



174 First Avenue. Ottawa Ontario, K1S 2G4

(613) 276-7974  
[www.gmcaps.com](http://www.gmcaps.com)

# Policies and Procedures

## Revised March 2018

### Welcome to Good Morning Creative Arts and Preschool

The guidelines set out in the Policy Manual enable us to understand the tasks and obligations required to provide service to the children and families of Good Morning Creative Arts and Preschool's Programs. The purpose of the Policy Manual is to ensure a safe and enjoyable setting for staff and families. This Manual gives full detailed descriptions of the organization's philosophy, goals and approaches to ensure positive practices and relationships by outlining policies and procedures. "The Ministry" refers to the Provincial body responsible for licensing all Child Care settings.

## History and Status

Good Morning Creative Arts and Preschool is licensed (#12540) by the Ministry of Education under the Child Care and Early Years Act, 2014 and incorporated (#268354 7-M) as a nonprofit organization under Canada Non-Profit Corporations Act, under the name Good Morning Playgroup Inc. in 1991. Good Morning Creative Arts and Preschool is fully insured as required by the Child Care and Early Years Act, 2014.

In 1998, with the addition of afternoon programming for four year olds, the school officially changed its operating name name to Good Morning Preschool to better reflect its business.

In 2007, the school again changed its operating name to Good Morning Creative Arts and Preschool to reflect the expansion of programming to include children ages 4 to 12, as well as to accurately capture the centre's focus on artistic expression in all programming.

The school was started in 1981 by neighbourhood parents and operates out of St. Giles Logan Vencta Hall. The school is a member of the Nursery School Network of Ottawa.

## Program Statement

Good Morning Creative Arts and Preschool views children as being competent, capable, curious and rich in potential. Good Morning Creative Arts and Preschool endeavours to provide a positive learning environment for children to enhance their level of development. Through play and with the guidance of early childhood educators, children will develop their:

- 1) Curiosity, initiative and independence;
- 2) Self-esteem and decision-making capabilities;
- 3) Positive social interaction within their peer group; and
- 4) Gross and fine motor skills.

At Good Morning Creative Arts and Preschool, our staff are encouraged to develop programming that personalizes the children's experiences based on their interests and skill levels.

The programs offered are a reflection of research, theory and practice and are consistent with Ministry of Education policies, pedagogy and curriculum. We reference the following Ministry documents:

- *How Does Learning Happen? Ontario's Pedagogy for the Early Years*
- Ontario Early Years Framework
- Early Learning for Every Child Today (ELECT)

Our educators use *How Does Learning Happen? Ontario's Pedagogy for the Early Years* to guide their practice. *How Does Learning Happen?* is a professional learning resource guide — provided by the Ministry of Education. It is about learning through relationships for those working with young children and families.

In conjunction with *How Does Learning Happen?* (HDLH), our Program Statement is organized around the following “four foundational conditions that are important for children to grow and flourish” (HDLH, p.7). The approaches speak to the strategies that educators use in implementing activities and curriculum to achieve stated goals. Essentially the approaches speak to what you might “see” in the program, as well as things we’ve put in place behind the scenes towards achieving each goal.

## Well-being of Children at Good Morning

Every child is developing a sense of self, health, and well being” (HDLH, p. 12).

Goal: To promote the health, safety, nutrition and well-being of children,  
Good Morning is committed to:

1. Provide well balanced nutritious snacks in accordance with the Canadian Food Guide;
2. Encourage physical exercise and activities during gross motor time that promote healthy living;
3. Promote self regulation;
4. Provide a safe environment while still encouraging children to explore their world and develop their interests.

Approaches for achieving this goal:

- 1) Provide, encourage and model all aspects of healthy and active living including nutritious food and eating habits. Snacks will include food choices from at least two food groups. Allergy protocols to ensure healthy and safe environments for all children.
- 2) Promote and model hygiene practices are followed to ensure the health and safety of all children, staff, and families.
- 3) Network with community resources for things such as speech and language, Early Intervention, children's mental health, and other resources for healthy development.
- 4) Ensure open communication with members of the schools we partner with to ensure the health and safety of each child.
- 5) Ensure that all communication with the members is professional and confidential.
- 6) Daily health assessment of children are done when children enter the program.
- 7) Ensure communication with parents about health and well-being of children is done daily or when needed.
- 8) Ensure all documentation and administration of medication is accurate, followed correctly and meeting all regulations.

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

Goal: To incorporate indoor play, gross motor play, as well as active play, rest time and quiet time, and give individual consideration to the needs each child, Good Morning is committed to:

1. Provide children with a variety of indoor gross motor play. Because Good Morning follows a nursery school model, we do not have outdoor play sessions;
2. Provide children with quiet activities and one-on-one storytime;
3. Provide flexibility in daily scheduling to meet the individual needs of children, within the parameters of space availability and ratio requirements.

Approaches for achieving this goal:

1. Children will spend a minimum of 15 minutes per half-day engaging in active play;
2. Toys for both gross motor and quieter activities are available;
3. Encourage alternate quiet activities for children who are seeking less stimulating play;
4. Monitor children's engagement in activities to determine optimal transition periods and scheduling.

### Belonging: Community at Good Morning

"Every child has a sense of belonging when he or she is connected to others and contributes to their world" (HDLH, p.12)

Goal: To support positive and responsive interactions among the children, parents, child care providers and staff;

Good Morning Creative Arts and Preschool believes that staff, family and community are essential to providing a supportive environment for positive learning experiences.

Approaches for achieving this goal:

- 1) Each child is greeted upon arrival with positive communication.
- 2) Staff, volunteers and students get down to the children's level when interacting with them.
- 3) Children are validated with warm, calm and responsive positive affirmations.
- 4) Children are encouraged to share stories from their own experiences.
- 5) Parents are always welcome in the classroom and Good Morning has an 'open door' policy for parents and caregivers of children in the program.
- 6) Staff, volunteers and students are supported in providing positive interactions with parents at drop-off and pick-up times.

Goal: To foster the engagement of and ongoing communication with parents about the program and their children, Good Morning is committed to:

- 1) Provide parents and caregivers with regular communication in a variety of formats;
- 2) Provide opportunities for parents and caregivers to engage in their children's experiences;
- 3) Respect and value the parent or primary caregiver as the experts in their child's well-being.

Approaches for achieving this goal:

- 1) Parents are welcome to visit the classroom and observe their child at any time;
- 2) Staff engage children in sharing stories from home or sharing special objects during Show & Tell activities;
- 3) Monthly newsletters are sent to parent;
- 4) Updates, notices and stories are shared with parents through email and social media (where permission is given);
- 5) Program documentation is available for parents to view in the hall at drop-off;
- 6) Special events and social activities are organized to include children, their siblings and caregivers throughout the year (Meet the Teacher night, special performances on weekends for families, annual picnic, winter family sing-a-long, Vernissage);
- 7) Parents are encouraged to discuss the development of their child with the Director and teachers at any time throughout the year;
- 8) A "yearbook" of pictures and observations will be prepared for each child and given out at the end of each year, for those children in the core programs.

Goal: To involve local community partners and allow those partners to support the children, their families and staff, Good Morning is committed to:

- 1) Provide opportunities for children to learn more about their community and make connections with the real world;
- 2) Establish connections with local community members.

