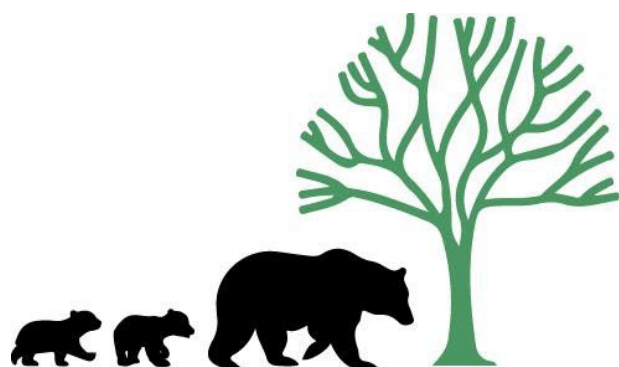


Parent Handbook



Centre Éducatif North Grenville Learning Centre

English - Kemptville Public School Site: 613-258-9661

(Infant, Toddler, Preschool, Before and After School & Summer Care)

French – Site Centre Éducatif Rivière Rideau : 613-258-9555

(Toddler, Preschool, Before and After School & Summer Care)

Bilingual - Leahurst Site: 613-258-4567

(Infant, Toddler, Preschool)

www.nglc.ca

Providing progressive early learning environments and high-quality licensed childcare to children from birth to 12 years.

NGLC is enrolled in the Canada-Wide Early Learning Child Care System

Licensed by the Ministry of Education Accessible under A.O.D.A.

March 2026

TABLE OF CONTENTS

PROGRAM STATEMENT	Page 1
Curriculum	Page 1
About Reggio Emilia	Page 1
About Forest School	Page 1
“How Does Learning Happen?”	Page 1
Understanding Children, Families and Educators	Page 2
Health, Safety and Nutrition	Page 2
Prohibited Practices	Page 3
Parent Engagement	Page 4
Involvement of Local Community Partners	Page 4
Continuous Professional Learning	Page 4
Documentation and Review of Impact of Strategies on Children and their Families	Page 4
PRIVACY POLICY STATEMENT	Page 4
What is Personal Information	Page 5
Our Privacy Practices	Page 5
Updating of Privacy Policy	Page 5
CRIMINAL RECORD CHECK-VULNERABLE SECTOR SCREENING	Page 5
Employees	Page 6
Volunteers	Page 6
International Students	Page 7
Annual Attestation Sign-off	Page 7
GENERAL POLICIES	Page 7
Objectives	Page 7
Admission	Page 8
Membership	Page 8
Duties of Members	Page 8
Hours of Operation	Page 8
Safe Arrival and Dismissal Policy	Page 8
Absenteeism	Page 10
Fees	Page 10
Withdrawal	Page 11
Emergency Closures	Page 12
Emergency Management	Page 12
Health Regulations	Page 13
Clothing for Indoor and Outdoor Play	Page 13
Field Trips and Neighbourhood Excursions	Page 14
Nutrition Program – Infant, Toddler & Preschool Programs	Page 14
Nutrition Program – Before and After School Programs	Page 15
PA Days, March Break and Christmas School closures – Before and After School Programs	Page 15
Late Pick-up Policy	Page 15
Additional Information	Page 16
Fee Subsidies	Page 16

WAIT LIST POLICY	Page 16
COOPERATIVE ROLES AND RESPONSIBILITIES FOR FAMILIES	Page 17
Board of Directors	Page 17
Chairperson	Page 18
Vice Chairperson	Page 19
Secretary	Page 19
Finance Officer	Page 19
Executive Director	Page 19
Public Relations and Marketing Coordinator	Page 20
Community Liaison	Page 20
Ad Hoc Committees	Page 20
Additional, Specific Jobs	Page 20
MEDICATION ADMINISTRATION POLICY AND PROCEDURES	Page 20
Accepting Medication for Administration	Page 21
Emergency Medications	Page 22
Allergic Reactions	Page 22
Administration of Emergency Medications	Page 22
Policy on Transitioning Children from Kinder to Primary Age Program	Page 23
SLEEP POLICY	Page 23
Quiet Time for Non-Sleeping Children	Page 25
For Infants 0 – 12 Months of Age	Page 25
ANAPHYLAXIS POLICY	Page 25
Anaphylaxis	Page 25
What Causes Anaphylaxis?	Page 26
Identification of Children at Risk	Page 26
Availability and Location of Auto-Injector	Page 27
Emergency Protocol	Page 27
Training	Page 27
Creating an Allergy Safe Environment	Page 28
Communication Plan	Page 29
CLOTH DIAPER POLICY	Page 29
Infection Control Considerations	Page 30
Procedures for Parents to Follow	Page 30
FIRE DRILL AND EMERGENCY EVACUATION POLICY	Page 31
Kemptville Public School Site	Page 31
Centre Éducatif Rivière Site	Page 32
Leahurst Site	Page 33
SUPERVISION POLICY FOR VOLUNTEERS AND STUDENTS	Page 33
Policy	Page 33
Procedures Applicable to Volunteers and +	Page 34
Roles and Responsibilities	Page 34
Orientation Procedures	Page 34

Tree Climbing Policy	Page 34
Positive Behaviour Guidance Policy	Page 35
SOCIAL MEDIA POLICY	Page 37
Photography and Images	Page 37
Statement of Commitment and Confidentiality	Page 38
For Families	Page 38
PARENT ISSUES AND CONCERNS POLICY AND PROCEDURES	Page 39
Purpose	Page 39
Definitions	Page 39
General Policy	Page 39
Confidentiality	Page 39
Conduct	Page 39
Concerns about Suspected Abuse or Neglect of a Child	Page 39
Procedures	Page 41
Contacts	Page 42
SERIOUS OCCURRENCE REPORTING	Page 42
Training	Page 42
PROGRAM CONTACT INFORMATION	Page 42
Kemptville Public School Site	Page 42
Centre Éducatif Rivière Rideau Site	Page 42
Leahurst Site	Page 42
BEAR SCHOOL – A FOREST SCHOOL EXPERIENCE	Page 42
Forest Locations	Page 43
Learning Approaches	Page 43
Environmental Sustainability	Page 43
A Typical Day that Encompasses Bear School	Page 44
Risk Management	Page 44
Food & Water at Bear School	Page 45
Sunscreen	Page 45
Clothing Considerations	Page 45
Bear School Drop-off and Pick-up	Page 45
Inclement Weather	Page 45
Illness	Page 45
REGISTRATION CHECKLIST	Page 46
NOTES/QUESTIONS	Page 47
FEE SCHEDULE	Page 48

PROGRAM STATEMENT

The following tenets underlie the philosophy and practice of all North Grenville Learning Centre programs. The overall goal of our program is to provide a progressive early childhood education environment that will promote and stimulate the child's optimum development socially, physically, emotionally, and intellectually. This enhancement will happen throughout the child's daily routine, which encompasses a balance of outdoor and indoor play, active and quiet play, rest time, lunch and snack times.

We are influenced by the Reggio Emilia and Forest School approaches and model our programs on those philosophies in our daily work with children. We uphold quality early childhood education and extraordinary childcare as an absolute right for every child. Childhood should be a joyful time of wonder, and we believe children should have the opportunity to explore the world around them.

