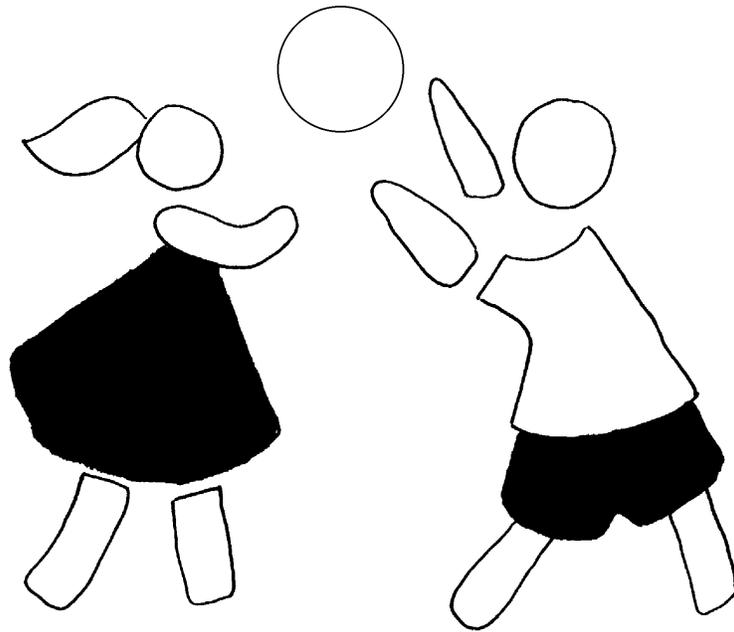


BOUNCING BALL CO-OPERATIVE NURSERY SCHOOL



PARENT HANDBOOK

705-436-1569

2230 VICTORIA ST. WEST INNISFIL, ON, L9S 1A8

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INTRODUCTION

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

What is a Co-operative Nursery School?

It is a non-profit organization administered and maintained by its members. Becoming a member of a co-operative school involves parent participation, which includes active involvement in all phases of the program. Parents of the children in the morning program may assist at the school each month under the supervision of a qualified Registered ECE teacher – we refer to these as — ‘duty days’ and families who do duty days are called participating members. Each year there are also non-duty spots available for families unable to participate in duty. Registration for the programs are on a first come first served basis. Registration will be approved and communicated to the family by end of June based upon registration numbers and licensing requirements.

The Monday and afternoon programs do not involve duty days and the school can guarantee non-duty spots for up to 13 students who meet the requirements. One person from every member family, participating or non-participating – is required to serve on a committee and must attend all general meetings.

Duty parents are required to complete a criminal reference check (CRC) and hand in a copy of their up to date immunization record. Children not enrolled in the school (i.e. siblings) MAY NOT be brought to school on duty days (as dictated by insurance and licensing). Members who are on duty must arrive by 9:00 a.m. in order to set up and must remain until everything is put away and the children have been picked up. For families with more than one child enrolled, or with children enrolled for four sessions per week, please note that the number of duty days assigned is PER CHILD (i.e. a parent with two children will do double the number of duty days as a parent with one). Duty parents are required to supply a nut-free snack for all children, on their designated duty day.

Throughout the year the Nursery School plans a number of field trips (approx. 4) that parents are required to drive their child to and stay for the interim. If you and your child wish to participate then a criminal reference check must be completed. On field trip days there is no class.

*It is suggested that you submit your request for a criminal reference check in early August in order to ensure that you have them back for the start of the school year. The letters required by the Police department for the purpose of volunteering are at the nursery school.

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

Board members serve one-year terms. Parents and community members are eligible to stand for positions on the Board. Only parents in good standing with the childcare centre and a clear CRC will be active on the Board. Board members are elected at an Annual

General Meeting. Current Board members, childcare staff and parents **MUST** attend.

Our Teachers

Our teachers have created a welcoming and enjoyable classroom environment for your child to discover. They bring to the school over 30+ years of experience combined. Their nurturing and caring ways provide an excellent first school experience and learning environment. Their knowledge of child development allows the program to be customized to the individual child and helps in preparation for elementary school.

Family Etiquette

Parents/ guardians are requested to:

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

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

PROGRAM STATEMENT

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

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

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

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

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

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

Bouncing Ball Co-op Nursery School is a centre of inclusion. We believe that every child deserves to be treated with dignity, respect and equality. We honour and respect all children's beliefs, culture, language and experiences acquired from their family and community.

It is also the duty of the centre to ensure that any child with special needs is given the opportunity to excel and flourish physically, socially, mentally and emotionally.

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

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

Weekly program plans are located in the binder on the sign in table in the Centre. This plan offers more details about events and activities in the classroom. Parents can use this tool for involvement by bringing in resources, such as books, pictures, costumes or music, which are relevant to the programming in the room at that time.

Bouncing Ball Co-op believes capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children. Parents are welcome to send in items of interest with their child.

Strategy:

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

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

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

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

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

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

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

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

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

Bouncing Ball Co-op provides nutritious snacks and beverages to the children in our care. All food and drinks provided by the Centre meet or exceed the recommendations set out in the latest version of Health Canada documents, 'Canada's Food Guide'. We strive to make food and eating time a positive learning experience that promotes social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. In support of this we will ensure that staff encourage and never force children to eat food; staff sit with the children and children are encouraged to assist with snack routines.

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

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

Implementation:

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

b. We support positive and responsive interactions among the children, parents, Board members and teachers. The teachers at Bouncing Ball place a strong emphasis on being a supportive extension of the family unit. We foster the engagement of on going communication with parents about the program and their children. Parent involvement gives an opportunity to help shape, stimulate and enrich our educational environment. Parents are encouraged to come in and participate and explore our program along with their child.

