

Parent Handbook



Table of Contents

Puddle Jumpers Prepschool Program Statement
Activities off Premises / Field Trips
Anaphylactic Policy
Behavioral Philosophy
Child Injury/Illness & Dispensing Medication
Children's Aid Society – Duty to Report
Confidentiality Agreement
Clothing
Donations
Emergency Procedures
General Admission Policies
(Programs, Change of Information, Admissions and Discharge, Program Fees, Payment Policy and Methods)
Holiday Closures, Inclement/ Extreme Weather Closures
Immunization
Naps and Rest Time
Nutrition Policy
Parking
Photographs/Video Images
Progress Reports
Safe Arrival/Dismissal Policy, Late Pick-up Policy
Serious Occurrences
Sleep Policy
Staff Screening Measures
Sunscreen & Supplies
The Accessibility for Ontarians with Disability Policy
Video Monitoring System
Wait List Policy
Your First Day – What to Bring!

Program Statement

In alignment with "How Does Learning Happen?" Ontario's Pedagogy for the Early Years (www.ontario.ca/edu.) We believe that children are "competent, capable of complex thinking, curious and rich in potential" and when supported by research based strategies, children grow and flourish.

Current research indicates that guided/ inquiry-based play and learning in a safe, caring and collaborative environment helps to establish the foundation for the development of healthy and confident learners.

At Puddle Jumpers Preschool we provide research-based programming aligned with the Ministry of Education's Early Learning Framework. This framework highlights six distinct principles of best practice for Early Childhood Programs in Ontario.

Guided by the document "How Does Learning Happen? Ontario's Pedagogy for the Early Years, PJP educators will organize opportunities for discovery and learning, around the 4 Foundations: Belonging, Well-being, Engagement, and Expression, identified as important for children, to grow and flourish.

<u>Foundation</u>	<u>Goal for Children</u>	<u>The Approach</u>
Sense of Belonging	To develop a sense of Belonging through the child's connections to others and contributions to their world	-participate in social interactions, shared exploration, play and learning with adults and children
Well-being	To develop a sense of self, health and Well-being	-child is developing a strong sense of self and the ability to value their own unique identity... and perspectives of others
Engagement	To be an active and engaged learner who explores the world with body, mind and senses	-a child is an engaged learner when they focus attention, manipulate, investigate, observe, question, test theories, solve problems, create and represent ideas and their understanding of the world around them through play in divergent increasingly complex ways
Expression	To be a capable communicator who Expresses himself or herself in many ways	-initiates, responds to and engages in reciprocal interactions with others

We are committed to the following goals:

To promote the health, safety, nutrition and well-being of the children

- Health checks of children will occur upon arrival
- Regular environmental checks – of toys, equipment and classrooms for hazards and cleanliness
- To reduce the transmission of illness, staff and children wash their hands upon arrival, before and after snacks and meals, after toileting, before and after water play and other times as needed
- Varied and nutritious snacks and lunches are provided in accordance with Canada's Food Guide – see menus posted near the office
- Meeting child-teacher ratios allow us to provide the necessary support for children when a little more nurturing is needed, offer more adult guidance for peer to peer interactions, and foster warm, responsive adult child relationships

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

The administration at PJP will support this through the hiring of qualified, responsive, and well trained Early Childhood Educators who support families in their role as primary caregivers, and understand the needs of each child as an individual.

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

- Staff guide children through transitions by providing cues to prepare children ahead of time and using visual pictures and schedules in the program and during routines. Using routines and cues at transition times helps prepare children so they know what to expect, which helps make them feel safe and secure.
- Children are encouraged to question and explore, share their ideas and co-learn with their teachers
- Staff model appropriate behaviors and support child to child interactions when conflicts arise
- Comfort and nurturing are provided when children are needing help or just want a cuddle; quiet cozy areas of the room are provided for children to go to when desired
- Children's self-regulation is encouraged and supported through interactions and guidance from staff
- Staff help children to develop self-awareness, learn how to recognize feelings in themselves and others, and build a "toolbox" of strategies that can help them to calm their emotions and find appropriate ways to express themselves. These are all essential skills that contribute to future success in school, work and relationships.

Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care

- We have a school gym to promote health, activity and wellness
- We have 3 outdoor play yards, one designated for each age group, for the purpose of outdoor play, exercise, adventure and learning.
- Through active classroom programming, children utilize large muscles which also support the development of a healthy body and mind
- Rest time is essential and provided for 2 hours following lunch
- Quiet time is available during the program, children can look at books in the book area or can find a quiet area in the classroom – these spaces can offer much needed soothing time and helps with developing self-regulation
- Our staff respect the wishes of the parents and, when possible, provide alternatives or modifications to programming

Foster the children's exploration, play and inquiry

Play and exploration are at the core of early learning. The environment is where learning is fostered and takes place. To this end, you will find our environments rich with materials and resources for children to use as they construct ideas, try out hypothesis, and explore new and interesting materials. Just as important as the materials in the environment are the people. Our staff is highly trained professionals and everyone is committed to making your experience at PJP a memorable one. Our teaching staff understand children and families and work tirelessly to ensure every child has a positive experience.

- PJP believes that children learn through play and are given opportunities to explore, test, try and learn in a collaborative classroom environment
- Staff will provide a resource rich environment for children to discover and experience

Provide child-initiated and adult-supported experiences

Play is children's work and is essential to healthy development. We understand that not all play is equal and child directed play provides the best learning opportunities. We all learn best when we are engaged and interested in an experience. When staff listen and observe children, they can develop a deeper understanding of children's interests and perspectives. Programs at PJP offer children ample opportunity to direct their play and explore new ideas and expand old ones. The role of adults in children's play is to enhance the children's experiences, not to take over or determine the direction of the play. Adults support idea's, provide resources and materials, help children reflect on what they know and think, and provide emotional support and encouragement.

In the program, children will find:

- Opportunities for room exploration in variety of activities
- Open ended materials are available and allow for exploration and discovery
- Group times and individual interactions that allow for discovery of areas of child's interest which leads into further opportunities of discovery
- They are invited to share their ideas and interests with staff and peers. Interests and ideas are documented and explored by staff and children together.