Curriculum

Our curriculum is "alive" and ever evolving and reflects the diversity of each individual child in the program.

About Reggio Emilia

The Reggio Emilia Approach is an educational philosophy focused on preschool and primary education. It was developed after World War II by a teacher, Loris Malaguzzi, and parents in the villages around Reggio Emilia in Italy. Following the war, people believed that children needed a new way of learning.

The Reggio Emilia philosophy is an approach to teaching, learning and advocacy for children. In its most basic form, it is a way of observing what children know, are curious about and what challenges them. Teachers record these observations to reflect on developmentally appropriate ways to help children expand their academic and social potentials. Long term projects connect core academic areas in and out of the classroom.

https://en.wikipedia.org/wiki/Reggio_Emilια_approach

About Forest School (*Bear School*)

We are passionate about giving children the opportunity to experience nature and learn while outdoors. We are interested in providing children with the opportunity to experience a Certified Forest School program while attending Licensed Childcare. We aim to provide our families with quality care that encompasses a philosophy and curriculum that centers on learning in nature, about nature. We believe that when children are given the opportunity to engage in self-directed play in a natural environment, they build confidence, resilience, and social skills. This gives them the ability to thrive both emotionally and physically, building a foundation for successful lifelong learning. Through forest school programming children develop a sense of belonging and an appreciation for the natural world around them. We call our Forest School Program ***Bear School***. Bear School refers to each program's outdoor space where they facilitate Forest School. For specific information about our Bear School program please refer to the Forest School section on page 37 in this Handbook.

<http://www.childnature.ca> <https://childnature.ca/forest-school-canada/>

How Does Learning Happen?

Ontario's Pedagogy for the Early Years is a professional learning resource guide about learning through relationships and is intended to support curriculum/program development and guide practice in early year's programs. "How Does Learning Happen?" is organized around four foundational conditions that are important for children to grow and flourish: Belonging, Well-Being, Engagement and Expression. These foundations are a

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

1. **Belonging:** Every child has a sense of belonging when connecting to others and contributing to their world. Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults and the world around them.
2. **Well-Being:** Every child is developing a sense of self, health and well-being. Early childhood programs nurture the children's healthy development and support their growing sense of self.
3. **Engagement:** Every child is an active and engaged learner who explores the world with body, mind and senses. Early childhood programs provide environments and experiences to engage children in active, creative and meaningful exploration, play and inquiry.
4. **Expression:** Every child is a capable communicator who expresses themselves in many ways. Early childhood programs foster communication and expression in all forms.

Clean, bright classrooms with beautiful, interesting and safe materials are standard. We focus on small details to enhance the aesthetic of the environment so that it is engaging and pleasing, keeping in mind the principle of "the environment as the third teacher".

Play is the cornerstone of our curriculum and is essential to healthy social and cognitive development. Our curriculum takes a child-initiated, open-ended and adult-supported approach and focuses on play-based learning. This allows the child to take the lead and the educators to focus on their interests through intentional observation, interaction and engaged communication. When this inquiry-based approach to learning takes place, the child's learning and individual development is supported and their competence, capacity and potential are maximized. When children are supported in a caring and responsive relationship with adults, who focus on the health, safety, and well-being of children, they will flourish. This is the foundation of our quality childcare objective.

Understanding Children, Families and Educators

"How Does Learning Happen?" promotes a shared view of children, families and educators. The way we view others influences how we interact with them. Specifically:

- ✓ When we see **children** as competent, capable of complex thinking, curious and rich in potential, we value and build on their strengths and abilities. We foster the children's need to explore, play and be inquisitive by offering a curriculum that is play-based and responds to the interests and needs of the children in the program.
- ✓ When we see **families** as experts who know their children better than anyone else and have important information to share, we value and engage them in a meaningful way.
- ✓ When we see **educators** as knowledgeable, reflective, resourceful, and rich in experience, we value the experiences and environments they create for the children.

<https://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

Health, Safety and Nutrition

NGLC promotes the health, safety, nutrition and well-being of all children in its care.

- All NGLC staff, students and volunteers working with the children must have a valid first aid certification, including infant first aid and child CPR.

- All NGLC staff, students and volunteers working with children are required to obtain a criminal record check that includes vulnerable sector screening. The vulnerable sector check must be updated every five years.
- NGLC believes in inclusion. Every child deserves to be treated with dignity, respect and fairness. It is our duty to ensure that any child with special needs is given the opportunity to excel physically, socially, intellectually and emotionally. We plan for and create positive learning environments and experiences in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans.
- NGLC incorporates indoor and outdoor play, as well as active play, rest and quiet time, into the daily program schedule and we take time to consider the individual needs of the child.
- NGLC provides nutritious snacks, meals and beverages that meet or exceed the recommendations set out in Canada's Food Guide. All food is prepared on site and is made from scratch, using whole foods that are purchased locally, where possible. We grow a kitchen garden, and the children also grow vegetables in the children's garden for educational and eating enjoyment.

Prohibited Practices

Young children benefit from an affirming approach that encourages positive interactions with other children and adults, rather than a punitive approach to managing behavior. The following practices will not be permitted by anyone, including educators, volunteers and students:

- (1) No licensee shall permit, with respect to a child receiving childcare at a childcare centre it operates or at a premise where it oversees the provision of childcare,*
- (a) corporal punishment of the child.*
 - (b) physical restraint of the child, such as confining the child to a highchair, 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 themselves 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 childcare centre or home childcare 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 their self-respect, dignity or self-worth.*
 - (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or*
 - (f) inflicting any bodily harm on children including making children eat or drink against their will.*
- O. Reg. 137/15, s. 48; O. Reg. 126/16, s. 34.*

(2) No employee or volunteer of the licensee, or student who is on an educational placement with the licensee, and no person who provides home childcare or in-home services at a premise overseen by a home childcare agency shall engage in any of the prohibited practices set out in subsection (1) with respect to a child receiving childcare. O. Reg. 51/18, s. 19.

Children who attend programs where they experience warm, supportive relationships are happier, less anxious and more motivated to learn and participate. Experiencing positive relationships in early childhood has significant long-term impacts on physical and mental health and on success in school and beyond. Fostering positive relationships with children and their families is a priority of our program.

As children engage in various forms of social play and are supported to accept varied capabilities and characteristics of others, they learn to get along with others, to negotiate, collaborate and communicate and to care for others. When educators model and help children to express their feelings, recognize the feelings of others and be helpful to others, the children will develop positive social skills such as empathy and the ability to regulate their emotions and therefore, become less likely to engage in problematic behaviour.

Parent Engagement

It is important to the success of NGLC programs to have positive and responsive interactions among children, parents and educators. We encourage engagement and ongoing communication with parents about our programs and their children at drop-off and pick-up times as well as via **Storypark**, a secure online network where educators and families can share deeper insights into their child's unique interests, needs and abilities. Furthermore, we see parental involvement in their children's education as fostering greater success throughout the school years to come.

