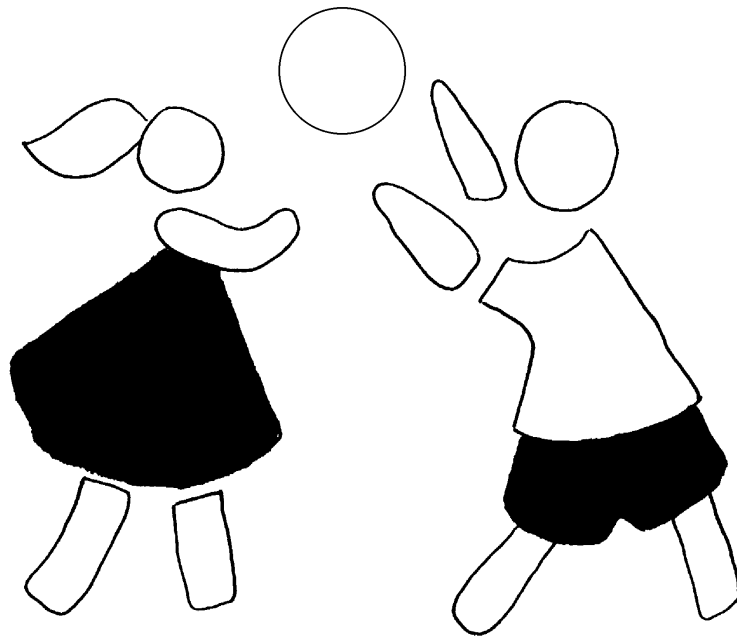


BOUNCING BALL CO-OPERATIVE NURSERY SCHOOL



**PARENT
HANDBOOK
705-436-1569**

2230 VICTORIA ST. INNISFIL, (STROUD) ON, L9S 1K5

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INTRODUCTION

Welcome to Bouncing Ball Co-operative Nursery School. This booklet is meant to provide parents with a brief description of our school, its programs and policies. It is important to read this booklet, as it will explain what Bouncing Ball is about, both for you and your child(ren). Please keep it for future reference.

WHAT IS A COOPERATIVE NURSERY SCHOOL?

Bouncing Ball Co-op is proud that we have been running a successful cooperative school since 1979. You may first ask- what is a cooperative nursery school? It is a non-profit organization that is run and maintained by its members (parents) and Board (parent volunteers).

All parents are encouraged to consider a position on the **Executive Committee**, to help with the running of the school. The School is run by an elected volunteer Board of Directors. The Board of Directors consists of parent-volunteers and meets approximately five times during the school year. The Supervisor attends these meetings and presents a monthly report. This process allows the Board members and the Supervisor to monitor whether the objectives of the program are being achieved, resolve any matters of concern and make changes to the program, where appropriate. All families are encouraged and welcome to participate in Board activities.

Board members serve one-year terms. Parents and community members are eligible to stand for positions on the Board. Only parents in good standing with the childcare centre and a clear criminal reference check (CRC) will be active on the Board. Board members are elected at an Annual General Meeting. Current Board members, childcare staff and parents must attend.

OUR STAFF

Our teachers have created a welcoming and enjoyable classroom environment for your child to discover. They bring to the school over 30+ years of experience combined. Their nurturing and caring ways provide an excellent first school experience and learning

environment. Their knowledge of child development allows the program to be customized to the individual child and helps in preparation for elementary school.

Head Teacher/Supervisor

The Head Teacher holds an ECE diploma or equivalent and has at least two years teaching experience. She is also Registered and in good standing with the College of Early Childhood Educators. She is trained in First Aid and adult and child CPR. She is responsible for program planning, supervision of the staff, following and enforcing all regulations set out by governing bodies, assisting the Bookkeeper in completing CWELCC documentation and the general goings on in the classroom. She attends all meetings and guides the new Executive at the beginning of the year. She plans all school trips and parent meetings.

Registered Early Childhood Education Teachers

The Registered Early Childhood Educator is in good standing with the College of Early Childhood Educators. She is trained in First Aid and adult and child CPR. She is responsible for program planning, supervision of the children and replaces the Supervisor in her absence.

Assistant Teachers

The Assistant Teachers works alongside the teachers. They are trained in First Aid and Child and Adult CPR. They are responsible for implementing the program plans and the supervision of the children in the classroom.

Resource Consultant

The Resource Consultant works for Community Living Huronia. She is in the school to aid children with special needs, and to support the Teachers using a consultative approach. On occasion, there may also be private consultants in the classroom supporting individual students and families.

Bookkeeper

Is contracted by the Nursery School to collect and deposit fees, track payments and complete annual tax receipts. The individual completes all Canada-Wide Early Childhood and Child care funding documents and assists with audits when required.

THE EXECUTIVE COMMITTEE

Although many decisions regarding the children's day are made by the Centre's staff, general policy decisions are made by the Board of Directors (Executive Committee).

There are up to 11 positions on the Board of Directors and one non-voting member (the

Centre Supervisor). We are required by Co-operative regulations to fill at a minimum the roles of: President, Vice President, Treasurer, Secretary and Registrar.

General meetings may be called as needed during the year. Typically, they are not required. Board of Directors' meetings will take place approximately 5 times a year or as need dictates. Any parent may make a written submission on any matter pertaining to the Centre at any time for consideration by and reply from the Board. Any parent wishing to meet with the Board is to make arrangements for a meeting through the Secretary.

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

- Decisions concerning the philosophy of the Centre
- Periodic evaluations of the program
- Decisions concerning the hiring, disciplining and dismissal of staff
- Decisions concerning staff salaries and terms and conditions of employment
- Decisions concerning registration and fee structure
- Establishment and monitoring of the budget
- Management of revenue
- Decisions concerning operating procedures
- Policy development (all Centre policies are available upon request)
- Resolution of conflict with staff or families which have not been resolved by the Supervisor

The legally constituted Executive Committee administers the Centre on behalf of the families. Without it, the Centre would not be able to operate. The following list outlines the positions of the Board of Directors.

DESCRIPTION OF EXECUTIVE VOLUNTEER POSITIONS

President

- Director, Officer of Board of Directors
- Heads the executive and provides a tie-breaking vote when necessary
- Works closely with teachers, general membership and landlord (church)
- Acts as Public Relations Officer for the school
- Plans, organizes, directs and presides at all executive and general meetings
- Has signing authority

HR/Vice-President, Telephone Committee Coordinator

- Voting position, Director, Officer of Board of Directors
- Aids and assists the President

- Assumes duties of the President in his/her absence
- Records meeting minutes if Secretary is unable to attend
- Has signing authority
- Prepares, distributes and tabulates results of BBNS parent evaluation
- Attends all Executive and General Meetings

Secretary

- Voting position, Director, Officer of Board of Directors
- Records and distributes minutes of Executive and General Meetings
- Assists the President and Vice President in any administrative duties for the school
- Has signing authority for documents and bank (along with Treasurer and President)

Treasurer

- Voting position, Director, Officer of Board of Directors
- Liaises with the Book Keeper to cosign cheques
- Reviews financial records
- Attends all Executive and General Meetings

Registrar

- Voting position, Director, Attends all Executive and General meetings
- Keeps a record of all contact information, consent forms, health information & payment records of all members in computer file and in duo tangs at BBNS; to be kept for 10 years
- Responsible for ensuring all member information is complete and current
- Keeps and processes a waiting list of persons seeking membership
- Responsible for application forms and providing information about co-op to new members
- Responsible for yearly registration meeting

Website Coordinator

- Non-voting, non-executive position. Is invited to attend Executive Meetings in a non-voting capacity
- Responsible for the development and maintenance of the school's website, including regular updates and improvements.

Nominations will be received at the August General Meeting. If required, voting will be done by ballot and may be done by proxy. Each member is entitled to one vote. Should positions remain vacant after the August meeting, the existing Executive members can appoint a member to the position.

FAMILY ETIQUETTE

Parents/ guardians are requested to:

- return any forms by the date requested
- treat the staff with respect
- discuss any concerns privately with the Supervisor or staff, or if necessary, the Board of Directors
- pick up children in a timely manner
- make appointments at a mutually convenient time for themselves and the Centre
- actively participate on the Board of Directors or as a Committee member
- sign a contract acknowledging they understand their responsibilities to the Centre staff

With the involvement of ALL our members, the co-operative will be successful!

SCHOOL SCHEDULE AND CLOSURES

At the first General Meeting of the school year, a Year Plan of Action will be distributed, outlining the start and end dates of the school year, any planned closures, special events, and meetings.

The school is open Monday to Friday from 9:00- 11:45 a.m. The school year begins the day after Labour Day in September and continues until the second week of June. The school closes for two weeks over Christmas, the week of March Break and Statutory Holidays. We are however open during Elementary School P.A. Days.

CLASSROOM SCHEDULE AND OUTDOOR TIME

Although outdoor time is not a requirement for Nursery School settings, we are lucky enough to have a playground at our facility. The children will participate in an outdoor play session each day, weather permitting. Child-staff ratios must be maintained at all times on the playground. All children who come to school must go outside with the group.

Our daily schedule is as follows:

Morning Class

8:30 Staff preparation

9:00 Children arrive

9:30 - 10:30 Free play, selected activities

10:30 - 10:35 Clean-up

10:35 - 10:45 Bathroom / Singing circle

10:45 - 11:00 Snack

11:00 - 11:10 Getting ready to go outside

11:10 - 11:30 Outside play (weather permitting) or indoor activities

11:45 Children depart

11:45-12:30 Teachers clean up

Afternoon Class

1:00 Children arrive, meet in playground (weather permitting)

1:00-1:30- Outside play

1:30-2:30- Free play and Directed activities

2:30-2:40- Clean up

2:40-3:00- Circle/music

3:00-3:15- Snack

3:15 Children depart

3:15-3:30- Teachers clean up

SNACKS

The Child Care and Early Years Act (CCEYA) requires that nursery schools that have access to a health unit approved kitchen, provide a morning snack to the children with no additional cost to parents. All snacks are purchased from the store and abide by the Canada Food Guide Healthy eating. We are unable to serve home made goods sent in by families due to allergies and cross contamination concerns.

Special Arrangements

For parents who choose to send in their own food, the CCEYA requires parents to inform the teachers in writing, so the teachers can follow the parent's requests. The teachers will also review the classroom allergy list with the parents. Items must be prepackaged to avoid cross contamination in the classroom and so that the ingredients are available to review.

PLEASE INFORM THE SCHOOL OF ANY FOOD ALLERGIES OR SPECIAL DIETARY RESTRICTIONS YOUR CHILD MAY HAVE.

Examples of Healthy Snacks

- Examples of fruit served: strawberries, watermelon, bananas, blueberries
- Banana bread and mandarin oranges
- Apple slices with slices of cheese
- Yogurt, graham crackers and banana
- Salsa and nacho chips
- Mini whole wheat bagels with cream cheese
- Whole wheat tortilla with cream cheese (pin wheels)
- Whole grain crackers with cheese and grapes (sliced)
- Apple sauce and muffins
- Cereal
- Cucumbers and Veggie Straws

Water is served during snack time and is provided when requested.

Birthdays

If your child's birthday falls on or near a school day, we will sing Happy Birthday at snack time. If you would like to provide a special snack such as cupcakes, you are welcome to do so. The food item must be store bought as per Health Unit regulations.

Posting of menus and allergies

Menus and the allergy list are posted for parents on the bulletin board in the hallway. Any substitutions to the menu will be added. Menus are then kept in the menu binder for a minimum of thirty days. Allergy lists are also posted in the kitchen, classroom and attendance binder.

THE PROGRAM AT BOUNCING BALL NURSERY SCHOOL

Sometimes a parent asks the teachers why their child “plays” so much at nursery school. As early childhood educators, the teachers have the job of helping each child develop in all areas, physically, socially, emotionally, creatively and cognitively. Through play based learning the children move through the classroom while socializing with others and learning to strengthen a wide variety of skills in all areas. Teachers are present at the centres to assist and guide the students through much of this exploration and learning. The easiest way to explain this in detail is to go through all of the centres in our playroom separately. In reality the children may use items from one activity area to create a unique learning opportunity in another area of the classroom.

Dramatic Play (house corner, puppet centre, dress-up box)

Dramatic play is very important in developing social skills. The children learn to give and take with peers. Sharing and exchanging ideas is also learned. Taking on different roles can be invaluable in helping children to understand how other people and/or animals feel. Physically, a child is developing his/her small and large muscles during dramatic play. Pretending to be a horse or a pet dog uses many large muscles. Putting on different dress-up clothes and attempting to do buttons and zippers and other fasteners is exercising small muscles and practicing to dress themselves is a huge step towards independence. Emotionally, your children are learning to come to terms with certain situations that come up in their lives. For example, a child who has a new baby at home may choose to play the part of "baby" in the house corner to find out how it feels to be a helpless, dependent baby. Creatively and cognitively, the children are free to be whatever they want to be during dramatic play, learning to solve problems as they crop up in their play.

Art and Crafts Centre

In the arts and crafts area the teachers usually plan a craft that either allows the children to experiment with different materials, or work on specific skill sets. The easel area and open ended shelf allow the children to choose their own creative activities. The crafts set up on the tables include finger painting with different textures, painting with various objects such as Q-Tips, straws, printing with shapes and sometimes a more structured craft where children have to follow directions to achieve the end result. If the children want to make a picture with materials not available on this table, they can usually find it on the additional craft table. Here, they can use crayons and ink-pads and stamps or cut and paste different pieces of paper. Sometimes a child chooses to take a pair of scissors and just cut a piece of paper into tiny pieces. These "masterpieces" don't always find their way home for obvious reasons, but the child has strengthened his/her scissor-skills by doing this exercise. Children also have the opportunity to be creative using loose parts/recycled/reused objects. It is amazing to see the thought and planning that goes in to these works of art. Some children may spend an entire morning working on a special creation.

Creating with different materials is a very satisfying experience for young children. They

are learning to develop eye-hand co-ordination, experimenting with different textures and practicing their decision-making skills by deciding what to put in their pictures and where to put it. Your child is also learning the names of colours and learning to recognize the letters in his/her name, which will later enable them to write their name. Although the end result may look messy or ordinary, please remember the thought your child has put into his/her work and how much he/she has enjoyed creating it. The older children quite often ask the teachers to write something about their picture and the child may want to "read" it back to an adult later. A child's pictures are his/her first stories - a step towards literacy.

Floor Toys and Block Centre

The block centre is located near the toy shelves that house a garage, toy cars, animals, toy people, a doll's house, a barn, etc. All these toys are "floor toys" that the children quite often mix together with the blocks. Playing with large wooden blocks strengthens large muscles, develops cognitive skills, and also encourages social, emotional and creative skills. It is not unusual to see a group of children work together to make fences out of blocks for the zoo animals, then go on to make roads for the cars, maybe a whole city. They may use 'loose parts/recycled items' to represent objects and/or experiment with. They are learning how to group objects. Socially, this is a very active area that they are learning to work as part of a team.

Playdough, Water and Sand Centre

This centre is located near the kitchen. Sand and/or water are available daily for children to explore/manipulate and or have a sensory break (calm time). Playdough is another fun sensory activity that may be available to model into different shapes and make "cookies" and "pizza" and share with your friends. Pouring water, sand or beans/rice from one container to another is teaching your child about quantities - important knowledge for basic math skills. Does the water from this long thin container fit into this short wide container without spilling over the sides? Your child is also developing social skills and language skills by communicating his/her ideas with others. These sensory materials also encourage new language and thought-provoking questions such as "Does the sand feel hard or soft?" "What objects sink or float?"