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

As a result of our view of children as competent, curious and capable, our staff work as partners with children in the learning process. Great things are possible when staff and children are able to see themselves as both student and

teacher. There is much to learn from children and through inquiry, open ended questions, provocation and hands on experiences, our staff extend children's learning and challenge thinking.

To respect, preserve and enhance children's learning we are developing a practice of documentation. Documenting children's learning allows them to see where they have come from, makes learning visible, and encourages children to revisit their ideas. In addition, the documentation helps the adults to better understand children's perspectives and ideas, and when appropriate work with children to encourage further exploration of knowledge and ideas.

- Staff will observe children's areas of interest and reflect upon it in order to provide experiences that will encourage the children to explore and ask questions
- Staff refers to the *Early Learning for Every Child Today* (ELECT) document, which provides comprehensive, detailed child development information. It is used to help determine skills that staff can be working on with children.
- Staff will provide children the opportunity to wonder and provide time for children to discover more about their areas of interest
- Through the use of program postings, monthly reflections and documentation, staff will offer insight and feedback about children's learning and activities while participating in the program
- Staff have opportunities to spend time together to share their observations, reflect upon their observations and plan for the interests of the children in the group

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

Regular and ongoing communication with parents is an important component of the day.

Communication may be in person, by phone, e-mail or through written and posted communication tools.

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

We view the community as a valuable resource and our educators plan learning opportunities to engage the community in our programs. We seek out opportunity to share our knowledge and to learn from others and their resources.

Parents will be directed to services outside of the center if necessary, and community partners such as "early year's services", speech therapists, support services, occupational therapists, counsellors, etc., this will be an important part of the center's support to all children and their families.

Support staff who interact with the children in relation to continuous professional learning

- We provide annual professional development for all staff
- In house training opportunities are available throughout the year
- Through ongoing information shared in the child care community, information is provided to staff on a regular basis
- Our caring, responsive knowledgeable educators have various qualifications including a passion to providing a stimulating learning environment. Our Early Childhood Educators are registered with the College of ECE and other staff have a wide variety of experiences and qualifications
- All staff have completed a Criminal Reference Check including the Vulnerable Sector Screen and are required to have a valid certificate in standard first aid with infant and child CPR
- Community agencies can support staff through in house training for children with differing abilities which can benefit all children

Document and review the impact of the strategies set out above on the children and their families

- Families are encouraged to provide informal feedback on an ongoing basis
- Reflective observations about the program are discussed amongst staff when the program is done. Staff share and debrief their observations with each other and discuss plans for how to build on what the children are interested in and doing
- Policies and procedures are reviewed annually
- This program statement will be reviewed annually by all staff, students and volunteers. Staff, parents, students and volunteers are notified in writing of any revisions to this program statement
- All new staff, students and volunteers review this program statement prior to interacting with children and when the program statement is modified

Through observations in programs, Puddle Jumpers Preschool will ensure that the approaches set out in the program statement are implemented in the operation of the preschool programs.

Activities off Premises - Field Trips

There may be some educational experiences that the children would benefit from visiting off site, e.g., the local fire station/other community programs.

The following procedures apply to any organized activity/field trip off-site-

1. The adult/child ratio will be minimum 1 adult to 3 children.
2. The educator will take the emergency information on each child attending the field trip with them
3. All field trips will either be "walking" field trips, or a school bus will be used to transport the students between the school and the desired destination.
4. Permission forms will be distributed to the parents, and collected prior to departure
5. The educator will ensure that medications, e.g., epi-pen, etc., will be taken when children are engaging in activities off the premises
6. All field trip locations will have access to a telephone.

* Please note- dependent upon field trip costs, additional fees may be requested, e.g., for school bus transportation, entry fees etc. Supervision ratios will be maintained at all times, and/or increased dependent upon the activity planned. Parent/guardians are always welcome to join us at the field trip site, should the number requesting to attend exceed the bus seating limits. Parents/guardians attending will be expected to pay for their participation in the field trip, e.g., entry fees and/or transportation fees as applicable. Parents/guardians who do not wish their children to attend may request their child remain at the centre with appropriate supervision.

Anaphylactic Policy

Reg 137/15 Section 39(1-3) defines anaphylaxis as a serious allergic reaction that can be life threatening. The allergy may be related to food, insect stings, medicine, latex, etc. Due to seriousness of an anaphylactic occurrence, during the enrolment process, parents/guardians of a child who has a severe allergy shall inform the Supervisor of the preschool of the allergy. The parent/guardian in consultation with their physician will develop an individual plan of action for the child. Prior to admission, the parent/guardian of the child with the serious allergy will be required to complete a medical information form completed by the physician and parent, and provide an auto injector (EpiPen) and provide training to the staff, i.e., Consistent with the Ministry of Education "when a child is enrolled in a day nursery (child care centre) training is to be provided by a physician or parent on the procedures to be followed in the event of the child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer medication. The components of training are:

- Emergency procedures that include the requisite information on signs and symptoms and response to an anaphylactic reaction, and,
- Demonstration of how to administer an epinephrine auto-injector, also known by their trade name as EpiPen and Twinject.
- Parent/guardians of child may choose to train one person on staff, who will assist with the training of other staff.

The individual plan for a child with anaphylaxis and the emergency procedures will be reviewed by all staff before their employment commences and at least annually, and by volunteers and students prior to providing care at the centre, and then at least annually afterwards.

The information about the child's allergy and his/her picture will be maintained by the Supervisor, and shared with staff, volunteers and, co-op students, and posted in the staff room and classroom to support the health and well-being of the children.

If a parent/guardian decides that an epi-pen is no longer required for a child, the parent/guardian is expected to obtain a note from their physician indicating the change.

As a proactive measure when we have been notified of a severe life threatening allergy, we will communicate this information to parents/guardians, identifying only that there is a child (ren) in our centre who has a life threatening allergy to: name of allergen, and a request for parent/guardians to cooperate and not send to the centre, any product containing the allergen.

