	Wooden House, Barn and Garage

100	Play People
100	Play Animals
100	Vehicles
	STEM
1	Water Table – permanent, built in
50	Water Table Toys – 10 boats, 30 assorted fish, cups, and containers
150	+Playdough Supplies – Rolling Pins Cookie Cutters, Shape Makers, etc.
300	+Wood Blocks
10	Stacking Toys
10	Sets of Pull Apart, Put Together Style of Toys
80	Puzzles – board and floor
	Language
50	Board Books
1000	+Books
20	Board Games
1	Magnetic Board plus letters
	Other
2	Parachutes
30	Bean Bags
1	Pickler climber & slide/ramp

Equipment (Figure 1.3)

1	4.5 cubic foot Refrigerator
5	Step Stools
30	Drinking Cups
20	Plates
20	Bowls
2	Water Pitchers
	Utensils for preparing snack
1	CD Player
15	CD'S
1	Portable Speaker
1	Printer
1	Computer
2	laptops
2	tablets

1	Broom and Dustpan
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Furnishings (Figure 1.4)

2	File Cabinet – three drawers
1	File Cabinet – rolling, 2 drawers
4	Toy Shelves
3	Chairs – adult size
20	Chair – 16 plastic school, 4 oak press back in child size
4	Tables – 3 school, 1 oak child size
1	Loveseat – pleather, low

Playground (Figure 1.5)

1	Built in Sandbox
40+	Sand Toys
1	Built in Mud Kitchen
40+	Kitchen Toys - Bowls, Pans, Utensils
1	Built in Playhut
5+	Balls
10+	Plastic Tubes and Connectors
30+	Wooden Blocks
3	Sleighs
4	Large Snow Shovels
1	Large Broom
1	Large Rake
1	Water Table and Accessories

Sanitary Practices Policy and Procedure

Cleanliness of ECNS and the sanitation practices used in said program are vital to the health and wellbeing of the employees, placement students, volunteers, and children that attend.

These practices are in place to help decrease the spread of communicable diseases and to teach the children attending the program about proper hygiene practices.

ECNS is licenced to care for children to the of age of six, who may wear diapers while in their care, and must provide the following:

- A written procedure for changing diapers that is posted in the area used for diapering. All staff must follow these procedures.
- A specific area for changing diapers separate from the food preparation area.
- The diaper area must have a hand wash sink supplied with hot and cold running water, soap in a dispenser and paper towel.

- A changing surface must be provided. It must be near the sink, covered with a smooth, non-absorbent material and used only for changing diapers. It must be cleaned and disinfected after each use.
- An individual pad must be used during diapering and must be used only once and then cleaned or disposed of.
- A disinfecting chemical must be present in the diapering area. The solution container must be labeled with its exact contents.
- A covered diaper pail/container with a foot-operated lid and a plastic liner must be provided for garbage.

ECNS will provide the following to help assist in sanitary practices:

- Toilets and hand washing facilities where children can reach the sink independently (stools may be used)
- Separate sink for the preparation of food and cleaning of food related utensils.
- Linoleum or tile in the kitchen area. No carpet.

General Hygiene

Children who have runny noses should be taught to come to staff to have their nose wiped and not to wipe their nose with their arm or hand. After contact with a runny nose, hands must be washed. (See [hand washing procedure](#))

Spare clothing/diapers for each child should be available and kept in a cubby or cupboard inside the classroom washroom. All clothing should be labeled and kept together in a clearly marked bag.

Laundry is done twice per week unless an unexpected issue requires an extra load.

During lice outbreaks all laundry, soft toys, and costumes are removed from the class, laundered using hot water and thoroughly dried on a hot setting, and replaced only after the outbreak has been contained.

Garbage is to be removed from the classroom nightly by WRDSB Staff. Compostables are removed from class daily by ECNS staff.

Recycling is to be removed from the classroom, when required, by an employee of ECNS.

Fixtures and all contact surfaces (i.e. light switches and doorknobs) must be cleaned and disinfected daily or when visibly dirty.

The floor must be wet-mopped daily with a disinfectant. If there are carpets, they need to be vacuumed daily and cleaned twice a year or as they become soiled by WRDSB Staff.