Book Centre

Children enjoy looking at books alone or in a group. Children may see this as a quieter area to go to if they need some down time. The teachers are always willing to read a favourite story. Sometimes a child may choose to "read" his/her favourite story to a teacher or a friend. By doing this your child is acquiring the skills necessary to learn to read later on. He/she is also learning new words and interacting socially with adults and peers.

Puzzles and Table Toys

Most of the toys put out on the tables are manipulative toys to encourage cognitive skills, problem solving, classification and small muscle skills. Matching games, such

as Animal Lotto, small objects to sort, puzzles, beads to string, sewing cards, shapes to arrange into designs and science activities such as magnets to experiment with, are all put out at different times through the year. Most of these activities can be used alone or in a group.

Active Area

This is an area that is open for children to burn off some energy. The trampoline, bouncy animals, squishy balls, cheerleader pom poms etc. are all activities for the active child that may need to release some energy and self-regulate from time to time to re-focus on other classroom activities.

Group Time / Circle

During the nursery school program, we plan for a group/circle time. The teacher holds up a different child's name every day, encouraging the children to recognize their name. This child is the helper of the day and gets to assist the teacher, choose a favourite song to sing, etc.

The circle is an expansion of what we have been talking about in the classroom. In September we start out with a few basic songs and gradually add to these throughout the year. The children all have their favourite songs that they love to sing over and over, one of them being "The Wheels on the Bus".

Although it may seem repetitious to an adult, the more these songs are sung the more words the children pick up and are able to sing them for you at home. During this circle the teachers plan to tie in class discussions. This may involve reading a story, sometimes a new story or one the children know very well. This encourages listening skills and, if it is a story the children know, they are encouraged to help the teacher tell the story by recalling key words. These are important pre-reading skills. Also during this circle time the teachers play various games, such as memory games, guessing games, we do experiments such as what sinks or floats; we discuss opposites, people's jobs, etc. Most of our games encourage the children to participate and offer their opinions.

At times, parents may think that their children are not "learning" anything at nursery school, but they *are* acquiring the necessary skills for kindergarten. The role of the preschool teachers is to make nursery school a fun and positive first-time school experience that supports learning and development. It is an environment that fosters exploration, play and inquiry. Developing social skills and self-regulation is probably the most important skill a child can learn at nursery school. A child who is confident and works well with a group of peers is ready to go on and learn other things in kindergarten. Early childhood learning is not achieved at a table with only a pencil and paper, but "out in the field" where the child can experiment and learn from life experiences. If you have any other questions concerning the program at Bouncing Ball, please don't hesitate to ask the teachers, they will be happy to talk to you about your child. Together we can give your children the best nursery school experience possible.

NIPISSING DISTRICT DEVELOPMENTAL SCREEN (NDDS)

All students will receive an annual age-appropriate development screen that will identify a child's strengths and assist in the early identification of delays. The Ontario government has chosen this screen as the tool of choice for families and child care providers to use. More information can be found at www.ndds.ca. If you should wish to discuss your child's progress or development you may arrange an interview with a member of our teaching staff at any time throughout the school year.

Please initiate this by speaking to the Supervisor and a mutually convenient time will be arranged.

FEES AND FINANCIAL INFORMATION

Bouncing Ball Co-op Nursery School is enrolled in the Canada-Wide Early Learning and Child Care (CWELCC) System. The Ontario Government pays a portion of the fees for every family. This school year the parent's fee portion is set at \$12.00 a day and CWELCC is paying the remainder. Fees have been pro-rated for the school year so that payments remain the same each month. Fees will not be refunded or pro-rated should your child be absent (including illness or vacations), or during school holidays/statutory holidays.

Number of Days	Monthly Tuition Rates
2 days a week Tues./Thurs or Wed./Fri.	\$96 per month
3 days a week Monday/Tuesday/Thursday or Monday/Wednesday/Friday	\$144 per month

Delinquent
Accounts:

Those with delinquent accounts of thirty days may be asked to remove their child from the program

Tax receipts will be issued in February of each year via email. Please ensure that you provide the school with up to date contact information.

Change of Address / Phone Number / Employment

It is imperative that Bouncing Ball Co-op Nursery School be notified immediately of any change in the family home address, the parent's place of employment, or the telephone numbers at home and/or work.

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

Insurance Coverage

Bouncing Ball Co-op Nursery School has insurance coverage indemnifying the Centre for accidents or natural disaster. The policy also provides Directors' liability.

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

LICENSING

Bouncing Ball Nursery School is licensed by the Ministry of Education and inspected by the County of Simcoe, Innisfil Fire Department and Simcoe Muskoka District Health Unit. The license is renewed yearly and is posted in the cubby area beside the parent board. Also posted, are a summary of the level of compliance with licensing requirements on the date of inspection and any serious occurrences that occurred at the centre within a ten-day period. These postings will provide an outline of any incidents that have taken place and the follow up actions taken to remedy the situation.

In order to receive our license, we have to follow the very strict laws of the Child Care and Early Years Act. Our co-op nursery school is licensed for up to 24 children in the morning class and up to 16 children in the afternoon class. Our morning program is suited for children 2.4 years of age and up, and afternoon program for children 3 years of age and/or children that no longer need a nap, are toilet trained and/or already comfortable in a group setting. It is required that we have two teachers that are Registered Early Childhood Educators (RECE) or equivalent that have Director Approval for the position (Child Youth Worker). We also have an Assistant teacher and may have volunteer parents.

As Bouncing Ball is a fully integrated centre, we work closely Community Living Huronia. On some occasions you may see a Resource Consultant on the floor to help or an Inclusion Facilitator. BBNS makes every effort to accommodate the needs of all students and family members/guardians involved in the school. We reserve the right to evaluate and assess the needs and supports required for each child being offered a space, to ensure we can meet the health, safety and well being of all the children.

OTHER TIPS AND GUIDELINES FOR ALL PARENTS

Coping with Separation

There are several ways to help ease the pain of separation for you and your child. We encourage you to use any or all of the following:

- Visit the centre before your child's starting day. We usually schedule a visit for you and your child in June. This allows the children to explore the room, play with the toys and meet the teachers without the pressure of wondering if their parent is going to leave.
- Drive by the church, talking about nursery school as you go by. Remember that this can be a very exciting time for both of you.
- Talk about it at home, read stories about the first day of school (such as Spot's

Day at School, Spider's First Day at School, Splat the Cat, The First Day at School).

When the first day of nursery school arrives, bring your child into the classroom, give your child a kiss and say good-bye, telling him/her to have fun and that you will be back in a couple of hours, then leave. If your child becomes upset at this, we find that it works best if you simply leave and let the teacher take care of your child, rather than prolonging the goodbye. The teacher has been trained to tenderly deal with these situations. Usually with a little TLC the child soon feels better and is ready to enjoy his/her nursery school experience.

For some children the separation from mom or dad can be very upsetting at first. This rarely lasts longer than a couple of weeks, but it is important that the parents and teachers are consistent with the way the situation is handled.

SAFE ARRIVAL and DISMISSAL

Bouncing Ball Co-op Nursery School 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 the child care centre may release the child to. Parents are encouraged to notify staff in advance if another individual will be picking up their child. They are to remind the individual to bring their identification with them. This includes secondary parent/guardian if we haven't met them before.

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

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child.
 - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the emergency card/child's file as authorized to pick up or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
 - document the change in pick-up procedure in the daily written record.
 - sign the child in on the classroom attendance record.

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 or advised the closing staff at pick-up), the staff in the classroom must:
 - inform the Supervisor and they must commence contacting the child's parent/guardian no later than 10 a.m. Staff shall phone the main parent/guardian that drops off to inquire about the child's absence. If the parent does not answer and/or return call within 10 minutes then they are to call secondary parent/guardian. If we cannot get a hold of either individual's then staff will call the first emergency contact on the list and continue through the other emergency contacts until they get a response.
 - if staff cannot get a hold of any emergency contacts, then the police will be contacted to do a wellness check.
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 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),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - 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 timeframe that their child is to be picked up from care and the child has not been picked up by 12:15 p.m., the Supervisor, shall contact the parent/guardian by phone and advise that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must leave a message and call the secondary parent/guardian. 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.
 - Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact emergency contact, 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 12:30 pm, 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 begin contacting authorized individuals listed on the child's file.
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 2:30pm the staff shall proceed with contacting the local Children's Aid Society (CAS) 1-800-461-4236. Staff shall follow the CAS's direction with respect to next steps.

ABSENCES

If your child is unable to attend school, please call the school and leave a message to inform the teachers of your child's absence, and specify what, if any illnesses or symptoms are involved. We are required to document illnesses by the health department. This will help the teachers to identify symptoms in other children with whom your child has come into contact.

ILLNESS AND EXCLUSION POLICY

The Simcoe Muskoka District Health Unit (SMDHU) requires all child care centres to have policies to assist staff in making decisions around infection prevention and control (IPAC) and food safety.

Young children are more likely to become ill as their immune systems are still developing, they may not have received all their routine childhood vaccinations yet, and they are still learning about general hygiene, such as handwashing, and respiratory etiquette. Some illnesses are quite contagious and can easily spread amongst children and teachers at child care centres.

If a child is feeling unwell, is demonstrating signs of illness and/or cannot participate in daily activities due to lethargy, then the child should not attend school. Parents are to email and/or call the school and leave a message specifying what illnesses or symptoms their child is experiencing.

Respiratory illness includes symptoms involving the respiratory tract. Children who have experienced symptoms of a respiratory illness must be fever-free for 24 hours before returning to school.

Symptoms to monitor for may include:

- Fever
- Cough
- Runny nose
- Nasal congestion
- Sore throat
- Chills
- Muscle aches
- Fatigue
- Poor appetite
- Children may occasionally also experience diarrhea

Enteric illness includes symptoms involving the gastrointestinal tract. Children who have experienced symptoms of an enteric illness must be symptom-free for 24 hours before returning to school.

Symptoms to monitor for may include:

- Nausea
- Stomach aches/ abdominal cramps
- Fever
- Loss of appetite
- More than 1 episode of vomiting and/ or diarrhea that is not attributed to another cause (i.e. medication or change in diet)

Guide for Teachers

There are many illnesses that are common amongst children. SMDHU recommends referring to the Common Childhood Illness Brochure for signs and symptoms of various illnesses and recommendations for exclusion from the centre during illness, and when a child can return to school. This brochure can be found in Bouncing Ball Co-op Nursery School's Policies and Procedures Binder or on the Simcoe Muskoka District Health Unit website.

Some illnesses are considered to be of Public Health Significance and must be reported to the SMDHU. The Common Childhood Illness Brochure lists the illnesses that are to be reported and considered of Public Health Significance.

Parents or centre operators can also refer to resources available through the Canadian Pediatric Society for common childhood illnesses.

Monitoring for Illness-Daily Health Checks

Monitoring for illness is also known as surveillance. Monitoring includes watching children and staff for signs and symptoms of disease and keeping a record that monitoring has been completed. Monitoring is important because if illness is caught early, it can help prevent spread to other people at the centre.

Guide for Teachers

Teachers are to initial that a health check has been completed beside the children's names in the attendance at the time of arrival. Any signs of illness and/or bruises/scratches/limping must be written in the log book. Children and staff that are away sick must be listed as sick in the attendance/log book and their symptoms of illness must be written in the log book.

If a child becomes unwell at school, then the child is to be separated from the other students and is to stay with a teacher until such time that they can be picked up from the school. Parents/ guardians will be called to pick up their child as soon as possible. The teacher will keep the child comfortable, provide disposable tissues and encourage hand hygiene and respiratory etiquette (covering coughs and sneezes). The teacher will open the closest window to increase ventilation. The teacher will wear appropriate personal protective equipment (PPE) while caring for the sick child.

Teachers will remind parents of exclusion period based on symptoms. Any child who has a fever or is unwell and unable to participate in activities should be kept at home until they are feeling better.

Once the child leaves the centre, the teacher will clean and disinfect the isolation area. PPE will be removed and disposed of and staff will practise appropriate hand washing practices.

The time that the symptoms started will be written in the log book as well as the time the child was picked up.

Reporting Diseases of Public Health Significance

Some illnesses are reportable to the health unit under the Health Protection and Promotion Act. If a child or teacher has been diagnosed with an illness, the centre should refer to the Diseases of Public Health Significance list to determine if the illness is reportable to the health unit. If the diagnosed illness IS listed, the centre must do the following:

- Complete the DPHS Notification Form and submit to SMDHU via one of the following confidential methods:
 - Fax to 705-733-7738
- Contact the Infectious Diseases Team to verbally report the diagnoses:
 - During regular business hours: 705-721-7520 ext. 8809

- After hours emergency on-call: 1-888-225-7851

If the diagnosed illness is not on the list, reporting is not required. If you have any questions regarding a reportable or non-reportable disease, please contact the Infectious Diseases Team during regular business hours at 705-721-7520 ext. 8809.

Clothing and Possessions

Each child will be assigned a coat hook to be used for their outdoor clothing and backpacks for the duration of the class. The hooks are shared with other classes, so all personal belongings must be taken home at the end of each class. Please dress your child in washable play clothes. Children participate more freely when they don't have to worry about staying clean.

PLEASE LABEL EVERYTHING! This includes shoes, coats, mitts, snow pants, boots, hats, backpacks, lunch bags, changes of clothes, etc. In the winter, clothing is brought into the classroom while we help children dress, and if not labeled, they frequently become lost or put on the wrong child. We recommend adhesive labels (e.g., Lovable Labels, Mabel's Labels) or permanent marker.

A second set of clothing should be sent to school every day in case of accidents. These should be clearly labeled with your child's name and be put in a bag or backpack on the child's coat-hook in the cloakroom, and taken home every day. These extra clothes are important, not only for toileting accidents, but also for mishaps when playing at the water table or when washing hands.

Please make sure that your child has shoes to wear at school, especially during the winter months when boots are worn outside. Fire regulations require that children wear shoes at all times in case of a fire drill.

Occasionally children want to bring a special toy from home for show and tell. This is permitted, but children and parents must be aware that sometimes these toys can't be found at the end of class. Children leave them in the bathroom or in the house corner, or they get mixed up with the nursery school toys. We will remind the children to keep their toy on the table when they are not using it, but cannot be responsible for keeping track of their toys.

Children in diapers must also have diapers available in their bag.

Diapering

If your child has a bowel movement at school and/or diaper appears very wet, then one of the teachers will change him/her. We do not have a scheduled diaper change for the whole class.

The diaper changing area and anything else that comes in contact with a child's feces or urine will always be cleaned and disinfected with a bleach sanitizing solution after every diaper change. The diapering area is also located close to the classroom and within arm's

reach of a sink for convenient hand washing with soap. The changing area is separate from the food storage and preparation area. With the use of cloth or disposable diapers, the basic steps in reducing the spread of illness are the same:

- proper hand washing after diaper changing (written instructions regarding proper hand washing are posted at the diaper changing area, as this is the single most important method of preventing spread of illness)
- sanitizing of diaper changing surface; after each use, a squirt bottle of sanitizing solution is used
- proper diaper disposal
- minimizing the handling of diaper wastes
- Any diarrhea discovered when changing a diaper is evaluated to determine if the child should be isolated from the other children and/or sent home.