In addition, our outside service provider will be informed about any life threatening food allergens they are to ensure are not included in the children's food.

**Note- In the interest of health and safety, children who have been diagnosed with a severe allergy and who require an epi-pen will not be admitted to the centre until all paperwork and training, is completed and an epi-pen is provided.

Behavioral Philosophy

The following Behavior Philosophy will be reviewed with and implemented by, all staff, co-op students and volunteers working in Puddle Jumpers Preschool.

In alignment with 'How Does Learning Happen? Ontario's Pedagogy for the Early Years', we believe that children are 'competent individuals, capable of complex thinking, curious and rich in potential'. This belief has guided the development of the PJPS Behavioural Policy.

Our goal in the implementation of the policy is to support positive, healthy interactions and a safe learning environment, through ongoing, reciprocal communication between the child, parents and staff.

Utilizing the 4 foundational conditions important for children to grow and flourish: A Sense of Belonging, Well-being, Expression and Engagement the PJPS play based learning environment is structured to foster positive, responsive interactive relationships between the child, peers, staff, and parent/guardians.

How does this work? Our Behaviour Philosophy is proactive, we don't wait for conflict to develop, we begin to support the development of the child's self-regulation strategies, defined as (the ability of the child to deal with stress and recover) e.g. Upon the child's entry into the room, staff will greet the child /parent/guardian and invite the child to settle in. In doing so, the staff model desired reciprocal interactions; a sense of belonging is facilitated and the child is more

effectively able to deal with the stress of a parent/guardian leaving and the child's entry into a new environment. The child is learning how interactions in relationships can support and calm them. Similarly, at pick up time, the staff are on hand to say good bye to the child and encourage the child to share their thoughts about their day.

Since dealing with conflict is an inevitable process the staff will engage in many strategies to assist the child with the development of self-regulation in dealing with stress and conflict.

Some strategies to support safe, healthy interactions with others, and to help the child communicate in positive ways include:

- Centre staff through observation and discussion with the child will attempt to identify the reason for misbehaviour, i.e., try to determine what is the child's 'need' that is not being met, e.g., the need for attention, stress, poor nutrition, change, a developmental disability, frustration due to level of difficulty of task, etc. and respond giving consideration to child's age and developmental level
- Staff will set clear limits and be consistent in the establishment of rules, routines, and strategies for support
- Staff will employ conflict resolution strategies to assist the child (ren) to identify the problem and talk about possible solutions
- Staff will use talk alouds –staff will invite children to participate in helping to solve a problem they are working through, e.g., where to put artwork, how many children can safely play in a centre, etc.,
- Staff will include in activities, the reading of books to celebrate diversity and/or address conflict that early learners might experience
- Staff will use positive reinforcement to encourage student efforts and safe play
- Staff will communicate with parent/guardian when necessary to share ongoing, persistent concerns that are putting the child and/or others at risk
- Staff will model where appropriate, desired behaviours, e.g., washing hands, proper seating on a bus, to support health and safety, etc.
- Staff will use proximity and engagement to invite and facilitate the child's interactions with others' and their environment

Unfortunately, despite the best efforts of all, there may be occasions where a child is not able to self-regulate their behaviour, which may place themselves and/or others at risk. In this case staff will redirect the child to an alternative activity with the support of staff. Redirection away from the stressor will allow staff to take the opportunity to review the incident, explore the child's feelings, and review and discuss the rules and expectations in place, to support everyone's safety. The child's readiness to return to self-selected activities will be determined by staff observation and discussion with the child. In some cases if the child is having too much difficulty in a particular setting, the child as problem solver, will be encouraged to select an alternate activity for that portion of the day.

Although we are confident that the creation of a warm, supportive, nurturing environment where children are interested and motivated to learn, will support healthy, safe play, there may be situations where a child's behaviour places them and/or others at serious risk of injury, a parent/guardian may be called to pick the child up.

In order to ensure the behavioural philosophy is implemented, it will be reviewed with all staff as a pre-employment condition, and reviewed at staff meetings as necessary. All staff, volunteers, co-op students will sign an acknowledgement form to indicate that they have reviewed the behaviour policy with the Supervisor and/or Director prior to hiring and reviewed yearly,

In addition, the Supervisor and centre Director will be visible in the classrooms and all play areas to ensure that compliance with our policy is evident. Staff not in compliance with the policy will meet with the Supervisor and/or Director to review non-compliance and discuss 'next steps'.

Prohibited Practices:

Consistent with the Child Care & Early Years Act 2014, and in keeping with the PJP Behaviour Philosophy, the following interventions are not permitted to be used by anyone on our premises and may involve reporting to an outside agency, e.g., police, Peel Children's Aid in accordance with the mandatory provincial reporting policy:

- (a) Corporal punishment of the child;
- (b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the child care center or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- (d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;

- (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- (f) Inflicting any bodily harm on children including making children eat or drink against their will. O. Reg. 126/16, s. 34.

Child Injury/Illness

If your child becomes ill, a parent/guardian will be contacted to take the child home. Where it is not possible for a parent to take the child home and the child requires immediate medical attention, the child will be taken by ambulance to the hospital to be examined. If a child is injured at the centre, the staff will provide immediate first aid and contact you to inform you of the incident and/or require you to pick up your child for medical follow-up as appropriate. If the child requires immediate attention, we will call an ambulance to transport your child to the nearest hospital or medical facility. If the injury occurs while attending the preschool, the staff will prepare an accident form describing the circumstances of the injury and any first aid administered. A copy of the report will be provided to the parent/guardian. If your child has an accident or injury at home, please inform staff when the child comes into care the following day. In the event your child is diagnosed with a communicable disease, the child cannot attend the centre until a medical note from a physician is received that supports your child's return.

Dispensing Medication

Consistent with Ont Reg 137/15 Subsection 3.11 –C, PJP staff will only administer a drug or medication only where a parent/guardian of the child provides written authorization for the administration of the drug/medication, with a schedule setting out times and amounts to be administered. The medication/drug must be provided in the original container and labelled with the child's name, the dosage and instructions for storage/administration. The Supervisor of the centre will maintain all medications (with the exception of asthma and/or emergency allergy medication) which will be stored in the classroom and/or on the child if the child's parent/guardian indicates the child's responsibility to do so. Staff will ensure that asthma and/or emergency allergy medication provided parent/guardian for a specific child will be taken with them on all excursions.

