

NEW PLAYLAND NURSERY SCHOOL
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NEW PLAYLAND NURSERY SCHOOL ORIENTATION HANDBOOK

*Policies may change after time of printing/posting, childcare will provide changes via Memo and or provide copy of current policies/handbook. Policies are based on requirements and regulations set forth from the Early Years and Childcare Division of the Ministry of Education, Local Public Health Unit and Region of Peel Childcare Services.

-Revised December, 2024

NPNS ORIENTATION HANDBOOK

We would like to take this opportunity to welcome you and your family to our family here at New Playland Nursery School (NPNS). As you know, NPNS'S fulltime care program runs from 7:00AM to 6:00PM Monday to Friday and our Nursery programs runs from 9 AM to 12 PM or 2:30PM - 5:30PM Monday to Friday *excluding all statutory holidays, PD Days, Winter break & inclement weather.

NPNS starts care from 3 Months to 6 years of age.

Classroom	Age
INFANTS	3 months to 18 months
TODDLERS	18 months to 2.5 years
PRESCHOOL	2.5 years to 6 years

	NAME OF STATEMENT, POLICY AND OR PROCEDURES	PAGE #
	New Playland Nursery School Program Statement & Mission Statement	3-10
	Policies and Procedures	11-13
	Anti-Racism, Access & Equity Policy	14-21
	Inclusion Policy & Procedures related to providing an inclusive environment	22-25
	Code of Conduct & Prohibited Practices	26-28
	Duty to Report	29-30
	Serious Occurrence Policy	31-33
	Conflict Resolution, Issues and Concerns, Conflict of Interest, Dual Relationship Policy	34-38
	Parent Involvement	39
	Childcare Centre Supervision of Students and Volunteer Policy	40-43
	Health safety, well-being and Nutrition Practices, Smog, Heat, Cold – Inclement Weather Alert Procedures & Sun Safety Procedure	44-49
	Accident and or Incident Procedures	50
	Sleep Supervision Policy and Procedures	51-55
	Field Trip Policy	56
	Waiting List Policy	57
	Withdrawal Policy	58-59
	Safe Arrival, Drop Off and Absence Policy	60-63
	Childcare Fee Policy	64-65
	Child Fee Memo	65b
	Infant Sleep Log	66

Program Statement

Our educators view children of all ages to be capable, competent, curious and rich in potential.

- We believe that children are capable of informed risk-taking and increasing independence within appropriate environments.
- We know that children are competent and able to question, examine and investigate a wide variety of topics and areas of interest.
- We value children's curiosity and sense of wonder and know that children learn valuable skills through play.

We believe that children come with lived experience and knowledge; that they are co-learners in our program. Our educators recognize and provide individualized support for each child as they grow and develop at their own pace — supporting each child to reach their full potential.

As we continue to explore curriculum and advance our pedagogical leadership, we reference the following Ministry documents.

- [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#)
- [Ontario Early Years Framework](#)
- [Think Feel Act: Lessons from Research about Young Children](#)
- [Early Learning for Every Child Today](#)

How Does Learning Happen? Ontario's Pedagogy for the Early Years is the foundation of our Program:

Using the common framework articulate in How Does Learning Happen? Our centre will support the children to achieve the following goals and will assist in meeting the expectations for programs building on the four foundations for healthy growth and development.

Program Foundation



How Does Learning Happen? speaks to four foundations that are important for children to grow and develop in order to reach their full potential.

1. **Belonging** refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.
2. **Well-being** addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.
3. **Engagement** suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.
4. **Expression** or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

Pedagogical Approaches Explained

Our educators use recognized pedagogical approaches to support children's learning and development in achieving our program goals. These approaches are explained below and provides insight on our goals we have for and in our childcare practices.

Responsive relationships

- A responsive relationship is one that creates and builds a sense of trust, a healthy sense of self and encourages self-regulation. This relationship is developed between the child, their family and the Registered Early Childhood Educator.

Learning through exploration, play and inquiry

- Educators build upon the children's interests by providing materials for exploration. Educators assist children in seeking answers to their questions.
- Hands-on play is the foundation of the learning and development.

Project Approach

- Is an inquiry-based learning approach where children initiate an interest in the specific topic. Educators support the learning through scaffolding, research, investigation (field study) and reflection.
- Educators plan curriculum that engages children in a more thorough investigation of their topic of interest

Educators as co-learners

- Educators go beyond giving answers or asking questions they already know the answer to. They become a partner, a co-researcher — learning along with the children through inquiry and exploration.

Environment as third teacher

- The child's environment is set-up with open-ended materials that can be manipulated, investigated, and provide exploration through the five senses.
- The environment allows for child-initiated exploration and play.

Pedagogical documentation

- A visible record of what the children and educators have been researching and investigating through curriculum.
- Allows for reflection, questioning and discussion on a specified topic of interest.
- It is a reflection of developmental growth over a period of time.

Reflective practice and collaborative inquiry

- Intentional and thoughtful
- Closely observing and studying; uses a thinking lens.
- Allows educators to make meaningful decisions about how to respond to children's interests

Performance Monitoring

- Each employee receives an annual performance review. In addition, 2-3 developmental objectives are mutually agreed upon by the employee and their supervisor. The employee's progress on those objectives are reviewed twice per year.

Clauses a) to p) indicate by working collaboratively, the childcare will plan for and create positive early learning environments that:

1) Promote the health, safety and well-being of young children, families and educators.

a) Staff photographs with their corresponding names are posted.

b) Well organized environments, with lots of materials that are easily accessible to the children.

c) Children are to be signed in and out of the program utilizing a process that ensures safety.

d) Our menu follows the Canada Food Guide, and the food offered is nutritious, healthy and diverse.

e) Snacks are available to the children who arrive early and are set out for the children to serve themselves. Water is always available to the children throughout the day.

- f) During the mealtimes, the staff sits with the children and encourages them to eat as well as converse together.
- g) Gross motor activities are promoted, planned and encouraged throughout the day,
- h) Educators utilize positive language to encourage children to keep the centre clean and well maintained.
- i) During the day, all staff are to keep the centre clean and well maintained. Professional cleaners are utilized on-site for cleaning the premises.
- j) Posting of children's and staff allergy information throughout the centre with Anaphylactic Plans if any.
- k) Educators are consistently modeling healthy and positive behaviour.
- l) Ratio of child to adult within each classroom are always maintained according to Ministry's guidelines.
- m) Safety on the playground is ensured by regular checks and documented.
- n) Complete and up to date emergency information kept on site for each child.
- o) All incident, accident and illness reports are documented in a detailed and timely manner.
- p) Educators follow the health and safety guidelines set out by the Ministry of Educations, the Region of Peel Health Department and the Region of Peel Children's Services Division and Ministry of Health.

How we accomplish our goals of fostering children's exploration, play and inquiry?

Educators will incorporate a range of different experience modalities including indoor and outdoor play, active and quiet play, rest and quiet time considering the individual needs of children. Educators will support development by:

- a) Children will engage in a variety of different activities daily
- b) Provide opportunities for the children during outdoor and indoor active play to explore and master skills by taking reasonable risks.
- c) Provide nature indoors and outdoors, encouraging a strong connection to the world.
- d) Provide a variety of toys, equipment and materials to support the children's learning.
- e) Sleep/rest periods and provided for the children. Quiet activities are provided for children who do not sleep.
- f) Quiet, comfortable spaces for reading, quiet time or rest are available for children during the day – allowing the children to self-regulate.

NPNS will review the approaches to ensure our goals are met, to support and to maintain a sense of belonging and community with our families, by providing daily reports on children sent through Lilio HiMama , provide opportunities for family gatherings e.g., international day, Carnival, Winterfest, Halloween pumpkin contest, offering parent and teacher meetings, discuss review of approaches in monthly staff meetings, educator team meetings, quarterly program assessments meeting conducted between supervisor and administration team, and include review of approaches.

Goals pertaining to working with our families and caregivers.

1. Fostering the engagement of and ongoing communication with parents about the program and their children.
2. Supporting positive and responsive interactions among the children, parents, and staff.
3. Documenting and reviewing the impact of the strategies set out in clauses (a) to (p) on the children and their families.

Health, Safety, Nutrition and Well-being Health and Safety

The safety of our children is our most important concern. We provide a variety age-appropriate equipment and materials that are safe, and in good repair. Toys and equipment are selected based on the age and development of the children who will use them. Educators closely supervise the children's activities, both inside and outside the building. Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and consider the individual needs of the children receiving childcare.

We allow children to take age-appropriate safe risks in our playgrounds, while still maintaining recognized/required rules for our Centre. In doing so, children are encouraged to learn how to problem solve, self-regulate what actions they will take, and determine if they feel they will be safe in an activity. Educators are close by to discuss options with children to help them make safe choices, and to interact in a friendly manner with others. In doing so, they are creating friendship, sympathy, empathy for others, developing emotional intelligence, and self-expression. Safe risks could be walking on a log, riding a bike backwards, and standing on a step ladder to reach something with an educator's physical support.

Nutrition / Meals

Children in care will be offered A snack in the morning and afternoon, and a full meal at mid-day, which is prepared by the cook or designate, along with a dry snack for children who remain after 5:30PM at the centre. The weekly menus are posted on the bulletin board at the main entrance, & in the kitchen. We offer a four-week menu rotation which changes in the winter and summer. Well-balanced, nutritional meals and snacks are prepared in accordance with the Canada Food Guide. Due to current demographics and dietary restrictions, New Playland cannot accommodate students with Bean or Lentil restrictions or allergies.

Well-being and Sense of Belonging

Comfort is offered to children, Educators greet the children and parents on arrival, taking children from parents to help with transitions. Transitions are set to manage the flow of the children's day and are completed in smaller groups to lessen anxiety for children who have difficulty with change. Smaller groups allow for teaching moments of

self-help, independence and confidence. Foster the engagement of and ongoing communication with parents about the program and their children.

Supporting Children to Manage their Behaviour

When challenging behaviours occur, the educators reflect on what happened to cause the issue and work to alleviate the catalyst. Redirection is most helpful in these situations and an educator assists the child to become involved in another activity. This opportunity is used to discuss the event at the child's level of understanding thus creating empathy for others and enables the children who are listening to feel safe and supported. We believe that children's health is related to the need to engage in physical activities. They enjoy both indoor and outdoor gross motor activities, such as riding bikes.

Children benefit socially, emotionally, and physically from our positive approach. Educators focus on helping the children understand their feelings and emotions and provide support to help children regulate their behavior.

The following are unacceptable behavior management strategies and are not permitted at any time under any circumstance.

- a) Corporal punishment
- b) Harsh or degrading measures that may humiliate or undermine a child's self-respect and self-esteem.
- c) Exposing a child to harsh or derogatory language
- d) Depriving a child of basic needs such as food, shelter, clothing or bedding, sleep and toileting
- e) Confining a child by locking the exits of the centre or using a locked or lockable space to separate the child from other children. (except in an emergency lock down situation)
- f) No child will be left unattended while they are under our care.

Learning Environment:

Educators will:

- Promote self-esteem, empathy and self-worth through respect and recognition of children's efforts.
- Foster friendships with peers through play and conversation.
 - Encourage a sense of belonging by establishing areas that promote comfort, family pictures and items from home.
- Be a play partner by engaging in child-initiated activities, which are adult supported, to promote the development of social interactions that will help them be cooperative friends, teammates, and collaborators.

- Participate as a play partner, thus teaching the children how to interact, promoting the development of emotional intelligence and sympathy for others.
- Set up individual cubbies for each child's belongings and schoolwork to be taken home.
- Modify their classroom routine based on the needs of the children.
- Plan for and create positive learning environments and experiences in which each child's learning and development will be supported, and which is inclusive of all children, including children with individualized plans.
- Request and or advise parents to sign up for support from PIRS, Peel Region Intervention Support Services.

Licensee will:

- Provide training and research links for educators to increase their continuous professional learning and practice.
- Review quality of performance with each educator to promote self-reflections and growth.
- Report to protective services within required guidelines
- Provide planning time to set up programs, research and organize materials for prepare learning stories.
- Offer professional development support to learn new skills.
- Licensee / Supervisor will mentor educator needing guidance.

Program Statement Review

Parents will be asked to review the program statement prior to enrolling their child(ren) with our centre. As a part of the registration process, parents will be required to sign that they have reviewed this document.

Every employee, student, and volunteer will also review and sign off on the program statement prior to interacting with children, at any time when the program statement is modified, and at least annually thereafter.

New Playland Mission Statement

At New Playland Nursery School, we provide every child the tools to obtain optimal development and succeed while facing life's challenges. Our childcare's core fundamental values are Peace, Love, Unity, Respect, Responsibility and Equity (P.L.U.R.R.E.). Through a holistic approach to education, we prepare every child to better understand the world and their surroundings. In an engaging environment, every child will work to develop essential reading, writing, mathematics and self-help skills.