Approaches for achieving this goal:

- 1) Do art projects that focus on features of the local community;
- 2) Shop locally for art, snack and other classroom supplies where possible;
- 3) Involve children in supporting community initiatives such as Holiday Hampers and food drives;
- 4) Support co-op students from local colleges by offering supervised placement opportunities;
- 5) Network with other nursery schools and services offering local workshops of interest to staff, volunteers, students as well as caregivers and families registered in our programs.

## Engagement of Children at Good Morning

“Every child is an active and engaged learner who explores the world with body, mind and senses” (HDLH, p. 12)

Goal: To support staff and others who interact with the children at Good Morning Creative Arts and Preschool in relation to continuous professional learning, the school is committed to:

- 1) Engage all staff in continuous learning through a variety of learning activities and opportunities, as well as mandatory professional development experiences.

Approaches for achieving this goal:

- 1) Frequent team meetings and one-on-one coaching discussions with the Director.
- 2) Board of Directors provides financial support in support for ongoing learning opportunities.
- 3) School is a member of the Nursery School Network and the Child Care Provider Resource Network, and encourages networking with other centres, attendance at workshops, webinars, and local professional development seminars.

Goal: To foster the children’s exploration, play and inquiry, Good Morning is committed to:

- 1) Providing a vibrant play-based program for children, which fosters individualism, creativity and socialization;
- 2) Promote a sense of curiosity and discovery in children.

Approaches for achieving this goal:

- 1) Provide an open ended art centre with a variety of materials to encourage individualism and creativity.
- 2) Provide a variety of art elements in all programming to help children explore the world.
- 3) To discover each child’s individual interests, the staff observe, listen and talk with the children.

Goal: To support child-initiated and adult-supported experiences, Good Morning Creative Arts and Preschool is committed to:

- 1) Engage children in active, creative and meaningful exploration and inquiry through art and play;
- 2) Encourage staff to be co-learners with children.

Approaches for achieving this goal:

- 1) Engaging in open ended art exploration and asking children thought-provoking questions to help understand each child's perspective and interests.
- 2) Provide materials and activities that support children's interests;
- 3) Staff invite children to assist in planning programming, such as choosing thematic art programming based on the season, on significant local events, or books read in class;
- 4) Staff are encouraged to spend time exploring the world through the children's eyes.

Goal: To plan for and create positive learning environments and experiences in which each child's learning and development will be supported, Good Morning Creative Arts and Preschool is committed to:

- 1) Create a safe environment where staff and children can explore and their learning without fear of failure.
- 2) Provide space and opportunities rich in potential for discovery, creativity and learning.

Approaches for achieving goal:

- 1) Staff encourage children to be respectful of the ideas of others, and model respectful behaviour by encouraging individual contributions to the program;
- 2) Classroom environments incorporate a feeling of safety and coziness by using soft furnishings, familiar toys and creating art from items found in the child's everyday life;
- 3) Staff are given the opportunity to select and shop for resources for their own programs, based on the individual preferences of the children in their care;
- 4) Staff actively engage children in planning programming activities based on their interests;
- 5) Staff are encouraged to be flexible by incorporating spontaneous learning opportunities when they arise.

## Expression and Communication by Children at Good Morning

"Every child is a capable communicator who expresses himself or herself in many ways" (HDLH, p. 12)

Goal: To encourage the children to interact and communicate in a positive way and support their ability to self-regulate, Good Morning is committed to:

- 1) Provide opportunities for children to creatively express themselves in a variety of ways;
- 2) Role model positive communication and interaction strategies.

Approaches for achieving this goal:

- 1) Allow time for free uninterrupted play and the choice of a variety of interest/learning centres to encourage interaction;

- 2) Staff speak to children using positive words and tone;
- 3) Staff model empathy and self-regulation for children;
- 4) Staff encourage problem-solving with their peers through emotional expression and reflecting on how others feel;
- 5) Staff help children to develop their own unique calming strategies.

## Supporting Special Needs Programming and Individualized Support Plans

Good Morning Creative Arts and Preschool will accommodate the current and updated individualized support plan of each child with special needs that will be developed by staff, parents and outside support agencies. The Director will ensure that an individualized support plan is in place for each child with special needs. The plan will include instructions of the child's use of support or aids or if necessary the child's use of or interaction with the adapted or modified environment.

The plan includes a description of supports or aids or adaptations or other modifications to the physical social and learning environment, where possible. The plan includes a description of how the centre will support the child to function and participate in a meaningful and purposeful manner. Please note that our facility is not wheelchair accessible.

## 1.0 Program Statement Implementation Policy

Educators, families and children work together to create a sense of community rich in individualized attention to each child's interests and stage. Play-based learning with a strong emphasis on artistic expression is a core value and central to program development at Good Morning Creative Arts and Preschool. The Program Statement describes the goals of its programming and the approaches taken to ensure those goals are implemented.

### 1.1 Monitoring Practices, Review and Documentation

Good Morning Creative Arts and Preschool implements monitoring practices to ensure the goals and approaches of the program statement are implemented. Monitoring practices include:

- 1) The Director will ensure that all staff, students and volunteers are supported and engaged in putting the goals into practice through frequent review of the program statement, continuous professional learning, team and Board meetings, coaching and mentoring.
- 2) All staff, students and volunteers will review the program statement and the program statement implementation policy before interacting with children, at least annually thereafter, or at any time the policy is modified. Staff, students and volunteers are provided with an orientation by the Director or a senior teacher, and ongoing feedback is



provided to support all staff, students and volunteers in the implementation of the program statement.

- 3) The Program Statement informs the performance review process for Good Morning Creative Arts and Preschool staff.
- 4) In addition to the documentation on display for parents, Good Morning is required to document and review the impact of our approaches toward meeting the goals. This will be achieved through:
  - a) Family surveys on parent satisfaction levels with be updated programming, communication and skills developed at Good Morning.
  - b) The program statement is a living document that will updated to reflect changes as our children, families, community and licensing responsibilities grow and evolve, and following ongoing feedback at team meetings, staff, volunteer and student exit interviews, and Board of Director meetings.

## 1.2 Prohibited Practices

Good Morning Creative Arts and Preschool wants to ensure that children have a safe and positive experience that promotes their growth as a learner. To this end, the Director or designate will observe staff interactions with children ensuring that they align with our program statement and beliefs in adult-child interactions. The following practices are not supported by our facility:

- 1) Locking the exits of our facility from the inside;
- 2) Using a lock or lockable room or structure to confine a child that has been withdrawn from the group;
- 3) Abusing a child physically, verbally or emotionally;
- 4) Depriving a child of basic needs including food, drink, shelter, clothing or toilet use;
- 5) Using corporal punishment or forcing a child to eat or drink against their will;
- 6) Using deliberate harsh or degrading measures that would humiliate the child or undermine his or her self-respect;
- 7) Use of physical restraints.

In the event that the Director or Supervisor observes or is made aware of any practice that is not supported, they will address the issue with the staff member, student or volunteer according to the measures for dealing with contraventions outlined in the Measures for Dealing with Contraventions of the Program Statement Implementation Policy, 1.4.