Children's Aid Society

Protecting our children and keeping the most vulnerable safe is everyone's responsibility. Section, 72 1-4 of the Child and Family Services Act, creates a single duty for all persons to report directly to CAS any suspicion that a child may be in need of protection. PJP will ensure that staff who have reason to believe that a child is at risk will be covered internally to ensure that the individual can report their belief as soon as they have reason to suspect protection services are required. When an allegation of abuse/neglect is made against staff, volunteers and/or students, a Serious Occurrence Notification Form will be reported to the Ministry via CCLS within 24hours, and will be posted on the bulletin board next to the office when:

- The Children's Aid Society has concluded its investigation and the allegation is either verified or not verified; or
- CAS has determined that an investigation will not be conducted; and
- The Ministry has investigated any associated licensing non-compliances.

(Day Nursery and Private Home Day Care Operators) New Policy Requirement- Serious Occurrence Notification Form Posting 2011)

Clothing

Children are involved in sensory activities every day, often involving water, cooking ingredients, paint and other art materials. Please send your child in comfortable, washable play clothes suitable for active and messy play. It is extremely discouraging to children and staff when a parent arrives and is upset because their child's clothes are dirty. We will provide aprons for those children who wish to wear them when possible but cannot guarantee that the child will not get their clothes dirty. Please provide play clothes that are easy to manage, and encourage independence and self-help skills. Many toilet accidents are prevented if children can unbutton pants and unbuckle belts without a struggle. When the weather is cool and unpredictable, be sure your child has a sweater or jacket kept at the centre. In addition, each child must have one complete set of clothes (socks, underwear, pants, shirt or a dress) kept in his/her cubby.

We recommend that your child wear sturdy, closed-toe shoes to school. These types of shoes protect their feet during walks, bike riding and other outdoor activities.

When the weather is cool and unpredictable, be sure your child has a sweater or jacket kept at the centre. In addition, each child must have one complete set of clothes (socks, underwear, pants, shirt or a dress) kept in his/her cubby. During winter weather it is important that your child is dressed appropriately for outdoor play. We encourage you to send your child to the centre in snow pants, a winter coat, mittens, hat and boots so that your child can enjoy the snow and fresh air. Please label the inside of your child's clothes with their name.

Confidentiality Agreement

The Ministry requires Puddle Jumpers Prepschool to collect certain information about its students (enrolment packages, immunization info, emergency contacts etc.) This information is kept on file in the main office which is located at the front entrance of the building. With the exception of emergency medical information which is required to be available in the classroom.

This information is available to the Supervisor and staff in case of an emergency. Our Staff have signed a confidentiality policy in which they agree not to disclose any information pertaining to a child or his/her family at the school. All information is to remain confidential.

Donations

Recycling has become part of most people's lives. But before some items hit the recycle bin, they can be reused to create toys and art. This kind of "recycling" inspires the imaginations of children and adults alike. Because there is no right or wrong way to create with junk, it encourages a child's creativity and helps develop problem-solving skills. Allow children to put their imaginations to work with your beautiful junk. To get you started, below are listed some ideas for using common household materials in creative ways:

Aluminum pie tins • Beads • Boxes • Buttons • Canvas • Catalogues • Clothespins • Clear plastic jars, plastic cups • Cookie cutters • Cookie sheets • Cotton balls • Crayon pieces • Drinking straws • Dry pasta • Envelopes • Fancy papers, pens, pencils • Feathers • Flowers • Gems • Glitter • Greeting cards • Keys • Magazines • Magnets • Material scraps • Muffin tins • Nuts and bolts • Old gadgets • Old jewellery • Pine cones • Pompoms • Posters • Pipe cleaners • Play dough • Ribbon • Sandpaper • Sequins • Sponges • Stencils • Stickers • Tin foil • Wallpaper books • Wooden spoons • Wrapping paper • Yarn •

We thank you for your support to help us, recycle reuse and reduce.

Emergency Procedures

Fire drills are conducted at least once a month where staff will provide instructions to the students to assemble and exit. A floor map of the centre is posted in each room identifying primary and secondary exits.

Upon being notified of a fire, staff will take their attendance cards and organize the children to exit with one staff member leading and one following as everyone exits out the door to a pre agreed upon safe area outside the building where attendance will be taken.

With consideration given to safety, the supervisor and designated other will check all administrative areas and classrooms before leaving. There will be an assigned fire commander outside with a walkie talkie observing the staff's response to attendance.

Staff will take attendance and signal to the fire commander that an individual is missing from their group by holding up their hand.

The fire commander will communicate by walkie talkie to the supervisor 'all accounted for' or 'search required' and the name of the individual to be looking for. The supervisor will work with the fire department to follow-up.

In the event that evacuation to an alternative location is necessary, we will proceed to our evacuation site.

Our evacuation site is:

Southfields Village Public School
110 Learmont Avenue Caledon, ON L7C 3R1 (905) 843-3281

As a fire within the premises is considered a 'serious occurrence it will be reported to the Ministry within 24 hours and posted on the bulletin board outside the main office for a minimum of 10 days.

Lockdown Policy

Full Lock-down is used in a serious situation where the threat is inside, on, or very near to the preschool. We will use walkie-talkies assigned to every room, and taken by staff to the outside play area, to transmit the following message: "Initiate Lockdown now" (to be repeated several times)

We will then take the following steps:

1. The children are directed from the hallway into the nearest classroom.
2. Classroom doors are locked
3. The children will be directed to lie on the floor away from open or exposed areas
4. The shades or drapes are closed

5. We cover the glass on door, dependent upon the amount of natural light in the room lights may be turned off or left on at the staff's discretion
6. We take attendance, and note who is absent
7. We do NOT contact the office, but wait until they contact us.
8. We do not use radio, TV, in the classrooms
9. We remain calm, and reassure the children that the emergency is under control
10. No one will be admitted and/or released from the school until the police inform the Supervisor that an all clear can be communicated.