Storing soiled diapers:

- soiled diapers are stored in containers separate from other waste
- fecal material and urine are not mixed with regular trash and garbage

Containers for soiled diapers

- washable, plastic-lined, tightly covered, hands-free operated receptacles with firmly fitting covers (e.g. step cans) are used
- Soiled cloth diapers and soiled clothing that are to be sent home with a parent, are individually bagged.

Toilet Training

Parents are encouraged to discuss their child's toilet training with the staff so that a co-operative and consistent effort can be achieved. Children receive positive reinforcement for their successes in using the toilet; similarly, we are accepting when accidents occur. Learning to use the toilet takes time and it is also usual for a child to regress. If your child is not completely toilet trained, they should be sent to school in a pull up and/or diaper. Please send in ample changes of clothing throughout this time.

In order to permit morning programming to start on time, parents must check and change their child's diaper if necessary upon arrival at the Centre. Children in training should be taken to the washroom by their parent or caregiver before the start of the program.

POLICIES AND PROCEDURES

PROGRAM STATEMENT

Bouncing Ball is a co-operative nursery school. A co-op program allows parents to participate in their child's preschool experience by spending time in the classroom if they

wish.

Bouncing Ball Co-op strives to deliver positive and stimulating learning experiences in a safe environment that enhances a child's social, intellectual, physical, and emotional development. This enhancement happens throughout a child's daily routine, which encompasses a balance of indoor and outdoor play, as well as active play, quiet time, and snack times.

Play is the cornerstone of our curriculum – understood to be essential to the healthy social and cognitive development of children. Through play experiences and guidance by specially trained staff, the children are exposed to situations that will stimulate:

- communication and social skills through child-child and adult-child interactions;
- fine motor development;
- gross motor development through physical activity and outdoor play;
- self-esteem and decision-making capabilities;
- curiosity;
- initiative; and
- independence

When this approach to learning takes place along with staff's understanding of child development, each child's learning and individual development is supported and as a result, the child's competence, capacity and potential are maximized. We know that children flourish in all areas of development when they are in supportive, caring and responsive relationships with adults whose focus is on the health, safety, nutrition and well being of all children. This is the foundation of our quality childcare.

Children are encouraged, but not forced, to participate in all activities. We strive to provide a program that offers services to children, their families and the community, that encompasses the research and legislation in Ontario's three major early learning documents: How Does Learning Happen? The Early Learning for Every Child Today (ELECT) and Think, Feel, Act Lessons from Research about Young Children.

Bouncing Ball Co-op Nursery School is a centre of inclusion. We believe that every child deserves to be treated with dignity, respect and equality. We honour and respect all children's beliefs, culture, language and experiences acquired from their family and community. It is also the duty of the centre to ensure that any child with special needs is given the opportunity to excel and flourish physically, socially, mentally and emotionally.

Bouncing Ball Co-op is open to all support services and aids in the community to train our staff, contribute to individual program plans or work in the program as additional support in the classroom. Our staff will work cooperatively in a professional partnership with all services in place for the well being of the child. Service coordination meetings are required to successfully setup goals and discuss what the best interest of the child and their family is.

It is important to the success of our program to have positive and responsive interactions among the children, parents and our staff. We encourage engagement and open communication with parents about our program and their children at daily drop-off and pick-up times, as well as with weekly program plans, monthly newsletter and calendars, parent/teacher meetings and yearly surveys.

Pictures of activities and the classroom will be posted on Facebook weekly. This will allow for parents to see what we have been talking about and the children's interests each week. Parents can use this tool for involvement by bringing in resources, such as books, pictures, costumes or music, which are relevant to the programming in the room at that time.

FOUNDATIONS	GOALS FOR CHILDREN	EXPECTATIONS FOR PROGRAMS
Belonging	Every child has a sense of belonging when he or she is connected to others and contributes to their world	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them
Well-being	Every child is developing a sense of self, health, and well-being	Early childhood programs nurture a child's healthy development and support their growing sense of self, as well as self-regulation skills
Engagement	Every child is an active and engaged learner who explores the world with body, mind and senses	Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration and play to develop skills such as problem solving, creative thinking and innovating
Expression or communication	Every child is a capable communicator who expresses himself or herself in many ways	Early childhood programs foster communication and expression in all forms including creativity, problem solving, mathematical behaviours and language development

Bouncing Ball Co-op believes capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children.

Strategy:

Our strategies to achieve our program statement are guided by the work done on Ontario's Pedagogy for the Early Years ("How Does Learning Happen").

We understand that learning and development happens within the context of relationships among children, families, educators, and their environments.

We understand that for children to grow and flourish, the four following foundational conditions need to exist: Belonging, Well-Being, Engagement, and Expression.

These foundations are a vision for the future potential of all children and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are aligned with the Kindergarten program. They are conditions that children naturally seek for themselves.

Bouncing Ball Co-op Nursery School has adopted the following strategies to create these conditions:

a. Bouncing Ball Co-op promotes the health, safety, nutrition and well being of the children.

We are regulated to follow the guidelines of the local health official, and the regulations set by the Ministry of Education, which includes the adult to child ratios. All toys are developmentally age appropriate and are kept in clean, good repair. We have created an inviting and safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg. 30). Our teaching staff are attentive in their interactions, which creates an inviting and safe environment for all.

All Centre staff working with the children has a valid first aid certification, including infant and child CPR that is renewed every 3 years. All Centre staff and volunteers/parents, are required to obtain and submit a vulnerable sector screening as well as; provide a copy of their immunization records before their first day in the classroom and/or before attending field trips.

Bouncing Ball Co-op provides nutritious snacks and beverages to the children in our care. All food and drinks provided by the Centre meet the recommendations set out in the latest version of Health Canada documents, 'Canada's Food Guide'. We strive to make food and eating time a positive learning experience that promotes social interactions and self-

help skills. Staff will encourage children to have a healthy respect for food and eating. In support of this we will ensure that staff encourage and never force children to eat food; staff sit with the children and children are encouraged to assist with snack routines.

Parents concerns regarding snacks and possible allergens are addressed accordingly. All families are made aware of the specific food requirements/allergies of individual children and their personal plan that has been put in place. How to administer an Epi Pen is also demonstrated to every staff/volunteer/parent.

Bouncing Ball is an inclusive Centre. We believe that every child deserves to be treated with dignity, respect and equality. It is the duty of the Centre to ensure that any child is given the opportunity to excel and flourish physically, socially, mentally and emotionally. Implementation:

- Licensed Centre that is inspected and regulated to follow Child Care and Early Years Act, Health and Fire Regulations and County regulations
- Aware at all times of the number and names of children in care. Main attendance record reflects arrival and departure times
- Daily health checks of children. Illnesses are documented and tracked for Health Dept.
- Daily inspections of toys, and outdoor space is inspected, daily, and monitored monthly and yearly
- Water is flushed weekly and laboratory tested every 3 years as per safe drinking water policy
- Toy and play equipment washing schedule is posted and completed daily by. As soon as toys and/or play equipment become soiled, they are removed from class until properly cleaned.
- Proper hand washing procedures, diapering/toileting are posted and practiced
- Classroom is assessed regularly to accommodate child's abilities, interests
- First Aid/CPR trained
- Clear vulnerable sector checks
- Menu follows Canada Food Guide. Menu is posted in cubby area for parents to follow
- Allergies/special dietary needs are posted and environment is safe for all children including those with anaphylactic reaction
- Teachers are knowledgeable in supporting a variety of child needs and temperaments

b. We support positive and responsive interactions among the children, parents,

Board members and teachers. The teachers at Bouncing Ball place a strong emphasis on being a supportive extension of the family unit. We foster the engagement of ongoing communication with parents about the program and their children. Parent involvement gives an opportunity to help shape, stimulate and enrich our educational environment.

Bouncing Ball Co-op Nursery School is committed to the principle of equal opportunity for all its children, families, employees, and applicants for either program admission or employment. For that reason, we intend to create an environment which offers families equitable access to sensitive and appropriate services that do not discriminate on the basis of visible or perceived differences such as race, colour, religion, sex, age, family status, socioeconomic status, sexual orientation, national origin or disability.

Bouncing Ball Co-op recognizes and values the diverse backgrounds of the children we care for. We as a Centre will, through our programming, provide the children with a non-discriminatory, racially sensitive and culturally appropriate childcare program. We will ensure that the rights of the children in our care are not compromised and that each child is treated with respect, dignity, acceptance and understanding.

Implementation:

- Parents are welcome to participate and/or be involved with Nursery School
- Teacher's actively listen, observe, document and talk with families to understand each child
- Teachers foster meaningful relationships by being supportive, flexible, understanding, respectful and approachable
- Teachers are avail. before or after class
- May be contacted by phone and/or email
- General meetings may be held once a year
- Board of Directors meet five times a year

c. We encourage the children to interact and communicate in a positive way and support their ability to self-regulate. The Nursery School environment allows children to foster a sense of belonging. We have developed an enjoyable, engaging environment that children can interact alongside their peers. Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. Children have the opportunity to build on relationships with their peers and teachers, learning social skills/ vocabulary, which are a part of the classroom routine. Staff role-model appropriate social skills throughout the day to support learning and growth. In support of this, we will ensure that staff direct positive attention to all children, maintain a positive tone of voice, model positive non-verbal communication skills, display empathy and use teachable moments to further develop positive social behaviours. All interactions support/foster the child's self-esteem. Teachers support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH,

pg. 24-25). We promote the use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg. 41).

Implementation:

- Comfort and help children to settle with separation anxiety from parents
- Create an environment that engages children
- Follow a consistent routine/schedule
- Staff will consistently use developmentally appropriate strategies when re-directing the children
- Role-model positive guidance strategies, language, and support children in problem solving
- Assist children to process their own emotions and learn to identify the emotions of others,
- Educators will be responsive and attuned to children's individual cues and respond to various stressors
- Children are transitioned in small groups and props and visuals are used to facilitate smooth transitions
- Staff communicates with each other the location of the children and work together to ensure the whole room environment is supervised at all times.

d. The classroom environment foster's opportunities for children to explore, play and inquire.

Implementation:

- Classroom is cozy, inviting and is reflective of all cultures, abilities and family dynamics
- A variety of learning opportunities are created daily based on the children's interests
- Active and quiet areas are planned for individual needs/interest
- A mix of developmental toys are available
- Classroom is organized for children to show initiative and be independent
- Classroom is stimulating and always evolving
- Teachers assess the classroom daily through observations and conversations with the children

e. Our curriculum takes a child initiated, adult supported approach that focuses on play-based learning. This allows the child to take the lead and the teacher to observe the children's interests to create more meaningful play opportunities to interact and engage in conversation. When this approach to learning takes place along with teacher's understanding of child development each child's learning style and individual development is supported and as a result, the child's competence, capacity and potential are maximized.

Implementation:

- Teachers follow child's lead in play to expand on their interests/ideas this creates an environment for children to be creative, and explore
- Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities
- Unique and interesting open-ended materials are provided to create opportunities for conversations, interactions and thought-provoking questions

f. Further learning opportunities and experiences are created by providing activities of various developmental levels, a variety of materials to engage the children's interests and ample time to play. Toys are rotated on a regular basis based on the group's interests and culture. Engaging and inviting learning centres provide opportunities for open-ended communication, and co-operative and independent play. Natural and open-ended materials are provided for children to explore and use their imagination!

Implementation:

- Educators understand that each child develops uniquely Ample toys for class rotation
- A mix of toys from developmental levels is available
- Individual support plans are created to support the child to function and participate in a meaningful and purposeful manner

g. Support aids and pictures are accessible. We incorporate a balance of active and quiet time, as well as independent and group play into the day, and give consideration to the individual needs of the children in our care. Outdoor space is also available for active play opportunities at our Nursery School!

Implementation:

- Classroom is set up with a variety of active/quiet areas to support individual needs.
- Class is assessed daily for group interests
- Individual and group activities are created
- We bring outdoor items inside the classroom to explore

h. We strive to foster the engagement of and ongoing communication with parents about the program and their child. To this end, we encourage parents to:

Implementation:

- actively communicate with the staff, at any time, about their child to build a positive relationship
- take a few minutes at the beginning of the day to let the staff know about any event that could affect their child's day

- talk with the teachers, Supervisor or Executive Board Members about any questions, concerns, or issues you have
- bring in supplies (yarn, paper rolls, egg cartons, soap) for creative activities
- share their talents or interests with the Centre
- participate in field trips
- read the newsletter which outlines important information and upcoming events
- read the information displayed on bulletin/wipe off boards for program activities, and menus
- Nippising Developmental Assessments are completed year
- We recognize that drop off and pick up times can be a busy time and suggest that parents may also call and/or email the school if they would like to speak to the teachers privately.

i. As a long-standing co-operative nursery school, **we've been involved with and supported by many local community partners.** Our families themselves bring a wealth of knowledge and experiences with them to the classroom. Community Helpers are invited to the school to talk about their roles with the children. "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things" (HDLH p19.). Community Living Huronia is one of our professional partners that provide support and access to services for children, their families and teachers. Ongoing communication exists between the Centre and the support programs.

Implementation:

- Community Helpers are invited to the nursery school such as Librarians, fire fighters
- Statement of relationship with Community Living Huronia which allows for Resource consultant, Speech and Language Pathologist, Occupational therapist support

j. **Lastly, teachers are encouraged and supported to participate in continuous professional learning.** Research, theory and practice suggest that one of the things important to achieve a high-quality program is to "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth".

Implementation:

- *Attendance of professional development workshops is supported*
- A professional development investment for each staff will be budgeted to support the program statement needs

- **k. The program statement and programming at the school is documented and reviewed regularly for the impact of the strategies.** *Bouncing Ball Co-op Nursery School ensures that all new staff, students and volunteers review this program statement prior to interacting with the children; and, that all staff, students and volunteers review this program statement at any time that it is modified or at least annually.*

Implementation:

- All new staff on hiring, and all existing staff (annually) will acknowledge and review the program statement, and all relevant and attached guidelines
- Parent surveys will be conducted annually to assess our performance against the requirements and feedback will be taken into account in the plan for the upcoming year
- Each year the Program statement will undergo an annual assessment for compliance and necessary updates
- At least each quarter a Board meeting will be scheduled and will include a discussion relating performance against the program statement and a plan for improvement for next quarter
- Annually a staff meeting will be scheduled to review and discuss performance relating to the program statement and to set goals for the upcoming year
- Bi annual performance reviews of staff members include assessment using the strategies promoted by the “How Does Learning happen” document.

POLICIES AND PROCEDURES

Admission, Wait list and Withdrawing your child

You will be notified by the end of June on your child’s admission to Bouncing Ball. There will be an orientation for new students in August to familiarize your child with the classroom and teachers.

When inquiring about the school you may request your child’s name be added to the waitlist. The date you contact us along with your first name, phone number/email address and child’s birth date will be required. There is no fee/commitment to do this.

When spaces become available families will be notified by telephone/email in sequential order of when they contacted us, providing that their child meet the age criteria to attend.

Before a child is able to attend nursery school, the school is required to have a complete registration package and immunization record on file. The child cannot attend school without these forms being submitted.

A member may withdraw by giving two weeks written notice of their intention to the registrar. Unless a member gives proper notice regarding withdrawal, the co-op is entitled to withhold two weeks of fees from the date of withdrawal.