Bouncing Ball Co-op Nursery School is committed to the principle of equal opportunity for all its children, families, employees, and applicants for either program admission or employment. For that reason we intend to create an environment which offers families

equitable access to sensitive and appropriate services that do not discriminate on the basis of visible or perceived differences such as race, colour, religion, sex, age, family status, socioeconomic status, sexual orientation, national origin or disability.

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

Implementation:

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

c. We encourage the children to interact and communicate in a positive way and support their ability to self-regulate. The Nursery School environment allows children to foster a sense of belonging. We have developed an enjoyable, engaging environment that children can interact alongside their peers. Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well being. Children have the opportunity to build on relationships with their peers and teachers, learning social skills/ vocabulary, which are a part of the classroom routine. Staff role-model appropriate social skills throughout the day to support learning and growth. In support of this, we will ensure that staff direct positive attention to all children, maintain a positive tone of voice, model positive non-verbal communication skills, display empathy and use teachable moments to further develop positive social behaviours. All interactions support/foster the child's self-esteem. Teachers support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, pg. 24-25). We promote the use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on

child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg. 41).

Implementation:

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

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

Implementation:

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

- Classroom is stimulating and always evolving
- Teachers assess the classroom daily through observations and conversations with the children

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

Implementation:

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

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



Implementation:

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

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

Implementation:

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

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

Implementation:

- actively communicate with the staff, at any time, about their child to build a positive relationship ^[L]_[SEP]
-
- take a few minutes at the beginning of the day to let the staff know about any event that could affect their child's day
- talk with the teachers, Supervisor or Executive Board Members ^[L]_[SEP] about any questions, concerns, or issues you have
- bring in supplies (yarn, paper rolls, egg cartons, soap) for creative activities ^[L]_[SEP]
- share their talents or interests with the Centre ^[L]_[SEP]
- participate in field trips ^[L]_[SEP]
- read the newsletter which outlines important information and upcoming events ^[L]_[SEP]
- read the information displayed on bulletin/wipe off boards for program activities, and menus ^[L]_[SEP]
- Nippising Developmental Assessments are completed yearly

- We recognize that drop off and pick up times can be a busy time and suggest that parents may also call and/or email the school if they would like to speak to the teacher's privately. [L] [SEP]

i. As a long-standing co-operative nursery school **we've been involved with and supported by many local community partners.** Our families themselves bring a wealth of knowledge and experiences with them to the classroom. Field trips to local venues support learning outside of the classroom and provide all parents (duty parents and non-participating) an opportunity to connect. [L] [SEP] "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things" (HDLH p19.). Community Living Huronia is one of our professional partners that provide support and access to services for children, their families and teachers. Ongoing communication exists between the Centre and the support programs.

Implementation:

- Duty parent participation
- Scheduled field trips to incorporate community events
- Statement of relationship with Community Living Huronia which allows for Resource consultant, Speech and Language Pathologist, Occupational therapist support

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

Implementation:

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

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

Implementation:

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

POLICIES AND PROCEDURES

Licensing

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

In order to receive our license, we have to follow the very strict laws of the Child Care and Early Years Act. Our co-op nursery school is licensed for up to 20 children in the morning class and up to 12 children in the afternoon class. Our morning program is suited for children 2.4 years of age and up, and afternoon program for children 3 years of age and/or children that no longer need a nap, are toilet trained and/or already comfortable in a group setting. It is required that we have two teachers that are Registered Early Childhood Education (RECE) or equivalent that have Director Approval for the position (Child Youth Worker). We also have an Assistant teacher and volunteer parents.

As Bouncing Ball is a fully integrated centre, we work closely Community Living Huronia and usually have up to three children with special needs in the morning class. On these days, there may be a resource consultant on the floor to help or an Inclusion Facilitator.

BBNS makes every effort to accommodate the needs of all students and family members/guardians involved in the school. As we are located in the lower level of a building that is not fitted with a ramp, there are some limitations to what we are able to do. Should you require assistance please do not hesitate to let us know and we will work with you to create a support system that will best suit your needs.

Admission, Wait list and Withdrawing your child

You will be notified by the end of June on your child's admission to Bouncing Ball. There will be an orientation for new students in June to familiarize your child with the classroom and teachers. An orientation session for duty parents is held during the first week of school.

When inquiring about the School you may request your child's name be added to the waitlist. The date you contact us along with your first name, phone number/email address and child's birth date will be required. There is no fee/commitment to do this. It is also helpful to know whether you are interested in a participating/non participating position. Each year there are a small number of non-duty spots available for families unable to participate in duty. Non-duty spots for the morning programs are on a first come first served basis, with the first 6 completed in each class and returned registration packages being guaranteed a non-duty spot. Any further non-duty spots will

be approved and communicated to the family by end of June based upon registration numbers and licensing requirements. For the health, safety and dynamics of the classroom the Nursery School may accept 3 children with special needs in each group.

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

A member may withdraw by giving one month's written notice of their intention to the registrar. Unless a member gives proper notice regarding withdrawal, the co-op is entitled to withhold one month's fees from the date of withdrawal. After March 1st of the current school year tuition fees are to be forfeited if the child is withdrawn.

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

Special Needs- Individual Plan

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

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

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

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

Documentation

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

Parental Notification

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

Development of a Long-Term Behaviour Management Plan

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

Assessment of Results

- If the Behaviour Management Plan is unsuccessful, and it is determined that the child requires a different or more specialized placement, the Board of Directors has the authority to conclude that the child should be withdrawn.
- Families will be informed of this decision in writing.