When outdoors, staff on the playground will be notified of the lock-down by walkie-talkie and will proceed away from the main building to "The Village Blue Pavilion," the green space to the south west corner of the plaza, or as directed by the local law enforcement agency.

To minimize stress for the children, staff will conduct these drills in their classrooms with the support of the PJP Supervisor at least 3 times a year, commencing in September.

As a lockdown within the premises is considered a 'serious occurrence it will be reported to the Ministry via CCLS within 24 hours and posted on the bulletin board outside the main office for a minimum of 10 days.

Hold and Secure Policy

A Hold and Secure alert is communicated to staff by phone and/or walkie talkie when there is an incident occurring outside that is not directly related to the prepschool. Activities inside the centre will continue as usual with staff taking the following precautions;

1. Staff outside on the playground will immediately direct the children indoors.
2. Staff will take attendance to ensure all the children are accounted for
3. The Supervisor will check to ensure all staff are accounted for
4. During the Hold and Secure the prepschool will continue to function normally until the situation is resolved.
5. The outside door of the centre will be locked and no one will be permitted to enter or exit until the Hold and Secure is called clear by police. The Supervisor will notify staff.

Because the risk is generally located outside, we will conduct these drills at least 3 times a year through the main office. The dates of all drills are recorded and maintained by the Supervisor.

As a hold and secure outside the premises is considered a 'serious occurrence it will be reported to the Ministry via CCLS within 24 hours and posted on the bulletin board outside the main office for a minimum of 10 days.

A copy of an accident form will be given to parents.

General Admission Policies

Puddle Jumpers Prepschool offers the following programs:

- The Infant Program,
- Toddler Programs,
- Preschool Programs,
- The Before & After School Program.

With the exception of holidays, Puddle Jumpers Prepschool is open:
Monday – Friday from 7 a.m. – 6:00 p.m.

Please see the centre for current rates.
Rates are subject to change annually.

Admissions

A child's admission into the program requires the completion of: (Ont Reg 137/15)

1. Application for enrolment signed by a parent of the child
2. The name, date of birth and home address of the child
3. The names, home and work addresses and home and work telephone numbers of the parent(s) of the child
4. The name and phone number of contact persons in the event of an emergency
5. The name(s) of persons to whom the child may be released
6. The date of admission of the child
7. A history of child's previous communicable diseases, conditions requiring medical attention and proof of immunization.
8. Any symptoms indicative of ill health
9. Any special medical or additional information that may be helpful in an emergency

10. Written instructions signed by a parent of the child for any medical treatment or drug or medication that is to be administered during the hours the child receives child care (refer to Medications for additional information)
11. Written instructions signed by a parent of the child concerning any special requirements in respect of diet, rest or physical activity (refer to Nutrition for additional information).

Requirements for Infants under One Year (Ont Reg 137/15)

Written instructions from a parent of an infant under one year with regard to feeding are to be provided during the registration process.

Other

Pre-payment in the form of a cheque and/or pre-authorized debit.

Note- due to the centre's financial obligations to others, we offer no allowances for sick days or vacation time.

Change of Information

It is important that we be able to contact you, or your emergency contact should your child become ill, and/or to clarify a change in pick-up arrangements, other emergencies, etc. Your cooperation to immediately advise Puddle Jumpers Prepschool of any changes in your registration, e.g., medical information, and telephone contact numbers will help to keep your child safe.

Discharge

The discharge of a child from Puddle Jumpers Prepschool will occur under the following circumstances:

1. Non-payment of fees.
2. Lack of compliance with parent/guardians responsibilities in the PJP policies.
3. Verbal abuse, harassment and/or the threatening of a child or staff.
4. in the event there is no space in the program at the level below to allow a child to move up to the next age grouping.
5. Parent/guardians request discharge giving one month's notice from the first of the month.
6. Inability of the centres programs to meet a child's individual needs.

Although Puddle Jumpers Prepschool will make a concerted effort to meet an individual child's specific needs, there may be some circumstances where the safety of the self (child) and/or the safety of others places them at such risk PJP cannot provide the supports necessary for the child and the centre will provide the parent/guardian with recommendations to find a more suitable placement. If such is the case, parent/guardians of the individual child will be kept informed through informal discussions and/or meetings with the RECE and Supervisor. All discussions and/or meetings will be documented.

Payment Policy and Methods

-Fees are calculated on a monthly basis and will be the same for the entire calendar year unless a fee increase has been approved by the Board and communicated to parents 30 days before it takes effect, or there is a change to your child's schedule (for example: your child's category of care changes, your child's schedule changes from full-time to part-time or part-time to full time care).

-One month's written notice, at the 1st of the month prior to any parent requested schedule change is required (for example: if your schedule change will take effect in June, your change must be given to the centre in writing on or before the 1st day of May). All schedule changes will take effect the 1st of each month.

- (Deposit return: Infant, Toddler, Preschool) Likewise, you are required to give the centre 4 weeks notice if your child is being removed from our care. If 4 weeks is not given, the student's deposit will not be returned.
- (Deposit return: School Age) The deposit for School Age students will be returned provided the student remains in programming for the school year. If the student leaves before the end of June, the deposit is not returned.

-Please see our Supervisor or visit our website for the most up-to-date fee schedule. Please note: We do not issue credits for sick days, vacation days, or any unexpected centre closures. Some examples could include but are not limited to inclement /extreme weather conditions, black out days, natural disasters, etc.

Puddle Jumpers Prepschool accepts these methods of payment: Cash, cheque or e-transfer.

-Fees are all due on the 1st day of the month. Late fees do apply.

*Please note that 2 monthly payments can be arranged if you have more than 1 child attending.

Holiday Closures

Puddle Jumpers Preschool is closed for the following holidays:

- Labour Day
- Thanksgiving Day
- Christmas ** Please note that we are closed for a few days over the holidays every year for teacher rest and relaxation. Please check with the office as to which days they are as they fluctuate each Christmas.
- Boxing Day
- New Year's Day
- Family Day
- Good Friday
- Victoria Day
- Canada Day
- The August Civic Holiday

*There is no credit of fees for the days posted above.