Hand Washing Procedure

Liquid soap and disposable paper towels are recommended to decrease the spread of infection. The hand washing procedure is posted at each sink for instruction ([Appendix 18](#)).

Toddlers and Preschoolers

- Wet the child's hands or have the child wet their hands depending on age and developmental stage.
- Help child use soap dispenser to apply soap to hands.
- Help to wash all areas of child's hands including the back of the hand, wrist, between fingers and under fingernails using a rubbing motion for at least 15 seconds
- Rinse the child's hands under running water keeping hands facing downward.
- Help child dry their hands thoroughly using a disposable paper towel.
- Wash your own hands.

All Children must wash hands:

- When entering the classroom
- Before eating food
- After sneezing, coughing or wiping their nose
- After the use of the washroom

Employees and Volunteers

- Wet your hands with warm water.
- Use liquid soap.
- Lather hands, back of hands, wrists, between fingers and under fingernails using a rubbing motion for a minimum of 15 seconds. The rubbing action creates friction and the soap helps break down germs.
- Rinse under running water keeping hands downward so hands are not re-infected with germs.
- Dry hands with a disposable paper towel. Leave water running.
- Turn off taps with paper towel

All Staff and Volunteers must wash hands:

- When entering the classroom
- Before preparing, serving or eating food
- Before and after diapering a child
- After sneezing, coughing or wiping a nose (your own or a child's)
- After the use of the washroom
- After outdoor play
- Before and after administering medications
- After assisting a child to wash their hands

Alcohol-based hand rub can be used by childcare providers to clean hands when appropriate. Children can also use alcohol-based hand rub with supervision.

Food Storage, Handling & Preparation Procedure

- All equipment, work surfaces, sinks, cutting boards, and utensils must be cleaned and disinfected prior to use.

- All eating surfaces must be cleaned with 1:10 (1 part bleach to 10 parts water) bleach and water disinfecting solution, as per Public Health guidelines, before and after use.
- Every effort will be made to ensure food handlers are not responsible for diapering and toileting prior to serving snack.
- Food requiring refrigeration must be kept in the fridge prior to preparation and the fridge must be kept between 2-4°C or 35.6-39.2 F; record of temperature is taken & recorded daily before children's arrival.
- Fridge must be clear of spilled or expired food on a regular basis or as needed.
- Prior to food preparation, the person must wash their hands (See [hand washing procedure](#))
- All snacks are to be prepared on site and any foods to be washed must be washed at the food prep sink.
- Lunch is provided to preschool children on Mondays, Wednesdays, and Fridays. Lunch is catered off-site by Never Enough Thyme and transported to ECNS in temperature-controlled cooler bags or slow cookers.
 - Upon arrival, ECNS staff take the temperature of all food. Foods that must be kept cold are refrigerated immediately upon arrival, while hot foods are transported in slow cookers and plugged in upon arrival to maintain the appropriate temperature.
 - Cold food must be maintained at 4°C or below, and hot food must be maintained at 60°C or above. If cold food arrives above 4°C, it will be placed in the refrigerator immediately. If hot food arrives below 60°C, it will be reheated in the microwave until it reaches the required temperature.
- Meals, snacks and water are required to be placed in individual bowls, cups or napkins as appropriate for serving
- Soiled dishes are put in a basket and taken into the EarlyON Centre kitchenette to go through their dishwasher/sanitizer.
- Kitchen area floor is swept

Kitchen Sanitization

ECNS has a small kitchenette area dedicated for food prep. Regular cleaning & sanitization is completed by WRDSB & ECNS.

Commercial dishwasher, located in EarlyON kitchen, is available for our use at specified times during the day. Kitchen sanitation is completed by WRDSB/EarlyON.

Dishwashing Procedure

- Soiled dishes are brought from the ECNS classroom to the EarlyON kitchen.
- All dishes are either run through the commercial dishwasher, including the basket that

held the soiled dishes, or washed and sanitized in a three step process using the ECNS kitchenette. Dishes are left to air dry on the ECNS kitchenette counter.

Management of Waste Products

It is possible that the employees and volunteers of ECNS will come into contact with various bodily fluids and secretions. In maintaining a healthy and safe workplace for staff as well as keeping the health and safety of each child in mind staff will use non-latex gloves when necessary and dispose of waste products appropriately and safely.