Additionally, all Early Childhood Educators have made a commitment to abide by the standards of their profession as set out in the College of Early Childhood Educators Code of Ethics and

Standards of practice. All Early Childhood Educators hold themselves accountable, and will use the Code of Ethics, the Standards of practice and the CCEYA to guide their decisions and practice.

The Director will keep records pertaining to monitoring of our Program Statement for 3 years.

### 1.3 Preferred Practices

Staff, students and volunteers are expected to use the following behaviour management practices when necessary and appropriate:

- 1) Positive reinforcement of desired behaviour;
- 2) Letting the child experience the consequence of the behaviour (within reason) and then to assist them with social problem solving;
- 3) Assuring the child it is the action, not the child, that is not approved of;
- 4) Channeling the child's energy to another activity or a more closely supervised activity.

### 1.4 Measures for Dealing with Contraventions of the Program Statement Implementation Policy

Everyone working or volunteering in the school including staff, parents, students and other volunteers are expected to comply with the Good Morning Creative Arts and Preschool's stated Program Statement Implementation Policy, including the subsection "Prohibited Practices". Failure to do so could result in:

For Staff:

- 1) a verbal warning
- 2) a written warning
- 3) dismissal\*

For Volunteers:

- 1) verbal warning
- 2) written warning
- 3) other action as deemed appropriate by the Board of the Good Morning Creative Arts and Preschool including, but not limited to not being permitted on the premises or withdrawal from the program.\*

For Students

- 1) a verbal warning
- 2) termination of placement\*

\*Note that corporal punishment of a child is an exception and will result in immediate dismissal or termination of volunteer services or placement.

When determining which disciplinary measure should be taken the following criteria will be used by the Director and the Board President of the Preschool:

- 1) The actual or potential risk to the child;
- 2) The frequency of occurrence;
- 3) Previous disciplinary action taken and the result;
- 4) In the case of an employee, past and recent work performance.

Where action is necessary it will be taken immediately by the Director and/or the Board President and will be documented in Good Morning Creative Arts and Preschool's Program Statement Implementation monitoring file.

## 2.0 Serious Occurrence Reporting Policy

The Good Morning Creative Arts and Preschool, as a service provider to children under the Child Care and Early Years Act, 2014, follows the Serious Occurrence Reporting Procedures Policy of the Ministry Education. A copy of this policy is kept at the preschool at all times. It is the responsibility of the Director to ensure that this Policy must be reviewed by all students and volunteers, prior to the start of their volunteering or their educational placement.

It is the responsibility of the Director of the Preschool and the President of the Board to ensure that all serious occurrences as defined by the Ministry are duly reported within 24 hours of occurrence and that enhanced serious occurrence reporting procedures and any necessary follow-up action is taken by the appropriate parties.

### 2.1 Identification of a Serious Occurrence

Minor Accident: An accident which requires attention and yet does not require medical attention.

Serious Occurrence:

1. Death of a child receiving care while at the school.
2. Abuse, neglect or an allegation of abuse or neglect of a child receiving care while at the school.
3. A life-threatening injury to or a life-threatening illness of a child who receives care at the school.
4. An incident where a child who is receiving care goes missing or is temporarily unsupervised.
5. An unplanned disruption of the normal operations of the school that poses a risk to the health, safety or well-being of children receiving child care while at the school, also considered to be a grave incident.

## 2.2 Responding to a Serious Occurrence

1. Provide the child with immediate attention, as needed. As well, address any continuing risks to the health or safety of the child, other children and/or others present.
2. The parents/guardians must be contacted immediately, (if they cannot be reached their emergency contacts are to be notified), and requested to come and take the child for medical attention. If time is of importance, call 9-1-1 to request an ambulance and send the child directly to the hospital with a staff member until the parents/guardians meets the child there. If the staff member accompanies the child, the staff member must take parents/guardians' contact information, allergy information or any other medical condition information to the hospital.
3. Ensure that 9-1-1 is notified immediately in all cases involving death, regardless of location or circumstances.
4. If there is reason to suspect that a child has been abused and/or in need of protection contact Ottawa Children's Aid and/or contact the nearest police station as per the duty to report requirements under the CFSA (the person who has reasonable grounds to suspect that a child is or may be in need of protection is legally obligated to report it to the Children's Aid Society).
5. Report the incident to the first available person in the order they are listed and explain who was affected, what, when and where it happened:
  - a. Director or Designated Supervisor
  - b. President
  - c. Board of Directors

## 2.3 Serious Occurrence Reporting Procedures

1. Within 24 hours (if possible), complete and submit the Serious Occurrence on the Child Care Licensing System.
2. The Serious Occurrence Notification Form will be prepared and posted on the bulletin board outside the classroom. (The exception is in the case of allegations of abuse or unverified complaints, which will be posted at the completion of follow-up/investigation). The Serious Occurrence Notification is posted for a minimum of 10 business days.
3. The Serious Occurrence is updated as the designated Supervisor is required to provide additional information and/or takes additional actions and/or investigations are completed.
4. The designated Supervisor will make record of the serious occurrence in the Serious Occurrences Report Log.
5. The school will retain the Serious Occurrence Notification Form for at least two years from the date of the occurrence and make the forms available for current and prospective parent/guardians, licensing and municipal children's services staff upon request (consistent with the current requirements for the availability of licensing documentation).

## 3.0 Health Policy

### 3.1 Immunization

The Child Care and Early Years Act, 2014 stipulates that each child must be immunized as recommended by the Medical Officer of Health prior to admission. The Ottawa- Carleton Health Department monitors our immunization forms. Please inform the school when your child receives his/her vaccinations in order to keep your child's file up-to- date.

### 3.2 Infectious Diseases

If it becomes known that a child has come down with a serious infectious disease or pest, other parents will be informed via a posted Health Alert and/or email, and advised of what symptoms to watch for in their children. The staff will always watch for signs and symptoms of illness in the children and inform the parents if they believe a child is too ill to be at Preschool. A child who is suffering from an infectious disease may not attend the school. The child may return with a medical certificate signed by a physician stating that the child is healthy enough to participate in the program. The school follows the guidelines set by Ottawa Public Health regarding communicable diseases.

In the best interest of your child, the educators and the other children at the school, he/she must be kept home for one full working day (24hrs) when they have the following symptoms:

Elevated temperature - fever of 101 F or 38.5 C or more, Vomiting,

Diarrhea - two bouts or more, Red or discharging eyes or ears,

Green discharge from the nose or eyes, Undiagnosed skin rashes or infections

### 3.3 Return to school following delivery of medication for a contagious illness by caregiver

If medication is prescribed for a contagious illness, it must be filled and administered to the child for at least one full day (24hrs) and until the child is no longer contagious, before the child returns to school.

### 3.4 Emergency pick-up in case of illness

If a child becomes ill at Preschool, temporary care will be provided until parents can be contacted and the child taken home. Parents must prepare and arrange for emergency back-up child care in the event that they cannot be reached immediately by the Preschool.