*We also close for a portion of the Christmas break, please see the supervisor, the information white board and/or your monthly newsletter for the dates.

Inclement/Extreme Weather Closures

In the event of extreme weather conditions that would put the children/their families and/or our staff at risk for travelling, and/or we do not have adequate staffing as a consequence of extreme conditions, the preschool will be closed. Information about Puddle Jumpers Preschool closures will be communicated by the Supervisor on our telephone answering machine and the Puddle Jumpers Preschool Facebook page.

Immunization

Parents/ guardians of children registering at PJP must provide proof of immunization.

Parent/guardians are also required to inform the PJP Supervisor when immunizations are updated.

Naps and Rest Time

To support your child's overall health and well-being, napping is an important and necessary part of our infant daily schedule.

-We offer flexibility on the lengths and times of infant naps as dependent on the infants needs as communicated by parent/guardian, some may require one nap while others require more.

-Toddlers are busy and excited. In order to support your toddlers' full participation in their very busy day, we provide a rest/nap time in their schedule from 12:40 p.m. – 2:30 p.m. daily. Children in our toddler room do not have to sleep and may engage in quiet activities if they are unable to sleep. Staff are not able to "keep toddlers awake" during this time and therefore most children do fall asleep during this period. If children do wake independently during this time, or do not end up falling asleep we will provide quiet activities for them on their beds.

-Many Preschoolers are able to function without a nap time, but do still need a period of rest during the day. Preschool children will all have a 60 minute rest time each day. When a child is not able to sleep they may engage in structured quiet time activities within their classrooms. Quiet times will include puzzles, stories, arts and crafts, sensory play, etc. and are made available to all children who do not require a nap but can still benefit from rest and quieter activities. Parents can communicate with their child's teacher what their child's individual nap needs are.

Section 45 of Ontario Regulation 137/15- sets program requirements for rest and sleep.

When a program runs for six hours or more:

- Children in toddler and preschool groups must have a rest period of no more than two hours
- Children in toddler, preschool and kindergarten groups are allowed to sleep, rest, or engage in quiet activities based on a child's needs.

Nutrition Policy Toddlers/Pre-school Children

Consistent with (Ont Reg 137/15) 42 (2), all meals, snacks & beverages served to the children will meet the recommendations set out in the Health Canada documents "Eating Well with Canada's Food Guide", First Nations, Inuit and Metis or "Nutrition for Healthy Term Infants". PJP has decided to use an outside food provider to offer healthy meals. PJP will provide nutritional snacks. Beverages will be provided during meals and water will be available at all times to

support proper hydration. Our staffroom has a refrigerator and a stove to heat to refrigerate and/or heat food as required. PJP menus will be posted weekly on our bulletin boards. In the event that special dietary needs and/or feeding arrangements are required parent/guardians must provide that information to the Supervisor during registration.

Nutrition Policy for Children Under one Year

Appropriate nutrition is vital to the health, development and growth of infants. Infants will be fed according to the written instructions of parents provided prior to admission.

Parking

Parking for Puddle Jumpers Prepschool is located adjacent to the front main doors of the centre.

Photographs/Video Images

Photography/Video Policy

To assist with assessment, our staff will use equipment allocated by our centre to collect data that may include photographs and/or video images, etc., of children, to demonstrate their learning and inform our practice to determine 'next steps' for growth. These photographs/images may also be used to illustrate work, put on display in the centre.

Professional Photographers

There may be occasions where a professional photographer is in the preschool to take pictures for special events, to promote a specific event/activity (e.g., class pictures).

In this case the preschool will seek written permission from parent/guardians for their child to be included. If the staff does not receive written permission we will not permit photographs or images to be taken of their child.

Acknowledgement and Consent Photographs/Video Images

There are also occasions where photographs/video images may be taken for an article for the newsletter, or to be put on the website to celebrate learning. Please note, children will not be identified by name in any of these photographs/images. Please sign and return the Acknowledgement and Consent for Photographs/images to give your permission for pictures to be taken for this purpose.

Special Events Photographs/Video Media

During special events parents/guardians and others, attending a special celebration, e.g., Christmas, Halloween, etc., photographs and/or video images of children participating in group events will be permitted. We will request that pictures/video not be published on the Internet. However, please be advised that the PJP has no control over these images once they are public domain. Should parent/guardians have any concerns, they might make the decision for their child not to participate in the group activity and, if the activity occurs within the regular day, our staff will provide alternate activities for the child.

Progress Reports

Each child registered in the Prepschool program will have their learning and experiences documented through the use of pictures. Your child's Early Childhood Educator will compile various materials to document your child's accomplishments and discoveries. Parents will receive a semi-annual report that will include day to day photos,, examples of work, and special event activities. These reports will be sent home in January and June.

Safe Arrival / Dismissal Policy

Upon enrolment in the prepschool, parents/guardians will be issued a personal key fob which will allow them entry into the child care area. Parent/guardians are responsible for escorting their child to the classroom and to sign them in. In addition as part of our welcoming process, parents may take the opportunity to share any concerns they have about their child before leaving for the day. At pick-up /dismissal time, parent/guardians will pick their child up in their classroom, and communicate with staff before they leave. The same process for arrival and dismissal is to be used when the child is dropped off and/or picked up in the outside play area.

Please note, in the interest of safety, under no circumstances is a parent/guardian permitted to drop their child off without the supervision of staff.

In the event that a parent/guardian requires someone else to pick up their child from the prepschool the following procedures apply:

- Parent/guardians are required to inform staff that their child will be picked up by a specific individual (usually one on the contact list) – staff will note this change on the sign in register and communicate this information to the Supervisor.
- The individual picking up the child will report to the Supervisor's office to present them with photographic identification and the Supervisor/other will escort the individual to the child's room
- Should an individual arrive to pick up a child and Puddle Jumpers Prepschool has not been informed of this change, the child will not be released until a parent/guardian is contacted for their approval.