A member may be removed from the co-op by a majority vote of the Directors for failure to fulfill membership requirements. And if, for any reason, the nursery school is unable to adequately provide an environment that suitably meets the needs of a child enrolled in the program, the Directors maintain the right to request that an alternative educational setting is found for the child.

Special Needs- Individual Plan

The mandate of the program offered by Bouncing Ball Co-op Nursery School is to provide a warm, loving and secure environment for all children who come with varying needs of development; social, emotional, physical, behaviour and cognitive, where they can flourish.

Group interaction plays a key role by encouraging self-confidence and developing mutual respect and a sense of sharing. A part of this involves coming to terms with what is socially acceptable to both learning and life.

The intent of individual plans for students, is to provide support in the classroom. The plan outlines various supports and equipment needed during the class routine to help with integration. The teachers, resource consultant and parents will agree with the supports that are needed and/or the child's individual goals. All teachers and volunteers are to follow the individual plans. They will be signed once they are read and any time a change is made.

The Centre makes every effort to serve all children in this capacity. Occasionally, an unusual situation may arise where the regular program cannot meet the needs of an exceptional child. In this case (in consultation with the Supervisor over a reasonable amount of time) the Board of Directors reserves the right to determine that this child be withdrawn. This action will be taken as a last resort and is driven by the interests of the

child and the safety of others at the Centre. For the benefit of all concerned, we will follow these steps:

Documentation

- at the onset of the problem, any staff directly involved with the child will record the behaviour in question; specific incidents, as well as responsive actions taken by the staff to manage the improper behaviour, will be included
- the Supervisor and the staff will meet to develop a common strategy to help assist with the child

Parental Notification

- families will be immediately apprised of any behaviour in question and informed of the actions that the staff has taken to date
- parental insight into any specific behavioural issues will be sought

Development of a Long-Term Behaviour Management Plan

- a meeting will be held between the family, staff, the Supervisor and may involve a Special Needs Childcare Consultant to identify and agree upon key issues
- a Behaviour Management Plan will be developed; clearly measurable goals accompanied by specific timelines for these goals will be established; responsibility for carrying out the various components of the plan will be assigned
- the Centre Planning Team will decide if a more appropriate goal for the child would be possible with part-time placement or a reduction of time spent at the Centre
- parents unwilling to co-operate with the adoption of a Long-Term Behaviour Management Plan may be at risk of having to withdraw their child from the Centre after a reasonable amount of time, if the child's behaviour does not improve

Assessment of Results

- If the Behaviour Management Plan is unsuccessful, and it is determined that the child requires a different or more specialized placement, the Board of Directors has the authority to conclude that the child should be withdrawn.
- Families will be informed of this decision in writing.
- *It should be noted that in extreme circumstances, a child may be, at the discretion of the Board and Supervisor, immediately withdrawn from the program if the child poses a clear and present danger to the safety of anyone at the Centre*

CRIMINAL REFERENCE CHECKS AND VULNERABLE SECTOR CHECKS

In the interest of hiring staff and recruiting volunteers with the personal and professional qualifications essential to ensuring quality child care, all licensed child care agencies are required by law to request a Vulnerable Sector Check (VSC). This information will be acquired only for candidates to whom a conditional offer of employment/volunteering has been made- this also includes volunteers/parents, who will be required to submit to a Criminal Reference Check (CRC) and Vulnerable Sector Check (VSC) when registering their child, parents that would like to attend trips with the school and members of Bouncing

Ball's Executive Committee.

Returning teachers are required to obtain a negative CRC and VSC once every 5 years. A declaration form must be signed each year, 14 days prior to the 12-month effective date of their VSC, confirming that no offence has been committed during the previous 12 months. The school does reserve the right to ask teachers and assistant teachers to provide an updated VSC prior to the 5-year anniversary.

All parents attending field trips will be required to submit to a VSC every 5 years, so long as there hasn't been a 6-month break in services. A declaration form must be signed yearly in the 14 days prior to the 12-month effective date of their VSC.

Volunteers, students under 18 years of age are required to provide two positive reference letters from persons over 18 years of age, and will not be left alone with children at any time.

Criminal Reference and Vulnerable Sector Checks for members of the Executive Committee

Members of the Executive Committee are required to provide evidence of a negative Criminal Reference Check (CRC) before they begin work on the Board. The purpose of police checks for Board members is to ensure volunteers and/ or Board of Directors have not engaged in harmful behavior in the past that could put our children, staff and/ or business at risk.

Procedures

All candidates will be advised of the requirement of the Vulnerable Screen Check (VSC) during the interview. If a conditional offer is made, the candidate will be required to provide a negative VSC before commencement of employment. Volunteer parents/students and Executive Committee members will be advised of the requirement of a VSC or CRC when registering their child. All necessary forms will be provided.

The candidate/volunteer is responsible for the cost of securing the VSC or CRC however; Bouncing Ball Co-op may decide to cover the costs in future employee contracts.

The Innisfil and/or Barrie Police Departments will complete the VSC or CRC (which is a two (2) to eight (8) week process) and will forward information concerning the results of the search by mail directly to the candidate.

Procedure for a Vulnerable Screen Check or Criminal Reference Check

When a Vulnerable sector check/Criminal reference check results in no findings of a police record, the Innisfil/Barrie Police Dept. will send a copy of the original request with a stamp identifying "No Findings" to the candidate directly. The candidate must retain a copy of the form and submit the original to the Nursery School.

Procedure for a Positive Vulnerable Sector Check or Criminal Reference Check

Due to the vulnerable nature of our school and our students/families, a positive vulnerable sector check will result in the withdrawal of offer of employment and/or the ability to volunteer or be a member of our Executive Committee. Your child may attend the school. For parents that have a positive vulnerable sector check that would like to attend the field trips, the parent will be given an opportunity to meet with the Registrar and/or Supervisor and/or President to discuss the results of the check.

The Registrar/Supervisor/President will review the offence(s), taking into consideration:

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

A decision will be made based on the assessment.

The Registrar/Supervisor/President will document its discussion and the reasons for its decision.

The parent will be advised verbally and in writing of the Committee's decision.

Confidentiality of Criminal Reference Check or Vulnerable Sector Check results

Any information obtained from the candidate or the police shall be kept strictly confidential by the Registrar, President and Supervisor of Bouncing Ball Nursery School and shall not be disclosed to any person except as herein expressly indicated. If the matter needs to be brought to the Board of Director's, the individual's identity will be kept confidential.

Immunization Policy updated March 2026

Immunization is the most effective way of preventing childhood infections. Tetanus, diphtheria, pertussis (whooping cough), polio, measles, mumps, german measles (rubella) and influenza are common infections that can be prevented by vaccines. Many additional vaccinations are available to children/families. Immunizations should be in line with the Canadian Immunization Guide. Any further questions about immunization should be directed to the Vaccine Preventable Diseases Team at Simcoe Muskoka District Health Unit (705) 721-7520.

The Child Care and Early Years Act (CCEYA) requires that all children/volunteer parents/students provide an up-to-date immunization record or valid exemption to the school before they attend. Records will be kept in the child's file for two years at which time they will be archived for ten years until they are shredded.

In addition, parents are required to send a copy of their child's immunization records to the Simcoe Muskoka District Health Unit using the website smdhu.org/immsonline or by downloading the APP from CANImmunize. The SMDHU has created a form to inform parents about the online immunization system where they can upload and update their children's immunization records themselves.

For parents who are choosing not to vaccinate their child, the Health Unit requires parents to submit a signed, *Conscience or Religious Exemption* form if you are choosing not to immunize based on personal beliefs or religion. This form is to be notarized by a Commissioner of Oath. If your child cannot be immunized for medical reasons then a Statement of *Medical Exemption* form is required and a physician or nurse practitioner must complete the form. Copies of the form may be found at the school. Parents are required to submit a copy of this form to the SMDHU using the website or APP provided.

Should a family be unable to submit their child's immunization record, the staff can email the immunization program at VPDchildcare@smdhu.org to request a secure link to upload the record on their behalf. Records are not to be emailed directly as it is not a secure platform.

Guide for Teachers and Volunteers

Before commencing employment, each person (including students/parents/volunteers) must provide an up-to-date immunization record as recommended by the local Medical Officer of Health. Adults are required to be immunized for tetanus and diphtheria every ten years. Non vaccinated staff must provide a record of exemption. Records will be kept in the employee's file or their child's student file.

Submission of Student List

Every September the Simcoe Muskoka District Health Unit (SMDHU) Immunization Program requires daycares to submit a student list to them using the template provided. The following information must be submitted to the health unit electronically:

Current class list (in alphabetical order by last name) which includes:

- Child's Legal First and Last Name
- Child's DOB
- Parent's First and Last Name
- Mailing Address & Postal Code
- Phone Number

Once the template has been completed, staff are to

email VPDchildcare@smdhu.org. Two emails will be sent; one with a link for the secured website and another email with the password to access the link provided.

Upon receipt of documents, a Certificate of Compliance will be issued to the centre later in the year. The certificate is to be kept on file for the Public Health Inspector.

New admissions that register after October, must submit their child's immunization record online at www.smdhu.org/immsonline or through the CANImmunize app.

PARENT ISSUES AND CONCERNS

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

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

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

An initial response to an issue or concern will be provided to parents/guardians within 7 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

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

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

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

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room-Related E.g: schedule, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom staff directly or - the supervisor	- Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian within 7 business days. Document the issues/concerns in detail. Documentation should include: - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
General, Centre- or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the supervisor or Executive Board	

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Staff-, Volunteers parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to - the individual directly or - the supervisor or Executive Board All issues or concerns about the conduct of staff, volunteers, that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within 7 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
Student- / Volunteer-Related	Raise the issue or concern to - the staff responsible for supervising the volunteer or student or - the supervisor - All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Ministry of Education, Program Advisor.

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

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

SUPERVISION POLICY AND PROCEDURES

General

The role of a parent volunteer/volunteer allows individuals the unique and rewarding experience of participating in their child's Nursery school day. This is an active role in which parents are also required to help with the needs of all children that are enrolled in the program. Students and volunteers will always be supervised by an employee and will never be permitted to be alone with any child or group of children who receive child care. Volunteers and students do not count toward staffing ratios.

Roles and responsibilities of Volunteers and Students

Volunteers/students are there to work with the teachers in playing and supervising the children in the program. Children are to be supervised by an adult at all times. Staff members are required to count the number of children under their care before and after the movement of children within the centre. This includes transitioning children in and out of the playground and when the teachers take children off the premises.

Roles and responsibilities of the Licensee and Supervising Staff

For consistency and comfort of the children the teachers will supervise any toileting care that takes place at the school. However; volunteers may help with hand washing in the washroom after craft time and whenever the need should arise.

Employees will dismiss children to their families and talk to families about their child's day

The Supervision Policy will be reviewed with all staff, students, volunteers at the Orientation meeting and their initial orientation thereafter.

Review and evaluation of compliance with the Supervision Policy will take place twice during the school year using the, *Positive Practices Monitoring Form*. Teachers will complete evaluations on each other.

How to play and speak to children

It can be challenging to interact with a group of young children. However, with a little practice, and some helpful tips, it can be a lot of fun for everyone.

- Give Directions: make sure you have the child's attention; get down to their level and have them look into your eyes; directions should be concise and specific, to avoid confusing the child

- **Guide Behaviour:** use a positive approach, e.g., commend desirable behaviour and disregard minor unacceptable behaviour; make positive statements and avoid saying, 'no' and 'don't', instead try, 'Chairs are for sitting on' or 'The playdough belongs on the table'; be alert to the children's activities to avoid problems, e.g., redirect the child who is obviously going to knock down the blocks of another
- **Encourage Independence:** encourage the child to do as much as possible for themselves; however, do not insist on complete self-help if they are clearly tired at the end of the morning or becoming increasingly frustrated; let children develop their own problem-solving skills; offer suggestions when they cannot do it alone; allow the child to choose their own activities; avoid interrupting any activity in which the child is absorbed; offer suggestions only if they seem to be wandering aimlessly
- **Encourage Creativity:** help the child discover their own sense of creativity
- **Stimulate Curiosity and Learning:** when possible, ask leading questions to help the children discover answers for themselves - e.g., 'What will happen if...'; encourage the children to become aware of their surroundings and explore the senses - touch, smell, hearing and sight; draw attention to the little details
- **Accept Each Child as an Individual:** accept each child for what they are and what they can do rather than what you think they should be or should be able to do; avoid making comparisons between one child and another; help each child feel they have something to contribute to others; take the time to get to know and understand each child; show genuine interest in what they do
- **Speaking with the Children:** shaming behaviour such as labelling a child as selfish or naughty should not be used; it does not add to the child's self-respect; children should be directed towards areas that interest them and should never be forced to participate in an activity that has little or no interest for them

POSITIVE PRACTICES

Children are disciplined in a positive manner at a level that is appropriate to their actions and their age. Our aim is to promote self-discipline so that children can manage their own behaviour.

Bouncing Ball Co-op believes that the positive practices strategies selected must always respect children's rights and enhance their self-esteem. All of our interventions are guided by the following principles:

- respect for each other - children and adults
- the need to maintain an atmosphere of trust and acceptance
- prevention through appropriate programming, and
- age-appropriate expectations

Some key Positive practices policies include:

- Children shall be disciplined in a positive manner at a level that is appropriate to their actions and their age.
- Self-discipline will be promoted so that children can learn to manage their own behaviour
- Unacceptable behaviours include: lack of respect for self, lack of respect for others, lack of respect for equipment.
- **SPANKING AND OTHER FORMS OF CORPORAL PUNISHMENT ARE NOT PERMITTED!!**
- Should the need arise, a child may be withdrawn from the group to have some quiet time and/or may be redirected to another activity.

Guidelines for Volunteers Regarding Positive Practices

1. Be pleasant and calm,
2. Speak directly and distinctly to the child
3. Give simple, concise directions
4. Do not bribe or compare one child to another
5. When expressing disapproval, tell the child what the appropriate or expected behaviour is (—"use your words, you need to tell Sarah that you are using that doll")
6. Never degrade or humiliate
7. Suggest a substitute action (—"you may throw this beanbag but not the blocks")
8. Do not make an example of the child
9. A child should not be reprimanded in front of his peers
10. Encourage turn-taking
11. Physical punishment is not permitted
12. Commend good behaviour

Prohibited Practices

None of the following practices are observed in the program:

- (a) corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);
- (b) physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);
- (c) locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;

(d) use of harsh, degrading, measures or threats or 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;

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

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

Staff confirm that these practices are not allowed and do not occur in the program.

Contravention of the Positive Practices Policy

1. First Offence: Verbal Warning

Staff Member/Parent/ Volunteer will be given a verbal warning about the contravention of the Positive Practices policy. The Positive Practices policy of the school will be reviewed with the individual and documentation of this verbal warning will be signed by both parties and kept on file.

2. Second Offence: Written Warning

Staff Member/Parent/Volunteer will be given a written warning about the contravention of the Positive Practices policy. The Positive practices policy of the school will be reviewed with the individual. The seriousness of a second warning will be stressed, along with advisement that any subsequent infractions will lead to immediate dismissal. This written warning will be signed by both parties and kept on file.

3. Third Offence: Dismissal

In the event of a third contravention of the Positive Practices policy, the staff member/parent/volunteer will be dismissed. The child/children of this parent will be permitted to remain in the program at the discretion of the Executive. Written documentation of the infraction will be read and signed by both parties. Documentation of the dismissal will be kept on file.