## 3.5 Delivery of non-emergency and emergency medication by staff

**Non-emergency medication:** It is the policy of Good Morning that we will NOT dispense of any medication to children in our care unless it is needed in Emergency/ Life Saving situations. (i.e. Epipens or Asthma inhalers), as outlined below. With regard to HIV-AIDS, the Preschool will endeavour to follow the policy guidelines of the Ontario Human Rights Commission.

**Emergency medication:** Only Good Morning Creative Arts and Preschool staff (who must hold a valid First Aid certificate) will administer emergency medications that are required for allergic reaction or an asthma episode. Volunteers and students may not administer any emergency medication. However, Parents/Guardians must inform the Director of possible allergies or diagnosed asthma. This information is to be recorded in the child's registration form file. A letter from the child's physician with information pertaining to the medical issue, symptoms, medication required, dose to be administered, and how often to administer medication will be required for the child's file. The medication must be in the original container with the child's name on it and will be stored in the locked school office, adjacent to the classroom. The Parent/Guardian will also need to fill out and sign an Emergency Medication Form. For more related information, also see the Anaphylaxis Policy, 4.0.

## 4.0 Anaphylaxis Policy

### 4.1 Epipen delivery

At the beginning of the school year, parents of children using Epipens must meet with all teachers to train them on the use of the Epipen with their child. A written, individual plan is kept and signed with specific instructions for each child as authorization for the teachers to use the Epipen when necessary.

All teachers and volunteers must annually sign that they have read and understood the Anaphylaxis Policy. This policy will be included in the Parent's Handbook.

All employees, volunteers and students will be provided with a copy of this Anaphylaxis Policy. Employees, volunteers and students are required to review and sign a copy of the Policy and return it to the Director. The parents of the child suffering from the allergy are required to review the child's anaphylaxis plan and participate in training regarding EpiPen use with the Director and staff.

## 5.0 Requirements for Children with Medical Needs

### 5.1 Individualized Plan for a Child with Medical Needs

Good Morning Creative Arts and Preschool is committed to supporting students with individualized medical needs. If a child with medical needs is registered, a medical plan will be developed using the form "*INDIVIDUALIZED PLAN FOR A CHILD WITH MEDICAL NEEDS*", posted in a location visible to all staff. This form sets out the following:

- 1) Steps to reduce the risk of causing or worsening the medical condition
- 2) A list of medical devices required by the child and how to use them
- 3) The location of all medication and medical devices
- 4) Additional supports available to the child
- 5) Signs or symptoms of a medical emergency (including allergic reaction)
- 6) Procedure to follow in the case of a medical emergency (including allergic reaction)
- 7) Procedures to follow for the individual child during an evacuation

## 6.0 Outside Snacks and Lunch Policy

### 6.1 Parent and Guardian's Responsibilities

- 1) The bagged lunch adheres to Canada's Food Guide as much as possible.
- 2) Lunch is provided in a labelled lunch bag with an ice pack.
- 3) Foods that may have come in contact with nuts are not allowed in the child's lunch.

### 6.2 Staff Responsibilities

- 1) All surfaces will be cleaned with a cleaning solution approved by Public Health prior and after the children have their lunch.
- 2) Staff will ensure the children wash their hands before assisting children with their lunches.
- 3) Staff will ensure children wash their hands prior to eating lunch.
- 4) Staff will monitor lunches to ensure food arrives at the centre is nut free.
- 5) Staff will encourage children not to share lunches.

## 7.0 Sanitary Practices

### 7.1 Washing

Children wash their hands with liquid soap and dry with paper towel before snack/lunch and after using the toilet. A liquid soap dispenser is used in the bathroom. A disinfectant is used to clean table surfaces. Staff washes their hands before and after diapering.

Snack tables are cleaned with multipurpose/disinfectant cleaner.

### 7.2 Equipment and Furnishings

The floors are swept daily and vacuumed/washed several times a week or as they become soiled; Toys and equipment are washed by teachers on an ongoing basis. A thorough playroom and toy wash is undertaken by parents several times during the year.

### 7.3 Diapering

Staff washes their hands before and after diapering. The soiled diaper is disposed of. The child's diaper area is cleaned with disposable wipes. The change table is cleaned with disinfectant before and after child is diapered. Disposable, individual change pads are used. Children wash their hands after using toilet, and after the diapering routine.

## 8.0 Program Operating Policy

### 8.1 Age Groups of Children

Children enrolled in the two year old program must be two by December 31st of the school year.

Children in the three year old morning or afternoon creative arts programs must be three years of age by December 31st of the school year.

Children enrolled in the Creative Arts afternoon program must be at least four years of age by December 31st of the school year.

### 8.2 Days and Hours of Operation

Good Morning Creative Arts and Preschool operates from September through June at the following times:

- 1) Two Year Olds Tuesday & Thursday from 9:00 am to 11:30 am



- 2) Three Year Olds Monday, Wednesday & Friday from 9:00 am to 11:30 am
- 3) Storyscapes for 3 – 6 year olds Tuesday & Thursday from 1:00 pm to 3:00 pm
- 4) Lunch Club: Monday, Wednesday, Friday from 11:30 am to 1:00 pm and Tuesday & Thursday from noon to 1:00 pm.
- 5) Creative Arts Afterschool, Grades JK-6 Tuesday to Thursday 4:00 to 5:30pm (pick-up available from Glebe area schools)

Good Morning Creative Arts and Preschool also operates licensed summer camp programming, subject to teacher availability and program demand. When operating, summer camps run July and August, Monday to Friday from 9am to 1pm for children ages 3 to 6.

## 8.3 Holidays

Good Morning Creative Arts and Preschool observes the following holidays:

- 1) Thanksgiving;
- 2) Christmas Break (2 week period);
- 3) Family Day
- 4) Winter (March) Break (1 week period);
- 5) Good Friday and Easter Monday;
- 6) Victoria Day.

Please note that Good Morning Creative Arts and Preschool follows, unless otherwise stated in the annual Parent Handbook, the school break periods of the Ottawa Carleton District School Board (OCDSB). The school does not close for the professional development days of the public schools.

## 9.0 Waiting List Policy

Any parent who is considering registering their child(ren) in Good Morning Creative Arts and Preschool will be provided with a copy of the Parent Handbook.

### 9.1 Waiting List Policy

The Director of the Preschool keeps a running waiting list (pre-registration form) for all programs. All new requests are retained in chronological order and spaces are allocated on a first come first serve basis. Good Morning's pre-registration for current and alumni families takes place in February for the following Preschool year. In the core program, priority is given to those children already in this program then to siblings of core families (past or present), and then to siblings of children in Creative Arts (past or present.) Sibling priority is in effect until January 15th for the following school year.

In the afterschool program, priority is given to those children returning to the same afterschool program.,

Siblings of children who attend or have attended Creative Arts Afterschool only are not eligible for sibling priority.

All current and alumni families must complete the appropriate pre-registration form to guarantee a space for their child(ren) for the following September.

After the pre-registration process is complete, any available spaces are allocated to children on the waiting list on a chronological basis. Any spaces remaining after the waiting list is exhausted will be allocated on a first come first served basis to the first families who submit their complete registration package to the school.

Waiting list will be kept by Director and parents will be able to call or email to determine where their child falls on the waiting list for the program they have pre-registered for.