In emergency situations and/or when the centre is closing at the end of the day, and a parent/guardian cannot be reached, the centre will call individuals on the parent / guardians contact list to assist with pick-up. The security and safety of the children in Puddle Jumpers Prepschool is a shared responsibility, under no circumstances should a key fob be given to anyone who does not normally pick up or drop the child off at the centre. In the event that key fob is given to a person not authorized by the prepschool, the privilege to use the key fob may be withdrawn.

In addition, while it may seem rude or discourteous, safety is our primary concern, so we ask that parent/guardians not hold the door for others entering the centre, as family dynamics can change very quickly and there may be custodial and/or other concerns that would not permit access to an individual child.

Late Pick-Up Policy

It is very stressful for children to be left at school after their normal pickup time and/or when the centre closes. We ask that parents make every effort to observe their contract hours and the center's closing time, and be respectful of the staff's needs to get home to their own families and other obligations. If you realize that you will be late, please call to inform the centre and/or request one of your contact persons to pick up your child.

Please rest assured that while you are making arrangements to pick up your child, your child will be well cared for until someone arrives.

We understand that unavoidable situations arise, however, due to staffing costs, we have found it necessary to implement the following policies:

After 6:30 p.m., upon arrival, parents will be asked to sign the Late Form and pay the staff on duty the \$1.00 per minute late fee. After three (3) late incidents, a meeting will be set up between parents and the Supervisor to discuss alternative arrangements for pickup.

Serious Occurrences

All serious occurrences that may affect the health, safety and well-being of the children and staff, are reported and documented on the CCLS system to be tracked and followed-up on.

Serious offences are defined in Section 1, Ont Reg 137/15

- 1- The death of a child
- 2- Life threatening illness/ injury
- 3- Fire or other disasters
- 4- Complaints concerning operational, physical, or safety standards
- 5- Abuse of a child

Puddle Jumpers Prepschool will post all Serious Occurrence Notification Forms in a place for parents to view for a minimum of 10 business days. The Serious Occurrence Notice will be posted near the Child Care License, located on the bulletin board outside the main office.

Sleep Policy

This Safe Sleep Policy as per 'Phase 2' of the updated Child Care and Early Years Act, supported by recommendations set out in the document entitled "Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada" (*Public Health Agency of Canada*) will be shared and signed off on, with all staff, volunteers and students annually, and provided to parents to familiarize them with the Safe Sleep Policy of Puddle Jumpers Prepschool. This policy involves the sleep care of infants, toddlers and preschoolers.

The Public Health Agency of Canada has reported that "babies who always sleep on their backs have a lower risk of SIDS" and, advise that since the launch of the 1999 Back to Sleep campaign in Canada, the number of parents and caregivers who placed their babies on their backs to sleep increased dramatically and the rate of SIDS dropped by more than half.

The PJP policy outlines the following actions to promote Safe Sleep:

- 1) Back to sleep for every sleep. To reduce the risks of SIDS all **infants** under the age of 12 months will be placed completely on their back for every sleep, by every caregiver until they reach the age of 1 year.
- 2) Each **infant, toddler & preschooler** will be assigned an individual crib/cot identified by their name. Infants will not share cribs with the exception of an emergency, where the children must be evacuated from the building.
- 3) At the time of enrolment, parents will be consulted respecting their child's sleeping arrangements, and, when there is a transition between programs/rooms, or as a parent requests. Documentation of the consultation will be indicated on the child's daily record and kept by staff in their file.
- 4) Should a parent/guardian of an **infant** under the age of 12 months, request that their child be put to sleep other than on their back, the parent/guardian must provide PJP with a note, signed by a physician that indicates how the child should be put to sleep, and the medical reason for the request. The physician's note will

be kept in the child's file in the administrative office. All staff, volunteers and students, will be notified of the infant's prescribed sleep position and the information will be posted on the child's crib.

- 5) **Infants** will be placed to sleep on a firm mattress that fits tightly in the crib. The sheet will fit the mattress snugly.
- 6) No toys, stuffed animals, pillows, crib bumpers, positioning devices or extra bedding will be in the crib, unless otherwise prescribed by a physician.
- 7) **Infant** staff will perform direct visual checks of each sleeping child every 15 minutes (infants who are between the ages of 6 weeks old to 12 months) by being physically present beside the child while the child is sleeping to observe for signs of distress, or unusual behaviors, e.g., sweating, damp hair, flushed cheeks, heat rash, and/or rapid breathing, skin colour is normal, the infant's chest is rising/falling, etc. The visual checks will be documented and maintained by staff in their documentation file.
For **infants over 12 months, toddlers and preschoolers**, a visual check of each child sleeping will be conducted every 30 minutes.
If a child is demonstrating signs of distress, the staff will make necessary adjustments to the child's position, the staff may pick up the child to further assess, the staff will contact the supervisor to advise them of their concerns, the supervisor and staff will contact the parents if necessary to discuss their observations. In case of emergency, the staff and/or administration will call an ambulance.
Signs of distress and or unusual behaviors will be communicated by staff to parent/guardian and communication shared between staff and parent/guardian will be indicated on the child's daily record. Parent/guardian will be encouraged by staff to review staff concerns with their child's physician.
In the event that unusual behaviors are observed staff will increase the frequency of visual checks and document the check times in the infant/child's file, until the child returns to their normal sleeping pattern and, when staff in consultation with parent/guardian deem it is appropriate to do so. Parent/guardian will be requested to sign their consent to this change, and staff will keep the consent in the child's file.
- 8) Staff will make sure there is sufficient lighting to support the visual checks and the room temperature is comfortable for the adults in the room.
- 9) Staff will ensure that **infants, toddlers and preschoolers** heads remains uncovered during sleep.
- 10) When an **infant** is able to roll from back to side or stomach, the child will continue to be put on their back to go to sleep. Staff will not reposition an infant who can turn on their own (*usually around 5 months*) according to the Public Health Agency of Canada.
- 11) Parent/guardian arriving with an infant sleeping in a carriage or car seat, are required to place the infant in their designated crib.
- 12) Infants will participate in supervised tummy time during playtime as a way to develop healthy muscles and help to prevent the infant from developing plagiocephaly, also known as 'flat head'.
- 13) Infants may be offered a pacifier when they are in the crib if parents offer a pacifier at home. Pacifiers will not be attached by a string or to the infant's clothing, and will not be reinserted if they fall out during sleep.