The development of such skills will help the child growing sense of self and self-worth which will assist them to:

- have the courage to be their own person.
- believe in their own values.
- make the right decisions under pressure.
- interact with others
- handle stress and life's challenges.
- make healthier choices, and
- feel confident saying "no" to dangerous activities.

At New Playland Nursery School we lay the foundation for our future leaders and subsequently for a better world.

POLICIES AND PROCEDURES

Policies and Procedures of our centre are as follows:

Prior to Admission- Enrollment package and their components must be fully completed and accepted by office and or Administration team. Components include (but not limited to), up-to-date immunizations records, Medical Action plan (if need be), Registration fee, Childcare Deposit and Current fee (if applicable) and initialled policy agreement. Enrollment package and its components must be returned to the office at a minimum of 5 business days before any child starts at our childcare centre.

NEW PLAYLAND NURSERY SCHOOL will observe the following holidays during which the centre will be closed:

New Year's Day	Canada Day
Family Day	August Civic Holiday
Good Friday	Labour Day
NPNS PD Day (3 rd Friday of June and November)	Thanksgiving Day
Victoria Day	Christmas Day
Boxing Day	NPNS Family Trip Day (Summer)
NPNS (Regional) PD Day in October date TBD	

Winter Break: 2024- December 23rd 2024 - Jan. 3rd, 2025 ☺ 2025-December 22nd 2025-Jan. 2, 2026

DROP OFF The centre is open from 7 a.m. to 6 p.m. Hand Hygiene must be performed at entrance before proceeding further into the childcare centre. It is the parent's responsibility to bring their child to their classroom and to make the teacher aware of their child's arrival and departure. **DO NOT LEAVE YOUR CHILD IN THE HALLWAY.** To ensure opportunities for open communication between staff and parents/ guardians, we request that all parents/guardians refrain from using their cell phone while dropping and/or picking up their child(ren).

Sleeping children will not be accepted unless a response test is conducted in the presence of parent's/drop off person's. Staff are to tap gently on cheek to attain a response e.g., eyes open and twitch, momentarily vocalizes and or cry's momentarily. -regardless of age.

To ensure all children have full access to the benefits of our program, we encourage parents/guardians to plan to arrive no later than 9:00AM as children arriving after 9:00AM risk missing out on important learning opportunities. Please provide notice to the centre if your child will be arriving late. Informing the centre ensures we can account for their arrival when planning for meal preparations. * *Refer to safe arrival drop off policy for procedures and requirements.*

PICK UPS All children and families need to vacate the premises by 6:00PM. Children and families in the centre passed 6PM will be charged late pick-up fees. Your child will be released **ONLY** to the people listed on the "Child Release Authorization Form". * *Refer to safe arrival drop off policy for procedures and requirements.*

ABSENCE It is the responsibility of the parent/ guardian to ensure the centre is notified of their child(ren)'s absence from care. Parents/guardians must also ensure they report and keep staff/office informed of any illness their child(ren) may be experiencing. * *Refer to safe arrival drop off policy for procedures and requirements.*

Sick children should stay home i.e. constant runny nose, cough, fever, all children must be symptom and medication free for 48 hours before they can return to care. All children present must be able to participate **fully** in the program. Such as, Indoor and outdoor experiences, gross motor. Each child should be able to actively participate at their individual baseline of energy and stamina.

EMERGENCY In case of a major emergency (flood/no heat/fire/no electricity, evacuation) staff will immediately contact you by online reporting App and or phone call. Childcare has an Emergency Management Policy and procedures in place.

ACCIDENT and INCIDENT REPORTING PROCEDURES

If the child has a minor accident/incident (scratches, scrapes, any bumps below the neck) while in our care, parents will be notified upon pick up, copy of Accident will be sent on Lilio Lilio HiMama app. Unless otherwise indicated as per an individual child's medical treatment/ action plan.

If any child develops a bump, major cut, and or injuries, above the neck, while in our care, parents will be called, and a message will be sent on Lilio -Lilio HiMama app. -at time of incident.

*Accident/Incident reports will be provided by staff to parents online and documented in the Classroom and office logbook. -parents may request hard copies from office. If the child requires immediate medical attention, 911 will also be contacted right away. The child will then be transported to the hospital via ambulance. Be sure we always have an UP-TO-DATE TELEPHONE NUMBER and emergency contact number. In case of an emergency, your child(ren) will be taken to a hospital via ambulance only. Childcare staff DO NOT provide transportation in their own vehicle. * Accident reports will be written even if there is no visible mark.

ATTIRE -ALL ITEMS BROUGHT TO THE CENTRE MUST BE LABELLED WITH CHILD'S NAME Since we spend lots of time jumping, running, climbing, and in "messy" fun activities, we request rubber soled indoor and outdoor shoes be provided (NO open-toed sandals), Velcro only, unless child can tie shoelaces. And play clothes and or dress the children in clothes you do not mind getting messy. -covered in food, paint, mud etc.

Please be sure to have extra clothes at the centre, to be stored in backpack in child's cubby. Staff will encourage and support children to retrieve their personal items and change, following messy meal or playtimes.

It is important to dress your child in weather appropriate clothing, e.g., Rain Gear, Winter Gear, Summer Gear. *We will be going outside everyday*, on extreme cold and wet days, time may be reduced. Children love splashing, playing in puddles and playing with mud. Exposing children to the weather systems incorporates our fundamental approach to living in and loving nature.

Weather appropriate gear amounts to but not limited to:

Rain- Rain Coat, Rain Boots, waterproof splash pants.

Fall -zipper Hoodie, thick pants, wool sweater, vests, gloves, hats that cover ears, light puffy jacket. -winter jacket are not appropriate to be worn during fall temperatures.

Winter- base layers, protective clothing rated -35 degrees Celsius, insulated waterproof winter grade gear (mittens, gloves, pants, hats that cover ears, neck warmer) -WE DO NOT ACCEPT SCARVES DUE TO CHOKING HAZARDS.

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Summer- UV hat with flap that covers shoulders, zinc cream/sunscreen (UPF Min. 35%), sunglasses, UV clothing. We have a hole in our ozone layer in Canada as does Australia. UV protective clothing is paramount in our countries.

**Children that do not have appropriate clothing may be turned away from the program. Childcare fees will still be applied. NPNS has a few spare sets -to be used for moments in which a family forgets to return after the weekend. Let office know if you need support in finding waterproof, well-insulated snowpants and winter gear.*

Inclement weather conditions

To ensure the safety of our students and staff; if the region/city/Dufferin Peel Catholic District School Board or Peel District School Board closes their schools due to severe weather conditions (i.e. ice storm, snowstorm, tornado warnings, flooding and other severe weather systems) NPNS will be closed as well. The following radio stations will report Municipal and School Board Closures -CBC, CFRB, 680 News, X and affiliated websites. This is to ensure the safety of all at time of arrival and departure to and from our centre. -full day care fees will apply on these days.

BRINGING IN FOOD ITEMS

Children are NOT permitted to bring food into the centre. Adequate snacks and lunches are provided throughout the day. Food exceptions can be made for documented medical reasons, under supervised medical based diet. All others will be on case to case. Our weekly menu is posted on parent bulletin boards. Please ask the office for accommodation, we will surely do our best to comply. i.e., Gluten free diet, Dairy Free Diet, Vegan Diet. Birthday cakes are permitted if they are labeled PEANUT and NUT FREE by the manufacturer.

We recognize children needing childcare may be under medical guidance from their attending physician. And may need a special diet that our centre may not be able to accommodate/provide. The allowance of home food in our centre to be consumed during meals is on a case-to-case basis and only Peanut and nut free items will be accepted. This measure is only accepted after every measure has been exhausted and or to no positive result. If our childcare centre cannot accommodate an allergy, we reserve the right to refuse a spot in our childcare centre. Current example would include beans and lentils. Due to our current demographic NPNS Nursery School can not accommodate children with Bean and Lentil restrictions and or allergies. WE cannot accommodate any individuals in our facility including staff if the bean or lentil allergy is inflicted by consumption, contact, inhaling or being in close quarters with. Bottom line, any contact that could harm an individual. -Safety is always our highest priority.

All parents that have authorized by the Childcare Administration Team to bring food from home will have to sign a disclaimer /liability form to say they will provide or prepare the food in a Peanut and Nut Free facility and or another current severe food allergen (TBD).

SUPPORT NEEDS

NPNS is committed to serving the public community in providing quality childcare without biases or judgment. It is our mandate to treat every individual with dignity & respect regardless of any exceptional needs. Parental/guardian will conduct a self-referral when an interventionist's help in supporting your child is suggested or if a parent felt a child would benefit from supports in place. Children in question will be provided a 'trial period' of enrollment nor more than 4 weeks, to determine goodness of fit in our program. -Large group play. *NPNS reserves the right to refuse admission, of children, if we feel we are unable to support or accommodate. e.g., a child needs small group interactions, NPNS only offers large group environments. Extra provisions to accommodate the child in care are to be at the expense of the parent. We reserve the right to provide immediate/two-week withdrawal notice during trial and or if a family refuses to get support services for their child or if a child is found not fit for large group play. -We strongly feel refusing to attain support for your child is a form of neglect.

Behaviour guidance techniques used within the centre are as follows:

- Offering choices
- Redirection to another activity
- Natural and Logical consequences
- Support development of self-regulation skills

PERSONAL ITEMS

1. Toys from home are not welcomed at NPNS. However, a small snuggly naptime item is acceptable. Rooms may have specified show and tell days. Please refer to your child's program plan for timings and dates.
2. NPNS is not responsible for items left in strollers.
3. The centre is NOT responsible for any personal items that come from home, e.g. costly toys, cameras, clothing, etc. Make sure all of your child's personal belongings are labeled with their name on it: this includes sleep toys, strollers and all clothing. - At any given time, there could be 400 personal children's items at our centre. Check lost and found regularly -all unlabelled items will be placed in the lost and found bin.
4. Please do not send your child to the centre with money or valuables; we are not responsible for any lost or stolen money/items.
5. Cubbies are not to be used as 'storage' by families for non-school items.

ANTI-RACISM, ACCESS & EQUITY POLICY

“To push for excellence today without continuing to push for access for less privileged students is to undermine the crucial but incomplete gains that have been made. Equity and access cannot be divided.”

-Ernest L. Boyer

Policy Statements:

- A. New Playland Nursery School promotes equality.
- B. New Playland Nursery School ensures that its staff members are reflective of the community served by providing information, programs, and services to our families to meet the diverse needs of the racial and cultural communities served.
- C. New Playland Nursery School promotes anti - racism in all areas of its organizational structure and operational functioning.

Equal Employment:

New Playland Nursery School promotes equal employment.

Objectives

1. Professional development programs are designed to encourage staff members to qualify and apply for promotions.
2. Procedures are in place to enable candidates or staff members to address perceived discriminatory practices in recruitment, retention, evaluation and/or promotion.

Procedures

1.
 - a)The Supervisor or the Licensee will respect all the ethnic - racial groups.
 - b)The Supervisor or the Licensee will incorporate all cultural backgrounds to our families.
 - c)The Supervisor or the Licensee will conduct employment reviews semi-annually which will help remove barriers for ethnic differences.
 - d)The Supervisor or the Licensee will attempt to hire multicultural candidates who reflect the communities.
 - e)The Supervisor or the Licensee will hire candidates who are most qualified.
2.
 - a) New Playland Nursery School advertises in community media organizations as an equal opportunity employment.
 - b) The Supervisor and or the Licensee will ensure that each candidate is given a fair opportunity to apply for a position.
 - c) In the cases of racial incidents, it is the responsibility of New Playland Nursery School to respond. immediately and consistently; by making it clear to the perpetrator that racial or ethnic biases are not tolerated. Discretion does

not permit ignoring an incident or refraining from investigation. Family and our Staff will be terminated immediately on discovery by Administration of incidents. NPNS is under a NO TOLERANCE ORDER, safety is priority.

Some examples of harassment are:

- Derogatory jokes
- Innuendoes
- Taunts
- Insults
- Negative comments
- Threats or jeers about a person's race, color, national or ethnic origin or about the adornment rituals associated with cultural or religious beliefs etc.

What is a racial incident? Racial incidents involve discrimination against people based on their race, religion, language, culture, and/or Aboriginal status. Racial incidents may range from name calling to physical assault. They may be of an overt or subtle and/or passive nature, intentional or unintentional. Racism therefore may be expressed or manifested by the following behaviors: verbal, physical, exclusion or avoidance, written and/or inaction/passive behaviors.

Protocol on Racial Incidents

The Supervisor and or the Licensee can receive complaints alleging infringements of the policy. It is New Playland Nursery School's responsibility to accept and investigate such complaints and facilitate the proper fair investigation. A person who feels that he/she is the victim of racism should immediately make known to such other person that the conduct is unwelcome and or offensive. It is important that this message should be clear and unambiguous. The person making the complaint may wish to keep written documentation.