## 10.0 Registration, Admission and Fee Policy

### 10.1 Registration

To complete their registration, parents are asked to complete the required forms in the registration package by the specified return date. These forms, accompanied by a non-refundable registration fee, are submitted to the Director as soon as possible or by the specified date in order to secure a spot in the program.

### 10.2 Payment of Fees and Fundraising Levy

All payments are made out to "Good Morning Creative Arts and Preschool", either in the form of a cheque or through the pre-authorized direct debit consent form.

In order to secure a place in the school, a non-refundable registration fee, payable on the date of registration, must be included with the registration forms.

Good Morning Creative Arts and Preschool is a non-for profit organization and operates on a very tight annual budget. Fees will be charged one month in advance to ensure that we meet our financial obligations in a timely and unrestricted manner.

GMCAPS has implemented pre-authorized direct debit for monthly program fee payments. Starting in August monthly program fees will be debited on the first of every month, or the next business day, and will run up to and including May. Families must complete a direct debit consent form. Tax receipts are issued to all families for their child's fees.

Parents are also reminded that a fundraising levy of \$40 will be charged twice per year, in November and April..

Parents are responsible for reimbursing the Preschool for bank charges due to NSF cheques and/or any charges associated with monthly program fee debits that cannot be processed.

### 10.3 Program Fees

Program fees are revised annually, and this document will reflect fees upon approval by the Board of Directors each spring.

Fees for 2017-2018 are as follows:

- \* Two-Year Olds: \$215/mo
- \* Three-Year Olds: \$285/mo
- \* 3's Lunch Club (3's in am program): \$50/mo for one day; \$95/mo for two days; \$135/mo for three days
- \* Optional Lunch Club Drop-in (Monday-Friday): \$15/lunch
- \* Storyscapes: \$95/mo
- \* Storyscapes Lunch Program: \$40/mo for one day; \$75/mo for two days
- \* Creative Arts After School (Kinder-Grade 6) :\$80/mo
- \* School Pick-up is \$12/mo for one pick-up per week

### 10.4 Request for Withdrawal

In the event that a child is not adjusting to the program, on the recommendation of the Director and in consultation with the parents, the teachers and members of the Board, the family may be asked to withdraw their child from the Preschool. All outstanding fees will be returned to the family and the first child on the waiting list will be invited to enroll.

### 10.5 Notice of Withdrawal

If a member wishes to withdraw their child(ren) from the Preschool, one full calendar month's written notice must be given to the school Registrar. Written notice must be received by the first day of a month to be considered effective for the first day of the following month. Mid-month withdrawals will not be accepted. A verbal message of withdrawal will not be accepted.

If the reason for withdrawal is beyond the parent's control (e.g. serious illness) then no financial commitment is expected once notice is given.

If such notice is not received, full program fees will be charged.

If a child is temporarily withdrawn, a permanent space can be guaranteed only through full financial support during the child's absence. Good Morning Creative Arts and Preschool may terminate services if policies are not followed or fees not paid.

## 11.0 Parent Rights and Responsibilities

### 11.1 Volunteer Tasks

All parents are required to volunteer for tasks essential to the operation of the Preschool. These tasks could include anything from holding a Board position to making play-dough. A sign-up sheet is included with the registration form for families to indicate their preferred activities. Good Morning Creative Arts and Preschool is a co-operative school and counts on the volunteer efforts of parents to assist in its operations.

There is no opt-out fee for volunteer duties, they are mandatory for all core families. Parents are also asked to keep current with school events and activities by checking the bulletin board for themes and activities and reading newsletters and other information from the school. Art work and other projects are distributed daily by the teachers and is usually placed in the children's bins or pockets.

### 11.2 Fundraising

Fundraising events bring us together as a group with much in common, and raise community awareness of our Preschool and its programs. Money raised helps cover operating costs and program supplies.

All families are expected to participate in fundraising events that may be held as necessary to meet annual budgetary needs. A periodic fundraising levy will be charged on pre-determined dates. Families will be provided with appropriate tickets to various fundraising events hosted by GMCAPS.

### 11.3 Good Morning Creative Arts and Preschool Board of Directors

Good Morning Creative Arts and Preschool is run by parents. The Board of Directors is comprised of the following:

President, Vice-President, Secretary, Treasurer, Registrar, Fundraiser and up to five other members whose positions are determined annually based on operational needs and volunteer availability.

Key positions will be elected at the spring Annual General Meeting (AGM), and the balance will be filled in September so that new members may participate. Meetings of the executive take place about once a month and are open to the entire membership.

## 11.4 Arrival and Pick-up

Young children depend on routines for their own sense of security. We ask all parents/care-givers to arrive and pick-up punctually. When parents arrive, they must notify a teacher of the child's presence.

Similarly, staff must know when a parent is leaving with a child. Unless otherwise arranged, children will not be released to anyone other than those specified on the admission forms. Staff reserves the right to request identification.

Since Good Morning is a full-time school with morning and afternoon programs it is critical that parents pick-up their children on time at the end of each class. The staff in many cases, have limited time for preparation and additional children (and parents) in the classroom after school time can severely hamper their ability to prepare for the next session. In the event of a problem with persistent late pick-up of a child, the Director will bring the problem to the attention of the parents and ask for the problem to be corrected. The Director will also notify the Board that she has done this. If the late- pickup problem continues the Director will then notify the President, and the Board will take the necessary action to have the problem corrected. Such action may consist of a fine, or in severe cases withdrawal from the Preschool.

## 11.5 Clothing and Possessions

Children should come dressed in clothing appropriate for physical activity. A second set of clothing (labeled) and diapers, if required, should be kept at the Preschool in the child's bins in case of accidents.

Please note that children sometimes use materials that are not washable and may stain clothing. Please dress appropriately for such activities.

Children are to bring a beverage each time they are at school in a spill-proof, labelled, refillable container. The containers are to be taken home at the end of each day.

## 11.6 Snacks and Allergies

Children will be served a snack each day in all programs. The Preschool strives to be peanut and nut free and any treats (including baking for parties, birthdays etc.) brought into the class by families should respect this policy. (See *4.0 Anaphylaxis Policy* and *5.0 Outside Snacks and Lunch Policy* for additional information.)

It is the parent's responsibility to notify the school of any special dietary needs and/or allergies of their children. In the case of severe allergies, parents may wish to provide their child with a snack from home.

## 11.7 Addressing Parent Concerns

Parents/guardians are encouraged to take an active role in Home Child Care and regularly discuss what their child(ren) are experiencing with the Director or staff at the Preschool. All issues and concerns raised by parents/guardians are taken seriously by the Preschool 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 2 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.

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 Family and Children's Services).

Good Morning 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, home child caregiver and/or staff feel uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the Director.

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 Family and Children's Services directly.

Complaints will also be logged in Good Morning's daily log.

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 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, etc.) where appropriate.

## 12.0 Safety Policy

### 12.1 Supervision of Play

Children do not leave the grounds of the building for outings as part of our regular programs. Preschool and StoryScapes children are accompanied to the gross motor room located across from the classroom by the teachers towards the end of programming. Children do not participate in any activities off the grounds of 174 First Avenue, during program times.