** It should be noted that in extreme circumstances, a child may be, at the discretion of the Board and Supervisor, immediately withdrawn from the program if the child poses a clear and present danger to the safety of anyone at the Centre*

School Schedule, Trips and Closures

At the first General Meeting of the school year, a Year Plan of Action will be distributed, outlining the start and end dates of the school year, any planned closures, special events, meetings, field trips and fundraisers. A permission form will be distributed prior to each field trip outlining the finalized date and cost of the trip. Parents must drive their child to the location and accompany them for the event. All parents attending trips must have submitted a criminal reference check including vulnerable sector to the school before they attend.

The school is open Monday to Friday from 9:15- 11:45 a.m.
The school year begins the day after Labour Day in September and continues until the third week of June. The school closes for two weeks over Christmas and the week of March Break. We are however open during Elementary School P.A. Days.

During winter months, should the roads be deemed unsafe for travel in '**Central Region**' by the SCDSB, and school bus cancellations are announced on the local news and radio. To ensure the safety of our students, families and staff, we follow these cancellations. If, for any reason, you require confirmation of a "snow day", please call the school @ 705- 436-1569 and listen to the message on the machine.

Change of Address / Phone Number / Employment

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

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

Fees and Financial Information

Bouncing Ball Co-op Nursery School is a co-operative/non-profit Centre so childcare fees are based on the actual cost of operation. These costs are reviewed annually and fees are set accordingly.

The fee schedule outlines the fees for participating and non-participating families. Fees for non-participating families are higher to cover the additional costs of providing an assistant to maintain the adult to child ratio.

Tuition for 2019-2020 School Year

	AMOUNT	PURPOSE
Membership/Registration (cheque dated July 1- THIS FEE IS NON-REFUNDABLE)	\$50.00	\$10 membership fee, Insurance coverage, photocopies, newsletters, supplies, PCPC
A.M. Participating Tuition/month dated August 1 to May 1, inclusive (Fees are paid one month in	\$127.00	Attendance on scheduled days
A.M. Non-Participating Tuition/month dated August 1 to May 1, inclusive	\$172.00	Attendance on scheduled days
Monday A.M. Non-Participating Tuition/month dated August 1 to May 1, inclusive	\$68.00	Attendance on scheduled days
Thursday P.M. Non-Participating Tuition/month dated August 1 to May 1, inclusive	\$80.00	Attendance on scheduled days
Duty Day Deposit (cheque dated July 1)	\$45.00	Emergency payment for missed duty day; once used, a new cheque, EMT or cash submission will be required. Deposit will be returned at the end of the school year.
Meeting Attendance Deposit (cheque dated July 1)	\$30.00	\$10 refunded for each general meeting attended (3 meetings in all)

Please make cheques payable to Bouncing Ball Nursery School and write your child's session(s) on the front of each cheque (e.g. T/T a.m.) Please feel free to combine the Registration Fee, Meeting Attendance Deposit and Duty Day Deposit, if applicable, and pay the total amount by July 1. A charge of

All fees are to be paid upon registration by cheques dated August 1 to May 1, inclusive, or electronic money transfer (EMT). Members are responsible for paying the relevant monthly tuition before the start of each month. Members will be responsible for 100% of the monthly tuition for start dates up to the 15th of the month and 50% of the monthly tuition for start dates after the 15th of the month.

There is a \$25.00 administration charge for any returned N.S.F. cheques, and this charge is due upon notification. If two consecutive cheques are returned from the bank, further payments must be made by cash, certified cheque or money order. Those with delinquent accounts of thirty days may be asked to remove their child from the program.

For families wishing to pay by email transfer, please make Bouncing Ball an e-transfer recipient with your bank. Please use bouncingballscool@live.com as the e-mail address and write your child's name/class in the message. As with cheques E-transfers will be due on the first of each month from Aug 1 – May 1. Please note any additional fees charged by your bank to use e-transfer will be your responsibility.

As our operational costs do not change, fees will not be refunded or pro-rated should your child be absent for any reason (including illness or vacations), or for snow days and statutory holidays.

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

Insurance Coverage

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

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

Criminal Reference and Vulnerable Sector Checks

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

Returning teachers are required to obtain a negative CRC and VSC once every 5 years. A declaration form must be signed each year, 15 days prior to the 12-month effective date of their CRC and VSC, confirming that no offence has been committed during the previous 12 months. The school does reserve the right to ask teachers and assistant teachers to provide an updated CRS and VSC prior to the 5-year anniversary.

All parents attending field trips will be required to submit to a CRC and VSC every 5 years, so long as there hasn't been a 6 month break in services. A declaration form must be signed yearly in the 15 days prior to the 12-month effective date of their CRC and VSC.

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

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

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

Procedures

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

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

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

Procedure for a Negative Criminal Reference and Vulnerable Screen Check

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

Procedure for a Positive Criminal Reference Check

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

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

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

A decision will be made based on the assessment.

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

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

Confidentiality of Criminal Reference Check results

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

Duty Parent Immunization Record

It is the policy of Simcoe Muskoka Health Unit that all participating parents provide an Immunization Record before they start their duty days. In order to protect all nursery school children, a parent who has not submitted their photocopied record will not be allowed to work their duty days. Instead, the parent will be required to make other arrangements to cover their duty day until they have submitted their photocopied record. Records will be kept on file for two years.

For parents who are choosing not to vaccinate themselves, the Health Department required that registrants of Bouncing Ball submit a signed, declaration that is notarized by a Commissioner of Oath.