If the conduct persists, the person should continue to advise the other of the unwelcome or offensive nature of the conduct. All incidents should be reported as follows:

- a) Speak directly to the Supervisor.
- b) If it is not appropriate to complete step (a) the matter should be directly reported to the Licensee.
- c) If severe i.e. threatening and or violent nature, the police and or 911 should be involved. (Staff are not trained physically to deal with physical violence amongst adults).

Investigation of Complaint

- a) The Supervisor must conduct or arrange for an immediate investigation of the complaint. Such investigation shall include interviewing both the person who it is alleged has harassed and the alleged victim.
- b) Every person receiving a complaint or conducting an investigation shall maintain all information received in strict confidence.
- c) Where an investigation concludes that racism has occurred, disciplinary action will be enforced. Verbal or written reprimands to suspensions and ultimate to termination for an employee and involuntary withdrawal from the centre for an individual or family.
- d) Should an allegation be found not to be supported, no record of such shall appear in the personnel file of the person against whom the claim was made.
- e) Every person who receives the complaint or who is involved in an investigation shall take steps to ensure that no

reprisal or threat of reprisal is made or taken against any person by reason of such person having made a good faith complaint of harassment.

Nothing contained herein is intended to detract from or otherwise affect the right or decision of any individual to seek any remedy available under the civil or criminal law, or to seek redress by conducting his/her lawyer, the Ontario Human Rights Commission or the Police.

Nothing contained herein is intended to interfere with voluntary relationships or stifle or discourage mutually accepted contacts. The intent of the policy is to encourage individual freedom of choice and responsibility and to maintain a harmonious environment for all employees and families, free of racism and harassment.

Objectives:

Staff members are recruited in a fair and equitable manner as reflected by:

- recruitment criteria which are reviewed and revised, as required.
- recruitment procedures which are reviewed on a regular basis to identify and address systemic barriers.
- a recruitment process which is sensitive and responsive to various cultural and religious preferences.
- An approach to recruitment which promotes the participation of candidates of diverse backgrounds, through advertisements in ethnic - specific collateral organizations.

Procedures

1. a) The Supervisor is to review the policy with existing and new staff and ensure that they comprehend the implications of the policy as it relates to their position.
- b) When recruiting, the Supervisor will post positions to specific media based organizations..
(i.e. community online listings)
- c) It is not the intent of New Playland Nursery School to match teachers with families of the same ethnic racial backgrounds.

Community Relations and Promotion

New Playland Nursery School promotes accessibility and equity through providing information, program and services to meet the diverse needs of the racial and cultural communities served. i.e. diverse menu, books, clothing, visual displays.

Objectives

1. A representative sample of the families from various racial and cultural backgrounds is depicted in the facility.
2. Mechanisms are in place to encourage parents, caregivers and staff to share their views, celebrations, recipes, concerns and provide input to the Centre..
3. Barriers or biases in any programs, activities or services are identified and addressed through ongoing monitoring and evaluation procedures.

Active Procedures

1. Staff identifies what languages are required for translation. i.e., Enrollment forms.

2. The Supervisor is responsible for ongoing evaluation to ensure that visual images in promotional materials are appropriate for the communities served.

Programs and Services

Our childcare centre promotes and strives to be anti – racism and anti-biases in all areas of its organizational functions.

Objectives

1. Resources for staff members and families are bias free and promote racial and ethnic - cultural diversity.
2. Our resources are easily accessible. Materials are updated on a regular basis.
3. Religious holidays and cultural events affecting the community and the Childcare Centre are marked on the program plan which is visible to see i.e. outside/in classroom and HiMama.
4. Staff time is allocated to facilitate anti - racist organizational change and to liaison with other community based organizations.
5. Staff members actively review and adapt programs to ensure that they are free of stereotyping, discrimination and racism.
6. All program materials (toys, books, etc) are reflective of the communities' ethnic - cultural needs.

Procedures

1. a) New Playland Nursery School shares a variety of information, periodically on topics of anti- racism, multiculturalism and related information.
b) The resource materials available are reviewed to ensure that they are up to date and bias free.
c) Resource materials are in magazine rack next to parent information boards outside office.
2. a) Through CDRCP and other organizations anti - racism workshops are offered to the Licensee, staff members, and perhaps families.
b) Staff are encouraged to speak about their heritage.
c) Staff are encouraged to integrate cultural events and traditional holidays in programming.
d) Our centre permits and encourages celebrating holidays, cultural, world events and festivals. -please note nothing religious based is to be executed here at New Playland. Celebrations will be contained to just cultural, societal and history. e.g. kite festival, harvest festival, spring Dayun festival, grandparents' day, Louis Riel day, Indigenous Day, Literacy week, community services appreciation week.
3. The Supervisor demonstrates awareness of cultural holidays and events coordinating staff meetings, special events etc. The Supervisor will consult families (if needed) about their respective cultural holidays/events to attain ideas on how to celebrate appropriately.

4. a) The Supervisor is responsible for making staff aware of religious and cultural events each month.
- b) Staff members are encouraged to be involved in external seminars and workshops dealing with anti - racism, especially in the context of “childcare”.
5. a) When purchasing books, those responsible, must keep in mind whether:
 - The story undermines any culture, gender, ability, race, or age;
 - Balance of race and gender depicted, of books available.
 - The characters’ actions emphasize the importance of helping others and are able to solve their own problems.
- b) When purchasing toys, those responsible must keep these questions in mind:
 - Does this item stereotype people by gender, race ethnicity or ability?
 - Does the item have a television counterpart that promotes bias and or violence, with directly or through hidden messages?
 - Is the item useful in several different situations and equally available for all children?
 - Does this item reflect the philosophy and goals of our program?
 - Do the toys and equipment encourage child direction, co - operation and celebrate diversity and needs of the program?
- c) New Playland Nursery School integrates the cultural and religious diversity of their children through specific project-based programming, diverse Menu planning, cooking activities, International day, celebrating cultural, societal, and history based events and celebrations.

Protocol and Procedures on Racial Incidents Involving Children

At the outset, staff should try to resolve the matter by talking to the children and explaining why the behavior is inappropriate. Some key elements of this process are:

1. The targeted child must immediately be publicly supported to acknowledge the hurt they have suffered. This will help the hurt child to re-establish self-esteem.
2. Both the offender and targeted child should be spoken to individually. The objective of speaking with the offender is to correct the behavior, not to punish. The offender should be assisted in seeking appropriate ways to express themselves.
3. Incidents can be used as learning opportunities for all the children (e.g., you can build this into the overall curriculum).
4. Document incidents, indicating who was involved using first names only, and include as much detailed information as possible on how the incident was resolved.
5. Discuss the incident and its resolution with each child’s parent, using it as an opportunity to orient them to the policy.

6. Staff should review the frequency of incidents, both within groups and with specific children, and set longer range plans accordingly.

If other children were present at the time and witnessed the incident, staff must try to resolve the matter by talking to these children and explaining why the behaviour is inappropriate.

Teaching children about the inappropriateness of this behaviour may involve group activities, group problem-solving, program and curriculum development, or other preventative methods, which may include teaching positive interactions and conflict resolution skills.

What consequences should be given when children's behaviour toward children is of a racial nature?

First-time occurrence: Consequences should be based upon the children's level of development and experience, and must be handled in a way that allows for appropriate learning and attitudinal and behavioural changes to occur. The consequences should not be punitive. Instead, they may involve group activities; group problem solving, program and curriculum development, or even preventative methods that may have an impact on the way staff interact with children. Always inform and consult parents on possible consequences.

a) Recurrence: Long term action if not severe Approaching behaviour by ' Teaching the children about the inappropriateness of this behaviour may involve group activities, group problem-solving, program and curriculum development, or even preventative methods, which may include teaching positive interaction and conflict resolution skills.

If long-term approach goals are not met; consequences should be consistent with the general anti-racism policy directives of our program at New Playland Nursery School.

a) Speak directly to the Supervisor.

b) If it is not appropriate to complete step (a) the matter should be directly reported to the Licensee.

c) A team meeting will be held involving, parents/caregivers, directors, Supervisor, educator(s) to come up with solutions and or preventative measures. If no found positive result another team meeting may be called with our Early Childhood Consultant/Ministry, Licensee, Supervisor to come up with solutions and or preventative measures. If parents are not willing to co-cooperate, New Playland Nursery School reserves the right to give two-weeks' and if severe, immediate notice of withdrawal from care.

What consequences should be given when staff behaviour towards children is of a racial nature? In an incident involving inappropriate staff behaviour towards children, it is critical that two aspects be recognized:

1. It is important that any targeted child or witness to the racial incident be supported. Children need to be reassured that they are not "at fault," and supported throughout the investigation process.

2. If other children were present at the time of the incident and had witnessed the incident, staff should try to resolve the matter by talking to the children and should help the children explore why the behaviour is inappropriate. Teaching the children about the inappropriateness of this behaviour may involve group activities, group problem-solving, program and curriculum development, or even preventative methods, which may include teaching positive interaction and conflict resolution skills.

3. Staff alleged to be engaged in behaviour prohibited by program policies must be treated in a similar fashion to other allegations of inappropriate action. If the investigation supports the allegation of inappropriate behaviour, the supervisor needs to interview the staff member and follow the appropriate labour practices. -termination. The Supervisor or Administrator may deem fit to call CAS on staff member. The behaviour may also be subject to legal sanctions covered under the Ontario Human Rights Code, etc.

What consequences should be given when adults are involved (e.g., parents /operator, staff and others)? Racial incidents and racist behaviour will not be tolerated between adults. Response and actions to racial incidents by New Playland Nursery School can be attained in the

'anti-racism policy and procedural guidelines' depending on the seriousness of the incident, consequences may range from a review of the policy with the offender up to and including restricting access to the program. -immediate withdrawal from program.

a) First-time occurrence for minor offences (Serious offences will result in immediate withdrawal from program forgoing deposit of childcare fees):

- Inform the person of the consequences of repeated occurrences, as outlined in the program's policy and procedural guidelines for handling racial incidents. Ensure the offender has copies of policy and procedural guidelines.
- Advise the offender of the targeted individual's preferred redress, and ask the offender to comply.
- Reinforce the program's anti-racism policy and follow procedures outlined in the policy.

b) Recurrence:

- Restrictions on access to the program's premises.

Preventive Measures With Children

Sensitivity and care are essential in using incidents as learning opportunities with children. It may not be appropriate to discuss the immediate situation, particularly since this may cause further harm to the targeted child or embarrass the offending child. The primary role for the adult in these incidents is to support and comfort the insulted child, and to promote positive self-worth and self-esteem in all children. At the same time, it is important that children learn that racism unfairly hurts, is based on untruths and that racist behaviour is unacceptable.

Children best develop a positive self-identity in a validating environment fostered by respectful and caring adults. A culturally sensitive approach to curriculum and environments for young children must be multi-dimensional. It should include and represent diversity in its daily program. Books, toys, drama props, games, play materials and planned activities must reflect and represent diversity in the broader society. New Playland strives to offer quality care without bias or judgement.

“You can't have unity without diversity.”~ Richard Twiss

INCLUSION POLICY

Guiding Principles of Inclusion

Inclusion means; to hold, embrace, involve and counting among.

According to the Canadian Charter of Human Rights and Freedoms, “All individuals must be treated equally, regardless of their race, national or ethnic origin, colour, religion, sex, age, mental and or physical ability.” The Canadian Human Rights Act also states; “employers and service providers are required to accommodate special needs, including those of people with disabilities, short of undue hardship.”

The Program at NPNS School is an inclusive early learning childcare program that strives to, at the best of our abilities find ways to include all children and remove barriers that prevent children from actively participating in any activity. Early Childhood Education sets the foundation for lifelong learning, behaviour, health and well-being. Play and inquiry are learning approaches that capitalize on children’s natural curiosity and exuberance.

An intentional, planned program support learning and smooth transitions. Partnerships with families and communities are essential. Respect for diversity, equity and inclusion is vital. Knowledgeable, responsive and reflective educators are essential.

Policy Statement

Experts such as Lev Vygotsky identify play as a leading source of social, emotional, physical, language and cognitive development. Intentional play-based learning allows children to develop the skills to investigate, ask questions, solve problems and engage in critical thinking. We believe inclusive early learning and care environments are an effective way to combat discriminatory attitudes and contribute toward the creation of welcoming and inclusive communities. We are committed to providing and maintaining safe and healthy environments conducive to learning and working for all.

NPNS will fully support families who require more intensive, specialized or focused support in parenting or other assessment. Intervention services offered by Peel Inclusion Resource Services (PIRS) ensure consultants are available to better support children with a range of abilities in our licensed childcare. PIRS Resource Consultants assists the family and childcare providers to develop and implement on individual plan to meet the children’s needs.