### 12.2 Emergency Plan Procedure

In the event of an emergency preventing the use of the Preschool facility, the teachers will direct the children to the St Giles Church building directly across the street. Parents will be notified from that location of the situation.

A detailed Emergency Management Plan can be found in Appendix 1, *Emergency Management Policy and Procedures*.

### 12.3 First Aid Kits

First aid kits are located in the classroom washroom and in the gross motor room. All staff and students are required to be certified in First Aid and CPR.

## 13.0 Supply Teachers, Volunteers, and Students Policy

### 13.1 Child Care Supervision for Students and Volunteers Policy

Good Morning Creative Arts and Preschool is committed to supporting the safety and well-being of children in its licensed child care facility.

Direct unsupervised access (i.e. when an adult is alone with a child) is not permitted for persons who are not employees of Good Morning Creative Arts and Preschool.

Placement students are not counted in the staffing ratios at Good Morning Creative Arts and Preschool.

Volunteers are not counted in staffing ratios, except where, by policy, two participating parents may take the place of an unqualified staff in the role of "Duty Parent".

No child is supervised by an individual under 18 years of age.

All volunteers and students will receive an orientation at Good Morning Creative Arts and Preschool before starting work. At this time they will be made aware of who is responsible for the implementation of policies and supervision of volunteers and students.

Volunteers are supervised by the Director and classroom teachers. Students in the Preschool Programs are supervised by assigned classroom teachers and the Director.

## 13.2 Staff Ratios for permanent staff and Supply Teachers

It must be ensured that in staffing replacement teachers, the following minimum ratios of ECE qualified staff be maintained, with permanent staff or with Supply Teachers (see 11.3 for requirements to fulfill the role of Supply Teacher). Students and volunteers who do not meet the qualifications of Supply Teacher and are not listed on the Supply Teacher resource list shall never be included when ensuring that ratios are being met with permanent or supply staff, except where two parents of children registered at Good Morning Creative Arts and Preschool may be counted as filling the role of one teacher in the specific role of "Duty Parent".

AM Two year old's: (15 children) 1 ECE and 2 other teachers;  
AM Three year old's: (21 children) 2 ECE's and 1 other teacher;  
PM Storyscapes: (12 children) 1 ECE and 1 other teacher; and  
PM Afterschool (15 children) 1 ECE or equivalent and 1 other student teacher.

## 13.3 Requirements for Supply Teachers

Supply Teachers are expected to support Good Morning Creative Arts and Preschool's permanent staff in the event of a staff illness, vacation or other absence. In order to act as a Supply Teacher for the program, individuals must fulfill the following requirements and be listed on Good Morning Creative Arts and Preschool's Supply Teacher resource list before interacting with children:

- 1) Standard Level "C" CPR and First Aid
- 2) Read and sign the Policies and Procedures, and review in person with the Director the:
  - a) Program Statement and Program Statement Implementation Policy
  - b) Serious Occurrence Reporting Policy Sanitary Policy
  - c) Safety Policy
  - d) Fire Procedures
  - e) Anaphylaxis Policy
- 3) Review the routines, schedule and transitions for the day.



## 14.0 Criminal Reference Check with Vulnerable Sector Screening Policy

### 14.1 Duty to Provide a Vulnerable Sector Screening Check with Criminal Reference Check

Under the Child Care and Early Years Act, 2014 (CCEY), all individuals in full-time or part-time employment, volunteer positions and student placements will be required to complete an annual Criminal Offence Declaration (COD) and updates to the Vulnerable Sector Screening (VSS) every five years.

Good Morning Creative Arts and Preschool requires that all employees, students and volunteers must obtain a vulnerable sector screening check which includes a criminal reference check prior to commencing employment and interacting with the children. The Director must see the original document, and will keep a copy in the individual's file.

### 14.2 Vulnerable Sector Check Requirements

Good Morning Creative Arts and Preschool will put the following measures in place to ensure the health and safety of its children under care:

- 1) All persons who interact with the children must obtain a vulnerable sector check and submit an offence declaration. Vulnerable sector checks will be obtained through the City of Ottawa Police. The vulnerable sector check is valid for five year when accompanied by an annual offence declaration. The offence declaration can be obtained from the Director of Good Morning Creative Arts and Preschool. The Criminal Offence Declaration (COD) is to be signed by all individuals and submitted to the Director annually no later than 15 days after the anniversary date of the previous VSS or COD. A false declaration may be grounds for dismissal.
- 2) The confidentiality of the vulnerable sector checks and offence declarations will be protected by ensuring that they are stored in a locked filing cabinet in the Director's Office. The Director will be the only employee who has access to the vulnerable sector checks and offence declarations.
- 3) The Director will use the information revealed in the vulnerable sector check or offence declaration to determine whether the person is safe to interact with the children. Where the Director determines a person is not safe, he or she will not be permitted access to the children in the classroom.
- 4) Where a person is awaiting the vulnerable sector check, the Director will: require the person to apply for a vulnerable sector check as soon as reasonably possible; will ask

for confirmation of the application and keep a receipt on file until the formal vulnerable sector check is submitted; and ensure that the individual is not alone with any children until the vulnerable sector check is obtained.

- 5) The Vulnerable Sector Screening must be conducted by a police force. Third party companies conducting criminal reference checks are not permitted. To facilitate the application process, the President of the Board of Directors will provide each employee, volunteer, supply teacher and student with documentation supporting Good Morning Creative Arts and Preschool's status as a non-profit corporation, which results in the waiving of all fees by Ottawa Police Services.
- 6) To be acceptable, a Criminal Reference Check with Vulnerable Sector Screen must be dated no earlier than three months prior to the date it is submitted to Good Morning Creative Arts and Preschool by the applicant (current within 90 days).

## 15.0 Professional Development Policy

### 15.1 Intent

Good Morning Creative Arts and Preschool believes in the professional development of its staff. This professional development policy is designed to facilitate the recruitment and retention by the Preschool of qualified teachers, and their continuous learning, primarily by offering them financial support to undertake activities that further their own learning needs and those of the school.

The professional development policy covers three key areas:

- 1) what the Preschool will support in the way of professional development activities and how decisions in this regard are to be made;
- 2) how decisions will be made with regard to the setting of an annual budget for professional development; and
- 3) how funds for professional development are to be allocated among the various teachers.

### 15.2 Supported Activities

The Preschool will support teachers in pursuing professional development activities that have relevance to the school's mission – serving the learning and developmental needs of preschool and young children from kindergarten to grade 6. Such activities can be diverse and need not be solely in the realm of academic advancement. Some examples of activities that would be supported include:

- 1) arts and crafts workshop
- 2) pursuit of early childhood education accreditation

- 3) re-certification of First Aid, etc

Activities that would not generally be supported would include those with no obvious connection to the needs of the pre-school.

### 15.3 Approval for Learning Activities

Twice a year, once in the fall (September) and once in the winter (January), the teachers will obtain the approval of the Director for those activities they wish to undertake over the next period (i.e. September to December, and January to June) with funding support from the Preschool (see below).

The Director will approve or reject the proposed activities and inform the Board of the decisions taken.

### 15.4 Setting an Annual Budget for Professional Development

The Board of Directors will take steps to ensure that a pool of funds is made available each year to support professional development, subject to sufficient funds being available in the budget for this purpose after essential school services have been provided for.