Involvement of Local Community Partners

NGLC often involves local community partners to help support the children enrolled in the programs, their families and our educators and volunteers to ensure that each child's specific needs are being met. Educators will work cooperatively, in a professional partnership, with all services in place for the well-being of the child. Service coordination meetings are required to successfully set up goals and to discuss what is required to meet the needs of the child and their family. Additionally, we will pursue opportunities to be out in our surrounding community and get to know the people and locations that make "our place" home.

Continuous Professional Learning

NGLC supports educators in continuous professional learning opportunities to further develop their knowledge and to stay current in the Early Childhood Education profession, through regular workshops, seminars/webinars and conferences.

Documentation and Review of Impact of Strategies on Children and Their Families

All NGLC employees, volunteers and students are required to review this program statement prior to interacting with the children and to review the statement annually and/or anytime the statement is modified or updated.

Observation and documentation of the children's progress and work are invaluable tools and provide insight into how children act and think. Our educators observe and record what the children are engaged in. These observations take place in many forms: photos, videos, notes, recorded conversations. The observations are analyzed and used to construct ideas regarding what the children are learning and ways in which the work and learning may progress. Documentations are a "living document" and tool that can be referred to and expanded on for further work and learning.

To ensure a better future for our centre, and for our children to thrive, we will be involved in continuous dialogue and conversation with various agencies related to early childhood education policy and practice.

PRIVACY POLICY STATEMENT

During the collection of information for membership purposes, the North Grenville Learning Centre requests personal information to be included on the application form. Anyone from whom we collect such information should expect that it will be carefully protected and that any use of this information is subject to consent. Our

Privacy practices are designed to ensure that the personal information of each member of our organization will be kept private.

What is Personal Information?

Personal information is any information that can be used to distinguish, identify or contact a specific individual such as a name, address, ID numbers and even beliefs and opinions. Business contact information and certain publicly available information, such as names, addresses and telephone numbers as published in telephone directories, are not considered personal information.

Our Privacy Practices

Personal information gathered by members of our organization is kept confidential. Only the persons authorized to access personal information may do so based on their need to deal with the information for the reason(s) for which it was obtained. Information provided to us is kept in separate files and locked in a filing cabinet. Safeguards are in place to ensure that the information is not disclosed or shared more widely than is necessary to achieve the purpose for which it was gathered.

All employees, BoD members, volunteers and students are required to sign an ***Oath of Confidentiality*** prior to working in the program.

Updating of Privacy Policy

It is this organization's practice to review our Privacy Policy on a yearly basis and to update the policy when necessary.

CRIMINAL RECORD CHECK - VULNERABLE SECTOR SCREENING POLICY

Obtaining a vulnerable sector check, offence declaration or criminal reference check is a measure that is used to help licensed childcare programs determine whether individuals involved in the provision of childcare may hold these positions of trust. Considering a person's relevant criminal history helps licensees determine whether individuals who will be participating in their program have been convicted of any offences that prohibit them from participating in childcare or may put children at risk.

A Criminal Record Check (CRC) and Vulnerable Sector Check (VSS), (*Original criminal reference check; True copy of a criminal reference check (in hard copy or digital format); or A copy of a criminal reference check for a volunteer or student (in hard copy or digital format)*) conducted by the Ontario Provincial police, will be required for the following positions: teachers, volunteers, volunteers who may accompany a child with special needs, any support staff who will have direct contact with children.

- All new employees must submit a completed CRC with VSS that has been prepared no earlier than 6 months before the date of hire. To ensure that information remains current, the employee will be required to sign an offence declaration/attestation every year, within 15 days of the anniversary of the previous offence declaration/attestation or CRC-VSS.
- A new vulnerable sector check will be required on or before every 5th anniversary after the date of the most recent vulnerable sector check.
- Any person who provides childcare or other services to a child who receives childcare at the centre, prior to working with the children will submit:
 - a) an offence declaration from the person; or

b) an attestation from the person's employer or from the person or entity who retained the person's services that:

(i) the employer, person or entity has obtained and reviewed a vulnerable sector check from that person,

(ii) the vulnerable sector check was performed within the last five years, and

(iii) the vulnerable sector check did not list any convictions for any offences under the *Criminal Code* (Canada) listed in subparagraph 1 ii of subsection 9(1) of the *Child Care and Early Years Act, 2014*.

- Student volunteers under the age of 18 years of age are required to provide two letters of reference from persons who are over 18 years of age and are not an immediate family member.
- All Criminal Record Check information will be confidential, and stored in the secure employee files, at the North Grenville Learning Centre to which the Executive Director and the Program Supervisors only, will have access.
- If an individual wishes to have their CRC-VSS information returned to them, they can make a request to the Executive Director/Program Supervisor. A photocopy will be made (marked true copy of the original) and the original returned.
- After a period of five years, the CRC-VSS information retained on file will be destroyed.

Employees:

Any individual who is paid by NGLC to provide a service for the children and assists with the supervision of children in the childcare program is considered an employee for vulnerable sector check requirements.

The following are examples of employees:

- Kitchen staff, cooks, drivers
- Supply educators
- Private school teacher or staff that do participate in the licensed childcare program.

The following are examples of individuals who are **not** considered employees:

- School board employee (e.g., janitors, teachers), where the childcare program is offered in a publicly funded school or a private school, and the school staff do not partake in the childcare program.

Volunteers:

Any individual who is engaged in the childcare program and interacts with children in care, but is not paid by the licensee, is considered a volunteer.

The following are examples of volunteers who require a vulnerable sector check:

Parents assisting on an occasional or recurring basis with childcare programming, such as excursions, field trips, etc.

The following are examples of individuals who are **not** considered volunteers:

- Parents who engage with their child and other children at arrival or pick up time in the program (e.g., reading a book, having a conversation with children).
- Individuals who are paid by an organization that NGLC has contracted to provide a service and are not left alone with the children in care (e.g., the licensee enters into a contract with a dance company that sends dance teachers to teach children in the program).
- Individuals from the community engaging in the childcare for a specific event where they are not left alone with the children in care (e.g., presentations by community organization/recreational programs; local librarian; fire fighter).
- Parents attending a childcare or school event and are not assisting with the care for or supervision of children.

International Students:

A Canadian police force may not issue a police record check for an international student if they have not resided in the country long enough. In these cases, a police record check (original or copy) conducted by a police force in their home country may be used to meet the requirement. The police record check must have been conducted less than 5 years ago from the date obtained by the licensee. Where the police record check was conducted more than 6 months ago from the date obtained by the licensee, the licensee must also obtain an offence declaration addressing the period since the date of the police record check and speaking to offences under the Criminal Code (Canada). Where the student needs time to obtain a police record check from their home country, the licensee may use O. Reg. 137/15 section 61(1) to permit the student to begin their placement before a CRC is obtained (see Manual Subsection 8.4 for more information).

Note: The police record check from the student's home country may not be called or look the same as a criminal reference check or a vulnerable sector check from Canada.

Annual Attestation Sign-off

The written attestation will include the following information:

- Name of the employee, volunteer or student the attestation applies to
- Confirmation that the vulnerable sector screening was conducted less than 5 years ago from the date of the attestation (e.g., month and year of the VSS date)
- Confirmation that the vulnerable sector screening was conducted by a police agency.
- Confirmation that the vulnerable sector screening did not list convictions for any offences set out under Section 9 of the CCEYA.
- Signature of the licensee/designate.