Parent Issues and Concerns

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

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

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

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

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

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education,

College of Early Childhood Educators, law enforcement authorities or a Children’s Aid Society).

Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

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

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related</p> <p>E.g: schedule, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the supervisor 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian within 7 business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>General, Centre- or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or Executive Board 	<p>(This cell continues the documentation steps from the previous row, including the same list of documentation requirements.)</p>

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the individual directly or <ul style="list-style-type: none"> - the supervisor or Executive Board 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 7 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
Student- / Volunteer-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student or <ul style="list-style-type: none"> - the supervisor All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	

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

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

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

Contacts:

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

Ministry of Education Program Advisor- Lisa Gordash (705) 727-5601

Simcoe Muskoka Health Unit – Tina Lirette (705) 721-7520 ext. 7346

Innisfil Fire Department – (705) 796-0777

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

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

For more information, visit

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

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

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

A child is “in need of protection” where:

- a child has suffered physical harm or is at risk of suffering physical harm
- the child has been or is at risk of being sexually molested or sexually exploited
- the child requires medical treatment or suffers from a mental, emotional or developmental condition and the child’s family does not provide or refuses to consent to the treatment

- the child has been abandoned or not provided basic necessities (e.g. food, shelter, clothing etc.)
- the child has suffered emotional harm demonstrated by serious anxiety, depression, withdrawal, self-destructive or aggressive behaviour and the child's family does not provide or refuse to consent to treatment to remedy the harm

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

Monthly Fire Drills

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

1. At the sound of the alarm, everyone will stop and the children will drop toys and put hands on head.
2. With guidance from the teacher and duty parents, children will line up at cloakroom exit. The teacher will make sure every child is holding on to the safety rope with help from the other teacher and duty parents. When the Head teachers check is completed the teacher then leads children up the stairs and outside to West side of parking lot. Duty parents will fit into line so that there are adults to assist all children.
3. Head teacher will call 911. Head teacher will check all rooms and turn off lights. She will bring with her the attendance book along with children's emergency cards and medications closing the door on the way out.
4. All children and staff will meet on the far side of the parking lot on the grassed area.
5. Attendance will be taken.

Emergency Management Evacuation Procedure

In the case of an actual emergency, the children will be evacuated from the school as described above. Once attendance has been taken, the group will proceed to walk down to the Stroud Complex (arena) to house children. The emergency box will be pulled in the wagon. The Supervisor will contact the parents via cellular telephone and/or email, while the assistant teacher and duty parent is monitoring the children. For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

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

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

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

The Supervisor will contact the Ministry of Education Program Advisor, and the County of Simcoe as soon as reasonably possible to do so.

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

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

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

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

<p>Disaster – External Environmental Threat</p> <p>An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p>If remaining on site:</p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. <p>3) The supervisor must:</p> <ul style="list-style-type: none"> • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the fire procedures.</p>
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Natural Disaster: Tornado / Tornado Warning	<ol style="list-style-type: none">1) <i>The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</i>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.3) <i>Staff must immediately:</i><ul style="list-style-type: none">• remain calm;• <i>gather all children;</i> <i>take shelter in the cubby area</i>• take children's attendance to confirm all children are accounted for;• <i>remain and keep children away from doors;</i>• keep children calm;• conduct ongoing visual checks of the children; and• wait for further instructions.
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<p>Natural Disaster: Major Earthquake</p>	<ol style="list-style-type: none"> 1) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3) Once the shaking stops, staff must: <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 4) If possible, prior to exiting the building, staff should also: <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 6) Designated staff will: <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the cubby area and ensure their required medication is accessible, if applicable; and • wait for further instructions.
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	7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.
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No Smoking

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

Supervision Policy and Procedures

The role of a Duty parent allows parents the unique and rewarding experience of participating in their child's Nursery school day. This is an active role in which parents are also required to help with the needs of all children that are enrolled in the program.

Duty parents and students do not count toward staffing ratios. No child is to be left in the supervision of a duty parent or a person under 18 years of age.

While on duty parents are there to work with the teachers in supervising the children in the program. Children are to be supervised by an adult at all times. They are not to be left alone in a room or be left in the care of individuals that are not registered as Duty parents in the facility. Staff members are required to count the number of children under their care before and after the movement of children within the centre. This includes transitioning children in and out of the playground and when the teachers take children off the premises.

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

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

Reference to this Policy is located in the parent handbook under the heading *Duty Parents' Responsibilities*, which provides direction to parents of the responsibilities that may arise during a Duty day.

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

Anaphylactic Policy Statement

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

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

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

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

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

Identification of Children at Risk

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

Treatment Protocol

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

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

1. The EpiPen is administered at the first sign of a reaction, however slight (e.g. itching or swelling of the lips/mouth in food allergic children). There are no contraindications to the use of epinephrine for a potentially life threatening allergic reaction. Time of administration is noted. Adults must be encouraged to listen to the concerns of the anaphylactic child, as the older child usually knows when they are having a reaction, even before signs are manifested.
2. One person stays with the affected child.
3. One person goes for help- 911 is called and the Supervisor of the Centre is informed.
4. The parent is contacted.
5. If available, a second EpiPen is administered after 15 to 20 minutes if there is no improvement in the child's symptoms.
6. Regardless of the degree of reaction or response to epinephrine, the child is taken to an emergency room by ambulance.
Symptoms may recur up to eight hours after exposure to the allergen.
One person will stay with the child until the parent arrives.
7. The incident is recorded and treated as a serious occurrence. The President is notified.

Training

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

Potential Food Risks

Parents are asked not to bring food items to the school, that are homemade or do not have the ingredients clearly marked. Store bought birthday cakes/treats are allowed, but please check with the teacher for items that are allowed to be brought in.