Confidentiality

All our staff must comply with confidentiality of all our students and families. We believe our staff to be obligated to comply with a Staff Confidentiality Agreement. Confidentiality is important to establish and maintain trusting and lasting relationships among parents/legal guardians and professionals. Confidentiality is the cornerstone to ensure that privileged information is accessible only to those authorized to have access. Confidentiality acknowledges respect for an individual’s rights to privacy. Confidentiality builds respect for human relationships in which personal information is shared.

Policy Review

NPNS requires staff members to review the centres Inclusion Policy annually to ensure compliance.

NPNS recognizes Inclusion as a fundamental part in providing quality learning and care. Providing children of various needs and abilities equal opportunity to grow and develop is important. Children attending NPNS are guided through milestones; learning experiences and skill development in a positive manner at a level that reflects their developmental age. Together, staff, service providers, student educators and parent/guardians encourage a sense of belonging, well-being, engagement and expression.

At NPNS, the safety and security of our children / staff is of utmost priority. Identified concerns that place our children at risk must be addressed in a manner that supports positive outcomes. When addressing a Child's individual needs i.e., medical, physical, social, emotional and or behavioral etc. our educators along with the support from families, service providers and PIRS work to ensure all efforts are made to continue a child's placement.

Staff are responsible for; sufficiently documenting and taking the appropriate action to ensure positive outcomes.

- Document all data to support observations.
- Discuss observations / concerns with parents/ guardians including positive and constructive feedback related to issues and concerns.
- Discuss and implement general classroom strategies with support from regional interventionists.

We recognize that there may be times where the learning environment, programming and materials may be too challenging or not challenging enough for a particular child. In this situation, we will work together with staff, management, PIRS, parents and guardians to develop a collaborative plan to meet the needs of the child. We recognize that working in partnership and collaboration is crucial to ensuring all children have a safe, supportive, and enriched learning experience. E.g., moving child(ren) to developmental toddler classroom. -Toddler childcare fees will apply.

Professional Development

NPNS encourages all staff members to further their knowledge and skills when possible. It is essential that staff continue to implement the best practice by remaining current within the field.

Staff members are expected to promote an inclusive learning environment that supports the growth and development of all children. At NPNS Staff are provided access to:

- Raising The Bar – Professional development opportunities
- Staff Meetings – Group Discussions and Case Studies that encourage critical thinking approaches to the betterment of classrooms as inclusive learning spaces.
- Opportunities to expand understanding and incorporate inclusive environments through group discussions, scholarly sources and PIRs.

In the event that all capacity building steps and actions; are deemed unsuccessful and it is found that the Child's needs cannot be met within our program, NPNS may recommend withdrawal of care.

We will provide, 22 business days, notice for withdrawal to the family (extreme cases immediate); reflection by the educators, office and administration teams are to take place as to ensure the safety and well-being of the NPNS Community. In consultation with the PIRS resource consultant, we will explore alternative options regarding other childcare and community resources to support the child and family.

Procedures related to providing an inclusive environment:

Behavior is documented over a time-period by the program staff. Parents should communicate with classroom educators regarding any changes in their child's behavior. Parents provide the centre with pertinent information that may help staff support the child's development. i.e., child may miss absent family member and is emotional, child watched a scary movie and had nightmares, child was bullied by older cousin.

When a child's needs are not met due to developmental and or behavioral delays:

1. The program staff submits a written formal observation to the supervisor.
2. The supervisor and staff meet to discuss concerns and develop strategies.
3. A meeting is arranged with the Supervisor, staff members and parents/main caregiver to discuss and develop strategies pertaining to the behaviour and or developmental concerns. Strategies are discussed in an open-ended question style to ensure all attendees understand clearly what the new expectations are for the trial period of new strategies. The strategies are documented and then implemented. Trial periods could be 4 weeks or up to 3 months. -based on a child's needs.
4. A follow-up meeting, approximately between 3 weeks to 3 months, will be scheduled to see how strategies are functioning. * if it is certain the needs of the child will not be met the Supervisor may ask the family to register online with a self-referral to retain our Early Childhood Resource Consultant for the family.
5. 2nd follow-up meeting –The Supervisor, Families and Educators will have the opportunity share how the strategies are working or not as well set up new focused goals and strategies. A 3rd and 4th meeting will be scheduled at case specific intervals e.g., 3-4 weeks. Each meeting determines new goals and building blocks for success. e.g., drop-offs take place at the same time every day, drop-offs occur earlier in the day. During the 4th meeting the Supervisor may ask the family to register for the family to retain our Early Childhood Resource Consultant for the family.

PIRS Referral <https://www.peelregion.ca/services/children-and-parenting/special-needs-help#how>

***Families can proceed with a referral at anytime, online, while in care. Please let office know if you registered support for your child.*

If the centre staff determine that the child's needs cannot be met even with utilizing our Resource Consultant, a recommendation of withdrawal of care and or a safety plan will be introduced and implemented for the family. The parent/guardian will be asked to attend a meeting with the Supervisor, Resource Consultant and the licensee to put forth the order implementing a safety plan. Safety plan could resemble the family having designated drop off and pick-up times for their child, reducing hours of care, omitting nap time from when child is in care, etc. * safety is our main priority, the health and well-being of all, including staff, is the paramount priority at all times.

Expectations of Safety Plan:

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40 ELM DRIVE WEST, MISSISSAUGA, ON, L5B1L9
info@newplayland.com :: 905-276-8802 :: www.newplayland.com

1. Documentation of the meeting(s) with the parents, Resource Consultant and the Supervisor.
2. Adherence to the safety plan provided by childcare centre and Resource Consultant by family/caregiver.
3. Where appropriate: Other professionals may be involved.
4. Document the use of support services and meetings with parents.
5. Invite families to meet to discuss ways to adapt the program to accommodate their child.
6. Introduce additional resources or community agency support to address your child's needs.
7. 3rd party intervention is accepted at parent's expense.

flOur Human Family is Completed When Everyone Is Included‡ - Curt Armstrong

CODE OF CONDUCT

At New Playland Nursery School, we strive to provide a safe, happy, caring, learning environment for children, staff and families. Our core values are PEACE, LOVE, UNITY, RESPECT, RESPONSIBILITY AND EQUITY.

The following people are expected to behave in a respectful manner and comply with this code of conduct:

- Management and staff members
- Children
- Parents/guardians/family/ pick-up or drop-off individuals of children enrolled
- All others involved with our centre or entering our facility

Guiding Principles for Appropriate Behaviors

Be Respectful: We are respectful of ourselves and other people. We are respectful of the ideas and feelings of others. We are respectful of the environment, equipment and materials.

Be Safe : We work and play safely to help keep ourselves and others from getting hurt.

Be Cooperative: We solve our problems by talking and listening to each other respectfully to find a solution. When we cannot solve a problem ourselves, we ask for help.

Be Supportive of Learning: We learn to the best of our abilities and support the learning of others.

Developmental Capabilities of Children: We understand that it is normal for children to display inappropriate behavior at times for a variety of reasons. The developmental capabilities of each child will always be considered when determining both expectations for behavior and consequences of inappropriate behavior.

Unacceptable Behaviors

The following behaviors by children, staff, parents and others involved in our centre are unacceptable:

- All forms of bullying (physical, verbal, emotional, social or cyber bullying), including comments, actions or visual displays that are intentional, hurtful and repetitive.
- Harassment, including behavior that degrades, demeans, humiliates or embarrasses someone.
- All forms of abuse (sexual, physical or psychological), including verbally, in writing or otherwise.
Discrimination against any person or group because of their race, colour, ancestry, nationality or place of origin, ethnic background, religion, age, sex, gender-determined characteristic sexual orientation, marital and family status, source of income, political belief and physical or mental disability
- Actions that put another person at risk of harm, including violent physical acts (with or without a weapon) and threatening someone.

Proactive Strategies

We actively strive to create an environment that supports the health, safety and well-being of the children by:

- Having realistic and developmentally appropriate expectations for behaviour.
- Setting up the environment and materials to encourage appropriate behavior and reduce potential for inappropriate behaviour.
- Planning a program based on children's interests and developmental needs.
- Establishing consistent yet flexible schedules and routines that help children gain trust, security and self- control.

We create a positive environment for children, parents, staff and others involved in our centre by:

- Developing positive relationships with everyone involved at the centre by making time to talk and listen and having an open door policy.
- Establishing clear, consistent, limits that are Positive and simple.
- Working together to solve problems.
- Modeling and encouraging appropriate behaviour.

Consequences for Inappropriate Behaviors

We will consistently respond to inappropriate behavior by children, parents, staff and others involved in our centre by:

- Reminding people of expectations and limits
- Using a respectful approach to explain why a behavior is inappropriate and what behavior is expected.
- Talking only about the behavior, not labeling the person.
- Responding sympathetically and acknowledging feelings.
- Establishing natural, logical consequences.

Depending on the severity and frequency of the behavior, we will consider further steps such as:

- Using outside agencies to help reduce or eliminate the behavior
- Having a formal or informal meeting to discuss concerns and to develop an action plan to encourage appropriate behavior in the future
- Developing a written contract with an adult or older child that outlines specific expectations and consequences
- Giving a written warning that outlines specific concerns and consequences if the behavior continues

In extreme cases, we will take additional steps such as:

- Suspending or withdrawing the child from care because of a child's or family member's inappropriate behavior.
- In the case of a visitor - not allowing the person to return to the centre.
- Contacting the police and/or children's services (CAS), if the behavior is illegal such as abuse, assault or threatening another person.

Prohibited Practices

(a) corporal punishment of the child;

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

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

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

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

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

DUTY TO REPORT

Some serious occurrences, most notably and allegation of abuse or neglect will give rise to a “duty to 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.

- Licensees, Supervisor or staff members that have 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.
- New Playland will report to a Children’s Aid Society 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.
- At New Playland, all staff are expected to be accountable for their actions as Early Childhood Educators and or employees of New Playland Nursery School. All Registered Early Childhood Educators are to abide to standards of practice, as members of good standing within the College of Early Childhood Educators.
- Early Childhood Educator’s must follow the 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”.
- RECE’s and educational staff 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 as professional misconduct.

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

<http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/abuseandneglect.aspx>

<https://www.oacas.org/childrens-aid-child-protection/duty-to-report/>

Employers Mandatory Reporting Obligations To the College and the Ministry

New Playland Nursery School will adhere to the new requirements for employers to submit mandatory report of an allegation or confirmed case to the College of Early Childhood Educators, which came into effect in the 2015 changes to Early Childhood Educators Act, 2007 (ECEA). Regarding Ministry, all allegations will be reportable as a Serious Occurrence.

NEW PLAYLAND NURSERY SCHOOL
40 ELM DRIVE WEST, MISSISSAUGA, ON, L5B1L9
info@newplayland.com :: 905-276-8802 :: www.newplayland.com

It's our duty to report.

Children's Aid Society (Region of Peel) Contact: 905-363-6131

Catholic Children's Aid Society Contact: 905-525-2012

Native Family Services: 416-969-8510

"The greater a child's terror, and the earlier it is experienced, the harder it becomes to develop a strong and healthy sense of self."

— Nathaniel Branden, Six Pillars of Self-Esteem

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SERIOUS OCCURRENCE POLICY

The following type of incident is considered to be a Serious Occurrence and must be reported to the Early Years and Child Care Division, Ministry of Education:

A serious occurrence is defined under the Childcare and Early Years Act (CCEYA)

- a) The death of a child who received the care at NEW PLAYLAND Nursery School if it occurs on the premises.
- b) Abuse, neglect, and/or allegation of abuse or neglect of a child while receiving care at New Playland Nursery School when it occurs on the premises.
- c) A life-threatening injury to or a life threatening illness of a child who receives childcare at New Playland Nursery School.
- d) An incident where a child who is receiving childcare at New Playland Nursery School goes missing or is temporarily unsupervised.
- e) An unplanned disruption of the normal operations at New Playland Nursery School that causes a risk to the health, safety or well-being of children receiving care at NEW PLAYLAND Nursery School.

Reportable Serious Occurrences

- A child was unresponsive and not breathing while receiving childcare. The child was later pronounced dead by emergency medical staff.
- A child developed a severe illness while at the childcare centre and later passed away in hospital.
- A child developed a high fever at the childcare centre and was sent home. The child later passed away in hospital.
- A child developed a high fever at the childcare centre and was sent home. The child later passed away.
- A child incurred fatal injuries from an accident while on a field trip from the childcare centre.
- A staff member observed another staff forcefully grabbing a child.
- A licensee received an email or telephone call from a concerned parent alleging that a staff member was upset that a preschooler had a urine accident and the staff member refused to permit the child to change his/her soiled clothes.
- A staff member is observed using harsh/degrading language to a child.
- A parent noticed a bruise on his/her child's face; the child told parent that the staff had hit him/her.