Where the licensee cannot attest to the information required, the licensee must obtain a new vulnerable sector screening for that individual.

GENERAL POLICIES

NGLC operates 3 program sites:

1. **English - Kemptville Public School Site:** Infant, Toddler, Preschool programs, Kindergarten and School Age, Before & After School and Summer care programs.
2. **French - Centre Éducatif Rivière Rideau Site:** Toddler, Preschool programs, Kindergarten/School Age Before & After School and Summer care programs.
3. **Bilingual - Leahurst Site:** Infant, Toddler and Preschool programs.

Objectives

- To maintain a co-operative, not for profit, childcare program, licensed under the (CCEYA) *Child Care and Early Years Act, 2014*.
- To provide a progressive early childhood education environment and high-quality licensed childcare for children from birth to 12 years.
- To provide parents with an opportunity to become involved in their childcare experience and to help parents acquire a better understanding of children and of their own child, by means of participation in the centre's activities and through contacts between parents and teachers.
- To promote public awareness of the importance and value of high-quality early learning environments that will positively contribute to the child's growth and development as future citizens of our community.

Admission

- Children will be eligible for enrolment from birth to 12 years of age.
- Applications may be taken at any time during the year; care being taken to inform the applicant as to their place on the waiting list.
- An interview and site visit will be scheduled prior to enrolment so that families can become familiar with the program, our policies and ask questions.
- Priority will be given to families that require full-time care. Part-time members will be given the first option of going full-time when space becomes available. Two weeks' notice will be given for any schedule change.
- A \$250 deposit is required at registration and will be applied to the first month's fees.
- Children with special needs may enroll in the school program and, when deemed necessary, be accompanied by a resource teacher or special volunteer (to be discussed at time of registration).

Membership

- All licensed programs (Infant – School Age) at the North Grenville Learning Centre sites (NGLC) are co-operative.

Duties of Members

- A copy of the Parent Handbook will be made available in the registration package and reviewed by all members.
- Members will be required to sign the Policies and Responsibilities Sign-off form stating that they have read, understood and agree to follow the policies of the North Grenville Learning Centre.
- Parents of the co-operative are encouraged to share in the work of the school by volunteering to assist with tasks that come up over the course of the year, or to sit on the Board of Directors. Attendance at General Meetings is encouraged. Important decisions are often made at these meetings that may affect the general membership of the centre.
- Parent members are also welcome and encouraged to attend Board of Directors meetings. If you should choose to attend a Board Meeting, contact the Executive Director to announce your intention.

Hours of Operation

- The hours of operation are 7:00 AM – 6:00 PM, Monday through Friday.
- Before school hours are 7:00 AM, until school begins.
- After school hours begin when school is dismissed, until closing at 6:00 PM.
- All NGLC programs are closed on all Statutory and Public holidays.
- All NGLC programs close for two weeks mid-summer.
- The Infant, Toddler and Preschool Programs are twelve (12) month programs.
- The Kindergarten and School Age, Before and After School Child Care Programs are ten (10) month programs that follow the school calendar year, beginning the first day of school in the fall and ending on the last school day in June.
- Families requiring childcare during summer months will be required to indicate the weeks in which they require childcare and register their child in the summer program, by April 1st to ensure a childcare space.
- Classroom schedules are flexible, age specific/appropriate and are posted in each classroom.

Safe Arrival and Dismissal Policy

NGLC will ensure that any child receiving care at the centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization to the childcare centre stating

that the child may be released to.

- When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child.
 - document any change in pick-up procedure in the daily log.
 - sign the child in on the classroom attendance.
- It is recommended that parents/guardians establish a regular arrival and pickup routine. To ensure specified child-teacher ratios, staffing will depend on this routine, and any major irregularities will affect this ratio.
- Parents are asked **not to drop children off early (before 7:00 AM), and to pick children up promptly (before 6:00 PM)**.
- Children must be brought into the school (**never dropped off in the yard or lobby**) and assisted with the removal of outdoor clothing, where necessary, by the parent/guardian. It is the responsibility of the person dropping the child off to contact the educator so that they are aware that your child has arrived.

Where a child has not arrived in care as expected

- Where a child does not arrive at the childcare centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - a. inform the program supervisor and they must commence contacting the child's parent/guardian no later than 10:00 am.
 - b. Staff shall call parent/guardian, send text messages or messages via Storypark.
 - c. Should the staff be unable to contact the parent/guardian a message will be left via phone, text or Storypark. The program supervisor will be informed that they were unable to get confirmation from the parent and any steps followed shall be documented in the daily log.
- Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily log.

Releasing a child from care

- **When children are picked up, contact with the educator must be made so that they are aware that the child has left.**
- A written note signed by the parent/guardian, or if at the last minute, a telephone call, is required if anyone other than those persons listed on the registration form will be picking up a child. **Children will not be permitted to leave with any unauthorized individual unless such a written note is presented, or arrangements have been made via telephone between parent/guardian and educator in charge.**
- Educators will reserve the right to ask for the photo ID of any person who will be picking up a child that they have not previously met.

Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

Where a child has not been picked up and the centre is closed

1. Where a parent/guardian or authorized individual was supposed to pick up a child from care and has not arrived by 6:00pm, staff shall ensure that the child is given a snack and activity, while they await

their pick-up.

2. Staff shall proceed with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual; the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact emergency contacts listed on the child's file.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6:30pm, the staff shall proceed with contacting the Program Supervisor or Executive Director as well as Family and Childrens Services of Lanark Leeds and Grenville (CAS) 1-855-667-2726. Staff shall follow the CAS's direction with respect to next steps.

Absenteeism

- Parents/guardians are required to notify the NGLC (a message can be left on our answering service) if the child will be absent and to give reason for absence.
- If a child will be arriving later than 10:00 AM, parents/guardians are required to call the centre no later than 9:00 AM to inform the educator of the late arrival, and the time that the child will arrive.
- It is especially important for parents/guardians to realize that late arrivals interfere with the smooth delivery of the programs. Educators plan snacks, activities, and outings. When children arrive late, particularly if the centre has not been informed of the late arrival, the routine and daily planning is negatively affected. Therefore, children will not be accepted in the program after 10 AM unless previously arranged.
- Children in the before and after school program must advise NGLC if arrival is expected after school dismissal.
- If, for any reason, the child leaves school during the day and will not be attending the childcare program during after school hours, it is very important that the NGLC is notified immediately that the child will not be coming to childcare.

Fees

North Grenville Learning Centre is enrolled in the Canada-Wide Early Learning Child Care System (CWELCCS). NGLC will collect childcare fees in a consistent, equitable manner to ensure the financial viability of the centre.