All parents are informed that we endeavour to provide a nut/peanut free environment. This is outlined in the parent handbook that each family receives. This letter must be

signed by parents and returned to the school to ensure every family is aware of the policy.

Availability and Location of EpiPens

EpiPens

The EpiPen is an auto-injector containing epinephrine (adrenaline). This medicine is an alpha-and beta-receptor stimulant used to treat severe allergic reactions. It may also be used to treat sever conditions that affect breathing.

Reporting a Serious Occurrence

The Ministry of Education is to be **informed of a Serious Occurrence within 24 hours** through CCLS by the Supervisor. If the Supervisor is unable to report the occurrence then Debbie Robinson, the Book Keeper is to report as she has access to One-key.

If licensees, designates or supervisors cannot access CCLS, they must still notify their program advisor via telephone or email within 24 hours of becoming aware of the occurrence and complete a serious occurrence report in CCLS as soon as the system becomes available.

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

Duty to Report

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

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

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

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

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

The Early Childhood Educators Act, 2007 and the Professional Misconduct Regulation state that it is an act of professional misconduct to “[contravene] a law, if the contravention has caused or may cause a child who is under the member’s professional supervision to be put at or remain at risk.”

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

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

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

Employer’s Mandatory Reporting Obligations

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

Serious Occurrence Notification Form

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

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

Serious Occurrence Annual Analysis

Licensees are required to conduct an annual analysis of all serious occurrences that occurred in the previous year. The annual analysis is to be used as a method of identifying issues, trends and actions taken. The analysis and record of actions taken in response to the analysis must be kept on file at the childcare centre. In addition to ongoing reviews and follow-up to serious occurrences, licensing ministry staff will review the serious occurrence annual analysis during licence renewal inspections. Serious occurrence notification forms are kept for at least three years (or for two years if the incident took place while the Day Nurseries Act was in force).

Staff Training and Development Policy

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

Animal Policy

Bouncing Ball Nursery School is a pet free environment. Children are encouraged to talk about and share pictures of their pets rather than bringing them to the school.

On occasion a parent or teacher may ask to bring a pet from home to visit for show and share. The Simcoe Muskoka District Health Unit provides recommendations to follow for visiting/residence pets in the, *Recommendations for the Management of Animals in Child Care Settings 2018*. These recommendations should be reviewed before a decision is made on whether an animal can come in to the Centre.

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

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

The following animals are not recommended in childcare Centres.

Animals Not Recommended for any Child Care Centres

Stray animals with unknown health and vaccination history (e.g. stray dogs/cats)

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

Aggressive animals (e.g. animals that have demonstrated aggressive behavior in the past)

- *Animals in estrus (i.e. animals in heat)*
- *Exotic animals (e.g. hedgehogs, chinchillas, etc.) and non-human primates** (e.g. monkeys, lemurs, etc.).*
- *Wild animals (e.g. squirrels, chipmunks).*

- *Rabies reservoir species (i.e. bats, skunks, raccoons, foxes).*

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

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

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

After following the Simcoe Muskoka District Health Department documents, the teachers will determine along with parent consultation whether any children in the program are allergic to any animals and/or fearful of them.

The owner will be asked to provide proof of up to date rabies/health check report and have it available the day of the visit for any parents that have questions. Animals will be leashed and/or be held at all times during the visit. The teachers will talk about and assist with safe interactions with animals. Direct animal contact will be limited to touching and petting with hands. Animals will be prohibited from licking, kissing and crawling on the children. The children will not be permitted to touch or give the animal food/treats.

Children and staff will immediately wash their hands after having contact with the animals. Any scratches and/or bites will be immediately washed.

The date of the animal visit will be logged. The owner's information as well as the animal's documentation will be kept on file in case of future illness for one year.

Animal Bites.

Although Bouncing Ball Co-op Nursery School does not have any pets, children may come into contact with pets/animals visiting when families are dropping off their child at the school.

The rabies virus continues to be a concern for both wild animals (e.g. bats or raccoons) and pets (cats and dogs). It can be passed to humans through the bite or scratch from an infected animal. Rabies is an incurable disease once symptoms develop.

The Simcoe Muskoka District Health Unit has created infection prevention and control measures to help keep children in child care settings safe. If a child is bitten or scratched by an animal they require:

1. If there is an animal owner, try to get information of how they can be reached (e.g. owner's name, address and/or phone number).
2. Immediately and thoroughly clean the wound with soap and water, and then flush the area with water for 15 minutes.
3. Seek medical attention immediately if the individual was bitten, scratched or exposed to the saliva of a wild animal.
4. Report the incident to the Simcoe Muskoka Health Unit at (705) 721-7520. They will ask the type of animal and where the individual was bit. They will ask for the owner's information or they suggest noted visual details of the animal if the owner refuses to cooperate.

A public health inspector will follow up with the animal owner and the animal will be placed under an observation period (confined) for 10-14 days (usually in the owner's home). Healthy animals are not removed from their owners. After the confinement period, the public health inspector will also follow up with the person who was bitten or scratched.

When bites or scratches involve a wild animal, or an animal that cannot be located, the recommendation for post exposure vaccination may be discussed.

Parents and teachers should talk with children about not touching wild animals and asking an adult for permission before approaching a pet.

THE STAFF

Head Teacher/Supervisor

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

Assistant Teachers

The Assistant Teachers works alongside the Head Teacher. They are trained in First Aid and Child and Adult CPR. They are also responsible for program planning and assists in the supervision of the classroom.