The following are examples of incidents that are not a serious occurrence

- A child disclosed to a staff member an incident that occurred while the child was not receiving care at the childcare centre. In this case, a report would be required to the local Children's Aid Society as per the Duty to Report under the Child and Family Services Act.
- A child died of terminally medical condition.
- A child died due to an automobile collision while in the care of the parents.

Licensee shall ensure that

- a) New Playland Nursery School has written policies and procedures with respect to Serious Occurrence guidelines set by Ministry. Policy and Procedures are followed at the centre per section 38 as per CCEYA.
- b) Licensee designates or Supervisor are required to report any serious occurrence to Ministry of Education Early Years division within 24 hours of becoming aware of the incident. It is important to note that the 24-hour window to report a serious occurrence begins as soon as the licensee delegate or supervisor becomes aware of the incident.
- c) Licensee designates or Supervisor are required to notify the program advisor of any serious occurrence through the Childcare Licensing System (CCLS). If the individual cannot access the CCLS they must notify their program advisor via Telephone or email within 24 hours of becoming aware of the incident and complete a serious occurrence report in the CCLS as soon as the system becomes available.
- d) The summary of the Serious Occurrence report provided under clause b) and of any action taken as a result will be posted for at least 10 business days in a conspicuous place at the centre. If the form is updated with additional information, it must remain posted for ten days from the date of the update.
- e) In the event of allegations of mistreatment and or abuse of a child while in care at New Playland

Nursery School the staff member in question will be suspended without pay until Children's Aid Society assessment clears the staff member of any allegations. If the staff member is found guilty than the staff member will be terminated immediately as well as be reported to the Ministry of and The College of ECE's.

Other Serious occurrence requirements

Licensee at New Playland Nursery School conducts an annual analysis of all Serious Occurrences as a method of identifying issues and or trends. As part of this analysis, we also document the action taken in response to the analysis and maintain a record of this analysis. For Ministry of Education licensing staff to review the annual reports during licensing inspections. Licensee retains Serious Occurrences and annual analysis for 3 years as per section 82 of CCEYA. Licensees' at New Playland are responsible for managing the complaints that they receive. If a licensee receives a complaint about an incident that is defined as a Serious Occurrence as per CCEYA then the licensee ensures that the incident is reported to the Ministry of Education under the appropriate category through CCLS.

Serious Occurrence Notification Form

The Licensee, Supervisor, or designate will post a completed Notification Form of each serious occurrence in a place that is visible and accessible to parents within 24 hours of becoming aware of the occurrence. The Notification Form remains posted for minimum of 10 business days, including any allegation of abuse or neglect.

The Notification Form will not include any identifying information and shall be updated as new information is obtained.

Serious Occurrence Annual Analysis

The Licensee, Supervisor or designate will conduct an annual analysis of all serious occurrences that have occurred in the previous year. The annual analysis is to be used as a method of identifying issues or trends and actions taken. New Playland will retain records of the analysis. The actions taken in response to the analysis will be kept on file. Ongoing reviews and follow-up to serious occurrences will be available to Licensing Ministry staff. Licensing Ministry will have access to serious occurrence information during Licence renewal inspections.

New Playland Nursery School takes the following steps into consideration when dealing with a situation of a missing child:

- Alert all staff
- Immediately search the childcare premises, including outdoor areas (e.g. playground)
- Have a staff member who is not searching the premises immediately alert the child's parents (in case parents have additional information about child's whereabouts)
- Advise the police by telephone.

CONFLICT RESOLUTION POLICY

New Playland Nursery School management has an open door policy where parents, staff, and caregivers have an issue concerning a child in our care; we welcome them to share their views. The centre can support open discussion between licensee and parents through a fair and transparent process.

This policy's intent is to set out clear and consistent standards for the centre to ensure that issues and concerns are addressed in a timely and transparent manner. This conflict resolution plan is not intended to replace requirements of Ministry related to reporting Serious Occurrences, but to support communication and positive relationships between licensee, staff and parents.

Intent:

New Playland will follow the provision requirement, for establishing a plan of action to deal with any serious incidents that may affect the health, safety, and well-being of children and staff. These serious incidents are to be reported to Licensee by the Childcare Supervisor as well documented by the Supervisor and if appropriate the involved staff member.

New Playland follows the six-Steps of Conflict Resolution for all involved in the centre:

- Clarify what the disagreement is.
- Establish a common goal for both parties.
- Discuss ways to meet the common goal.
- Determine the barriers to the common goal.
- Agree on the best way to resolve the conflict.
- Acknowledge the agreed solution and determine the responsibilities each party has in the resolution.

NPNS plan of action is:

1. Meeting congregated with family, educator, supervisor and make plan to meet after goals are established to "check in"-online or in person
2. If no resolution is established, another meeting is set up with Licensee , family and Supervisor.
3. Goals will have to be in place by the end of this meeting, with a follow-up scheduled meeting.
4. If no resolution has come to surface, two weeks notice of withdrawal notice/ immediate withdrawal of care if incident is serious connotation.

ISSUES AND CONCERNS POLICY

Name of Child Care Centre: New Playland Nursery School

Date Policy and Procedures Established: APRIL 2021

Date Policy and Procedures Updated: August 2023

Purpose

This policy is designed to provide parents/guardian and staff at New Playland Nursery School with a clear outline of protocol and action that is to be taken when addressing issues and or concerns.

General

At New Playland Nursery School, we encourage parents, guardians and staff to take an active role within the centre through enriched conversations, interactions and involvement. It is essential that discussions in relation to children's development, progress and experiences occur regularly to ensure the needs of those most directly involved are adequately met.

As supported by our program statement, we encourage positive and responsive interactions among all children, parents/guardians, childcare providers and staff. New Playland Nursery School fosters the engagement of ongoing communication between parents/guardians and its staff in relation to the program and their Child's development. We ensure that our staff provides parents/guardians with opportunities to meet directly to discuss any issues or inquiries. However, these meetings are to be scheduled for a time that does not interfere with the safety or learning of our children.

Our staff is available to engage parents/guardians in conversations and support a positive experience during every interaction. All issues and concerns raised by parents/guardians will be addressed and are taken seriously by Staff and Management. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties in a timely manner.

Issues and or 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 three business days. The person who raised the issue and or 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 or concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff and students. Information will only be disclosed in instances where in which legal action is required (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.

Concerns about the Suspected Abuse or Neglect of a child:

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

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

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

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

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, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom staff directly or - the supervisor or licensee.	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised or - arrange for an online meeting with the parent/guardian within three business days. Document the issues/concerns in detail. Documentation should include: <ul style="list-style-type: none"> - the date and time the issue/concern was received;

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:
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 licensee.	<ul style="list-style-type: none"> - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to - the individual directly or - the supervisor or licensee. All issues or concerns about the conduct of staff, duty parents, etc. 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 two business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.
Student Teacher-Related	Raise the issue or concern to - the staff responsible for supervising the student or - the supervisor and/or licensee. 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.	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern. Ensures resolutions are acted upon to meet the needs of those involved.

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 childcare Management.

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.

CONFLICT OF INTEREST & DUAL RELATIONSHIP POLICY

Employees of New Playland Nursery School are expected to establish and maintain clear and appropriate boundaries in professional relationships (including relationships with children registered for care for professional supervision by our childcare centre and/or their families and/or supervisees) and do not violate those boundaries.

Boundary violations include sexual misconduct and other misuse and abuse of the staff's power. Non- sexual boundary violations may include emotional, physical, social and financial violations. Employees are responsible for ensuring that appropriate boundaries are maintained in all aspects of professional relationships.

Employees of New Playland Nursery School do not engage in professional relationships that constitute a conflict of interest or in situations in which staff's ought reasonably to have known that the child under their supervision would be at risk in any way.

Employees of New Playland Nursery School are not permitted to provide professional services to families in care. - Staff of New Playland Nursery School should not supervise, babysit and/ or care for children currently enrolled at the centre. -Staff member will be terminated upon discovery, families will be provided a formal warning or immediate withdrawal if request is repeated.

Employees of New Playland Nursery School evaluate professional relationships and other situations involving children under the employee's professional supervision and the families or guardians of those children for potential conflicts of interest and seek consultation from the Supervisor and the Managements of New Playland Nursery School to avoid the potential conflicts of interest.

Employees of New Playland Nursery School avoid conflicts of interest and/or dual relationships with children under the staff's professional supervision and/or their families or with colleagues or supervisees that could impair the employee's professional judgment or increase the risk of exploitation or harm to children under the staff's professional supervision.

If a conflict of interest situation does arise, Employees of New Playland Nursery School declare the conflict of interest and take appropriate steps to address the conflict.

If a conflict of interest situation does arise and Employees of New Playland Nursery School does not declare the conflict of interest, and does not take steps to avoid the conflict of interest, NEW PLAYLAND Nursery School refuses to accept any responsibility or liability for any injuries, deaths, and/ or damages cause by the conflict of interest actions.

If a conflict of interest situation does arise, New Playland Nursery School Management will follow the steps:

1. Inform the College of ECE's (for Members).
2. Issue a warning letter to the Employee/family of NEW PLAYLAND Nursery School.
3. And / or Terminate Employee of New Playland Nursery School.
4. Provide warning letter/ withdrawal of care notice to family

PARENT INVOLVEMENT

Parent involvement provides parents with opportunities to invest in their child's development at our childcare centre. We recognize there are benefits in parent involvement.

Children benefit and feel better knowing that their parents are still an active part of their lives outside of the home.

Now, you may be wondering, "I know the benefits of Parental Involvement, but how can I help? I don't have time!" Some of the things that may be done to enhance parental involvement are:

- Bringing in reusable items (nut free food bins and boxes, old clothing, comics, plastic containers), participating in school social events such as open houses, field trips, fundraisers, family BBQ and the like. If you cannot make it, or contribute, other family members or caregivers are welcome. * All volunteers need a VSC and active clean bill of health on file.
- It is important for parents to take note of memos posted in the classroom or child's cubby. If your child requires something for a particular day to participate in your child's program, don't forget to bring it in. If your children needs something in terms of extra clothes or warm clothes due to weather change, then it is your responsibility to bring it to the centre to be kept there. Place things in a non-disposable bag clearly labeled. If adequate winter clothing and or weather permitting clothing is not provided then your child may not be admitted into the program until adequate clothing is provided. Please note we are required by the Ministry and health guidelines to take your child outside for active play for 2 hours per day.
- If there are things in your child's cubby, then please take them home. That alone will make your child feel a sense of belonging to know that even though you cannot be there during the day, you are interested in your child/children's day.
- Share any ideas you may have as well as any concerns with staff or the office. i.e. recipes, cultural items, cultural holiday / festival information.

By working together, we can make your child's experience at our childcare centre a pleasant one. So come on parents and lend us your helping hands!

NEW PLAYLAND NURSERY SCHOOL (NPNS)

www.newplayland.com : 905-276-8802 : info@newplayland.com

Child Care Centre Supervision of Students and Volunteers Policy

NEW PLAYLAND NURSERY SCHOOL

Date Policy and Procedures Established: OCTOBER 16TH, 2021

Date Policy and Procedures Updated: August 2023

Purpose

NEW PLAYLAND NURSERY SCHOOL welcomes both placement students and volunteers into the various programs offered in our child care program. We believe it is a valuable part in gaining experience in a child care environment. Volunteers and students also play an important role in supporting staff in the daily operation of child care programs.

This policy will provide supervising staff, students and volunteers with a clear understanding of their roles and responsibilities.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding volunteers and students for child care centres.

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

Policy

General

- Students and volunteers will always be supervised by an employee at all times and never permitted to be alone with any child or group of children who receive child care. *
- Students and volunteers will not be counted in staff to child ratios.

Additional Policy Statements

NPNS believes that a placement for a student / Family volunteer* is a valuable opportunity to build experiences while learning about working within a childcare setting. Equally, we appreciate the positive contribution and enthusiastic people can bring to our programming. As part of our commitment to quality, we offer placements to students/volunteers undertaking qualifications and training in the field. We also offer placements for school pupils on work experience. Volunteers may be requested by Educators to assist in the daily routines and special activities, special event e.g. cooking class, story time, Fall Harvest Fair, Halloween Freak Night, music and movement, international day, carnival * join the Family Event Team(s)

* Family Volunteer constitutes as an adult actively involved in the child's life i.e. grandparents, parents, sibling over 18 years.

Student and Volunteer Supervision Procedures: Roles and Responsibilities

The licensee/designate must:

Ensure that all applicable policies, procedures and individual plans are reviewed with students and/or volunteers before they start their educational placement or begin volunteering, annually thereafter and when changes occur to the policies, procedures and individualized plans to support appropriate implementation.

Ensure that all students and/or volunteers have been trained on each child's individualized plan.