Non-Base Rate Fees

- Fees, determined by the Board of Directors, are based on the costs of operating the childcare program and will be reviewed annually.
- Current fee schedules will be posted on the NGLC website.
- A deposit of **\$250.00/child** is required at registration and will be applied toward first month's fees. If, for whatever reason, childcare services are no longer required after registering, 30 days' written notice of withdrawal (before the scheduled start date) is required in order to receive the deposit refund.
- A charge of **\$25.00** will be levied for any cheque made payable to NGLC that is returned NSF by the bank.
- As per the NGLC Late Pick up Policy a fee of \$10.00 will immediately be applied at 6:00 PM. At 6:10, an additional fee of \$1.00 for every minute that a child remains in the Centre after 6:10 PM will be charged.
- Childcare fees are due in advance of service, **on the first day of each month**. Invoices will be issued via email **5 days** prior to the first day of each upcoming month.
- Payments may be made via credit card or EMT to bear.school@nglc.ca. Cheques and cash payments will not be accepted.
- If payment is not received by the **fifth business day at 4:00 PM**, a **\$50.00** late charge will be applied.

- If full payment (childcare fees plus late fee) is not received by the end of the **tenth business day at 4:00 PM**, the child(ren) will not be permitted to attend the program until payment is received in full.
- Families are expected to bring their account current promptly upon notice. Where payment issues persist, remain unresolved, or there is repeated difficulty collecting amounts due, the Center reserves the right, at its sole discretion, to suspend or terminate services/enrollment.
- If services are terminated due to non-payment, the family may request that their child(ren) be placed on the waitlist.
- Monthly fees are inclusive of all statutory holidays and scheduled closures, including the Christmas holiday period. No adjustments, credits, or refunds will be provided for these closures.
- No refunds or exceptions to invoicing calculations will be made for absence due to illness, traveling, or any other reason.
- No refunds will be made when the school is temporarily closed due to emergency conditions (snowstorms, lack of heat, strikes, etc.).
- If a fee subsidy is obtained from the United Counties of Leeds and Grenville, the monthly fee paid by the family is based on the assessed fee contribution. Parents/guardians are responsible for fulfilling all the requirements of the United Counties of Leeds and Grenville Fee Subsidy Agreement, necessary to maintain the subsidy. If parents/guardians become ineligible for childcare subsidy, they are responsible for paying the full monthly fee or for withdrawing their child.

Summer Fees

- Summer fees are charged by the week and billed monthly.
- The Kindergarten and School Age, Before and After School Child Care Programs are ten (10) month programs that follow the school calendar year, beginning the first day of school in the fall and ending on the last school day in June. If summer care is not required, and you wish to hold your space for the following school year, a non-refundable one-week holding fee will be applied. Please note the child is welcome to attend on an available week of your choice.
- Children who no longer qualify for CWELCC (over the age of 6 after June) will be billed the School Age rates.
- Families requiring Kindergarten and School Age childcare during summer months will be required to indicate the weeks in which they require childcare and register their child in the summer program, by April 1st to ensure a childcare space.

Withdrawal

- When a parent desires to withdraw a child, a **14-day written notice** is required, and written notice must be sent to the Executive Director. A refund will be given only if the vacancy can be immediately filled from the waiting list without loss of fees to the childcare program. The refund will be effective from the time of the notice.
- A permanent space cannot be guaranteed if you choose to temporarily withdraw your child.

In consultation with the Program Supervisor and Executive Director, a child may be dismissed from the program when:

1. The program does not meet the needs of the child.
2. The child is unable to function in a group setting.
3. The child is beyond the program age.
4. Parent/guardians do not follow the policies of North Grenville Learning Centre.

5. A school-aged child is unable to follow the program's Behaviour Management Contract (signed at registration in the School Age program for children aged 6-12 yrs.).
 - The Board of Directors chairperson will be notified by the Executive Director when a child is dismissed from the program.

Emergency Closures

- Our centre will close for the following reasons:
 1. No power.
 2. No heat.
 3. No water.
 4. Serious occurrences such as floods, fire, vandalism, etc. where the centre is deemed unsafe for use.
 5. If the Upper Canada District School Board (UCDSB) and/or the Conseil des Écoles Publiques de l'Est de l'Ontario (CEPEO) cancel classes and close public schools due to extreme weather conditions, Leahurst, KPS and Rivière Rideau site programs will close. Please note that our programs at these sites will remain open on snow days when busses are cancelled.
 6. Leahurst and Centre Éducatif Rivière Rideau sites will close if a campus closure is ordered. Please note that campus closures are extremely rare. Severe weather conditions may determine this outcome in which case families will have warning that the campus may be closed.
- Parents will be called to come and pick up their children ASAP if programs close during the day.
- If a decision is made to close prior to 7:00 AM, every effort will be made to notify parents by telephone. If we are not able to reach parents, a notice will be posted on Storypark. Parents are encouraged to call the supervisor or staff members if uncertain about the centre being closed.
- Fees will not be reimbursed if the centre is closed for one day. If the centre is forced to close for an extended period, the BOD will meet to determine reimbursement of fees. Such a circumstance would be extremely rare.

Emergency Management

- All program sites operated by NGLC have Emergency Management Policy and Procedures in place.
- As soon as possible after an emergency event, the Executive Director/Program Supervisor, or designate in charge, must notify parents/guardians of the emergency via phone or email to inform them of the status of the situation.
- When an emergency occurs, that will not require the evacuation of the childcare centre, the Executive Director, Program Supervisor or designate in charge must provide a notice of the incident to parents/guardians by the next business day.
- When an emergency occurs that requires evacuation, the Executive Director/Program Supervisor, or designate in charge will notify parents/guardians of the emergency evacuation and the location to pick up their children.
- Where possible, the Executive Director/Program Supervisor, or designate in charge will update the childcare centre's voicemail box as soon as possible to inform parents/guardians that the childcare centre has been evacuated and include the details of the evacuation site location and contact information in the message.
- If normal operations do not resume the same day that an emergency has taken place, the Executive Director/Program Supervisor or designate in charge must provide parents/guardians with information as to when and how normal operations will resume, as soon as this is determined.

Health Regulations

- Verification of up-to-date immunization (or completed affidavit) as required by the local medical officer of health, is required for each infant, toddler and preschool aged child prior to admission.
- Communicable diseases or prolonged illness shall be reported at once to the Program Supervisor.
- Children who exhibit the following symptoms of illness will not be permitted to participate in the program:
 1. Elevated temperature, flushing, pallor or listlessness.
 2. Acute cold, nasal discharge or coughing.
 3. Vomiting or diarrhea.
 4. Red or discharging eyes or ears.
 5. Undiagnosed skin rashes or infections.
 6. Unusual irritability, fussiness and restlessness.
- A child's return to the childcare program following a contagious illness or injury will be based upon a doctor's note and/or recommendations from the Public Health Unit, or until the child's ability to participate in a group setting is assessed by the Program Educator and Program Supervisor.
- The CCEYA requires that children play outdoors daily. If a child is too ill to play outdoors, they should remain at home.
- Children who become ill during the day will be isolated from the other children and parents/guardians will be contacted. The child will be cared for until the parent/guardian arrives to take the child home. Please plan to pick up your child as soon as possible.
- We refer to the Leeds Grenville Health Unit guidelines to determine if your child is ill and should be picked up from the program. We take the child's temperature by ear or forehead. The degree of fever does not necessarily tell us how serious the illness is. How a child acts is a better sign. A child with a mild infection can have a high fever, while a child with a severe infection can have no fever at all. We take these factors into consideration when determining whether to call parents.
- **We will call you to pick up your child if:**
 - ✓ **They have a fever over 38°C. (100.4 °F)**
 - ✓ **They are unusually lethargic or behave as if ill.**
 - ✓ **They are vomiting and/or have diarrhea.**

Please be patient and work with us in our attempts to reduce the spread of illnesses in our centre. We are responsible for the health and well-being of many children and cannot accept a sick child without putting all (including our educators) at risk.