Resource Consultant

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

Book Keeper

Is contracted by the Nursery School to collect and deposit fees, provide monthly income statements and issue annual tax receipts.

THE EXECUTIVE COMMITTEE

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

There are up to 11 positions on the Board of Directors and one non-voting member (the Centre Supervisor). We are required by Co-operative regulations to fill at a minimum the roles of: President, Vice President, Treasurer, Secretary, Registrar and Duty Roster.

General meetings may be called as needed, however; typically there are three meetings a year. Board of Directors' meetings will take place once a month or as need dictates. Any parent may make a written submission on any matter pertaining to the Centre at any time for consideration by and reply from the Board. Any parent wishing to meet with the Board is to make arrangements for a meeting through the Secretary.

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

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

The Supervisor works closely with the Executive Committee with respect to all aspects of the Centre's management and attends all Board meetings. Should parents have any questions or concerns about their child, please do not hesitate to speak to the Supervisor.

May we respectfully remind you that positions held on the Executive Committee are voluntary and, at times, very time-consuming. We would appreciate compliance with the regulations in order to make their jobs easier and more pleasant!

The legally constituted Executive Committee administers the Centre on behalf of the families. Without it, the Centre would not be able to operate. Board meetings are held once a month during the school year. The following list outlines the positions of the Board of Directors.

- President
- Vice-President
- Treasurer
- Secretary
- Registrar

- Duty Roster
- Fundraising Coordinator
- Advertising Coordinator
- Housekeeping Director
- Social Committee Coordinator
- Website Coordinator

COMMITTEES

In addition to the Executive Committee (Board), the Centre needs the work of committees in order to function. Each of these committees has one Chairperson and several members. The role of the chairperson of each committee is to direct and co-ordinate the work of the committee members.

Nominations will be received from the floor at the June meeting and again at the August meeting. Voting will be done by ballot and may be done by proxy. Each member is entitled to one vote. Should positions remain vacant after the June meeting, the existing Executive members can appoint a member to the position.

DESCRIPTION OF VOLUNTEER POSITIONS

President

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

HR/Vice-President, Telephone Committee Coordinator

- Voting position, Director, Officer of Board of Directors
- Aids and assists the President
- Assumes duties of the President in his/her absence
- Records meeting minutes if Secretary is unable to attend
- Organizes telephone committee
- Assigns members to committee placement
- Has signing authority
- Prepares, distributes and tabulates results of BBNS parent evaluation
- Attends all Executive and General Meetings

Secretary

- Voting position, Director, Officer of Board of Directors
- Records and distributes minutes of Executive and General Meetings
- Composes and types school correspondence, notices, amendments, etc. as requested
- Assists the President and Vice President in any administrative duties for the school
- Prepares and distributes the monthly newsletter
- Has signing authority for documents and bank (along with Treasurer and President)

Treasurer

- Voting position, Director, Officer of Board of Directors
- Liaises with the Book Keeper to co sign cheques
- Liaises with fundraising head for funds and financial records
- Reviews financial records
- Attends all Executive and General Meetings

Registrar

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

Advertising Coordinator

- Voting, non-executive position. Is invited to attend Executive Meetings in a non-voting capacity
- Organizes and directs advertising committee
- Responsible for ensuring advertising is conducted throughout the year as required to promote school events
- Responsible for ensuring advertising is conducted at key times to promote school registration

Fundraising Coordinator

- Voting, Director, Attends all Executive and General Meetings
- Organizes and directs fundraising committee
- Responsible for coordinating activities with the aim of raising money for the school operating budget

Duty Roster Director

- Voting position, Director, Attends all Executive and General Meetings
- Responsible for organizing duty day roster for all participating members
- Provides in-class training for new duty parents, should his/her personal schedule allow

Housekeeping Director

- Non-voting position, Director. Is invited to attend Executive Meetings in a non-voting capacity
- Responsible for purchasing supplies for nursery school and general meetings
- Responsible for setting up a schedule for committee to complete laundry

Social Committee Coordinator

- Non-voting, non-executive position. Is invited to attend Executive Meetings in a non-voting capacity
- Organizes and directs social committee
- Responsible for organizing a roster of volunteers to set up, make coffee, bring a snack, and do clean-up at general meetings and special events throughout the year (e.g., Trike-a-Thon)

Website Coordinator

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

THE PROGRAM AT BOUNCING BALL NURSERY SCHOOL

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

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

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

Art and Crafts Centre

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

Creating with different materials is a very satisfying experience for young children. They are learning to develop eye-hand co-ordination, experimenting with different textures and practicing their decision-making skills by deciding what to put in their pictures and where to put it. Your child is also learning the names of colours and learning to recognize the letters in his/her name, which will later enable them to write their name. Although the end result may look messy or ordinary, please remember the thought your child has put into his/her work and how much he/she has enjoyed creating it. The older children

quite often ask the teachers to write something about their picture and the child may want to "read" it back to an adult later. A child's pictures are his/her first stories - a step towards literacy.

Floor Toys and Block Centre

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

Playdough, Water and Sand Centre

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

Book Centre

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

Puzzles and Table Toys

Most of the toys put out on the round blue and red tables are manipulative toys to encourage cognitive skills, problem solving, classification and small muscle skills. Matching games, such as Animal Lotto, small objects to sort, puzzles, beads to string, sewing cards, shapes to arrange into designs and science activities such as magnets to experiment with, are all put out at different times through the year. Most of these activities can be used alone or in a group.