Concerns about the Suspected Abuse or Neglect of a child

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

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

- Children's Aid Society (705) 726-6587

Persons who become aware of such concerns are also responsible for reporting this

information to CAS as per the “Duty to Report” requirement under the *Child and Family Services Act*.

For more information, visit:

<http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

A report to a children’s aid society must be made for all situations where a child is, or may be, in need of protection, no matter where the alleged abuse or neglect took place.

Licensees are only required to notify the program advisor of a serious occurrence if the alleged abuse or neglect occurred while the child was receiving care at the childcare centre.

A child is “in need of protection” where:

- a child has suffered physical harm or is at risk of suffering physical harm
- the child has been or is at risk of being sexually molested or sexually exploited
- the child requires medical treatment or suffers from a mental, emotional or developmental condition and the child’s family does not provide or refuses to consent to the treatment
- the child has been abandoned or not provided basic necessities (e.g. food, shelter, clothing etc.)
- the child has suffered emotional harm demonstrated by serious anxiety, depression, withdrawal, self-destructive or aggressive behaviour and the child’s family does not provide or refuse to consent to treatment to remedy the harm

The duty to report is an ongoing obligation. If a person has made a previous report about a child, and has additional reasonable grounds to suspect that a child is or may be in need of protection, that person must make a further report to a Children’s Aid Society.

MONTHLY FIRE DRILLS

All parents should be familiar with our fire drill procedure. Please read carefully so that if we have a fire drill when you are at the nursery school, you can be the best possible help to the teachers and children.

1. At the sound of the alarm, everyone will stop and the children will drop toys and put hands on head.
2. With guidance from the teachers, children will line up at cloakroom exit. The teachers will make sure every child is holding on to the safety rope. Those that are unable to do so will be carried and then pulled in the wagon. When the Head teachers check is completed, the teacher then leads children up the stairs and outside to West side of parking lot.
3. The Supervisor will call 911. The Supervisor/RECE will check all rooms and turn off lights. She will bring the attendance binder along with children's and EpiPens/medications closing the door on the way out.

4. All children and teachers will meet on the far side of the parking lot on the grassed area.
5. Attendance will be taken.

EMERGENCY MANAGEMENT EVACUATION PROCEDURES

In the case of an actual emergency, the children will be evacuated from the school as described above. Once attendance has been taken, the group will follow the advisement of the fire department. The Supervisor will contact the parents via cellular telephone and/or email, while the teachers are monitoring the children. For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

All teachers, children and their families will follow the directions of the Emergency Response Team at all times.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by the Supervisor, or in her absence the RECE, in the daily written record.

The Supervisor will contact the Ministry of Education using CCLS, the County of Simcoe and the Health Unit as soon as reasonably possible to do so.

The Bookkeeper will contact the insurance company and address financial matters. He will relay the information to the Executive and teachers.

After the initial emergency is over the teachers, Executive Board and Bookkeeper will meet to assess the situation within 24 hours of the event. An email will be sent out by the Supervisor/Executive Board Members immediately following the debriefing detailing the emergency, the next steps and to address any concerns. If deemed necessary a general meeting will be scheduled to discuss when normal operations will resume.

The Supervisor, Executive Board and governing bodies will provide teachers, children and their families with resources should extra support be required.

Emergency Preparedness and Contingency Plans- Health

updated March 2026

All childcare Centre's are required by the Child Care and Early Years Act (CCEYA) and their local health unit (Simcoe Muskoka District Health Unit- SMDHU) to have an emergency preparedness and contingency plan in place in the event of an emergency.

The CCEYA requires the school to have policies and procedures that outline the steps to follow during an emergency and after an emergency has taken place. The SMDHU requires the school have policies and procedures that focus on any emergency that could impact the food safety or infection control at the centre.

Loss of power

In the event that the Nursery School has no power or water services, class will be cancelled for the day. Parents will be notified by email of the closure. If there is a loss of power or water services during class time for more than 15 consecutive minutes, then parents will be contacted by email/phone to pick up their child.

Guide for Teachers

While waiting for children to be picked up sensory play will be closed. Teachers and students will use hand sanitizer to wash their hands if water is not available. Bottled water is kept at the school and will be used if needed. Prepackaged snack items will be provided. Wipes and hand sanitizer will be available in the washroom for those that require them. Diapering will be done on an as needed basis.

Bouncing Ball Co-op Nursery School is required to keep minimal items in the kitchen fridge as it is shared with the Church. In the event that the Church loses power for more than 30 minutes consecutively, the temperature of the fridge and freezer will be documented. If the temperature has increased to above 4 degrees in the refrigerator or above -18 in the freezer then the food will be disposed of. The Church will be notified so that they can dispose of their food items.

Flood/sewage back up/fire

If the Nursery School has a flood, sewage back up, and/or a fire then classes will be cancelled until it is deemed safe to return. Parents will be notified of the closure by email.

The Supervisor will contact the Church Board Trustee to notify them of the situation and the schools insurance company. We will follow the guidelines given to us by the abatement team of what can be salvaged or needs to be disposed. The parents will be emailed with any updates and timelines of when we can re-open.

Submission of Serious Occurrence and Notifications

Anytime there is a disruption of service/care for the children and/or a child care must close due to an emergency, a Serious Occurrence must be completed by the Centre on CCLS.

A Serious Occurrence will be reported to the Ministry of Education through CCLS as soon as possible and/or within 24 hours of the event.

The Simcoe Muskoka District Health Unit will be notified of the disruption of service as soon as possible during their business hours (Monday to Friday 8.30am to 4.30pm) by calling 705-721-7520 x8809. Supervisors must speak to a live person and cannot leave a message.

The County of Simcoe must be notified of the disruption of service, by email as soon as possible.

Natural Disaster- Tornado/tornado warning

Guide for Teachers

In the event of a tornado the staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.

The other teachers will gather the children in the classroom and take shelter in the cubby area, away from any windows.

Teachers who are outdoors with children will take attendance and do a play ground check to ensure that all children come back inside the building before taking shelter in the cubby area.

The Supervisor will do a final check of the classroom while getting the emergency bag and any medications/EpiPens. The Supervisor will take attendance to confirm all children are accounted for.

All of the teachers will keep the children calm, complete visual checks and wait for further instructions.

Parents will be informed of the situation by phone and/or email after the initial emergency is over and the children are safe.

If the building incurs damage, then the Supervisor will inform the Church Board Trustee of the situation and if required the school's insurance company. The school will follow the guidelines given to us by the abatement team of what can be salvaged or needs to be disposed. The parents will be emailed with any updates and timelines of when we can re-open.

Environmental Disaster- An incident outside of the building that may have adverse effects on individuals in the child care centre. Examples being gas leak, oil spill, chemical spill, forest fire

Guide for Teachers

The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.

If the emergency alert system and/or emergency personnel state that individuals are to remain in place, then all doors and windows will be closed.

Outdoor play will be canceled. Teachers who are outdoors with the children when the alert is sounded will ensure everyone who is outdoors returns into the classroom immediately. The attendance will be confirmed before going inside. Teachers and children will remain in the classroom and will continue with normal operations of the program while waiting for further instructions.

The Supervisor will place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice.

If emergency services personnel otherwise direct the child care centre to evacuate, we will follow the procedures outlined in the fire procedures.

Parents will be notified by email and/or phone as soon as the initial emergency has ended and children are safe.

Natural Disaster/Major Earthquake

Guide for Teachers

In the event of a natural disaster/earthquake the teachers will instruct the children to go into the cubby area, away from all windows and possible unstable objects. The teachers will carry any children that need assistance to go to the cubby area. The teachers will assess the safety of the children and wait for the shaking to stop.

Once the shaking has stopped the teachers will collect the attendance, emergency bag and any EpiPens/medication and will walk the children to the back parking lot, in case of aftershocks, or damage to the building. Any children that need assistance will be carried or pulled in the wagon. The attendance will be verified once again.

Teachers who are outdoors with children must immediately ensure that everyone outdoors stays away from building, trees and other tall structures that may collapse, and go to the back of the parking lot (fire safety meeting place) and wait for the shaking to stop.

The Supervisor will conduct a visual walk around of the building and if possible, gather any coats/boots that are required for the children to wear. The Supervisor will then determine if the children and teachers can reenter the facility.

Parents will be notified by email and/or phone as soon as the initial emergency has ended and children are safe.

In the event that the Church loses power for more than 30 minutes consecutively, the temperature of the fridge and freezer will be documented. If the temperature has increased to above 4 degrees in the refrigerator or above -18 in the freezer then the food will be disposed of. The Church will be notified so that they can dispose of their food items.

If the building incurs damage, then the Supervisor will inform the Church Board Trustee of the situation and if required the school's insurance company. The school will follow the guidelines given to us by the abatement team of what can be salvaged or needs to be disposed. The parents will be emailed with any updates and timelines of when we can re-open.

Submission of Serious Occurrence and Notifications

A Serious Occurrence will be reported to the Ministry of Education through CCLS as soon as possible and/or within 24 hours of the event.

The Simcoe Muskoka District Health Unit will be notified of the disruption of service as soon as possible during their business hours (Monday to Friday 8.30am to 4.30pm) by calling 705-721-7520 x8809. Supervisors must speak to a live person and cannot leave a message.

The County of Simcoe must be notified of the disruption of service, by email as soon as possible.

NO SMOKING

In accordance with 'Smoke-Free Ontario', smoking is prohibited on school property including in and around the school, in the parking lot (including while in your car), and in the outdoor playground area.

SAFE DRINKING WATER POLICY

The Ministry of Education requires that childcares maintain safe drinking water at their facilities by testing for lead. At Bouncing Ball Co-op this requires us to flush the water weekly (on the first day of each week)

Flushing Method:

- flushing must be completed before the premise opens for the day
- cold water must be turned on for 5 minutes via the kitchen tap and back washroom

Flushing is recorded (includes date, time, and signature of person flushing the system) and the record is kept for 6 years.

Bouncing Ball Co-op must carry out sampling and testing for lead every 3 years; the laboratory that is conducting the sample analysis is required to report test reports that exceed the drinking water lead standard to the operator of the Centre, the Medical Officer of Health, the Ontario Ministry of the Environment Spills Action Centre and Interested Authorities. If a sample indicates elevated lead levels, the operator of the Centre shall undertake corrective action as per the direction of the local Medical Officer of Health.

ANAPHYLACTIC POLICY STATEMENT

Bouncing Ball Co-op Nursery recognizes the potentially serious consequences of children with allergies. These allergies may include a condition known as anaphylaxis. Anaphylaxis is a severe, potentially life-threatening allergic reaction brought about by exposure to certain foods or other substances.

Exposure does not always involve ingestion; the smell or touch of certain food products can trigger a reaction as well. Peanuts/tree nuts and peanut/tree nut by-products, such as peanut oil and peanut butter, are the most common allergens to trigger an anaphylactic reaction. Other foods such as strawberries, fish, shellfish, wheat and soy, as well as non-food items such as latex and bee stings can also bring about a life-threatening reaction.

Bouncing Ball Co-op does not claim to be, nor can it be deemed to be entirely free of foods and non-food items that may lead to a severe allergic or anaphylactic reaction. Bouncing Ball will make every reasonable effort to reduce the risk to children with severe allergies or anaphylaxis in accordance with this policy.

Bouncing Ball staff endeavor to create an environment that reduces the risk to severely allergic or anaphylactic children. This requires the co-operation and understanding of all members of Bouncing Ball, including staff, children, parents, students and volunteers. We request that parents refrain from sending/bringing in, peanut and tree nut products, as well as items that “may contain” peanuts/tree nuts.

As with other policies at Bouncing Ball, parents’ children, staff, students, volunteers are expected to comply.

Identification of Children at Risk

1. It is the responsibility of the parent to inform the Centre that his or her child has allergies or is anaphylactic or potentially anaphylactic.
2. All staff and volunteers shall be made aware of these children. A list of all children with allergies is posted in the kitchen cupboard where snack supplies are kept, in the kitchen, classroom, attendance binder and hallway.
3. An anaphylactic/allergy form must be completed by the parent; have the child's photograph attached; and be posted in the kitchen area. A copy will also be kept in the attendance binder and with the EpiPens. This form must be updated annually and any time there is a change to the information.
4. On the child's admission to the Centre, the Supervisor and the teaching staff will discuss the child's allergies with the parent. Teachers and volunteers will sign the individual anaphylaxis form.

Treatment Protocol

An individual treatment protocol needs to be established by the child's allergist and outlined on the allergy alert form by the parent. Bouncing Ball and its staff cannot assume responsibility for treatment in the absence of such a protocol. The parent signs a consent form for the administration of the EpiPen.

All staff are trained, as follows, in the management of an anaphylactic emergency:

1. The EpiPen is administered at the first sign of a reaction, however slight (e.g. itching or swelling of the lips/mouth in food allergic children). There are no contraindications to the use of epinephrine for a potentially life-threatening allergic reaction. Time of administration is noted. Adults must be encouraged to listen to the concerns of the anaphylactic child, as the older child usually knows when they are having a reaction, even before signs are manifested.
2. One person stays with the affected child.
3. One person goes for help- 911 is called and the Supervisor of the Centre is informed.
4. The parent is contacted.
5. If available, a second EpiPen is administered after 15 to 20 minutes if there is no improvement in the child's symptoms.

6. Regardless of the degree of reaction or response to epinephrine, the child is taken to an emergency room by ambulance.
Symptoms may recur up to eight hours after exposure to the allergen.
One person will stay with the child until the parent arrives.
7. The incident is recorded and treated as a serious occurrence. The President is notified.

Training

The Allergy and Anaphylaxis Policy will be reviewed with all staff, students and volunteers at their initial orientation, each September and at any time a change occurs to the information. All staff, students, volunteers, must receive a demonstration on the use of the EpiPen annually.

EpiPens

Parents of anaphylactic children must provide a minimum of one EpiPen on the days that their child attends. The EpiPen must be promptly replaced when the expiry date is reached. Your child cannot attend without it. It is the parent's responsibility to ensure that the EpiPen's expiry date is checked periodically and that a replacement EpiPen is provided to the school.

The EpiPen will be stored in the child's backpack, out of the children's reach in the classroom. The teachers will be responsible to bring the EpiPen outside when the child is playing outdoors play and to collect it during an emergency evacuation. All staff are made aware of its location, and the location is recorded on the allergy form.

1. The Centre Supervisor will be trained by the child's parent and be prepared at all times to administer the EpiPen. The Supervisor will then train the staff according to parent/physician's instructions.
2. Posters describing the signs and symptoms of anaphylaxis and the use of the EpiPen are posted in the kitchen.
3. Children who are no longer allergic, or no longer require an EpiPen, must present a letter of explanation from their doctor or allergist.
4. Children will not be admitted to care without their EpiPen.

Potential Food Risks

Parents are asked not to bring food items to the school, that are homemade or do not have the ingredients clearly marked. Store bought birthday cakes/treats are allowed, but please check with the teacher for the class list of allergies. All parents are informed that we endeavor to provide a nut/peanut free environment through signage at the school and verbally by the teachers. This is outlined in the parent handbook that each family receives.

ANIMAL POLICY updated March 2026

The Simcoe Muskoka District Health Unit provides recommendations to follow for visiting/residence pets in the, *Recommendations for the Management of Animals in Child Care Settings 2018*. The following are excerpts of these recommendations and the reasoning behind them.