Cleaning up Bodily Fluids

- All blood spills and fecal matter shall be treated as infectious.
- Alert people in the immediate area to relocate to a safe distance.
- Put on a pair of disposable gloves.
- Attend to the affected person and remove from the location of the spill.
- Place clothing, towels or contaminated items in a plastic bag until ready to be cleaned and disinfected.
- Remove any broken glass or sharp objects from the contaminated area. Discard into a puncture resistant and leak proof container.
- Place the container in a disposable plastic bag and secure it with a tie. Discard with regular garbage.
- Remove excess blood/bodily fluids using paper towels & discard in a plastic bag.
- Carefully pour 1:10 (1-part bleach to 10 parts water) bleach and water disinfecting solution over the entire contaminated area and wipe up using a paper towel. Discard in a plastic bag.
- All contaminated reusable items must be cleaned and disinfected using a freshly prepared 1:10 bleach and water solution. Anything that cannot be effectively cleaned and disinfected must be disposed of as waste.
- Remove gloves and dispose of them.
- Wash your hands.

Diaper Changing Procedure

A child is NEVER to be left unattended on a change table.

- Wash hands (see [handwashing procedure](#)). Gloves are recommended when risk of contact with body fluids such as urine and feces is present.
- Ensure that all needed supplies are close at hand.
- Place an individual change pad on the change table.
- Remove diaper, fold soiled surface inward and place in designated garbage pail.
- Clean the child's skin with a disposable wipe from front to back ensuring that all stool is removed from creases and place wipes in a plastic bag.
- Use skin creams only if parents have previously given consent to do so in the child's registration file & follows the [Administration of Non-Prescription Medications Policy and Procedure](#). Diaper cream must be labelled with child's name.

- Fasten new diaper in place, dress child and remove from change table.
- If clothing has become soiled, place the clothing in a plastic bag and when leaving the diapering area place the bag in the child's cubby and notify parents when they arrive for pick-up.
- If child had a bowel movement, place diaper, gloves & wipes in small plastic bag before depositing into the large diaper pail
- Individual change pads are to be laundered after each use. Place in laundry basket after use.
- Spray countertop and/or large change mat with disinfectant and wipe clean with paper towel.
- Place paper towel in garbage.
- Wash both the child's hands and your hands (see [hand washing procedure](#)) before return to the classroom

Washroom Use Procedure

- Children must be accompanied to the toilets by an adult, or within sight for those who are able to use the toilet independently.
- If the child has soiled clothing or requires assistance, wash hands (see [handwashing procedure](#)) and put on gloves. If clothing has become soiled, place the clothing in a plastic bag and when leaving the washroom area place the bag in the child's cubby and notify parents when they arrive for pick-up.
- After using the toilet, the child will flush.
- Toilets and sinks are sprayed with disinfectant after toilet routine.
- If the building is in outbreak, the toilets and sinks are disinfected after each individual use.
- Wash both the child's hands and your hands (see [hand washing procedure](#)) before returning to the classroom

Water / Sensory Table Use Procedure

- When using the water / sensory table for water it may only be filled with fresh water and drained and disinfected at the end of each day it is in use.
- To disinfect empty all water, spray with disinfectant and leave it to air dry.
- Children with cuts, sores etc. on their hands should not be permitted to use a communal water / sensory table.
- Cups and other open vessels should not be used so that children are discouraged from drinking water in the water / sensory table.
- Children must wash hands before and after water/sensory table use

Note: Children should always be within arm's reach of an employee when there is water in the water table.

Toy Cleaning and Disinfection

- Toys should be easily cleaned or disinfected.

- Toys are inspected daily during tidy time and during weekly cleaning to ensure there are no loose, small parts or broken jagged edges that can pose a safety hazard.
- The water table is to be filled with fresh water and drained and disinfected at the end of each day it is in use. Empty all water, spray with disinfectant and leave it to air dry.
- Toys and play equipment are cleaned weekly with 1:10 (1-part bleach to 10 parts water) disinfecting solution and air dried or wiped with clean towels. Soiled towels are then placed in the laundry bag and cleaned weekly. Toys are returned to clean shelves and storage containers (See monthly cleaning checklist, [Appendix 19](#))
- Toys and play equipment are cleaned, as they are “mouthed” or if they become soiled, with a 1:10 (1-part bleach to 10 parts water) bleach and water disinfecting solution or run through the commercial dishwasher.
- Fresh playdough is to be made bi-weekly and a separate batch is made for each class. (toddler, preschool & kinderprep) Playdough is removed from the toys if there is an illness reported in a class which that child attended and replaced with fresh playdough.