The Health Unit recommends the following if your child is ill:

Keep your children at home if they are sick. This will help to prevent the further spread of illness and will give your child the best chance of a quick recovery.

- ✓ Influenza-like illness, fever, cough, sore throat and other respiratory symptoms.
- ✓ Vomiting and diarrhea (48-hour exclusion - after symptoms have stopped).
- ✓ Pick up your child if they become ill as quickly as possible.
- ✓ Inform us of influenza-like illnesses when you call to report your child's absence.
- ✓ Keep them home until they are fever and symptom free for 24 hrs without the aid of over-the-counter medication. If your child has been medicated with over-the-counter medication (exception – antibiotic prescription), they should not come to childcare!

Clothing for Indoor and Outdoor Play

- Please ensure that your child has proper attire for indoor and outdoor play.
- Adequate, seasonably appropriate clothing must be worn for the weather.

- Licensing requires that we take the children outdoors for at least two hours/day, weather permitting. Outdoor play is a very important part of our program philosophy, and we go out in most weather conditions providing that the temperature is not extremely hot, cold or stormy. We do go out in mild wet and rainy conditions; therefore, it is important to provide outdoor clothing and appropriate footwear that will enable your child to stay warm and dry and to enjoy their time outdoors. NGLC has purchased “Tuffo Muddy Buddy” wet suits for the Infant, Toddler and Preschool children to wear on wet and muddy days. The suits will remain at the centre and are not intended to replace the need for appropriate outerwear as described above. The suits are intended to enhance the outdoor play experience and to encourage the children to be free to explore and get dirty, worry free.
- Shoes or slippers, that fasten or tie up, with non-slip soles must always be worn when indoors. Slip-on, play “dress-up” shoes (i.e., Barbie) are not considered appropriate footwear as they present a safety hazard. “Flip-flops” in summer are also not recommended for safe play when outdoors.
- A seasonally appropriate, complete change of clothing is required to be brought to the school. Children’s clothing should be labelled with their name. Check the “Lost and Found” regularly for missing items.
- Many of our activities, art and sensory play for example, may be “messy”. Parents/guardians are encouraged to send children in clothing that is “OK” to get dirty.

Field Trips, Forest School and Neighborhood Excursions

- Activities, off the approved childcare site, such as field trips and neighbourhood walks, etc. are often planned by the program educators.
- For neighbourhood walks, parents will give permission at registration by signing the registration form. The statement, as it appears on the registration form, concerning permission reads: *“I grant permission for my child to leave the licensed program premises under the supervision of a teacher for, community walks etc.”* For neighbourhood walks and excursions, educators will communicate details to parents verbally either at the beginning or end of the day. Often, these excursions are documented via photographs and the photos and learning stories will appear on Storypark.
- For field trips where transportation is required, permission forms will be provided to parents/guardians detailing the location of the field trip, transportation details, length of trip and if applicable, the cost of the trip. Parents must sign the form and return it to the program educator by the date specified on the permission form. Children will not be permitted to go on field trips without signed consent from parents/guardians.
- Bear School will take place at each site’s designated Forest School space. (see pg. 37)
 - a. Sites are accessed weekly and site risk inspections are conducted at each visit.
 - b. Children walk in groups to their sites. Safety precautions are taken when crossing streets.
 - c. Forest School excursions are included in the cost of the program.
 - d. Forest School consent is given at registration by signing the registration form.

Nutrition Program – Infant, Toddler and Preschool programs

- Nutritious and delicious lunches that meet *Canada’s Food Guide* will be served to children who attend the Infant, Toddler and Preschool programs at our Kemptville Public School, Riviere Rideau and Leahurst sites.
- Weekly lunch and snack menus will be posted.
- Children will be required to wash their hands before snacks and lunch.
- Expectations for using table manners will be consistent and appropriate. Expectations will be modeled by the educators and children will be encouraged to say “please” and “thank you”, take small helpings at a time and finish eating it before taking more, swallow food before talking, stay seated until finished, ask to be excused from table, etc.

- Children will be encouraged to try new foods, never coaxed or bribed. The child will be allowed to accept or reject foods of their own choosing.
- Lunch and snack menus are **allergy aware**. If a child has an allergy (i.e., dairy, gluten), an appropriate substitute will be offered. All allergies and necessary alternate arrangements/food substitutions will be discussed at the interview prior to registration.
- A list of children with allergies will be posted in all classrooms and the kitchen.
- Treats from home (i.e., birthday cakes, special occasions), are not permitted.
- When on excursions, or at Bear School, lunches will be packed in coolers with icepacks. Portable hand washing stations or hand sanitizer will be provided. Picnics will use blankets or coverings to sit on when needed.

Nutrition Program – KPS and CERR Kindergarten and School Age Programs

All children who attend full day programs for kindergarten and school age are required to adhere to our packed lunch policy.

Packed Lunch Policy

- Before/After School and Summer Care programs provide morning and afternoon snacks.
- Lunches must be provided if children attend a full day session – PA days, March Break, Christmas holiday school closure days, Summer Care etc.
- The *Child Care and Early Years Act, 2014* specifies that all lunches, provided by a childcare program, or brought from home, must be healthy.
- Any form of candy, chips and soft drinks are not permitted and foods that present an allergy threat must not be in the lunch brought from home.
- A list of food allergies will be provided to parents who choose the PA Day and Summer Care attendance options.
- When on excursions, or at Bear School, lunches will be carried, or snacks provided in a cooler with icepacks. Portable hand washing stations or hand sanitizer will be available. Picnics will use blankets or coverings to sit on when needed.

PA Days, March Break and Christmas holiday school closures – KPS and CERR Before & After School Programs

- Attendance on additional full days must be pre-arranged at registration by choosing the fee option that includes all additional full days. (Please refer to current fee schedule)
- On snow days, when buses are not running, the before and after school programs will operate as usual and children will be sent to their classrooms during the day. * **Non KPS students, that are enrolled in the Before and After School Program at KPS cannot be accommodated during the school day on snow days and parents are expected to make alternative arrangements for their children on snow days.**
- The *Child Care and Early Years Act, 2014* specifies that all lunches, provided by a childcare program, or brought from home, **must be healthy**. Any form of candy, chips and soft drinks are not permitted **and foods that present an allergy threat must not be in the lunch brought from home**. A list of food allergies will be provided to parents who choose the PA Day and Summer Camp attendance options.