The type of animal species and health of the animal are determining factors set out in the health department document. Certain types of animals have higher risks of spreading infection than others. Direct contact (touching animals) and/or indirect contact (touching the animal's food/bedding) all have some element of risk of passing on zoonotic infection. Gastrointestinal infections and salmonellosis in reptiles/amphibians are common infections that are transmitted in these ways.

Other animals may be more prone to aggressive behavior such as scratching, and/or biting. These types of injuries from an animal may cause serious infection and must be treated promptly. All scratches and bites from animals are to be reported to the local health department immediately.

Some children can also have allergies to animals or fears.

The following animals are not recommended in childcare Centres:

- *Stray animals with unknown health and vaccination history (e.g. stray dogs/cats)*
- *Ill animals* or animals under medical treatment.*
- *Young animals (e.g. puppies and kittens less than 1 year old).*
- *Animals that have been fed raw or dehydrated (but otherwise raw) foods, chews, or treats of animal origin within the past 90 days.*
- *Animals from shelters/pounds unless they have been in a stable home for at least 6 months*
- *Birthing or pregnant animals.*
- *Inherently dangerous animals (e.g. lynx, lions, bears, cougars, tigers, etc.)*
- *Predatory birds (e.g. hawks, eagles, owls, etc.).*
- *Venomous or toxin-producing animals (e.g. venomous or toxin-producing spiders, insects, reptiles and amphibians).*
- *Aggressive animals (e.g. animals that have demonstrated aggressive behavior in the*

past)

- *Animals in estrus (i.e. animals in heat)*
- *Exotic animals (e.g. hedgehogs, chinchillas, etc.) and non-human primates** (e.g. monkeys, lemurs, etc.).*
- *Wild animals (e.g. squirrels, chipmunks)*
- *Rabies reservoir species (i.e. bats, skunks, raccoons, foxes).*

Children under the age of 5 are considered high risk to pick up infections, as their immune systems are not fully developed. They are also more likely to put their hands in their mouths and crawl on the floor where surfaces may be contaminated. For this reason the health department has additional recommendations of animals not recommended for facilities with children 5 years of age and younger. The chart below lists these animals.

Animals Not Recommended for Facilities with Children <5 years of age

- *Exotic animals and non-human primates.*
- *Reptiles (e.g. turtles, snakes and lizards such as bearded dragons and geckos)*
- *Amphibians (e.g. frogs, toads, salamanders)*
- *Live poultry, (e.g. chicks, ducklings, goslings), including hatchery equipment.*
- *Farm animals (e.g. calves, goats, sheep)*

For the health, safety and wellbeing of our students and staff, Bouncing Ball Nursery School is an animal/pet free environment, Service dogs being the exception. Children are encouraged to talk about and share pictures of their pets rather than bringing them to the school.

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STAFF TRAINING AND DEVELOPMENT POLICY

Teachers are encouraged and supported to participate in continuous professional learning. Research, theory and practice suggest that one of the things important to achieve a high-quality program is to “provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth”. Teachers will be compensated for expenses incurred to attend workshops with pre approval from the Board.

REPORTING A SERIOUS OCCURENCE

The Ministry of Education is to be **informed of a Serious Occurrence within 24 hours** through CCLS by the Supervisor. If the Supervisor is unable to report the occurrence, then the teacher in charge is required to complete the documentation.

If licensees, designates or supervisors cannot access CCLS, they must still notify their

program advisor via telephone or email within 24 hours of becoming aware of the occurrence and complete a serious occurrence report in CCLS as soon as the system becomes available.

The serious occurrence policy must be reviewed with staff, volunteers and students; implemented and monitored contraventions in accordance with subsection 6.1. See Manual Subsection 1.2 for these requirements.

Serious Occurrence Notification Form

Licensees are required to complete and post a summary of each serious occurrence in a place that is visible and accessible to parents within 24 hours of becoming aware of the occurrence for a minimum of 10 business days, including any allegation of abuse or neglect. The *Serious Occurrence Notification Form* will be posted in the cubby area beside the School license and Licensing Summary Chart.

The summary must not include any identifying information and shall be updated as new information is obtained.

DUTY TO REPORT

Some serious occurrences, most notably an allegation of abuse or neglect, will give rise to a duty of report that a child may be in need of protection. If a licensee or staff member suspects that a child is, or may be, in need of protection, they must report this to the local children's aid society in accordance with section 72 of the Child and Family Services Act.

The person who has the reasonable grounds to suspect that a child is, or may be, in need of protection **must make the report directly to a children's aid society**. The person must not rely on anyone else to report on his or her behalf.

A report to a children's aid society must be made for all situations where a child is, or may be, in need of protection, no matter where the alleged abuse or neglect took place.

However, licensees are only required to notify the program advisor of a serious occurrence if the alleged abuse or neglect occurred while the child was receiving care at the childcare centre.

It is also important to note that registered early childhood educators (RECEs) are expected to be accountable for their actions as early childhood educators and to abide by the College of Early Childhood Educators' Code of Ethics and Standards of Practice as well as all applicable legislation, regulations, by-laws 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.”

RECEs should familiarize themselves with reporting requirements under the Child and Family Services Act, and abide by them as the failure to do so is contrary to the law and may constitute professional misconduct.

For more information on the Child and Family Services Act and the duty to report, see Reporting Child Abuse and Neglect: It’s Your Duty.

For more information about the responsibilities of an RECE, please visit the College of Early Childhood Educators website.

Employer’s Mandatory Reporting Obligations

In 2015 changes to the Early Childhood Educators Act, 2007 (ECEA) came into effect. Included in these changes are new requirements for **employers** to submit mandatory reports to the College of Early Childhood Educators. In addition, the legislative changes specify required time lines for reporting and set out information the College must provide to employers in response to any reports that are received. For more information, please visit the Ontario e-laws website to view the ECEA and visit the College of Early Childhood Educators website.

COMPLIANCE WITH POLICIES AND PROCEDURES

The staff, volunteers and Board of Directors are bound to follow and uphold the policies and procedures of Bouncing Ball Cooperative Nursery School outlined in this handbook. These have been designed to ensure a safe and productive environment that satisfies our licensing requirements and exemplifies the integrity of the school.

The Licensing Program Advisor from the Ministry of Education reviews the Centre’s policies and procedures annually. Accordingly, the Supervisor and Vice-President reassess all policies and procedures annually and present any proposed changes to the Executive Committee for discussion and approval. The Supervisor also reviews the Centre’s policies and procedures with new staff and volunteers to ensure they are understood and followed. Each year, the staff and volunteers must read and formally sign-off on the policy and procedures, to acknowledge their full understanding and commitment to implement them.

Also, adherence to these policies is part of the staff’s annual review.

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

Compliance with the Policies and Procedures

The Supervisor and President monitor staff and volunteers’ compliance with the policies and procedures.

In the event of non-compliance with any of the policies and procedures, the Supervisor and President notify the contravening person. The procedures for responding to non-compliance are as follows:

Non-compliance by a Volunteer:

- the Supervisor and/or President provides a written or verbal warning advising the individual either to comply with policies and procedures, or temporarily cease participation at the school;
- if compliance is still not possible, the Supervisor and President discuss the case with the Board of Directors
- the Board votes on whether the violating volunteer must permanently cease participation at the Centre until compliance with policies and procedures is possible

For serious allegations, the participating individual may be asked to leave the premises immediately.

Non-compliance by a Staff Member:

The Centre will take the following steps for staff that have difficulty or refuse to practice the Centre's policies and procedures:

- the Supervisor discusses the non-compliance issue with the staff member to identify the difficulty and reasons for it; discussing the implications with respect to the child; specifying ways to employ positive methods of behaviour management; and putting the results of the discussions in a written report that is signed by both parties
- impose a two-week trial period, which takes place under the close observation of the supervisor, to comply with the policies and procedures and improve their methods
- review the performance after the two-week trial period; if there is no notable improvement and the staff member fails to comply or clearly disagrees with the philosophy, the supervisor and Vice-President advise the Executive Committee and initiate termination procedure.

INFECTION PREVENTION AND CONTROL UPDATED MARCH 2026

Infectious diseases are caused by germs that enter the body of a person vulnerable to that germ. Germs can be passed person to person when the germ is able to leave the sick person's body and enter another person. This process is known as the *chain of transmission*. To prevent others from getting sick, steps can be taken to break this chain. One way to do this is by having proper cleaning and disinfection practises.

ENVIRONMENTAL CLEANING & DISINFECTION

Infections can spread when a person touches a contaminated surface or object and then touches their mouth, nose or eyes. Some germs can survive for long periods of

time on surfaces including doorknobs, faucet handles, toys and diapering tables. Frequent cleaning then disinfection is an important measure to prevent the spread of infections in child care centres.

Child care centres must provide staff with health and safety training that includes the safe and proper use of cleaning and disinfections agents. It is important to remember that cleaning and disinfection are two separate processes. Cleaning must be completed first to remove dirt and germs which then allows the disinfectant to kill any pathogens.

Childcares are required disinfectants that are registered with Health Canada and have a Drug Identification Number (DIN). This lets the user know that the product has undergone and passed a review of its formulation, labeling and instructions for use. All chemical disinfectants should have accompanying Material Safety Data Sheets (MSDS) and product information sheets that staff can reference.

Staff should ensure that they follow the manufacturers guidelines when using cleaners and disinfectants. Where available, appropriate chemical test strips to verify strength if advised to mix a solution i.e. bleach.

All chemicals, soaps detergents, laundry supplies etc. must be stored safely out of the reach of children.

It is important to label all bottles and containers that contain any chemical with the type and concentration of chemical and to keep out of reach of children.

Procedure for Cleaning of Blood/Spills/Vomit/Feces

When cleaning up blood spills/vomit or feces appropriate personal protective equipment should be worn. Disposable gloves must be worn during the cleaning and disinfecting procedures. Excess blood, vomit, feces and fluids should be absorbed and removed using disposable paper towels. The paper towels must be disposed of in a garbage bag, before being placed in the garbage bin.

After cleaning the affected area, it should be disinfected using the approved disinfectant or bleach solution using the manufacturers instructions. A concentration of bleach at 1:10 dilution (E.g. 1 cup of bleach to 9 cups of water) can also be used. The disinfectant must have contact on the area for 4 minutes and the bleach solution for 10 minutes before being wiped dry.

The paper towels must be disposed of in a garbage bag, before being placed in the garbage bin. Hands must be washed thoroughly for 15 seconds with soap and warm

water after gloves are removed.

The SMDHU has created a brochure of how to prepare a bleach solution for disinfecting as well as resource for how to clean up bodily fluids. It is located in the Policies and Procedures Binder and posted on the nursery school cupboards.

The SMDHU has created a toy cleaning and disinfecting resource to show the proper steps in this process. It can be found on their website or in this binder.

Guide for Teachers

Any items that are put in a child's mouth are to be removed immediately from play and put in the mouthing bucket to be cleaned after class.

Classroom tables are to be wiped when they become dirty. Before snack tables must be cleared of debris then wiped down using soapy water. Tables are then disinfecting using Lysol Wipes and then left to air dry. After 15 seconds the table are to be rinsed with water. The spray disinfectant cannot be used at this time as it is not food safe.

At the end of class, the tables and chairs are cleared of debris then wiped down using soapy water, then disinfecting using the spray disinfectant. The disinfectant must stand for the amount of time required on the directions before being wiped dry.

Cups, bowls and utensils from snack/snack prep are to be washed in the kitchen sink and then sterilized using the sterilizer dishwasher. They must then air dry. The dishwasher temperature must be documented each day to monitor that it is in good working order.

In the event that the sterilizer dishwasher is not available then the three-sink process must be used. Debris must be first wiped off the bowls/ plates then washed in soapy water. Items must then be rinsed in the second sink and then soaked in the third sink containing bleach. The third sink must contain 1 teaspoon of bleach to 4 cups of water. A black line has been drawn on the sink for accurate measurements. Items are then air dried on the drying racks.

Kitchen prep areas are to be wiped of debris/food and disinfected using bleach. The spray disinfectant cannot be used as it is not food safe.

All small manipulative toys at Bouncing Ball are to be washed using the three-sink process in the kitchen. Plastic toys that have significant pieces can also be washed in the kitchen sink and then disinfected using the sterilizer dishwasher.

For large items and shelving teachers must put on gloves before cleaning. Large items must be wiped with soapy water, air dry and then sprayed with disinfectant. Teachers are to follow the directions on the disinfectant of how long the product must have

contact before it is wiped off.

A separate spray disinfectant is kept in the washroom and is only to be used for the change table/ toileting and/or cleaning up bodily fluids.

Cleaning and Disinfection Schedule

It is important for centres to have a cleaning and disinfecting schedule in place to ensure that all areas are cleaned and disinfected as needed. The SMDHU has created a cleaning schedule with expected minimum cleaning frequencies. It is available on their website in the Policies and Procedures binder and is posted on the nursery schools kitchen cupboards.

Guide for Teachers

The nursery school cleaning schedule is posted on the door to the nursery school cupboards in the kitchen. Teachers are to sign that the classroom cleaning has been completed at the end of class.

The nursery school inspector has approved the disinfectant used at the centre. The Material Safety Data Sheets (MSDS) and product information sheets are kept in the school filing cabinet for staff to reference.

The nursery school disinfectant is a ready to use formula. This allows for accurate concentration. The spray bottles are labelled and kept in the caretaker's cupboard and in the washroom closet. In the event that disinfectant is not available, bleach is available and kept under the kitchen sink.

The poster of how to prepare a disinfectant solution is posted on the nursery school kitchen cupboards.

Preparing a Disinfecting Solution

SURFACE TO BE SANTIZED:

Food Surfaces: Every day use. Tables before eating snack. Cups, bowls, kitchen counters	Table before eating snack: Lysol Wipes. Clean surface with damp cloth removing food/debris. Wipe surfaces with Lysol Wipes. Let stand remaining wet for 15 seconds. Rinse.
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	Or Bleach 200ppm Add 1 teaspoon of bleach (5 ml) to 4 cups/1 L of water. Wipe area with bleach solution and let stand for 2 minutes. Air dry. No rinse.
Non-food surfaces: this includes chairs, tables, counter tops, toys, light switches, telephone, shelving, large toys, sensory bin, etc.	Swish Miracle Spray'N Wipe pre mixed Clean surface with damp cloth removing food/debris. Spray surface. Let stand for 3 minutes. Wipe dry. Or Bleach solution 1000ppm Add 4 teaspoons (20 ml. of bleach to 4 cups/1 L of water. Wipe area and let air dry.
Diaper change area, toilets: A separate disinfectant bottle should be stored in the washroom specifically for diapering/toileting.	Swish Miracle Spray'N Wipe pre mixed Clean surface with disposable paper towel removing debris. Spray surface. Let stand for 3 minutes. Wipe dry. Or Bleach solution 1000ppm Add 4 teaspoons (20 ml. of bleach to 4 cups/1 L of water. Wipe area and let air dry.
PREPARING A HIGH LEVEL DISINFECTION SOLUTION Blood spills Vomit/fecal accidents	Swish Miracle Spray'N Wipe pre mixed Clean surface using a disposable paper towel/ cloth soaking up spill. Spray surface. Let stand for 3 minutes Wipe dry. Or Bleach solution 5000ppm Add 20 teaspoons (100 ml) of bleach to 4 cups (1 L) of water. Contact time on surface is 10 minutes.
Laundry Towels, dress up clothes, smocks.	Laundry is to be washed weekly. It is to be taken home in the laundry bag. The laundry bag is to be washed also. Disinfecting cloths/towels and mop heads should be washed separately from dress up clothes/smocks.