In the Event of an Outbreak:

- Toys are limited in the class
- Toys, play equipment, and contact items are cleaned more frequently by the employees and volunteers
- Playdough is removed from the available toys
- In the event of lice, all washable items are removed and laundered using hot water and thoroughly drying on high.

Serious Occurrence Policy and Procedures

ECNS is responsible for delivering services which promote the health, safety and welfare of the children being served. This responsibility in turn requires us to be accountable to the Ministry of Education, specific to demonstrating that service delivery is consistent with relevant legislation, regulation and or Ministry policy.

The Child Care and Early Years Act, 2014 requires that:

38 (1)(a) there are written policies and procedures with respect to serious occurrences in each child care centre operated by the licensee and in each premises where it oversees the provision of home child care, and that address at a minimum, how to identify, respond to and report a serious occurrence;

38 (1)(b) a report is provided to a Program Advisor of any serious occurrence in any childcare centre operated by the licensee or any premises where it oversees the provision of home childcare within 24 hours of its happening

38 (1)(c) a summary of the report provided under clause (b) and of any action taken as a result is posted for at least 10 business days in a conspicuous place at the childcare centre or home childcare premises.

38 (1)(d) the report and the summary of the report are each kept in accordance with section 82.

Within the parameters of the following definitions, ECNS is responsible for determining whether an incident is deemed to be a serious occurrence as defined by these procedures and therefore must be reported to the Ministry.

The following Serious Occurrences will be reported to the Ministry;

- The death of a child – while attending the program, whether it occurs on or off the premises, and caused by abuse, self-inflicted, accidental, or medical.
- Life threatening injury or illness of a child – while attending the program and caused by contagion, abuse, self-inflicted injury, or accidental injury.
- Abuse, neglect or an allegation of abuse or neglect – while in the care of an employee, placement student or volunteer entrusted to care for the child who is attending the program or suspected by the primary caregiver of that child. Including inappropriate disciplinary techniques (i.e. excessive, non-sanctioned; see Program Statement and Program Statement Implementation Policy and Procedure)
- Missing or unsupervised child – report must indicate whether the child was found or is still missing
- Unplanned disruption of the normal operations and/or disaster on the premises, that poses a risk to the health, safety or well-being of children receiving care on premises. Where police, fire and/or public health officials are involved (i.e. fire, flood, gas leak, detection of carbon monoxide, outbreak of infectious disease, lockdown or any other emergency relocation or temporary closure)

Serious Occurrence Procedures

Serious Occurrence Response – Immediate Actions by ECNS must be completed by the Supervising Educator/Designate, Educator, or a member of the Executive Board of Directors if the Supervising Educator/Designate is not present, involved or suspected.

- Provide immediate medical attention when warranted and call 911
- Address continuing risks to both the victim and children attending the program
- If a child is missing
 - Alert all employees, placement students, volunteers and staff of the EarlyON Centre
 - Ensure children attending the program are always supervised
 - Person supervising children should call
 - Police

- Child's parents (they may also have additional information about the child's whereabouts)
 - Search the EarlyON Centre rooms including those that are closed but not locked, stairwells, atrium including elevator
 - Search the outdoor space including all playgrounds, and parking lots.
 - If there is a reason to suspect that a child has been abused and/or is in need of protection, the Supervising Educator/Designate, Educator, or a member of the Executive Board of Directors will ensure immediate contact with Family & Children's Services and the police. (See [Duty to Report](#))
- Any person witnessing or having knowledge of the occurrence shall report the matter to the Supervising Educator/Designate, Educator, or a member of the Executive Board of Directors to immediately conduct a serious occurrence inquiry.
- The Supervising Educator/Designate, Educator, or a member of the Executive Board of Directors shall immediately begin a serious occurrence inquiry in accordance with the following steps
 - Descriptions of the occurrence
 - Person's allegation (if applicable)
 - Date, time, and place where it occurred
 - Time occurrence was reported
 - Reason for the occurrence (if known)
 - People involved
 - Actions taken
 - Current status
 - Parties notified (police, Child & family Services etc.)
 - Further action recommended (specific to the situation)