Ensure that a vulnerable sector check (VSC) and annual offence declarations are on file for all students and/or volunteers in accordance with the childcare centre's criminal reference check policy and procedures and Ontario Regulation 137/15.

Ensure that expectations are reviewed with students and/or volunteers including, but not limited to

- How to report their absence.
- How to report concerns about the program.
- Dress Code
- Fire & Emergency Procedures walk through
- Ensure the needs of the children are met. Multiple Students/Volunteers at one time may not be admitted in a classroom.
- Upon commencing Volunteering or conducting their placement, all student and family volunteers will have to provide documentation of having a clean bill documenting that they are healthy enough to be in a childcare centre, have a current TB test and up-to-date immunization records of health on file.
- Inform students and/or volunteers that they are never to be included in staff to child ratios or left alone with children. –Staff are to sign child out of attendance if parents choose to leave group for an interval on field trip and sign child back in on attendance when they return e.g. Parent chooses different restaurant while on field trip and re-joins group after meal time.
- Appoint supervising staff to the students and/or volunteers, and inform them of their supervisory responsibilities.
- Inform students and/or volunteers of their duty to report suspected child abuse or neglect under the Child and Family Services Act.

If a concern is presented by supervising staff of the volunteer and/or placement student. The licensee will follow up with any necessary action and if the need to discontinue the field placement or volunteer services; Management will notify the proper agencies.

The supervising staff must

- Ensure that students/volunteers are never included in staff to child ratios.
- Ensure that students/volunteers are supervised at all times and never left alone with children. –Staff are to sign child out of attendance if parents choose to leave group for an interval on field trip and sign child back in on attendance when they return e.g. Parent chooses different restaurant while on field trip and re-joins group after meal time.
- Introduce students and/or volunteers to parents/guardians.
- Provide an environment that facilitates and supports students' and/or volunteers' learning and professional development.
- Provide students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy.
- Provide students and/or volunteers with feedback on their performance.
- Work collaboratively with the student's practicum supervising teacher.
- Monitor and notify the centre supervisor/director of any student and or volunteer misconduct or contraventions with the centre's policies, procedures, prohibited practices or individual plans (where applicable) in accordance with the child care centre's written process for monitoring and contraventions.
- The RECE will notify the supervisor of any concerns regarding the volunteer and/or student.

The supervisor/licensee will follow up with any necessary action and if the need to discontinue the field placement or volunteer services by the FCV, Management will notify the proper agencies.

Students and/or volunteers must

- Maintain professionalism and confidentiality at all times, unless otherwise required to implement a policy, procedure or individualized plan.
- Notify the supervisor or designate if they have been left alone with children or have any other concerns about the childcare program (e.g. regarding staff conduct, program statement implementation, the safety and well-being of children, etc.).
- Submit all required information and documentation to the licensee, supervisor or designate prior to commencing placement or volunteering, such as a valid VSC.
- Review and implement all required policies, procedures and individualized plans, and sign and date a record of review, where required.
- Review allergy lists and dietary restrictions and ensure they are implemented.

- Respond and act on the feedback and recommendations of supervising staff, as appropriate.
- Report any allegations/concerns as per the “Duty to Report” under the Child and Family Services Act
- Complete offence declarations annually, no later than 15 days after the anniversary date of the last VSC or offence declaration (whichever is most recent) in accordance with the child care centre’s criminal reference check policy.
- Provide an offence declaration to the supervisor/designate as soon as possible any time they have been convicted of a Criminal Code (Canada) offence.

Additional Procedures

- All placement students will have to attain written permission from parents/caregivers before conducting assignments for a child individually.
- Pictures of children’ faces are not permitted for assignments.

“Service to others is the rent you pay for your room here on earth” -Muhammad Ali

Glossary

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

Staff (Employee): Individual employed by the licensee (e.g. program room staff).

Student: Individual who is enrolled in an education program/school and is completing a placement.

Volunteer: An individual who participates in the child care program and interacts with children in care but is not paid by the licensee (e.g. parents assisting on an occasional or recurring basis with child care programming, such as excursions, field trips, etc.).

HEALTH, SAFETY, WELL BEING AND NUTRITION PRACTICES

Nutrition

Our aim at New Playland Nursery School is to help guide your child towards sound food habits that will help them maintain a healthy weight and good health in the long term.

Our menus are designed to include nutrient-dense meals created with the freshest ingredients, specifically selected for growing bodies.

To ensure sense of belonging, the menu reflects the diversity of multiculturalism of children enrolled at our centre.

Our centre employs a cook who has a food handling certificate to prepare fresh, hot and cold meals through the day. We have summer and winter menus based on seasonal availability of produce. The menus are evaluated frequently by management to ensure that all meals adhere to the Canada Food Guide and enjoyed by all the children. In the short term due to chef absence, we cater the food from Yummy Catering and or use our designate cook.

- Weekly menus are posted on our main lobby's parent's board.
- When children are in our care for more than six hours: two snacks and a lunch will be provided. Including daily offerings of: a dark green and orange vegetable, 2 servings of dairy, 1 protein serving.
- Drinking water is available throughout the day.
- A late PM dry snack is offered to the students who remain at the centre past 5:30 pm

We also integrate food education into our other learning activities. Programmed activities help children develop healthy eating habits and can complement other learning for example math, science, language, social development, cooperation, and respect for other cultures.

Teaching children to eat wisely and moderately is an investment in the future and establishing healthy eating habits in the early years is not only important but can also be fun.

We are NUT FREE CENTRE due to children with food allergies, you are asked not to bring any food containing nuts into the centre.

Birthday cakes are allowed from a reliable commercial source, all ingredients need to be clearly labeled, and the item must be declared as NUT FREE.

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Health

Prevention of illness is the basis of our health policy to ensure the best possible environment for each child's development, we must insist that all parents strictly adhere to our Centre's health policies. The Child Care and Early Years Act stipulates that prior to admission each child must be immunized as recommended by the local medical officer of health. Vaccination records must be submitted at time of registration (for more details see the immunization schedule by Ontario Health).

Tiredness is also a health concern. A tired child is prone to infection and communicable diseases. Please ensure that your child has adequate rest and stays a reasonable length of the day at the centre.

To adhere to the Child Care and Early Years Act all children in fulltime care will have a minimum of two hours of outdoor play as well as a two hour rest period.

If your child is too ill to participate in the outdoor program, he/she is too ill to be in daycare. Our health policy regarding Temperature, Intestinal Infection, Eye Infection (i.e. pink eye) and chicken pox is as follows:

Temperature

Children who experience a temperature, in the armpit area, of 37.2 degrees Celsius or more, may not remain at the centre. Parents will be notified and asked to pick up their child as soon as possible. Children should remain at home for 48 hours after the fever has cleared as well as fever reducing medication free and must be well before returning to the centre. Children in care must be able to participate fully in the indoor and outdoor daily program.

Vomiting

Vomiting is a sign of stomach irritation or communicable disease. Parents will be asked to come and pick up their child from the centre if he/she has vomited more than once in that day. Children should remain at home for 48 hours after vomiting has stopped. The child must be well before returning to the centre (i.e. must be able to participate fully in the indoor and outdoor daily program).

Diarrhea

Diarrhea is a sign of infection or irritation in the digestive tract. If a child is suffering from diarrhea (bowel movements that appear watery or greenish and/or are much more frequent than usual) he/she must be kept at home; the child will not be admitted to the centre until 48 hours after he/she is clear of diarrhea.

Pink Eye

The signs and symptoms of pink eye are as follows

- Swelling of the eye(s) followed by a copious discharge of pus.

- Swelling may be followed by an itch, which may cause discomfort.
- One or both eyes may be affected.
- Any child who shows signs of the contagious illness must be withdrawn from the centre as soon as possible and may not return until the whites of the eyes are clear and no crusting or discharge are evident. A doctor's notice is required for readmission.

Chicken Pox

The signs and symptoms are; A fever and headache followed by rash, which is described as crops of blisters turning into scabs which appear over several days. Also, if child experiences itching for about 4 days. The child may be re-admitted to the program 5 days after the last crop of pox has dried up and only if the child is well. A doctor's note of 'clearance to return to childcare' will be required before returning to care.

The stated diseases are only a sample of the many contagious diseases. For a full list, please refer to the Peel Public Health List of reputable diseases that is posted for your information. Exclusion of your child from the childcare program may be necessary, as deemed by Peel Public Health. It is our policy to abide by and adhere to all Public Health recommendations.

Key points of action:

1. Upon arrival a staff member gives each child a daily "health check". If your child shows signs of illness including a fever, vomiting, diarrhea, an unexplained rash, discharge or redness of the eyes, your child will not be admitted to the program at our centre.
2. If a child is sick the night before or the morning or you have given the child medication even though the child is not showing any signs of illness, your child is required to stay away from the centre for a minimum of 48 hours until child is medication free to reduce illness symptoms.
3. If you leave your child and a staff has informed you that your child is not permitted into the program, Children's Aid Family Services will be contacted immediately.
4. Communicable diseases that a student may succumb to require a doctor's certificate/note of 'clearance to return to childcare' before your child can return to the program.
5. If your child develops any symptoms of illness while in the centre, you will be notified and asked to come and pick up your child as soon as possible. In the interim, the child will be isolated. Parents should have actions plans in place for short notice pick-ups in case their child(ren) falls ill e.g., neighbor, relative. Please follow the Safe arrival dismissal policy.
6. New Playland staff can only administer prescribed (by a physician) medication and if the Medication Authorization Form Chart is filled out by a parent. The form must be

initialed daily for as long as the medication is to be given as per what is stated on the prescription label.

7. All medication must be in its original container, clearly labeled with your child's name and proper dosage by a prescription label. No outdated medication will be accepted.

8. DO NOT LEAVE ANY MEDICATION IN YOUR CHILD'S BAG OR CUBBY! All medications must be given to a staff member upon arrival to be locked in the classroom or daycare fridge medication box.

9. Over the counter medication can be administered as long as a doctor prescribes it and a prescription label is provided.

SMOG, HEAT, COLD, INCLIMENT WEATHER ALERT PROCEDURES

Smog: is a mixture of pollutant in the air from our homes, business and vehicles that affect our health throughout the years. Smog comes from the burning of fossil fuels such as oil, gas, diesel and coal.

A smog alert: is issued when smog conditions reach dangerous levels (examples: Air quality index reaches or exceeds public health specifications).

Often triggered on sunny days with no wind and when ozone levels are high.

A heat alert: is issued when the combination of heat humidity and other weather conditions can be very dangerous.

What parents should know

Poor air quality can affect lung development of children, since children's lungs are not fully developed, early damage could increase the risk of respiratory disease in adult life.

Children exposed to high levels of smog may suffer from:

- Reduced lung capacity.
- Increase chance/occurrence of pneumonia
- Bronchitis and other lung infections
- Increased chance/occurrence of asthma attacks or worse symptoms.

Warning signs that smog may be harming your children

- Difficulty in breathing
- Chest tightness and coughing

- Headache
- Eye, nose and throat irritation
- Aggravation of respiratory diseases (such as asthma)
- Low energy

Warning signs that a heat alert (caused from outdoor physical activity) may be harming your child:

- Heat cramps, muscle pains in the legs, arms and abdomen.
- Very high body temperature that could damage vital organs.
- Headache, nausea, dizziness, confusion, and weakness due to heat related illness.

New Playland Nursery School promotes proper care when it comes to heat and smog alerts by:

- Requesting parents to dress their children in loose fitting, light colored clothing or perhaps UV protective clothing
- Before time of need remind parents to provide UV protective sunglasses, sunblock 35 SPF or greater and a sunhat that covers neck and shoulders.
- Avoid being in the full sun when possible and or remain indoors during high sun when UV index is high
- Providing plenty of drinking water for both children & staff
- Request parents to provide hats and sunscreen to remain on premises
- Staff reducing outdoor activity levels during a smog alert by choosing less vigorous activities, provide mere quiet activities which include water play in the shade or reduce playtime outside.
- Staff monitors all children's comfort regularly. If any child experiences the symptoms of coughing, wheezing chest tightness or difficulty in breathing, then outdoor play level is reduced or children are taken inside for indoor gross motor.
- Children with preexisting health conditions, such as asthma, are closely monitored by staff during outdoor play.
- Plenty of rest breaks are provided to all children.
- No neighborhood walks in high traffic areas are planned during morning or afternoon rush hours.
- The childcare staff will always check for heat and smog conditions daily in order to plan the day's routine accordingly.

- Our childcare follows Peel Region Public Health warnings for heat, smog & cold alerts. Based on their warning children will not be taken out exclusively on those days. Gross motor activities will take place in their classroom setting on days of Public Health weather alerts.
- New Playland Nursery School will reserve the rights to keep younger children, Toddler & Junior preschool students, indoors if the temperature drops below -15°C (not including wind chill) and above +28°C.
- Ministry of Child and Youth Services guidelines that all children should experience a minimum of two hours of outdoor-play per day
- In advent of inclement weather, we will be either closing early or closed for the day. Please refer to our X account, CBC Toronto, Peel District School Board website or Dufferin Peel Catholic District School Board website for updates on school closures.