Late Pick-up Policy

- **Our centres close at 6:00 p.m. sharp!** You must notify the NGLC, as soon as possible, if you are unable to arrive by closing time. **A penalty of \$10.00 will immediately be applied at 6:00 PM. At 6:10, an additional fee of \$1.00 for every minute that a child remains in the centre after 6:10 PM will be charged.** If child is still not picked up by 6:00 PM, the educator on duty will call the emergency contact

names provided at registration and request arrangements be made to pick up the child ASAP. Time will be calculated using clocks designated at the centre. Parents are required to sign the late sheet as they are leaving the centre.

- A late fee will be billed to the family childcare account and payment is due upon receipt of the late fee invoice. The Executive Director and the Board of Directors will review violation of the late policy. Continued violations of any part of this policy may result in termination of the childcare agreement, after prior verbal and written notification to parents and at the discretion of NGLC.

ADDITIONAL INFORMATION

Child Care Fee Subsidy Online Application Form:

<https://uclg.formbuilder.ca/Community-and-Social-Services/Childrens-Services/Application-for-Child-Care-Fee-Subsidy>

Via this link, applicants can initiate the application process by completing and submitting a CCFS application form online (including supporting documentation). Once the application is received, a staff from the Children's Services Department will contact applicants to set up an appointment and determine eligibility.

To be eligible for CCFS:

- Family must live in Leeds and Grenville.
- Parent(s) must be working, going to school or have special needs.
- Have filed their income tax; eligibility is determined by a family's combined income as shown on line 236 of the Notice of Assessment (NOA)

Families may also call (613-342-3840 x 2351) or, email childcare@uclg.on.ca to apply for CCFS.

WAIT LIST POLICY

- Children are eligible for admission into North Grenville Learning Centre programs from birth to 12 years of age.
- NGLC does not charge a fee or deposit for the placement of their child on a waiting list for an unsecured spot in the childcare centre.
- NGLC wait list is administered by the Program Supervisor in a transparent manner that maintains the privacy and confidentiality of the children on the list. Inquiries are entered on a general spreadsheet that will illustrate the date of the inquiry, age of child, anticipated start date and entries will be identified by a "family code" to protect confidentiality. Further, specific details regarding the family name, contact information etc., will be maintained by the Program Supervisor on a confidential spreadsheet.
- Information about the wait list is available to prospective parents by calling the Program Supervisor to inquire about the number of families on the wait list. Parents may also ask to view the general spreadsheet to see the number of prospective families waiting on a childcare space.
- Part time spaces are limited.
- Priority will be given to families that require full time care. Part time members will be given the first option of going full time when space becomes available.
- Siblings of children currently registered will be given priority over families who do not have a child registered with NGLC, providing there is available space. It is recommended that siblings be placed on the wait list as soon as possible.
- The NGLC Parent Handbook is available to any parent considering entering an agreement for the provision of childcare. The handbook is on the NGLC website and can also be provided via email or in hard copy.

- An interview and site visit will be scheduled prior to enrolment so that families can become familiar with the program, meet the educators, and ask questions.
- When registering for a secure spot in the centre, a \$250/child deposit is required and will be applied towards the first month's fees. To receive a deposit refund, 30 days' notice of withdrawal is required before the scheduled start date.

COOPERATIVE ROLES AND RESPONSIBILITIES OF PARENTS

As a member of the North Grenville Learning Centre, you will have an opportunity to fulfill a role in the running of the center. The responsibilities range from sitting on the Board of Directors to yard clean-up workdays. Although some jobs carry more involved work expectations, all jobs outlined are essential in the smooth operation of the co-operative. When choosing a position, keep in mind that the experience will make you an integral part of the co-operative and some roles will give you experience that can be used on a C.V.

Following, are job descriptions for board and other committees/positions that will be helpful in considering a position that is right for you as a member of this co-operative.

BOARD OF DIRECTORS

"It is a shared co-operative endeavour under a shared professional/parent umbrella. No one person can pull the load. The Board needs to be aware of the fine line of responsibility between its administrative duties and the Executive Director's domain. The partnership that develops between the E.C.E. and the Board respects the program responsibilities of the E.C.E. and the administrative responsibilities of the Board." (*"Growing Co-operatively"* by O.P.P.C.E.O.).

The Board of Directors consists of Officers and Directors and is necessary to carry out the administrative responsibilities of the North Grenville Learning Centre. They are responsible for governing the school, on behalf of the parent membership. The Board of Directors is comprised of parents and community members and reflects the needs of the NGLC and the community.

All members of the Board of Directors are expected to attend monthly BoD meetings, attend all general membership/parent appreciation evenings (1 - 2 annually), maintain confidentiality of information pertaining to school business, children, parents, volunteers and educators, participate on other board sub-committees as required, and be familiar with and follow the By-Laws and Policies and Procedures of the North Grenville Learning Centre.

All remaining BoD positions are open to parent members but can be held by persons who do not have a child currently enrolled in the childcare programs. To be eligible, non-parent members must have held a position on the BoD as a Community Representative for a period of one year or, have previously served on the BoD as a parent member. They may hold this position for a two-year period. If at the end of the current member's two-year term a new parent wishes to run for the position, an election will be held. All Board of Director positions have one (1) vote.

All Board of Director members are responsible for:

- Determining and maintaining the philosophy of NGLC.
- Establishing and maintaining the objectives and goals of the NGLC (both long term and short term).
- Establishing and or/approving BoD governance policies.

- Refining the duties and responsibilities of the members.
- Determining and attending all meetings.
- Adhering to the By-Laws of the corporation.
- Ensuring that all legal requirements are met.
- Meeting financial obligations of the centre.
- Adopting and supporting the annual budget.
- Developing criteria for the evaluation of the BoD and its members.
- Interpreting the NGLC to the public.
- Identifying outside support resources.
- Maintaining the history, archives, and business files of the centre.

In accordance with the North Grenville Co-operative Pre-School and Learning Centre Inc. (Legal name – shortened to NGLC as operating name) registered By-Laws, the Board of Directors will consist of the following members. Listed are members and their specific roles:

Officers:

1. Chairperson
2. Vice-chair
3. Finance Officer
4. Secretary

Directors:

5. Executive Director
6. Public Relations/Marketing Coordinator
7. Community Liaison

CHAIRPERSON

The Chair of the Board of Directors is responsible for establishing a tone and providing leadership for the Board members. In collaboration with the Board, the Chair ensures efficient business operations of the center following the By-Laws and Policies and Procedures. In collaboration with the Executive Director, the chair will help ensure a positive day-to-day operation of the center and establish and support policies to reinforce a positive school atmosphere. This person should have previously (within the past 2 years) held a Board of Directors position.

- Presides over and plans all Board of Directors (BoD) meetings and General Membership meetings. Calls special meetings as need arises.
- Gives notice of BoD meetings and prepares agenda.
- Co-ordinates the BoD member’s basic responsibilities, delegates tasks and functions accordingly.
- Appoints committees and participates in sub-committees as required.
- Member of Personnel Committee.
- Requests written reports from other members when required.
- Co-signs all documents and cheques along with the Executive Director and/or Finance Officer.
- Encourages group cohesion and parent participation, working closely with the Executive Director in establishing a positive and open relationship with the general parent membership.
- Co-ordinates with Community Rep/Advisor in acting as a public relations officer for the North Grenville Learning Centre.