This policy will be reviewed by all staff, students and volunteers upon beginning their placement at Puddle Jumpers Prepschool by the centre supervisor, and each year on the anniversary (of their commencement date) afterwards. All staff will review the policy promptly if amendments are made.

Parent/guardians are encouraged to refer to the 'Safe Sleep for Your Baby' brochure available at: www.publichealth.gc.ca/safesleep for additional information about Safe Sleep and Sudden Infant Death Syndrome commonly known as SIDS.

Staff Screening Measures

Puddle Jumpers Prepschool staff understand the safety and well-being of your child is a primary concern, be assured that all staff, volunteers and co-op students working directly with your children will have a vulnerable sector check conducted by the police force in which they reside, no earlier than six months before the day it is presented to Puddle Jumpers Prepschool, and/or as otherwise required by the Child Care and Early Years Act, 2014.

Sunscreen & Supplies

To protect your child from the harmful effects of UV Rays, parents are requested to provide their child with their own sunscreen and sign a permission form so that staff may reapply the sunscreen 30 minutes prior to outdoor play. Each bottle must be clearly labelled with your child's full name.

We ask parents to apply sunscreen before coming to the preschool and to send their child with a hat. Children do get sunburns on cloudy days; therefore they should wear sunscreen lotion every day from May to September.

We reduce outdoor play when:

Infants: (Winter) Colder than -10°C. Teachers will use their discretion to assess the conditions of sidewalks and road. Wind gusts should not exceed 40 km/hour.

(Summer) Hotter than +28°C. However, if the temperature readings are between +25°C and +28°C teachers will use their discretion (seek shade, offer water, water play and limit time outdoors).

Toddlers & upwards: (Winter) Colder than -20°C. Temperatures between -15°C and -20°C. Teachers will use their discretion regarding the length of time outside, wind gusts, sunshine and how the children are coping.

(Summer) Hotter than +35°C. During the hotter months we ask parents to ensure their child has water ready to go outside with them. However, if the temperature readings are between +32°C and +35°C, teachers will use their discretion (limit time outdoors, seek shade, offer water and water play, squirt bottles, etc.).

Supplies

Please send the following items to preschool with your child, and refresh these items when necessary:

- Diapers
- Wipes
- Diaper cream (optional- with permission form)
- Blanket
- Pillow (optional)
- Sunscreen (with permission form)
- Spare clothes

The Accessibility for Ontarians with Disability Act (AODA)

Puddle Jumpers Preschool is committed to developing policies, practices, and procedures that provide accessible quality services to its clients and their children. Services will be provided to clients with disabilities in a manner that promotes and respects dignity, independence, integration and equal opportunity.

Puddle Jumpers Preschool will endeavour to ensure that the Policy and related practices and procedures are consistent with the following four (4) core principles:

Dignity – Persons with a disability must be treated as valued clients as deserving of service as any other customer.

Equality of Opportunity – Persons with a disability should be given an opportunity equal to that given to others to obtain, use and benefit from our services.

Integration – Wherever possible, persons with a disability should benefit from our services in the same place and in the same or similar manner as any other customer. In circumstances where integration does not serve the needs of the person with a disability, services will, to the extent possible, be provided in another way that takes into account the person's individual needs.

Independence – Services must be provided in a way that respects the independence of persons with a disability. To this end, we will always be willing to assist a person with a disability but will not do so without the express permission of the person.

Puddle Jumpers Preschool provides services to all children and their families including those with disabilities. Every effort will be made to ensure the following:

The service will be provided in a manner that respects the dignity and independence of persons with disabilities.

The provision of services to clients with disabilities, and other will be integrated unless an alternative measure is necessary, whether temporarily or permanently to enable children with a disability to participate in the services offered.

Also refer to our 'Discharge' Policy, however, should we feel that the individual child, and or/others may be placed at risk because of persistent aggressive behaviours, and/or our inability to staff adequately to provide the support required, our staff will do its best to refer to another agency which may be better equipped with supports and services relevant to the child's needs.

Video Monitoring System

Puddle Jumpers has installed video monitoring systems within Puddle Jumpers Preschool ("Preschool"). The video monitoring system **includes:** camera(s) facing the parking lot, the backyard and in each classroom within the Preschool (with the exception of "School Age" and the gym). The video monitoring system **does not include** cameras in washrooms or of any change table. Furthermore, the video monitoring system only records video and not audio ("Video Monitoring System"). The Video Monitoring System is for the limited purposes of video monitoring the safety and security of your Child, other children and employees of Puddle Jumpers and any other person(s) who enter the Preschool. We always have

your Child's best interests in mind and we believe installation of this Video Monitoring System is in the best interest of your Child. Parents may view streams from the Video Monitoring System online with a password from the office.

Wait List Policy

If you would like to be on the "wait list" at our centre, you must call or visit our location to give pertinent details such as; name, phone number, and which program you would like to enroll in. The "wait list" is **free** to sign up for. We will date your submission, and contact people on the list when a space becomes available- in the order in which they signed up. Each family will be advised as to which number they are on the list so they have a rough idea of waiting time. Parents should place their names on the waiting list early to potentially gain a space in our programs. Preference will be given to families who already have a child in attendance.

Your first day!

Bring the items listed under "supplies" (listed above), and the following:

- The "Application for Admission"
- The "Payment Agreement" (and subsequent cheques or direct deposit information)
- The "Photo and Video" Consent Form
- The "Email Address Form" for monthly newsletters and updates
- The "Individual Allergy/ Anaphylaxis Emergency Plan" if applicable
- The Neighborhood Walking Form
- The "Immunization Records" Form
- The Diaper Cream Permission Form (if applicable)
- The Sunscreen Permission Form (if applicable)
- The "Video Monitoring" Form

Still have questions? Please give us a call or join us for a tour!