SUN SAFETY PROCEDURE

New Playland Nursery School takes sun safety seriously. All Children in the centre (18 months to 12 years) must be prepared for outdoor weather, which includes sunscreen and appropriate clothing. Before admission, parents who want our staff to apply sunscreen to their child must sign a 'permission to apply sunscreen' policy. New Playland Nursery School adheres to the following steps for protecting the children's skin when outside.

Step 1: Provide plenty of drinking water for both children & staff

Step 2: Provide shaded areas in the playground

Step 3: Sunscreen with SPF 35 full spectrum or higher for UV protection is provided by parents

Step 4: Request that sun safety clothing remain at the centre for daily use. i.e. sun hat that covers neck and shoulders, UV protective clothing and UV protective sunglasses

Step 5: Staff are to apply the sunscreen (if provided) to the children before outdoor play commences.

*Please apply sunscreen to your children before bringing them in the morning.

Step 6: Staff provide children with outdoor activities including water play

Step 7: Staff to reduce the time spent in the sun especially between 12PM and 3:00 PM

ACCIDENT and or INCIDENT PROCEDURES

- First Aid kits are present in each classroom and are easily identified and in a location which is known and accessible to all adults. First Aid kits are checked routinely by staff to ensure they are equipped with all materials.
 - All our staff have an up-to-date First Aid and CPR (C) certificate, and undergo retraining when applicable.
 - An accident/incident report is to be filled out any time first aid is provided to a child. i.e. cleaning wound, providing a cold compress, ice pack, band aid)
 - Minor accidents/incidents will be treated at the centre by staff. Parents will be provided an accident report on Himama.
 - Minor accidents/incidents are defined as scratches, scrapes, and any bumps below the neck.
 - Major accidents/incidents will be treated by staff and parents or an emergency contact will be notified right away to pick up the child. Major accidents/incidents are defined as any bump above the neck, major cuts or injuries requiring medical attention.
 - If incident/accident is deemed as needing medical attention parent will be notified to pick up child.
- **If incident/accident is deemed as needing emergency care, 911 will be called right away. Parent/ Caregiver will be notified to meet at specific location and or if close-by enough should accompany child to emergency site with emergency services. If family member can not meet emergency services at childcare centre a staff member will accompany child. Child's Emergency card must accompany child when staff present, left with parent upon request. All staff members must take a cell phone with them to emergency site/hospital. **

Sleep Time Procedures

1. Move Furniture and place sleep-cots to accommodate number of children present in care minimum 18 inches apart.
2. Conduct roll call
3. Have children mobilize onto their cots.
4. Provide NPNS blankets to children without a blanket.– *Label child's name with strip of painter's tape and place onto blanket.*
5. Staffs are to position themselves so they have a clear view of children - use the phrase as a reference on staff placement **'If I cannot see their eyes, they are not safe'**.
6. Ensure quiet activities are available and ready to be used for the non-sleeper's program. If being conducted in same class.

7. Non-Sleepers program will be documented on program plan.

8. Staff will conduct regular direct physical checks of sleeping children, every 30 minutes for preschooler and 15 minutes for Toddlers, by being physically present beside the child, checking for signs of distress or unusual behaviours, for example: child is restless, child is having dreams or nightmares, as well as
 - a. *Their skin colour is normal*
 - b. *Their body temperature is normal*
 - c. *They are breathing: their chest is rising and falling as they breathe*
 - d. *Blankets are not covering their face.*
 - e. *They appear comfortable.*

The sleep checks will be documented on Himama with the time of the check and if need be any details pertaining to the check. E.g. nightmare, woke up startled and went back to bed. Any significant change in the child's sleeping pattern or behaviour will also be documented on HiMama and communicated to Supervisor right away and a decision of when to alert the parent/guardian will be made: either immediately or at the end of the day depending on the changes.

9. Conduct roll call when an educator departs and or enters the room(s) at any time, sleep coverage must document 'number of children' when they sign in and out in the classroom logbook.

10. Request blanket if none provided for child in Parent Reporting App.

11. Cots will be washed and sanitized on a weekly basis. Sheets and blankets are laundered on a minimum of a weekly basis. Cot sheets and blankets will also be laundered immediately after soiling, or a child being absent due to illness. Personal blankets get sent home weekly and or more if soiled.

☛ If you cannot see the children's faces and bodies how will you respond/prevent a medical emergency e.g. choking, seizures, strangling by blanket.

Infant Room Sleep Policy and Procedures

- Children younger than 12 months of age MUST be placed for sleep on their backs , unless otherwise advised in writing by the child's physician. ((stamped and signed Doctors note must be provided)
- All children must be placed in a sleep sac, no loose blankets permitted nor sleep toys in crib. Cribs must be free of any materials apart from child and sleep sac.
- Parents will be consulted in regard to their child's sleeping arrangements upon enrolment and at any other appropriate time, such as transitions to a new room or upon a parent's request.
- Any significant change in the child's sleeping pattern or behaviour is documented on the sleep record form and communicated to the supervisor or designate right away and the parent/guardian will be made either immediately or at the end of the day depending on the changes.
- Each Infant will be assigned to an individual crib and their crib will be identified with their name on the crib.
- Cribs will be washed and sanitized on a weekly basis
- Sheets and blankets are laundered on a minimum of a weekly basis. Crib sheets and blankets will also be laundered immediately after soiling, or a child being absent due to illness.
- As each child is placed into the sleep room, their name will be written down outside of the door allowing staff to be able to quickly identify which children are in the sleep.

room.

- Lighting in the sleep room must allow for easy visual monitoring and emergency evacuation, staff must be able to see children clearly.
- Evacuation cribs must be clearly identified and adjacent to the sleep exit door.

Infant Sleep Room Supervision

- Staff will conduct regular direct visual checks of sleeping infants, at a minimum of every 15 minutes, by being physically present beside the child, checking for signs of distress or unusual behaviours, for example: child is restless, child is having dreams or nightmares, child is coughing. the check will be documented on the Infant Sleep Log Form.
- If there are any unusual circumstances for example, infant seems unwell, has not been their usual self-etc. then 10 minute checks are required. A note should be made to this effect on the Sleep Supervision Checklist and communicated to parents.
- Staff should make note on the Infant Sleep Log Form of any information pertaining to the infant's sleep patterns. For example: A parent has advised that the child had a restless night and may require a longer nap or earlier nap.

During direct visual checks each infant will be observed to verify that:

- a. Their skin colour is normal
- b. Their body temperature is normal
- c. They are breathing: their chest is rising and falling as they breathe. Staff should be aware that young infants are also "belly breathers" and should account for this in their observation.
- d. Blankets are not covering an infant's face.
- e. Staff should make note of any additional observations.

Staff will ensure that they communicate to parents any unusual patterns or behaviours in regards to the child's sleep through HiMama or verbally depending on the nature of the

issue.

Subsection 4.14– Electronic Monitoring Devices

Ontario Regulation 137/15

33.1(5) Every licensee shall ensure that if electronic sleep monitoring devices are used at a childcare centre it operates or at a premises where it oversees the provision of home child

care:

- a. Each electronic sleep monitoring device is able to detect and monitor the sounds of every sleeping child.
- b. The receiver unit of the electronic sleep monitoring device is actively monitored by the staff at all times.
- c. Each electronic sleeping devices checked and turned on daily by the opening teacher to ensure it is functioning properly;
- d. Electronic sleep monitoring devices are not used as a replacement for the direct visual checks that are required under clause (2) (a).

** This Policy must be reviewed with staff, volunteers and students, prior to commencing employment and on a minimum of an annual basis or when any changes take place. It must be implemented and monitored for compliance and contraventions.

NEW PLAYLAND NURSERY SCHOOL

40 ELM DRIVE WEST., MISSISSAUGA, ON,L5B1L9
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FIELD TRIP POLICY

Occasionally the children of the centre will have the opportunity to go on field trips from the centre. Field trips can offer enjoyment as well as be educational for the children. However safety must be the number one priority. To ensure your child's safety the following procedures must be followed:

- Staff-to-child ratio is reduced to a maximum of 1-5 for preschool children, and one to 3 for Toddlers. * field trips may get cancelled due to staff shortage i.e., number of staff call in sick on that day
- Nature walks are planned weekly based on an extra teacher being available to support the walk off of the property. -One teacher leads, middle line staff and one is at tail end of group.
- To actualize long range trips (e.g. Niagara Falls, Halton Caves or Canadian Heritage Museums...) we at NEW PLAYLAND would depend greatly on the parent volunteers to reduce our educator ratio's (e.g. one teacher to 2 students). Requests for parent volunteers will be made in advance by staff. * refer to Parent/Caregiver Volunteer and Placement Student Policy for details on volunteering protocols and guidelines.
- Parent volunteer's are highly recommended/mandatory for 'high needs' children, depending on trip child may be asked to remain at centre while trip is in process.
- Emergency forms of all children & a first aid kit per group must be taken on the trip as well as a cell phone for each group.
- Parents are responsible for part, if not the full cost, of the trip; they will be informed as to where and when the trip is to take place. -A separate permission form stating agenda, location, route will be provided to all parent's staff and caregivers.
- Teachers should review bus safety rules with the children and family members and the importance of staying with your teachers before departure.
- A head count, roll call and attendance of children must be completed before departure from the centre, throughout the duration of the trip and upon return to the centre.
- Transportation is by a hired commercial bus service only, never by personal vehicles. E.g., First Student, student party bus.
- All children will wear a daycare T-shirt, with name, and telephone number of the centre, on all trips.
- Parent volunteers will have to provide and have a current VSC on file to participate.

NEW PLAYLAND NURSERY SCHOOL

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WAITING LIST POLICY

Before registration process can begin, families with prospective student are to come into the centre for an information intake interview session with office team member. Slow Transitions for our younger age group is offered and encouraged to ensure that your child(ren)'s experience is a positive one when in care with us.

Procedures

- Families are not charged any fee to be put on our waitlist.
- All Toddler and Preschool children must have the ability to walk and eat independently at start date.
- Our childcare has one waitlist for all parents/caregivers who come to inquire for the childcare spaces who pass initial intake. * Exceptions for children with exceptional needs, classroom may only host one high needs child at one time.
- Confidentiality of families are preserved, parents will not be provided with the waitlist nor shown the list. Parents can phone the centre to find out how far they are on the waiting list; they are referred by their date submitting the intake form and /tour date/meet and greet.
- All families are on a first-come-first-serve basis.
- Provide the required information for you file on the waiting list: Be mindful and strategic of your expected start month, you may also put the earliest start month you will consider for e.g. you are willing to start in March but you really need a space for May.
- If there are any changes to your contact information: contact the centre to update your file.
- There is no specified length of time that you need to be on the list to be offered a space.
- Spaces are created when a family or child leaves the centre. Spaces can be available at any time and point of the year.
- Priority spaces for siblings are taken into consideration before placements.
- With all spaces available at the centre, Supervisor and or Administration will call all families that are eligible to start in the age group. All parents who are waiting for a particular month are contacted when spaces are available.
- Once a family is called from the waiting list they are given a specified time frame to express continued interest in the space available
- If a child is offered a space for an age group, we will let you know the likelihood of them moving over to the next age grouping: e.g. if your child enters the toddler room at 18 months there may or may not be a space for them in the preschool room right at 30 months. However, we will be able to give you a sense of when they will be able to move.
- For all children that are accepted to register; a \$200 registration fee is required (unless covered and or partially covered by C.A.S., CWELCC or by or another government agency).
- Families will remain on the 'childcare waitlist list', until families have asked us to take them off.

NEW PLAYLAND NURSERY SCHOOL

40 ELM DRIVE WEST., MISSISSAUGA, ON,L5B1L9

905-276-8802 : info@newplayland.com : www.newplayland.com

WAITLIST FEE MEMO -New Playland Nursery school does not have a fee to be placed on a waitlist.

WITHDRAWAL POLICY & PROCEDURES

Families have the right to withdraw their child(ren) from our program at any time. Policies and procedures have been put in place to ensure an appropriate period is provided for a smooth transition in or out of our program. The procedures also include if a child is withdrawn or denied admission into the centre due to the inability to accommodate the child's needs or family circumstances.