Each year during the overall budget-setting process for the Preschool, the President, Vice President and Treasurer will formulate a recommendation to the Board concerning the budget for professional development. The Board will approve a budget for this purpose.

## 16.0 Policy for the children of staff at Good Morning Creative Arts and Preschool

The children of teachers employed by Good Morning Creative Arts and Preschool shall be provided with a 50% discount in school fees for any program up to a maximum reduction of \$1,000 in school fees per teacher per school year. This is a taxable benefit.

The policy shall apply to teachers employed by Good Morning Creative Arts and Preschool for at least 12 hours per week. The children of teachers employed by Good Morning Arts and Preschool shall be given priority on the waiting lists for all programs.

Teachers employed by Good Morning Creative Arts and Preschool who have children enrolled at the school will not be expected to participate in fundraising.

Good Morning Creative Arts and Preschool endorses the participation of the children of its teachers in its program. Such participation, particularly when the child is to be taught by a parent, shall be subject to current policy regarding the adjustment of children to Good Morning Creative Arts Preschool programs. The Board of Directors of Good Morning Creative Arts and Preschool will review and revise this policy as required.

## 17.0 Review and Documentation Policy

Good Morning Creative Arts and Preschool uses the following monitoring practices to ensure that all policies are followed at all times through a comprehensive discussion with each potential staff member, student or volunteer regarding at their initial screening to their ensure compatibility with the Good Morning Creative Arts and Preschool's philosophy and the Child Care and Early Years Act, 2014.

Staff, students/volunteers and parents will document their awareness of the preschool's policies and procedures through the review and sign-off procedure outlined below. It is the Director's responsibility to ensure through direct observation and on-going meetings and discussions that staff, students, volunteers and parents adhere to the preschool's policies; it is the Board's responsibility to monitor the Director's adherence to the school's policies and procedures. All complaints made by anyone, including parents, children, staff and students or volunteers will be investigated by the Director and the President of the Board and acted upon as necessary.

A file will be kept by the Director of the Preschool regarding the monitoring and administration of Good Morning Creative Arts and Preschool's policies. This file will contain records of sign-off by staff, parents and students/volunteers as well as any records of complaints, investigations and resolutions and other policy matters. All records will be kept for a minimum of three years.

### 17.1 Sign-off and Review of Policy and Procedures

Good Morning Creative Arts and Preschool's behaviour management policies must be reviewed and signed off by each staff member, parent, student or volunteer prior to working with any preschool children for the first time and on an annual basis thereafter.

The Director and the President of the Board of the Good Morning Creative Arts and Preschool must review the policies and procedures annually to ensure that it remains appropriate and up to date with licensing requirements. A record of the date of review will be kept by the preschool.

## Policy Approval

Enacted by the Executive Officers, this \_ day of \_\_\_\_\_, 2018.

\_\_\_\_\_  
Sarah Brickell, President

\_\_\_\_\_  
Victoria Colizza, Secretary



## ***APPENDIX 1: Emergency Management Policy and Procedures***

Good Morning Creative Arts and Preschool

### **Purpose**

The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

### **Definitions**

*All-Clear:* A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations.

*Authority:* A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the licensee).

*Emergency:* An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole child care centre (e.g. child-specific incidents) and where 911 is called.

*Emergency Services Personnel:* persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

*Evacuation Site:* the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care centre.

*Licensee:* The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

*Meeting Place:* the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the child care centre if evacuation is not necessary.

*Staff:* Individual employed by the licensee (e.g. program staff, supervisor).

*Unsafe to Return:* A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

## Policy

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response;
2. Next Steps during an Emergency; and
3. Recovery.

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

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: St. Giles Church building, 729 Bank Street (directly across from the school)

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: St. Giles Church building, 729 Bank Street (directly across from the school)

**Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.**

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If any emergency situations happen that are not described in this document, The Director will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

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 Director or Head Teacher in the daily written record.



### **Additional Policy Statements**

A fire drill is conducted at least once a month. The purpose of the fire drill is to familiarize the children as to what they should do if there was a real fire. The children are encouraged to remain calm, stop what they are doing and walk to the exit door. Staff members are to use this time to note particular problems that could arise and keep in mind the solutions or actions that are required to minimize those problems.

Staff members are to be aware of where the fire extinguishers, exits and emergency lights are. Each staff member is instructed as to his/her responsibilities in the event of a fire before commencing work for the first time. Written fire procedures are posted in a conspicuous place in each room used for the care of children.

## Procedures

### Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p><b>Lockdown</b> When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<ol style="list-style-type: none"> <li>1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible.</li> <li>2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location.</li> <li>3) Staff inside the child care centre must: <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• gather all children and move them away from doors and windows;</li> <li>• take children’s attendance to confirm all children are accounted for;</li> <li>• take shelter in closets and/or under furniture with the children, if appropriate;</li> <li>• keep children calm;</li> <li>• ensure children remain in the sheltered space;</li> <li>• turn off/mute all cellular phones; and</li> <li>• wait for further instructions.</li> </ul> </li> <li>4) If possible, staff inside the program room(s) should also: <ul style="list-style-type: none"> <li>• close all window coverings and doors;</li> <li>• barricade the room door;</li> <li>• gather emergency medication; and</li> <li>• join the rest of the group for shelter.</li> </ul> </li> <li>5) The Director or Head Teacher will immediately: <ul style="list-style-type: none"> <li>• close and lock all child care centre entrance/exit doors, if possible; and</li> <li>• take shelter.</li> </ul> </li> </ol> <p><b>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</b></p>

<p><b>Hold &amp; Secure</b> When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<p>1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.</p> <p>2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.</p> <p>3) Staff in the program room must immediately:</p> <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• take children’s attendance to confirm all children are accounted for;</li> <li>• close all window coverings and windows in the program room;</li> <li>• continue normal operations of the program; and</li> <li>• wait for further instructions.</li> </ul> <p>4) The Director or Head Teacher must immediately:</p> <ul style="list-style-type: none"> <li>• close and lock all entrances/exits of the child care centre;</li> <li>• close all blinds and windows outside of the program rooms;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• place a note on the external doors with instructions that no one may enter or exit the child care centre.</li> </ul> <p><b>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</b></p>
<p><b>Bomb Threat</b> A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<p>1) The staff member who becomes aware of the threat or the Director, or Head Teacher must:</p> <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• call 911 if emergency services is not yet aware of the situation;</li> <li>• follow the directions of emergency services personnel; and</li> <li>• take children’s attendance to confirm all children are accounted for.</li> </ul> <p>A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</p> <p>B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p>

<b>Disaster Requiring Evacuation</b>	<p>1) The staff member who becomes aware of the disaster (i.e. flood, power failure, or fire) must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"><li>• remain calm;</li><li>• gather all children, the attendance record, children's emergency contact information any emergency medication;</li><li>• exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions;</li><li>• escort children to the meeting place; and</li><li>• take children's attendance to confirm all children are accounted for;</li><li>• keep children calm; and</li><li>• wait for further instructions.</li></ul> <p>3) If possible, staff should also:</p> <ul style="list-style-type: none"><li>• take a first aid kit; and</li><li>• gather all non-emergency medications.</li></ul> <p>4) Designated staff will:</p> <ul style="list-style-type: none"><li>• 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</li><li>• in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.</li><li>• If individuals cannot be safely assisted to exit the building, the designated staff will assist them to move to a location within the building, away from danger and alert the emergency services and the Director to the individual's location, as well as ensure their required medication is accessible, if applicable; and</li><li>• wait for further instructions.</li></ul> <p>5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p>
--------------------------------------	--