Active Area

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

Group Time / Circle

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

The circle is an expansion of what we have been talking about in the classroom. In September we start out with a few basic songs and gradually add to these throughout the year. The children all have their favourite songs that they love to sing over and over, one of them being "The Wheels on the Bus". Although it may seem repetitious to an adult, the more these songs are sung the more words the children pick up and are able to sing them for you at home. During this circle the teachers plan to tie in class discussions. This may involve reading a story, sometimes a new story or one the children know very well. This encourages listening skills and, if it is a story the children know, they are encouraged to help the teacher tell the story by recalling key words. These are important pre-reading skills. Also during this circle time the teachers play various games, such as memory games, guessing games, we do experiments such as what sinks or floats; we discuss opposites, people's jobs, etc. Most of our games encourage the children to participate and offer their opinions.

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

Playground Time

Although outdoor time is not a requirement for Nursery School settings, we are lucky enough to have a playground at our facility.

Nipissing District Developmental Screen (NDDS)

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

Daily Timetable

Morning Class

9:00	Staff preparation; duty parents arrive to clean and help set up
9:15	Children arrive
9:30 - 10:30	Free play, selected activities
10:30 - 10:35	Clean-up
10:35 - 10:45	Bathroom / Singing circle
10:45 - 11:00	Snack
11:00 - 11:10	Getting ready to go outside
11:10 - 11:30	Outside play (weather permitting) or indoor activities
11:45	Children depart
11:45-12:30	Duty parents and teachers clean up

Playground

The children will participate in an outdoor play session each day, weather permitting. Child-staff ratios must be maintained at all times on the playground. All children who come to school must go outside with the group. Please send LABELLED clothing, which is appropriate to the weather and is free of loose strings or fastenings.

DUTY PARENTS

Responsibilities

Becoming a member of BBNS involves parent participation, which includes active involvement in all phases of the program. Parents/caregivers take turns assisting in the nursery school under supervision of a qualified RECE teacher – we refer to these as Duty Days.

While on duty, parents are there to work with the teachers in supervising the children in the program. Children are to be supervised by an adult at all times and are not to be left alone in a room or left in the care of individuals that are not registered as Duty parents in the facility. Children are not to be left in the care of student teachers or under the supervision of any person under 18 years of age.

For consistency and comfort of the children, the teachers will supervise any toileting care that takes place at the school. However, Duty parents are required to help with hand washing in the washroom after craft time and whenever the need should arise.

Duty Days are fun, but busy helping all of the children in the program. Regularly participating in the classroom is a valuable experience for everyone and offers a special opportunity to observe your child play, learn, grow, explore, engage in new activities and interact with other children and teachers. It also provides valuable support for the staff and helps them gain better insight into your child so that their instruction is more focused on individual needs.

Some parents are unable, or choose not to participate in Duty Days, and therefore, a non-participating family pays a higher fee.

Of course, all parents, whether participating or non-participating are welcome in the classroom to observe their child and teacher.

Please allow the teachers to tell the parents about their child's day, as they are aware of the individualized programs for each child.

As per the policies outlined in this handbook, duty-day parents are required to submit a Criminal Reference Check (CRC) and Vulnerable Sector Check (VSC) from their local Police Service or an offence declaration and a copy of their immunization record showing that their diphtheria, pertussis and tetanus shots are up to date (required every 10 years). These completed forms will be kept strictly confidential. If we do not have both documents on file, you will not be allowed to perform your duty days until we have received them, and subsequently you may be asked to pay the non-participating fee or arrange for another parent to cover your duty days until the documents are produced.

Scheduling Duty Days and what to do if you can't make your scheduled day

- Duty days (1 per month + 2 extras per year) are scheduled in advance. Duty parents are asked to sign up for at least three months' worth of duty at General Meetings, beginning with the August meeting.
- Some years you may be scheduled alongside another Duty parent (based on the number of Duty parents registered).
- If you miss the General Meetings and do not schedule your duty days, the Duty Roster will schedule your required number of days for the given period and will notify you of those dates. The Duty roster makes every effort to accommodate all requests. The schedule is prepared and posted at the sign in table and a copy will be made for you to take home.
- **Note:** Please be respectful of the scheduler and the time they volunteer to prepare the schedule. Whenever possible, please switch duty days with another family rather than calling the Duty Roster to make the change.
- If you are unable to fulfill a scheduled duty day, it is YOUR responsibility to use the phone list to switch days with another duty parent.
- In the event that you make every effort but no one is able to switch with you, it is your responsibility to contact the Duty Roster. The Duty Roster will find coverage for you through our "emergency duty day list" and your duty day deposit will be used to pay that person; therefore, you will forfeit your deposit and be required to submit another deposit cheque.
- Members who are on duty must arrive and be ready to work by 9:00 a.m. in order to set up, and must remain until everything is put away and all of the children have been picked up. You are expected to remain on premises for the duration of the session, and you are responsible for your child before and after class hours.
- Duty days are assigned on a per-child basis – if you have two children enrolled in the program, you will be required to do double the duty days.
- No siblings who aren't already enrolled in a program are permitted at the nursery school when a parent is doing a duty day, due to insurance purposes and licensing restrictions.