- Parents are required to give a minimum of one month's notice in writing before withdrawing their child. The deposit will be used towards the last 22 business days of care. In case of insufficient notice, the deposit will be forfeited. Refunds of overpayment of childcare fees will only be processed if no outstanding balances are present on non-base fees. Only email or hardcopy notice are accepted, please include last day of care and electronic transfer email in notice.
- If parents refuse to sign off and agree to adhere to all policies before starting care, NPNS reserves the right to refuse admission and or withdraw enrolment after refusal becomes aware by NPNS management and or Administration Team.
- Space cannot be guaranteed for families wishing to take their child out of a program for an extended period (e.g. maternity leave, summer/family vacation). Parents can either continue to pay the regular childcare fees, to hold their spot. Or if choose to withdraw from program in lieu of paying childcare fees to hold their spot parent's can request to be placed on the waitlist, deposit is to be retained by the childcare to avoid paying registration fees.
- If at any time families break our policies that causes anguish or is of threatening nature NPNS reserves the right to give a notice of immediate withdrawal.
- Lack of childcare payments could result in your family being immediately withdrawn from care.
- If parents decide not to retain the free service of utilizing our Early Childhood Resource Consultant, we reserve the right to give the families' either no notice withdrawal or up to 2-weeks notice of withdrawal from care.-if we feel the needs of the child can and will not be met in the large group setting we offer at our childcare centre. For example, a child needs one-on-one care, or small group interactions to thrive.
- In the extreme event that the behaviours of the child or family members pose a safety risk to the staff, children, or even the childcare centre: NPNS reserves the right to give immediate notice to the family.

Examples in which our centre had to provide withdrawal notices to families

- Child hits their peers and educators repeatedly in the same day of care.
- Family's were behind more than two-weeks in childcare payments or non-base fee items.
- Family's members were heard by staff and or families to 'swear, cuss, yell on premises.
- Family swears in front of children.

NEW PLAYLAND NURSERY SCHOOL

40 ELM DRIVE WEST., MISSISSAUGA, ON, L5B1L9

905-276-8802 : info@newplayland.com : www.newplayland.com

- Family does not support or goes against our 'family centred' childcare values and our core principles of *Peace, Love, Unity, Respect, Responsibility and Equity (PLURRE)*

Our childcare centre strives to take pro-active Steps to ensure families are supported regardless of if withdrawal notice provided. When a child needs extra support, we work with our team, and may consult with our Early Childhood Consultation partners to find additional resources. At NPNS, we strive to treat your family in a fair and equitable manner.

If the program is not meeting your child's needs or if your child's participation affects the safety and needs of the group, the Centre Supervisor will meet with you. The supervisor will work in partnership with you to find solutions, explore options and, if possible, make appropriate referrals to a more suitable learning program. We are fortunate to be able to attain guidance from our Early Childhood Resource Consultant. Examples of recommended places, EarlyOn Centres, Community Early childhood drop-ins centres, parent child drop in centres, parent guided play groups, Erin Oaks, therapy.

If NPNS is unable to accommodate your child's needs or family's circumstances, and your child is asked to leave or denied admission we will:

- Provide two (2) weeks written notice of withdrawal, if severe no-notice withdrawal.
- Provide referrals to other services with the guidance of our Children's Services Early Childhood Consultant (where appropriate).
- Provide refunds of over payment of childcare fees.

Withdrawal Due to Special Circumstances

If an individual's behaviour is causing disruption to the program, harm to others or harm to the property of the program, a family may be withdrawn from the program immediately.

All decisions that are made considers the best interest of all the children enrolled, staff and Administrators of the program. NPNS reserves the right to withdraw services for the following reasons:

- A child's behaviour is constantly causing excessive disruption to the program, harm to other children, staff or harm to property.
- A parent's refusal or inability to abide by the policies and procedures as set out in this document or related memos.
- A parent's actions resembling harassment, belligerent, abuse or inappropriate family setting behaviours. E.g., using foul language, screaming, verbal abuse, assault.
- Each situation involving extreme behaviours and issues will be reflected upon, monitored and assessed by the Program Supervisor, office team, and Administration Team.
- Each family and child will be treated with respect and dignity and procedures and recommendations will be made with the best interest of all children in mind.
- Notification may or may not be given if a family is asked to withdraw a child.

NEW PLAYLAND NURSERY SCHOOL

40 ELM DRIVE WEST., MISSISSAUGA, ON, L5B1L9

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- Driving erratically on driveway.
- Picks up child(ren) inebriated.

Childcare Centre Safe Arrival and Dismissal Policy and Procedures

Name of Childcare Centre: NEW PLAYLAND NURSERY SCHOOL

Date Policy and Procedures Established: DECEMBER 27TH, 2023

Date Policy and Procedures Revised: December, 2024

Purpose

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

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

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

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

Policy

General

As of 2024 Ministry requirements have changed regarding childcare safe school arrival and dismissal procedures. All procedures are requirements from the Ministry of Education.

NPNS Nursery School will ensure that any child receiving care at the childcare centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the childcare centre may release the child to.

Children can only be picked up by individual's 16 years and older as per parents and or caregiver's instructions.

NEW PLAYLAND NURSERY SCHOOL

40 ELM DRIVE WEST., MISSISSAUGA, ON,L5B1L9
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All pick up individuals must have NPNS acceptable Photo id include- passport, license, Ontario Photo ID card. to verify information, previously provided by parents and or caregiver. A photocopy of the regular pick up and or drop-off, person photo ID is to remain with child's emergency card in the Emergency bag.

As per Ministry requirements we must document all absences and contact parents and or caregivers if a child is absent.

Parents Must:

Step1

Parents must, notify by email to the office by 9:00 AM to info@newplayland.com and or on the Lilio Himama app, of absences and or changes in drop offs or pick up,, for example, a authorized pic up/drop off person, grandparent, siblings over 16 years of age, dropping or picking up your child for the next month/ two weeks/particular day. The email must include the name of the pick up or drop off person, time of drop off/pick up, and the date and person's photo id they will be using. Acceptable Photo id include- passport, license, Ontario Photo ID card.

Step 2

Families must call the office, 905-276-8802, confirming that the email has been received and acknowledged.

- Even if the individual is on emergency card a photo must be sent to be placed in your child's file. ** Once a photo id is added to your child's file, we will not require it again.
- *However, families need to notify by email every time there is a change of pick-up or drop-offs for any given day.*

No-Notification provided procedures

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- If notification is not provided, we will not release the child to the individual even if on the authorized pick up list. -Late pick up fees may apply.
- Families are charged \$5 for lack of notification and or complete information regarding any changes of pick up and or drop offs. -minimum notification is 9:00AM the day of.
- Late pick-up fees will apply for late pick-ups.
- Your child's safety is our top priority, we will not release your child(ren) to any unknown individuals.

**If you are aware your child will be off for whatever reason, please let the office know so they can document the absences in advance. E.g., evening before, week before, month before.

If in the event a child is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below

Staff Procedures:

Accepting a child into care

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

1. Greet and acknowledge the parent/guardian and child.
2. If it will not interrupt interaction with the children, confirm with parent, no changes in pick up/drop off. 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 emergency card and ask the parent/guardian to email the office of the change to be able to execute the change'.
3. Staff can document the change in drop off and or pick-up procedure in the classroom logbook and centre logbook.
4. Parents must remain with the child until child has been signed in by educator and step 2 and 3 is complete.

When steps 2 and 3 are complete Educator is permitted to sign in child on attendance record.

*In the event a child has not arrived by 9:00 AM and no notification provided, staff member is to message families to confirm attendance on HI mama. At 10:00 AM check for HI mama messages. Let office know by 10:00AM, if no response, Office will call the families again before calling authorities E.g., police, family welfare.

NEW PLAYLAND NURSERY SCHOOL

40 ELM DRIVE WEST., MISSISSAUGA, ON,L5B1L9

905-276-8802 : info@newplayland.com : www.newplayland.com

*If notification has been provided, document on class attendance records and document in class logbook and staff logbook. E.g., 'Max is spending the rest of the week with grandparents', 'Vanessa Jr. Toddler on vacation for 3 weeks December 1-21st., 'Lucy's sister will be picking her up for the rest of the week'.

No Notification Late Pick up of child(ren) procedures:

1. When in the event a child has not been picked up by 12:00/5:30/5:45 PM, Lilio HiMama messages should be checked by educators.
2. At 12:00/5:30PM/6:00 PM if no notification has been provided, one staff member is to remain with the child(ren) and read a book, tabletop activities. If pass 6:15 PM, a snack should be offered e.g., apple slices with oatmeal bars.
3. At 12:00/5:30/6:00 PM the second closing staff member will proceed to call parents and or caregivers, if to non are available, emergency contacts should be called and instructed to pick up the child, if non are available to act and or retrieve the children, notify them CAS and or NCYS will be called at 12:30/6/6:30 PM., provide childcare phone number. -905-276-8802.
4. Staff member is to inform licensee and Admin, (Ela / Parul) and or Supervisor of events, before CAS is called.
5. In the event the educator is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 12:30PM/6/ 6:30 PM, the staff shall proceed with contacting the local Children's Aid Society (CAS) 905-363-6131, if family is Aboriginal - Native Child and youth Services Toronto (416) 969-8510 . Staff shall follow the CAS's/NCYS direction with respect to next steps. [during business hours office designate will take over steps 4 and 5, for no-notification late pick ups during business hours.] -late pick up fees will be applied until child is released from care.

NEW PLAYLAND NURSERY SCHOOL

40 ELM DRIVE WEST., MISSISSAUGA, ON,L5B1L9
905-276-8802 : info@newplayland.com : www.newplayland.com

CHILD CARE FEE POLICY

*All fees are applied to each individual child's account not the family, including late-pick up fees.

*NPNS has applied and has joined the CWELCC program to offer a universal reduction of childcare fees to all families. *Registration fees are partially and or fully covered by CWELCC Funding for children under 6 years old (TBD as per Ministry Guidelines).*

1. A non-refundable registration fee is charged upon enrolment into the centre. If the child is withdrawn from the centre, parents are charged registration fees upon re-enrolment.
2. Refunds are not applied to the Registration Fee nor the childcare fee deposit (22 business days) for a family that does not-start.
3. Accepted forms of payment are as follows: e-transfers, post-dated cheques, and/or cash. Cheques are to be put into the mailbox beside the office or handed to office staff. Cash fees must be recorded in the "Cash Fees Book" in which is signed by the payee and Office . Team.
4. Fees received after 7:00 A.M. on a business day to be utilized for the CURRENT month will be subjected to a \$20.00 weekly late fee charge. e.g., families will be charged \$20 if they make a payment at 7:22 AM on February 1st for February Childcare fees.
5. Childcare fees are charged regardless of attendance by children in program. Meaning childcare fees are to be paid even if a child was not in attendance for whatever reason.
6. Statutory holidays, winter break and Professional Development Days are paid days for staff; therefore, there will be no reduction of childcare fees for the week in which a statutory/PD Day or inclement weather days takes place.
7. Cheques returned as N.S.F. will be subject to a \$50.00 service charge. If the centre receives two (2) N.S.F. cheques by a family only cash or money order will be accepted by that family.
8. Tax Receipts are issued yearly. If it is necessary to have your receipt duplicated for whatever reason, a service charge of \$25.00 will be required for each receipt requested.
9. Non-payment(s) of fees will result in no-notice termination of services and loss of deposit.
10. 'Late pick up fee' will be charged to any families that remain in the centre past 6:00 p.m. and or their dismissal time. i.e. Families registered for 'INTRO TO SCHOOL' program will be charged 'late pick up fees', if a child remains past 12:00P.M. &/ 5:30 PM. The 'late pick up fee' penalty is \$15.00 for the first fifteen (15) minutes and \$2.00 per minute thereafter. The late fee amount is to be paid directly to the teachers that had to remain at the school with your child, after scheduled hours & / had to reduce their break period. Payment is due day of tardiness and or by the end of the business week. *Late charges for late payments are \$1 dollar a day including Saturday and Sunday. If a family is found to repeatedly picking up their child late, they be withdrawn from care. -Parents who do not pay their late pick up fees, within 2 business weeks, will be immediately withdrawn from the program and their deposit will be forfeited.

NEW PLAYLAND NURSERY SCHOOL

40 ELM DRIVE WEST., MISSISSAUGA, ON,L5B1L9
905-276-8802 : info@newplayland.com : www.newplayland.com

11. Parents are required to give a minimum of one month written notice of withdrawal from childcare. The deposit will be used towards last months payment. In the event of insufficient notice, the deposit will be forfeited. A supplemental refund/payment maybe required if withdrawal month has 21 or 23 business days.

12. If a personal enrolment letter is required from our childcare centre i.e. Revenue Canada and Child Care Benefits etc. families will be responsible to pay \$30.00 before the letter will be processed and completed.

14. Families will be held responsible to the timely payment of all childcare fees in their entirety. – late fees apply to families who retain a balance and do not have their account in a credit balance.

15. In the event of conflict between families and the childcare centre regarding the fees: the terms of this policy shall prevail.

16. Families will be obligated to pay childcare fees during: inclement weather closures, statutory holidays, PD Days and Winter Break.

17. NPNS is a member of the CWELCC program.

65 b) -Childcare Fee Memo