<p><b>Disaster – External Environmental Threat</b></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><b>If remaining on site:</b></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"><li>• remain calm;</li><li>• take children’s attendance to confirm all children are accounted for;</li><li>• close all program room windows and all doors that lead outside (where applicable);</li><li>• seal off external air entryways located in the program rooms (where applicable);</li><li>• continue with normal operations of the program; and</li><li>• wait for further instructions.</li></ul> <p>3) The Director or Head Teacher must:</p> <ul style="list-style-type: none"><li>• seal off external air entryways not located in program rooms (where applicable);</li><li>• place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and</li><li>• turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable).</li></ul> <p><b>If emergency services personnel otherwise direct the child care centre to evacuate</b>, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
--	---

<b>Natural Disaster: Tornado / Tornado Warning</b>	<p>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></p> <p>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>3) <i>Staff must immediately:</i></p> <ul style="list-style-type: none"><li>• remain calm;</li><li>• <i>gather all children;</i></li><li>• <i>go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;</i></li><li>• take children's attendance to confirm all children are accounted for;</li><li>• <i>remain and keep children away from windows, doors and exterior walls;</i></li><li>• keep children calm;</li><li>• conduct ongoing visual checks of the children; and</li><li>• wait for further instructions.</li></ul>
--	--

<b>Natural Disaster: Major Earthquake</b>	<ol style="list-style-type: none"><li>1) Staff in the program room must immediately:<ul style="list-style-type: none"><li>• remain calm and instruct children to find shelter under a sturdy desk or table and away from unstable structures;</li><li>• ensure that everyone is away from windows and outer walls and help children who require assistance to find shelter;</li><li>• 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;</li><li>• find safe shelter for themselves;</li><li>• visually assess the safety of all children.; and</li><li>• wait for the shaking to stop.</li></ul></li> <li>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.</li> <li>3) Once the shaking stops, staff must 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.</li> <li>4) If possible, prior to exiting the building, staff should also:<ul style="list-style-type: none"><li>• take a first aid kit; and</li><li>• gather all non-emergency medications.</li></ul></li> <li>5) Individuals who have exited the building must gather at the meeting place and wait for further instructions.</li> <li>6) Designated staff will 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 closest exit and ensure their required medication is accessible, if applicable; and wait for further instructions.</li> <li>7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals are evacuated, where possible.</li></ol>
---	---

## **Phase 2: Next Steps During the Emergency**

- 1) Where emergency services personnel are not already aware of the situation, the Director, Head Teacher or another designated staff member must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

### **List of Emergency Contact Persons:**

Ottawa Police Services, 911 in case of emergency, 613-236-1222 for non-emergency reports

Ottawa Paramedic Services, 911

Ottawa Fire Services, 911

Director: Karen Cameron, 613-851-5974

Licensee Contact(s): Jennifer Whiteford, Jennifer.whiteford@ontario.ca

Landlord: Jason Lambert, 613-290-9670

Board of Directors President: Sarah Brickell, 613-323-7405

- 4) Where any staff, students and/or volunteers are not on site, the Director or Head Teacher must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
- 5) All staff must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
  - help keep children calm;
  - take attendance to ensure that all children are accounted for;
  - conduct ongoing visual checks and head counts of children;
  - maintain constant supervision of the children; and
  - engage children in activities, where possible.



7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

<b>8a) Procedures to Follow When “All-Clear” Notification is Given</b>	
<p><b>Procedures</b></p>	<p>1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre.</p> <p>2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre.</p> <p>3) Staff must:</p> <ul style="list-style-type: none"> <li>• take attendance to ensure all children are accounted for;</li> <li>• escort children back to their program room(s), where applicable;</li> <li>• take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and</li> <li>• re-open closed/sealed blinds, windows and doors.</li> </ul> <p>4) The Director will determine if operations will resume and communicate this decision to staff.</p>
<p><b>Communication with parents/guardians</b></p>	<p>1) As soon as possible, the Director must notify parents/guardians of the emergency situation and that the all-clear has been given.</p> <p>2) Where disasters have occurred that did not require evacuation of the child care centre, the Director must provide a notice of the incident to parents/guardians by email.</p> <p>3) If normal operations do not resume the same day that an emergency situation has taken place, the Director must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.</p>

<b>8b) Procedures to Follow When “Unsafe to Return” Notification is Given</b>	
<p><b>Procedures</b></p>	<ol style="list-style-type: none"> <li>1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel.</li> <li>2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site.</li> <li>3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site.</li> <li>4) The Director will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so.</li> <li>5) Upon arrival at the evacuation site, staff must:               <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• take attendance to ensure all children are accounted for;</li> <li>• help keep children calm;</li> <li>• engage children in activities, where possible;</li> <li>• conduct ongoing visual checks and head counts of children;</li> <li>• maintain constant supervision of the children;</li> <li>• keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and</li> <li>• remain at the evacuation site until all children have been picked up.</li> </ul> </li> </ol>
<p><b>Communication with parents/guardians</b></p>	<ol style="list-style-type: none"> <li>1) Upon arrival at the emergency evacuation site, the Director will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.</li> <li>2) Where possible, the Director will update the child care centre’s voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.</li> </ol>

### Phase 3: Recovery (After an Emergency Situation has Ended)

<p><b>Procedures for Resuming Normal Operations</b></p>	<p>Director will contact staff and parents by phone and email to inform them when the child care centre will re-open after an emergency. Staff will be informed through phone, email or text message. Director will update parents by placing a note on the front doors where possible and recording a new message on telephone answering system. Once normal operations at the preschool have resumed, Director will inform all appropriate entities ie: landlord, insurance, etc. The Director will advise the Ministry of Education Program Advisor of the closure, and the duration and reason.</p>
<p><b>Procedures for Providing Support to Children and Staff who Experience Distress</b></p>	<p>Children and staff who are experiencing distress after the emergency has subsided will be assessed and supported on an individual basis. Assessment will be done by program staff or parents for children and by Director for staff. Support may include additional explanation of emergency, quiet space/time, consultation with parents for additional support outside the program, etc.</p>
<p><b>Procedures for Debriefing Staff, Children and Parents/Guardians</b></p>	<p>The Director or Head Teacher on site during the emergency must debrief staff, children and parents/guardians after the emergency.</p> <p>Include, where, applicable, details about when and how the debrief(s) will take place, etc. Director must debrief staff, children and parents/guardians after the emergency. If staff and/or parents require more information than can be included in a letter or on the chalkboard in the main hallway, the Director will arrange for a staff meeting or a parent consultation time. The time and place of this meeting will be set up by the Supervisor and communicate the information to parents through a letter or on the chalkboard in the main hallway.</p>