How to play and speak to children

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

- **Give Directions:** make sure you have the child's attention; get down to their level and have them look into your eyes; directions should be concise and specific, to avoid confusing the child
- **Guide Behaviour:** use a positive approach, e.g., commend desirable behaviour and disregard minor unacceptable behaviour; make positive statements and avoid saying, 'no' and 'don't', instead try, 'Chairs are for sitting on' or 'The playdough belongs on the table'; be alert to the children's activities to avoid problems, e.g., redirect the child who is obviously going to knock down the blocks of another
- **Encourage Independence:** encourage the child to do as much as possible for themselves; however, do not insist on complete self-help if they are clearly tired at the end of the morning or afternoon or becoming increasingly frustrated; let children develop their own problem-solving skills; offer suggestions when they cannot do it alone; allow the child to choose their own activities; avoid interrupting any activity in which the child is absorbed; offer suggestions only if they seem to be wandering aimlessly

- Encourage Creativity: help the child discover their own sense of creativity
- Stimulate Curiosity and Learning: when possible, ask leading questions to help the children discover answers for themselves - e.g., 'What will happen if...'; encourage the children to become aware of their surroundings and explore the senses - touch, smell, hearing and sight; draw attention to the little details
- Accept Each Child as an Individual: accept each child for what they are and what they can do rather than what you think they should be or should be able to do; avoid making comparisons between one child and another; help each child feel they have something to contribute to others; take the time to get to know and understand each child; show genuine interest in what they do
- Speaking with the Children: shaming behaviour such as labelling a child as selfish or naughty should not be used; it does not add to the child's self-respect; children should be directed towards areas that interest them and should never be forced to participate in an activity that has little or no interest for them

Duty Parent Responsibilities

- Bring snack for morning.
- Mark down snack on menu in cubby area
- Check toy washing schedule and wash toys.
- Help to set up equipment with teachers if needed
- Time permitting, join group for circle
- Help supervise play area making sure there are 2 adults in room with children at all times.
- Assist with putting smocks on, names on artwork, washing hands. PLAY, PLAY, PLAY.
- Assist in clean up of craft area.
- Prepare and set up snack in kitchen
- Put snack and water on counter in class along with extras of snack/ water.
- Assist with snack.
- Wash paint and /or glue pot **lids** and brushes.
- ***Please keep paint/glue if it is full and/or has not been used**
- Disinfect cups (using new water as per directions on sink.
- Assist in dressing children for outside play (if necessary)
- Ensure kitchen area is clean
- Sweep and damp mop floor with floor cleaning solution in red bucket
- Vacuum rugs
- Empty all garbage cans and put in new garbage bags

Snacks

Children are given a snack while attending the nursery program. The snacks are provided by the duty parents on their duty day, and the school on the remaining days. All snack must be purchased from the store, we are unable to serve homemade snacks. We request that parents refrain from bringing in peanut and nut products, as well as items that –may contain peanuts/nuts for snack time. All foods must abide by the Canada Food Guide Healthy eating.

PLEASE INFORM THE SCHOOL OF ANY FOOD ALLERGIES OR SPECIAL DIETARY RESTRICTIONS YOUR CHILD MAY HAVE. These food allergies and/or dietary restrictions are posted in the kitchen.

Examples of Healthy Snacks

- Strawberries, watermelon, bananas, pineapple
- Mandarin oranges (canned or jarred also)
- Apple slices with slice of cheese and ham
- Yogurt, graham crackers and banana
- Hummus on Melba toast
- Mini whole wheat bagels with cream cheese and hummus
- Whole wheat tortilla with cream cheese (pin wheels)
- Whole grain crackers with cheese and grapes (sliced)
- Apple sauce
- Cheerios
- Cucumbers
- Pickles
- Dried fruit



Hair Coverings

Health regulations require duty parents to keep their hair covered while handling snacks. Long hair should be kept tied back. You may bring a hat or hairnet of your own to wear, or the school will have a small supply of caps on hand.

Birthdays

If your child's birthday falls on or near a school day, we will sing Happy Birthday at snack time. If you would like to provide a special snack (such as cupcakes), you are welcome to do so. In that event, we ask that you inform the teachers to avoid a wasteful excess of snack food.

Safe Drinking Water Policy

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

Flushing Method:

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

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

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

OTHER TIPS AND GUIDELINES FOR ALL PARENTS

Coping with Separation

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

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

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

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

Absences

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

Clothing and Possessions

Each child will be assigned a coat hook to be used for their outdoor clothing and backpacks for the duration of the class. The hooks are shared with other classes, so all personal belongings must be taken home at the end of each class.

Please provide a current, easily recognizable photograph of your child to the first General Meeting in August, with their name on the back of the photo. This photo (no name) will be put up in the cloak room to help the children to identify their coat hook.

Please dress your child in washable play clothes. Children participate more freely when they don't have to worry about staying clean.

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

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

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

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

Children in diapers must also have diapers and wet wipes available in their bag.

Diapering

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

The diaper changing area and anything else that comes in contact with a child's feces or urine will always be cleaned and disinfected with a bleach sanitizing solution after every diaper change. The diapering area is also located close to the classroom and within arm's reach of a sink for convenient hand washing with soap. The changing area is separate from the food storage and preparation area. With the use of cloth or disposable diapers, the basic steps in reducing the spread of illness are the same:

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

Storing soiled diapers:

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

Containers for soiled diapers

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

Toilet Training

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

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

COMPLIANCE WITH POLICIES AND PROCEDURES

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

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

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

Compliance with the Policies and Procedures

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

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

Non-compliance by a Duty Day Participant/Adult Volunteer:

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

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

Non-compliance by a Staff Member:

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

- the Supervisor discusses the non-compliance issue with the staff member to identify the difficulty and reasons for it; discussing the implications with respect to the child; specifying ways to employ positive methods of behaviour management; and putting the results of the discussions in a written report that is signed by both parties

- impose a two-week trial period, which takes place under the close observation of the supervisor, to comply with the policies and procedures and improve their methods
- review the performance after the two-week trial period; if there is no notable improvement and the staff member fails to comply or clearly disagrees with the philosophy, the supervisor and Vice-President advise the Executive Committee and initiate termination procedures