Carpets, Floors and Floor Mats

Carpets and floor mats can be more heavily contaminated for prolonged periods than non-carpeted floors and can be a potential source of microorganisms during outbreaks. Child care centres that use carpets and floor mats must ensure that:

- Floors should be vacuumed or wet-mopped daily.
- Carpets/floor mats must be cleaned as often as necessary and promptly if a spill occurs.

- If carpets do not appear to be adequately cleaned, re-cleaning is necessary, or replacement must be considered.
- Carpets in all other classrooms are to be steam-cleaned at least quarterly (or more as required, particularly during an outbreak).

Floors, walls and ceilings should be kept clean and in good repair. Floors and walls should be made of a material that is smooth, non-porous and easily cleanable. Surfaces should be cleaned and disinfected more frequently during outbreaks to decrease the spread of infections.

Guide for Teachers

Floors are wet mopped daily in the centre. Hallway/class rugs are vacuumed daily.

In the event that a child has a toileting accident and/or has an accident causing bodily fluid/blood to spill, the area must be cordoned off immediately while a teacher gets the necessary cleaning items. The teacher will put on gloves and collect disposable absorbable paper towel, a garbage bag and the disinfectant cleaner. The teacher will soak up the bodily fluid using disposable paper towels and place the paper towel in the garbage bag. The teacher will then spray the disinfectant onto the area and leave it for the required contact time. Once this is complete the disinfectant will be wiped off and the paper towel will be placed in the bag. The teacher will tie the bag, put it in the garbage bin along with the gloves and then wash hands.

The same process is to be used for bodily fluid spills on the class rugs. Carpet cleaner is kept in the caretaker's room. Carpets will then be steam cleaned after class is dismissed.

Class rugs are steam cleaned quarterly using the school steam cleaner.

Laundry

Items requiring laundering include towels/cloths, dress-up clothing, furniture coverings and plush toys. These items cannot be disinfected the same as hard surfaces or hard toys, therefore they are required to be laundered to remove germs/contaminants.

Clothing that becomes soiled or cloth diapers are to be contained in a sealable, leak-proof bag and sent home without washing or rinsing.

Guide for Teachers

The class laundry is taken home weekly by a teacher using the laundry bag provided. The plastic laundry hamper must be wiped down using a Lysol wipe before the clean laundry bag is returned.

Dress up clothes/blankets are to be washed separately from environmental cleaning products (e.g., cloths, mop heads).

Any cloths or towels used following a blood or body fluid spill, are to be placed in a sealed bag and disposed of.

Hand Hygiene

Having clean hands is the best way to prevent yourself from getting sick. Ensuring your hands are clean before and after handling food, before eating or drinking, and before touching your face are all ways to keep yourself healthy. If you are already sick, you can help others stay healthy by cleaning your hands after sneezing or coughing into your hands.

Hands should be rubbed/washed for at least 15 seconds using warm soapy water. All parts of the hands and wrists should be rubbed. Paper towels should be used for drying. Water must be turned off using paper towel. The paper towel should be disposed of into a lined garbage container.

When to Clean Your Hands

- When you arrive at the child care centre, after removing boots, before or immediately after entry into any room and before you go home
- After using the washroom or after a diaper change
- After coming in from outdoors
- Before and after eating and before drinking
- After covering a cough, sneeze or blowing your nose
- After wiping a child's nose
- After caring for a sick child
- Before and after applying a bandage or other first aid
- Before and after sensory play activities
- Before and after touching your eyes, nose or mouth
- Whenever hands are visibly dirty
- Before or after preparing, handling or serving food
- **Before** and after glove use
- Before and after giving medication or applying ointment or lotion
- After changing diapers, assisting children to use the toilet or using the washroom
- After contact with broken skin or body fluids (ie.: runny nose, spit, vomit, blood, cut or open sore) even if gloves are worn
- After cleaning, handling garbage or contact with contaminated surfaces
- After handling animals at petting zoos during field trips
- After handling chemicals
- Whenever in doubt

Note: artificial nails, chipped nail polish and jewelry can harbour germs. For this reason, it is recommended that staff at child care centres keep their nails short, unpolished and

clean. Your hands can be cleaned with either liquid soap and water or alcohol-based hand sanitizer.

Children should wash their hands:

- After using the toilet
- After diaper changes
- Before eating
- Before handling food in nutrition activities
- After eating snacks or meals
- After using play/sensory materials i.e. paint, sand etc.
- After handling pets and other animals
- After removing their own winter boots
- When hands are visibly dirty for any reason

Hand care

Intact skin is the first line of defense against infection, therefore care attention to skin care is an essential part of the hand hygiene program. If skin conditions or breaks in the skin exist, the individual should be referred to a physician for assessment. Hand lotion should be used to prevent drying and cracking skin. Pump-type dispensers are recommended.

Alcohol-Based Hand Rub (ABHR)/Hand Sanitizer

Alcohol-based hand rub is the most effective when your hands look clean, are not visibly dirty and access to hand washing is limited e.g. in classroom without a sink, field trips. This will allow the sanitizer to kill any microorganisms that are on your hands but not visible. The SMDHU provides steps to washing hands with ABHR that can be found on their website, in this binder and posted in the classroom with the hand sanitizer.

ABHR should have an alcohol content of 60-90% and not be past its expiration date. The products should have a Drug Identification Number (DIN) or Natural Product (NPN) meaning they are registered with Health Canada. Non- alcohol-based products are not recommended they may not kill common bacteria and viruses found in child care settings.

ABHR's are normally dispensed and used in very small quantities; therefore, they present minimal fire hazards under normal use. Education on proper application of ABHR's and, the risk to health if used incorrectly can help reduce fire risks.

Some children are too young to use ABHR. All children must be supervised when using ABHR as it can be harmful if swallowed. As per the Ontario Poison Control Centre, the amount of alcohol absorbed by the skin is minimal and once the alcohol has evaporated, licking of the hands carries no chance of alcohol intoxication.

The following precautions for ABHR are recommended in child care setting.

- Soap and water must be used before handling food, not ABHR.
- Dispensing should occur only with direct supervision.
- Hand sanitizer should be in secure wall dispensers or individual pump bottle and kept out of the reach of children when not in use.
- Dispensers should be clearly labelled and expiry dates monitored.
- Hand sanitizer should be rubbed on hands until hands are completely dry.
- Children and staff should avoid exposure to open flames during and immediately after application.

Educating about Hand Hygiene at the Childcare Centre

Child care operators must provide education to staff and children regarding hand hygiene including:

- Assisting and supervising children while using alcohol-based hand sanitizer.
- Ensuring hand washing is carried out when hands are visibly soiled.
- Ensuring staff, visitors and children practice hand hygiene upon arrival.
- Remind staff and children to avoid touching their face, nose and mouth with unwashed hands.
- Provide alcohol-based hand sanitizer (60-90%) stations i.e.: wall mounted hand sanitizer dispensers near entrances, service counters and other high touch locations in supervised areas where children cannot access the ABHR independently. Monitor and refill as needed.
- Monitor supplies to ensure adequate amounts of liquid soap, paper towel, hand sanitizer, tissues and waste receptacles with lined plastic bags.

Gloves

- Gloves are useful personal protective equipment (PPE). However, it is important to remember gloves do not replace proper hand hygiene (i.e. using soap and water or ABHR). If gloves are used, hands hygiene should occur before and after glove use. When using gloves ensure to monitor changes. If a contaminated surface has been touched, gloves should be removed and hand hygiene should occur before any other surface is touched.

Gloves are recommended when:

- the caregiver has cuts or open sores on their hands.
- There is contact with blood, feces or other body fluids.
- The caregiver uses chemicals i.e. disinfectant.

When using gloves, it is important to remember:

- Hands must be washed before and after using gloves.

- Contaminated gloves must be removed and discarded prior to touching environmental surfaces.
- Gloves should be single use, never washed and reused.
- Non-latex gloves should be available in case of latex allergies.
- Care should be taken to prevent touching the skin with the outside of the soiled gloves during removal.
- Gloves need to be disposed of in a lined garbage container.

Steps to Proper Hand Washing:

- Hand and arm jewellery such as watches should be removed or pushed up above the wrist.
- Wet hands and wrists and leave the water running.
- Use a sufficient amount of soap.
- Lather soap and scrub hands well, palm to palm. Scrub in between and around fingers.
- Scrub back of each hand with palm of other hand.
- Scrub fingertips of each hand with opposite palm.
- Scrub each thumb clasped in opposite hand.
- Scrub each wrist clasped in opposite hand.
- Rinse thoroughly under water.
- Wipe and dry hands well with paper towel.
- Turn off water using paper towel.
- Throw the paper towel into a lined garbage container.

Procedure for Toddler and Preschooler Hand Washing:

- Wet the child's hand.
- Apply a drop of liquid soap onto the child's hand.
- Ensure all areas of the child's hands are washed for a minimum of 15 seconds.
- Rinse the child's hands under the tap.
- Dry the child's hands using a fresh paper towel.
- Turn off the faucet using a paper towel and throw out the towel.
- Wash your own hands.

Steps to Disinfecting with Alcohol Hand Sanitizers:

- Hand and arm jewellery such as watches should be removed or pushed up the wrist.
- Apply a nickel size amount of sanitizer to open palms.
- Rub hands together, palm to palm.
- Rub in between and around fingers.
- Rub back of each hand with opposite palm.

- Rub each thumb clasped in opposite hand.
- Rub wrist clasped in opposite hand.
- Keep rubbing for a least 15 seconds and until hands are dry.

Written Policies

It is important to put all important information, including health information in writing. Writing down procedures for potential events that may arise will help create an organized response if things go wrong. They also make day to day task easier to follow.

Parents should be given a copy of all applicable policies at eh time of enrolment and whenever there are changes to the policies. Written policies can help explain what is expected of the parents as well as the child care staff. These polices should be reviewed at least once a year and more often if there are repeated illnesses in the centre. Policies to be reviewed by the Public Health Inspector during routine inspections include:

- Exclusion of sick children/staff policy.
- Outbreak reporting and response policy.
- Reporting of designated diseases to the Medical Officer of Health Policy.
- Emergency Preparedness policy.
- Routine cleaning and disinfecting policy.

Guide for Teachers

The teachers use the recommended hand hygiene practices listed by the SMDHU.

When teachers enter the kitchen to prepare dishes/cups for snack the teachers are required to wash their hands using the hand-washing sink.

Hand sanitizer is available on the classroom counter at all times as there isn't a classroom sink. It is also available at the door to the playground and at the entrance to the school. The SMDHU has provided a poster of how to use hand sanitizer correctly. Hand sanitizer should have an alcohol content of 60-90% and not be past its expiration date.

Teachers should wash their hands in the kitchen hand washing sink and/or washroom sink if hands are visibly dirty and/or ratios allow as this is the preferred hand-washing method.

Gloves are located in the kitchen, by the change table/washrooms and in the first aid kit. They are to be used when a caregiver has open cuts on the hands, when completing the diaper /toileting routine and when cleaning up toileting/bodily fluid accidents. They are also to be worn when using the disinfectant when cleaning.

The SMDHU has provided a facts sheet on Routine Practices as a reminder of the steps to use regularly to protect teachers and others when there is the potential to come in contact with bodily fluids or blood.

In the event that the nursery school attends a field trip then alcohol-based hand rub (ABHR)/hand sanitizer must be used when sinks are not available.

If children attend petting zoos and/or touch animals then, hands should be washed with soapy water. Food should not be eaten around animals, and hands should be washed with water before eating. The SMDHU *Recommendation for the Management of Animals in Child Care Settings* should be reviewed.

Health policies are kept in the Policies and Procedure Binder and are also available in the Parent Handbook

Respiratory Etiquette

Respiratory etiquette is taking care to properly cover your nose and mouth when you cough or sneeze. Ensure to throw any disposable tissues in the trash. If you do not have a tissue, cough or sneeze into your elbow, not your hands. Always ensure to conduct hand hygiene after coughing or sneezing. It is essential to monitor children at the centre and ensure proper respiratory etiquette is taking place to prevent transmission of illness.

Guide for Teachers

The teachers will practice respiratory etiquette and encourage the children to do the same. Children's noses will be wiped as soon as required.

DIAPERING & TOILETING POLICIES

Childcare staff must apply infection prevention and control measures when diapering and toileting because there is a risk of exposure to body fluids during these tasks. Body fluids can carry infectious diseases.

Diapering Areas

The diaper change station must be set up to prevent the spread of illness. The space must be separate from the children's activity area and any food areas (feeding, preparation, and/or storage) and not used for any other purpose but diapering. Ensure diapering areas are kept clean. Children should be diapered on a dedicated surface and not "on the run" as it increases the risk of contaminating other surfaces. Ensure all necessary supplies are accessible but out of children's reach. Necessary supplies include:

- The diapering procedure should be posted at the change table.
- A designated hand-washing station.
 - Use only for hand washing - equipped with running water under pressure, liquid soap and paper towels in a dispenser
 - Within close proximity to the diaper change station
- Single-use disposable gloves.
 - When changing a child
- Appropriate cleaner and disinfectant.
 - Labelled and stored away from children's reach; clean then disinfect the table after each use. If using a liner, change the liner after each diaper change
- Foot-activated garbage container equipped with a tight-fitting lid and a disposable leak-proof liner.
 - This garbage container must be emptied, cleaned and disinfected as needed
- Diapering surfaces and diapering changing pads.
 - Constructed of smooth, non-porous, non-absorbent material that is easy to clean and disinfect
 - Free of cracks, tears or rips
 - Used for diapering only

Steps for Diapering

It is important to follow proper infection control procedures when diapering to prevent cross contamination of surfaces and potentially prevent spread of illness. The SMDHU provides a [Diapering Procedure Poster](#) for the steps to sanitary diapering on their website.

Cloth Diapering and Soiled Personal Clothing

Cloth diapering is to be completed the same as disposable diapers with the exception that cloth diapers are to be placed in a sealable, leakproof bag and sent home with the child at the end of the day.

Centre staff are not to clean the diaper or empty its contents.

The above also applies to any clothing that becomes soiled with feces/vomit, or any other bodily fluid. Soiled clothing is to be placed in a sealable, leakproof bag and sent home for laundering.

Guide for Teachers

Teachers are to follow the SMDHU diapering procedures.

The diapering procedure is posted beside the change table.

Paper towels are available in the washroom to place on the change table surface. Gloves, wipes, disposable bags and spray disinfectant are all available in the washroom closet. A designated foot-activated garbage container for diapers/pull ups is close by.

All diapers/pull ups/children's personal items are kept in their backpacks in the cubby area. Items must be brought into the washroom before changing the child.

The change table is cleaned and disinfected for the required contact time after each child.

The children's hands and the teachers are washed immediately after a diaper change.