Serious Occurrence Reporting Process – Within 24 Hours

When a serious occurrence is deemed to have taken place, ECNS shall ensure that:

- The parent/guardian of the child is informed immediately unless the person to be notified is alleged to have abused the child.
- The insurance company will be notified
 - The Co-Operators
Tish Wilson
905-864-6900
203-10220 Derry Road
Milton, ON L9T 7J3
tish_wilson@cooperators.ca |
 - After hours 1-800-265-2662

- Supervising Educator/Designate or Executive Chair to complete Serious Occurrence Reporting Form Part 1 Initial Notification on CCLS - example of form - [Appendix 20A](#) within 24 hours of occurrence. If CCLS cannot be accessed the Program Advisor must be notified via phone or email within 24 hours.
- Complete a Serious Occurrence Notification Form (summary) (See [Appendix 20 B](#)) and post on the parent board at the school. Including allegations of abuse unless the allegations of abuse or abuse did not take place at ECNS.
 - The form will be updated if additional action or investigation takes place
 - The form will have no identifying information i.e. employee, placement student, volunteer, student or child's name, age, date of birth
- The Serious Occurrence Notification Form will be posted within 24 hours and for a minimum of 10 business days from the last update
- The Serious Occurrence Notification Form and the Serious Occurrence Notification Form (summary) be kept for at least (3) three years from the date it was made unless otherwise specified.

Duty to Report Abuse or Suspected Abuse

Registered Early Childhood Educators (RECEs) who work for ECNS have a legal duty to report abuse or suspected abuse and are required to familiarize themselves with reporting requirements under the Child and Family Services Act, and abide by them. A failure to do so is contrary to the law and may constitute professional misconduct.

- RECEs are expected to abide by the College of Early Childhood Educators Code of Ethics and Standards of Practice as well as all applicable legislation, regulations, bylaws, and policies that are relevant to their professional practice.
- The Early Childhood Educators Act, 2007 and the Professional Misconduct Regulation state that it is an act of professional misconduct to “[contravene] a law, if the contravention has caused or may cause a child who is under the member’s professional supervision to be put at or remain at risk.”

If there are reasonable grounds to suspect a child is or may be, in need of protection due to suspicion or an allegation of abuse or neglect there is a duty to report to the local Children’s Aid Society.

- Reports can be made to:
 - Family and Children’s Services - 519-576-0540
- A report is required for all situations where the child may be in need of protection, regardless of where the abuse or neglect took place
- Do not rely on anyone else to report on your behalf, however, if you are unsure and need guidance and are a staff, placement student or volunteer, you can talk with the Supervising Educator/Designate or anyone on the Executive Board of Directors
- If the suspected abuse or neglect did not occur while the child was receiving care at the

school the Serious Occurrence Reporting Form Part 1 Initial Notification does not have to be uploaded to the CCLS website and the Serious Occurrence Notification Form does not have to be filed out and posted

- If the abuse or neglect is suspected to have been perpetrated by the Supervising Educator/Designate (RECE) or other staff member there is additional reporting requirements to the College of Early Childhood Educators (See Accountability for Employers of Early Childhood Educators below)

Accountability for Employers of Early Childhood Educators

The ECNS Executive Board of Directors has a responsibility to report to the College of Early Childhood Educators if any of the following become true:

- The RECE is terminated, suspended or restrictions are imposed on duties because of professional misconduct
- The RECE resigns because they were going to be terminated, suspended, or have restrictions imposed on duties because of professional misconduct
- The RECE resigns because they were being investigated and the allegations of an act or omission, if proven, would have resulted in being terminated, suspended or have restrictions imposed on duties because of professional misconduct
- The RECE has been charged with or convicted of an offence under the Criminal Code (Canada) involving sexual conduct and minors
- The RECE has been charged with or convicted of an offence under the Criminal Code (Canada) that, in the opinion of the employer, indicates that a child may be at risk of harm or injury
- The RECE has engaged in conduct or taken action that, in the opinion of the employer, should be reviewed by a committee of the College

The College of Early Childhood Educators must be provided with a report from the employer