Disposable Diaper Procedure

- Wash hands and organize needed supplies. Get backpack from cubby area.
- Place paper towel on the change table. Place a smaller piece of paper towel where the child's bottom is positioned.
- Put gloves on.
- Hold child away from your clothes as you place him/her on the change table.
- Clean child with moist disposable wipes. Discard soiled wipes in soiled diaper or plastic bag.
- Put soiled diaper in plastic bag and place in lined diaper garbage bin. Place soiled clothes into a plastic bag without washing or rinsing. Send home with parents to launder.
- Remove the smaller paper towel from beneath the child and place in the diaper bin.
- Remove gloves and dispose in the diaper bin.
- Wipe your hands using a wipe.
- Diaper and dress the child.
- Teacher washes hands.

- Wash the child's hands in the washroom using warm water and soap. Dry with paper towels.
- Return the child to the classroom.
- Remove the remaining paper towel and discard in the diaper bin. Disinfect change table surface with disinfectant. Allow to sit for required standing time. Dry area using paper towel.
- Wash your hands thoroughly with soap and water.

Toileting Areas

Toileting should take place in the washroom only.

The washroom must have a hand-washing sink and children and staff must perform hand hygiene after using the toilet.

The handwashing sink must have running water under pressure, liquid soap and paper towels in a dispenser.

Child sized toilets or adult toilets modified for children are easier to clean properly than potty chairs.

Potty chairs must be cleaned and disinfected after each use. Handwash sinks, or sinks present in programming or food handling areas are not to be used to dispose of body fluids. A separate sink, such as a utility sink, can be used to clean and disinfect potties. Disposable liners for potty chairs may be considered to prevent splashes or handling body fluids during disposal. If liners are used, potties must still be cleaned and disinfected after each use. SMDHU recommends the use of a plumbed toilet to minimize contact with body fluids and reduce the risk of surface contamination during disposal.

Toileting areas must be cleaned and disinfected at least once per day, or more often if necessary.

Steps for Toileting

It is important to follow proper infection control procedure when toileting to prevent cross contamination of surfaces and potentially prevent spread of illness. SMDHU provides a [Toileting Procedure Poster](#) for the steps to sanitary toileting.

Guide for Teachers

Teachers are to follow the SMDHU toileting procedures.

The toileting procedure is posted in the washroom.

The toilets have an adult modified attachment, that is easy to clean. Potty chairs are not recommended at the centre.

All diapers/pull ups/children's personal items are kept in their backpacks in the cubby area. Items must be brought into the washroom before changing the child.

When toileting a child the teacher will clean the child as outlined in the diaper changing routine. This will decrease the spread of germs and remove as many sources of contamination as possible. The child will then be placed on the toilet.

After the child has urinated or had a bowel movement, the teacher will wipe the child from front to back to reduce the risk of infection. The toilet will be flushed and the diaper/pull up will be disposed of in the diaper garbage bin.

The teacher will supervise the child to wash hands.

If feces are present the toilet will be wiped with toilet paper and disinfected using the washroom disinfectant. The disinfectant will be left to sit for the manufacturer's required contact time before being dried.

The teacher will then wash hands.

Toileting Routine

- If the child wears a diaper that is soiled remove it on the change table and follow the disposable diaper procedure that is posted.
- Place the child at/on the toilet in the manner they require (sitting/standing). Stay with the child until they are finished.
- Wipe the child from front to back if required. Teachers must wear gloves when wiping.
- Flush the toilet or let the child flush it.
- If required, diaper the child. Help the child pull up their clothes.

- Wash your hands.
- Assist the child in hand washing. Return the child to the classroom.
- Spray the disinfectant on the change table and toilet and let stand for the required length of contact time. Dry the change table with paper towel and dispose of in the diaper garbage bin. Wipe the toilet with toilet paper and flush the toilet paper.
- Wash your hands thoroughly.

Personal Items at the Centre

Examples of personal items in child care centres can include diapers, wipes, creams/ointment, lotions, sunblock and outdoor clothing (mitts/hats/coat/snowpants), etc. These items must be labelled and stored in a sanitary manner to avoid cross-contamination with other children's personal items. Sharing and borrowing of personal items must not be permitted.

Guide for Teachers

All personal items are to be kept in the child's backpack on their hook. All items must be labelled. Hooks must be individual and labelled.

Water bottles must be labelled and preferably kept at the school.

SENSORY AND NATURE-BASED PLAY AND MANAGMENT

Play is essential for every child's development. However, sensory, and natural play materials can become contaminated with germs. It is important that child care centres take measures to create a safe, healthy environment for children during play.

Considerations for Sensory and Natural Play

When preparing to provide sensory and/ or natural play as an activity for children, staff should consider the following:

- Children must be screened for illness and if symptoms identified, the child should not participate in sensory and/or natural play.
- Staff and children must wash their hands before and after participating in sensory, natural play or arts and crafts activities.
- Staff and children must not eat or drink while participating in activity.
- Sensory/natural play bins must be cleaned with soapy water and disinfected between emptying and refilling.
- Always read product labels and warnings to ensure play material is age appropriate and safe for use by children i.e. choking hazards, poisonous seeds, slivers, etc.
- Avoid shaving cream play.

Food Play

- Be aware of allergies when choosing sensory products.
- Label and store dried food in a sealed container off the floor with a tight -fitting lid.
- Avoid use of water with any dried food products (e.g. rice, pasta, cereal).
- Discard weekly or sooner if food becomes moist or wet.
- Homemade food products used for sensory play like playdough, goop and slime are moist and bacteria can easily grow in them when stored in the classroom. These products should be used once then discarded. Unused homemade playdough may be stored in the refrigerator for up to one week.

Sand Play

- Avoid items such as sand and soil from outdoor locations.
- Pre-packaged sand purchased at most hardware stores is a safe product that should be used. Replace indoor play sand monthly.
- Once play sand becomes moist or wet it may be capable of sustaining microbiological growth and should be discarded immediately and the sand replaced.
- Soil with manure and/or added chemicals such as fertilizer should be avoided.

Water Play

- Water play should use fresh tap water. Do not add bleach or vinegar.
- If water tables are used for the whole day, the water should be changed and the bin and toys disinfected for each group play. Sponges should be discarded.

Natural Play Items

- Natural/non washable items of high risk for contamination are enclosed in a container or jar to be observed not handled. E.g. bird nest, feathers, eggs, insects.

- Ensure natural items from outside are visually clean and have been obtained away from garbage/waste, animal feces, bird droppings, chemical contamination, pest contamination etc.
- Avoid sticks with insect holes or other signs of pest activity.
- Ensure recycled plastic containers can be cleaned and disinfected before use, and can be discarded when damaged.
- Use cracker/cereal boxes that are easy to attain that have not come in contact with food.
- Avoid absorbent, not easily cleaned cartons that have the potential for contamination i.e. egg cartons, toilet paper rolls, tissue boxes.
- Natural play items are routinely discarded or cleaned and disinfected on a weekly basis at a minimum.
- Any natural items that are intended to be fixtures in the classroom should be treated to allow for regular cleaning and disinfecting.

During an outbreak in the child care centre, all group sensory/natural play must be paused until the outbreak is over. Sensory play items that were in use prior to the outbreak (e.g., play dough) must be discarded. Natural play items may need to be discarded or removed from programming for a period of time.

Guide for Teachers

The nursery school follows all guidelines recommended by the SMDHU.

Store bought playdough is separated by group, then labelled and stored in the refrigerator for up to one week. Any play dough that has been contaminated is thrown away immediately.

The SMDHU provides Sensory Play and Nature-based Play resources on their website. The reference sheets are posted on the nursery school kitchen cupboards.

Arts & Crafts

When choosing materials for arts & crafts, child care centres must use materials that are safe for children. **Always read product labels and warnings** to ensure play material is age-appropriate and intended for use by children (do not have hazard symbols).

Considerations for Arts & Crafts

- Read safety aspects: allergies and sensitivities (i.e., scents), choking hazards, storage out of reach of children.
- Good ventilation where activities take place.

- Products and materials should bear the CP (Certified Product) Seal and/or the AP (Approved Product) Seal of the American Arts and Craft Materials Institute.
- Used egg cartons, Styrofoam meat trays and other containers used to stored hazardous food items should not be used for crafts.
- Used toilet paper rolls are not recommended for crafts due to the potential for cross contamination.
- Styrofoam packing materials and balloons are not recommended for crafts because they can present choking hazard.
- Keep materials in their original container whenever possible. If you transfer materials make sure you label the new container.
- Store all materials away from food or drink.
- Staff and student shouldn't eat while using craft materials.
- Remind children to avoid touching mouths, noses and eyes with hands, brushes or other craft materials.
- Ensure hand hygiene is performed before and after sensory play and crafts.

When using:

- Use talc free, pre mixed clay. Do not use powder clay as it is easily inhaled and may contain toxic substances.
- Use paper mache made from newspaper and glue. Do not use instant paper mache as it is easily inhaled and may contain toxic substances.
- Use liquid tempera paints or paints that an adult pre mixes. Do not use powdered tempera paint or spray paint as it may contain toxic pigments that are dangerous when inhaled.
- Use water-based markers. Do not use permanent felt tipped markers that may contain toxic solvents.
- Use water based white glue. Do not use instant glue, model glue or other solvent-based adhesives like epoxy.
- Use dry grains, cereal products, cotton balls for sensory play. Do not use water-based products, liquid gels that can support disease agent growth.
- Use vegetable, plant dyes or food dyes. Do not use cold water, fibre-reactive dyes or other chemical based commercial dyes.

Helpful Resources

- [Canadian Partnership for Children's Health & Environment](#)
- Keep up-to-date with [Health Canada Recalls, advisories and safety recalls](#)
- Many products labelled "non-toxic" are misleading because they refer to the immediate poisoning if ingested, inhaled or absorbed by the skin, but they do not reflect the dangers of long-term use.

Refer to [Health Canada's arts and crafts materials](#) and Health Canada's [Information for Art Class Teachers on Chemical Safety](#) to determine if the materials used are safe for

children.

Guide for Teachers

The nursery school follows all guidelines recommended by the SMDHU.

Craft items are stored separately from food items in the nursery school cupboards.

Paint brushes and craft supplies are washed separately from snack/snack prep items. They are air dried separately.

Healthy Environments

Maintaining health environments at child care centres may include considerations regarding outdoor play, extreme temperatures, air quality, sun safety, and activities like gardening.

Outdoor Play and Sandboxes

When picking outdoor play items, think about safety and how well they hold up in different seasons. In summer, watch for toys that collect rainwater. Standing water can attract mosquitoes, which may spread diseases like [West Nile Virus](#). Keep grass short to prevent bugs such as ticks. Ticks can carry [Lyme Disease](#).

Place sandboxes in well-shaded areas or use a shade cover. Rake the sand and look for anything unsafe before each use. Cover sandboxes after hours to keep animals out. If animal feces are found, throw away the affected sand, clean and disinfect the area (if possible), then add fresh sand.

Guide for Teachers

Playground safety checks must be completed daily before outdoor time. Gates must be checked to make sure they are closed securely. Standing water must be removed, play structures must be checked for hives/bugs, debris/garbage must be removed and toys must be in good working order.

The sand box must be covered nightly and raked before use to check for unsafe items or animal feces. If animal feces are found, then the affected sand must be thrown away, the area must be cleaned and disinfected (if possible), and fresh sand added.

The nursery school playground safety check forms are posted by the playground door in the kitchen. Teachers are to sign that the playground check has been completed each day. Any daily/monthly/seasonally changes/concerns are to be documented and addressed. A playground accident log must also be kept for tracking purposes of safety concerns.

Extreme Temperatures

Extreme Heat

Extreme heat can be dangerous, especially for young children. Monitor weather forecasts and watch for signs of [heat illness](#).

- Make sure staff and children drink lots of water and have access to shade or cool areas.
- Reschedule activities which may cause overexertion during extreme heat events.

For health information and tips on how to stay cool and protect yourself, and the children under your care, please check out www.smdhu.org/heat and review [SMDHU's Extreme Heat: Guidance for Schools and Child Care Centres](#).

Guide for Teachers

Although the nursery school is closed during the summer months, teachers are to monitor the children for over heating on warm fall or spring days. The teachers will suggest/encourage children to play in the shade on hot days.

Water must be provided to children whenever it is requested.

Extreme Cold

Cold weather can affect everyone, especially young children. [The Canadian Paediatric Society](#) recommends keeping children indoors when the temperature or windchill is -27oC, or lower, as exposed skin can freeze quickly. Consider limiting outdoor time when the temperature reaches -15oC (or -20oC wind chill) Ensure children have appropriate winter gear and it stays dry.

For updates and safety tips during extreme cold, check www.smdhu.org/cold.

Refer to Canadian Pediatric Society for more information on [winter safety](#) and [frostbite](#).

Guide for Teachers

As a half day program the nursery school is not required to have outdoor time. The teachers understand the benefit of fresh air and outdoor play. The nursery school policy states that the children will remain indoors when the temperature or windchill is -10, or lower. The playground must be also safe from ice and excessive snow.

Air Quality

Outdoor air quality is affected by various sources including vehicle emissions, weather,

and wildfires. Children are at greater risk of negative health impacts from air pollution. Short-term exposure of air pollutants can cause tiredness, headaches, difficulty breathing, irritated eyes, nose and throat. Air pollution can worsen existing health conditions like asthma.

For more information on air quality in general, please check out www.smdhu.org/airquality.

For more information specific to wildfire smoke, review [Wildfire Smoke: Guidance for Schools and Child Care Centres](#).

Guide for Teachers

Although the nursery school is closed during the summer months, teachers will monitor the weather for air quality advisements. If there are recommendations to stay indoors due to smoke/ air pollutants/wild fires then the children will play indoors.

Sun Safety

The sun gives off harmful UV rays during summer and winter. Children should wear sunscreen on exposed skin. Sunscreen from home should be treated as a personal item and labeled with the child's name. Ensure the play yard has sufficient shade for the children. It is recommended children wear wide-brimmed sun hats with a neck flap, sunglasses with 100% UV protection ("broad spectrum") and loose cotton clothing. The Canadian Pediatric Society recommends using sunscreen with an SPF 30 or higher at least 30 minutes before going outside. Remember to put sunblock on ears, nose, back of neck and legs, and tops of feet.

Visit our [Sun Safety](#) page and the [Canadian Pediatric Society's Sun Safety](#) page for more information.

Guide for Teachers

Although the nursery school is closed during the summer months, teachers are to recommend that children wear sun hats and appropriate clothing. Parents are asked to apply sunscreen before their child arrives in the morning. Sunscreen is to be labelled and kept in the child's backpack. Teachers are to be informed of the sunscreen so it can be reapplied before outdoor time.

Gardening

Growing a garden can be a lot of fun for children and can provide many learning opportunities. Gardening is a great way for children to learn about food and nutrition and to take responsibility for caring for plants. It also promotes eating more fruits and vegetables, building teamwork and boosting self-confidence. There are, however, infection risks that can be prevented by taking appropriate precautions. Centres may refer to the SMDHUs gardening resource for recommendations to reduce infectious disease risks.

Considerations when gardening:

- Some plants are dangerous for children. Teachers must confirm that what you are planting is not poisonous or toxic.
- Children must be monitored that they don't eat the plants or flowers.
- Soil must be from a safe resource and not contain manure and fertilizers.
- Safe drinking water must be used for watering.

Guide for Teachers

Due to the fact that the nursery school is closed for the summer months, we are unable to tend to a garden. In the event that a gardening activity is planned, then the SMDHU *Gardening Guidelines for Child Care Centres* resource guide must be followed. The guide is available on their website and is posted on the nursery school kitchen cupboards.