- The report format can be found on the College of Early Educators website
 - <https://www.college-ece.ca/en/Employers/Professional-Regulation>
 - Mandatory Employer Reports
- Must be sent immediately and no later than 30 days from the date the employer became aware of the situation
- The report can be sent by mail or email
 - College of Early Childhood Educators
438 University Avenue, Suite 1900
Toronto ON
M5G 2K8
or
discipline@college-ece.ca
- The RECE must be provided with a copy of the report

- The College of Early Childhood Educators will provide in return a written response, as soon as reasonably possible, to the employer who filed the report and the current employer of the RECE (if this has changed)
- The response will have information regarding:
 - The decision of the Complaints Committee
 - If an interim suspension is ordered against the member's Certificate of Registration
 - The decision of the Discipline Committee or the Fitness to Practice Committee
 - If the Executive Committee directs that a matter be referred to a hearing
 - If the member appeals the decision of the Discipline Committee or the Fitness to Practice Committee
 - If a member applies for reinstatement as the result of a Committee order

Monitoring & Training

ECNS will monitor performance on an ongoing basis with respect to reporting, management, and follow-up of serious occurrences. Monitoring also includes an ongoing review of practices, procedures, and training needs.

- ECNS will provide training to employees and volunteers on how to identify, respond to, and report serious occurrences.
- Serious Occurrence Policy and Procedure will be reviewed with employees, placement students and volunteers during orientation before they begin care or supervision in the class and annually thereafter and/or at any time when substantive changes are made to the policy or procedure
- Serious Occurrence Policy and Procedure will be monitored for compliance and contraventions (See [Employee Review and Evaluation Policy and Procedure](#))

Orientation Checklist

For Staff & Classroom Volunteers

Please Check off each section as they are reviewed and/or completed during Orientation.

- ☐ A tour and orientation to the centre including:
 - ☐ indoor space
 - ☐ the location of the first aid kit, defibrillator, fire pull stations and fire extinguishers
 - ☐ where the Early Years and Child Care Act, 2014, Child Care Licencing Manual, Parent Handbook & Policies & Procedures are located
- ☐ A review of the [Program Statement](#) and implementation of the [Program Statement Policies and Procedures](#). This will be made available online or in paper copy prior to the orientation. The orientation checklist will track when this has been completed and is understood.
- ☐ A review of the emergency evacuation procedures (Child Care Centre, EarlyON, Riverside Public School supplemental)
- ☐ Review Health and Safety Policy and Procedures, including but not limited to:
 - ☐ A review of any Individual Support Plans or Individual Plan of Response and the Anaphylaxis Policy and Procedure.
 - ☐ Complete Allergy Aware online training & provide certificate of completion
 - ☐ Review Administration of Medication Policy and Procedure
 - ☐ Review Sanitary Practices Policy and Procedures
- ☐ A review of the Human Resources and Staff Training Policy and Procedures
 - ☐ Review Supervision Policy and Procedure
 - ☐ Review Criminal Reference Check/Vulnerable Sector Check Policy
 - ☐ Review Confidentiality and Non-Disclosure Policy and Procedure
- ☐ A review of the Supervision of Visitor, Student or Volunteer Policy and Procedures
- ☐ A review of the Privacy Policy and Procedure and the Confidentiality and Non-Disclosure Policy and Procedure.
 - ☐ A Confidentiality Agreement will be made available for you to sign and date.
- ☐ Review Waiting List Policy

- ☐ Review Parent Issues and Concerns Policy and Procedure
- ☐ Review Serious Occurrence Policy and Procedure
- ☐ Review of ECNS's Policy and Procedures manual & answered questionnaire in relation to Policies and Procedures
- ☐ Review of ECNS's Parent Handbook & answered questionnaire in relation to Parent Handbook. The orientation checklist will track when this has been completed and that it is understood.

By signing the below, I acknowledge that I have attended an Orientation Session, received a copy of and read the Policy and Procedure Manuals and Parent Handbook and have had any questions in relation to these answered for me. If I do not agree with a Policy or Procedure, I know I must notify Elmira Community Nursery School in writing. The Policy and Procedures are reviewed annually or as needed. I understand that even if I disagree, it is my duty to abide by the Policies and Procedures Manuals and the Parent Handbook.

Print Name _____ Date _____

Signature _____

Witness _____ Date _____