- Maintains confidentiality of information pertaining to school business, children, parents and educators in accordance with Privacy Policy.
- Submits an annual report at the AGM.
- At the end of the term, the Chairperson is required to act as a “Past Director” and assist the newly elected Chairperson over the first few months.

VICE-CHAIR

- Assists the Chair where required.
- Assumes the role of the Chair during her/his absence.
- Works with the Executive Director in compiling and updating a Board of Directors Manual which includes:
 - Copy of By-Laws,
 - Copy of the Parent Handbook,
 - Copy of the Board of Directors Handbook,
 - Information relevant to a BoD member, i.e., previous years minutes, responsibilities of BoD members etc.
- Ensures that all BoD members are aware that they are responsible for maintaining and adding any relevant information to the manual and that the manual is passed back to the Vice-Chair at the end of their term.
- Implements an annual BoD (self-evaluation). Review and compile results for presentation to the Board.
- Maintains confidentiality of information pertaining to school business, children, parents and educators in accordance with Privacy Policy.
- At the end of term, attends the first parent orientation meeting for the upcoming year to ease the transfer of responsibilities to the newly elected Vice-Chair.

SECRETARY

- Records and reads minutes of all meetings.
- Establishes and maintains the minute book file.
- Establishes and maintains a book of motions.
- Establishes and maintains standing files in the school containing all historical information and data.
- Keeps an updated copy of the by-laws and the minute book at all meetings.
- Performs duties related to typing, duplicating, and maintenance of accurate files on all correspondence as delegated by the Board.
- Maintains confidentiality of information pertaining to school business, children, parents, and educators in accordance with Privacy Policy.
- At the end of term, attends the first parent orientation meeting for the upcoming year to ease the transfer of responsibilities to the newly elected Secretary.

FINANCE OFFICER

- Co-signs all documents and cheques along with the Executive Director and/or Chairperson.
- Manages and assists Executive Director with the annual budget and financial activities of the NGLC.
- Maintains confidentiality of information pertaining to school business, children, parents and educators in accordance with Privacy Policy.
- Submits an annual report at the AGM.

EXECUTIVE DIRECTOR

- Standing position receiving wages to fulfill duties outlined in job description.
- Stands as the designated licensee of all NGLC programs, therefore is accountable to the Ministry of Education regarding all legislation related business.

- Member of Personnel and Finance Committees.
- Co-signs all documents and cheques along with the Chairperson and/or Finance Officer.
- Establishes and maintains licensing, insurance renewal, lease agreement, letters of employment, etc.).
- Maintains incorporation documents, bylaws and ensures updates are submitted as necessary.
- Is familiar with the insurance policy and deals with any issues arising.
- Maintains confidentiality of information pertaining to school business, children, parents and educators in accordance with Privacy Policy.
- Reviews on a continual basis with the program supervisors, any issue that may arise in the day-to-day running of the programs including safety and upkeep of the property.
- Submits an annual report at the AGM.

PUBLIC RELATIONS/MARKETING COORDINATOR

- Maintains the school archives (photos, press, special events etc.).
- Works together with the Community Liaison to publicize events and activities by means of news media, posters etc.
- Maintains confidentiality of information pertaining to school business, children, parents and educators in accordance with Privacy Policy.

COMMUNITY LIAISON

- Sits on the Board Directors as a parent, or non-parent community member, to help promote North Grenville Learning Centres' programs and activities and represent community interests to the Board of Directors.
- Maintains confidentiality of information pertaining to school business, children, parents and educators in accordance with Privacy Policy.
- Works with the BoD to implement an annual program evaluation (parent survey).

AD HOC COMMITTEES

- All co-operative parent members will be considered a member of the volunteer pool. A call for volunteers to sit on Ad Hoc committee will be announced as the need arises.

ADDITIONAL, SPECIFIC JOBS

- These are extra jobs that need doing but are not mandatory for parents to make a commitment.
Examples: Flowerbed and garden maintenance, sandbox maintenance, special projects etc. If you have an interest or talent and would like to help, your assistance will be most welcome.

MEDICATION ADMINISTRATION POLICY AND PROCEDURES

Whenever possible, parents should administer medication to children at home, if this can be done without affecting the treatment schedule. If medication must be administered during childcare hours, this policy and procedures have been established to ensure that medication is properly stored, administered and recorded.

Prescription medications can be administered to children when they are in care during the day. Additionally, due to the frequency and their longer-term daily usage, sunscreen, diaper creams, lip balms and hand sanitizers can also be administered. Parents will be asked to provide a signed and dated set of written instructions (if they are non-prescription, and/or they are not for acute (symptomatic) treatment,) giving specific details regarding when and how to administer the product.

The requirements for the administration of drugs and medication apply to more than prescription medications.

All products containing Drug Identification Numbers require a schedule of administration and applicable record keeping. The requirements apply to a wide variety of items, including vitamins, medicated ointments, prescription medication and over-the-counter medication. *(A Drug Identification Number (DIN) is an eight-digit number assigned by Health Canada to a drug product prior to being marketed in Canada. It uniquely identifies all drug products sold in a dosage form in Canada and is located on the label of prescription and over-the-counter drug products that have been evaluated and authorized for sale in Canada.)*

Accepting Medication for Administration:

When accepting medication for administration during childcare hours, NGLC will ensure the following for all prescribed medications.

- A drug or medication is administered to a child only from the original container as supplied by a pharmacist or the original package and that the container or package is clearly labelled with the child's name, the name of the drug or medication, the dosage of the drug or medication, the date of purchase and expiration, if applicable, and instructions for storage and administration.
- The prescribed medication, in the original container with the pharmacist's label clearly marked with:
 - a) The child's name.
 - b) Name of the medication.
 - c) Dosage.
 - d) The date the medication was dispensed.
 - e) Expiry date.
 - f) Storage instruction.
- A drug or medication is administered to a child only where the parent/guardian of the child gives written consent for the administration of the drug or medication. NGLC will ensure that:
 - a) The parent/guardian has read and understands the Medication Administration Policy and Procedures. (see General Policy and Procedures sign-off in registration file)
 - b) A Medication Administration Consent Form, that sets out the times the drug or medication is to be given and amounts to be administered, must be completed, signed and dated by the parent/guardian.
- Staff will check that the parents' written instructions match any instructions printed on the original container and that the medication is not expired. If medication is to be administered on an "as needed" basis, the written instructions must clearly indicate the situations under which the medication is to be given. Simply indicating "as needed" or "as required" is not enough.
- In the case of emergency medications, the form is an ongoing consent for up to one year. Parents must give written consent annually, or as needed, to stay current.
- For all other prescribed medications, a consent form must be completed and signed by parent/guardian for each new course of medication.
- NGLC will keep the Medication Administration Consent Form (which details instructions for storage, administration and details of possible side effects or reactions) with the medication and a photocopy on the child's file.
- NGLC will not accept medications that appear to have been dispensed in the past or have been prescribed to other children.
- For each child receiving medication, an entry must be made on a medication administration form and noted in the daily written record. Staff giving the medication should list each dose administered and the time. If a dose is omitted or late, reasons must be listed.
- When possible one Program Educator/classroom will take responsibility for the administration of prescription medications.

Emergency Medications

- Emergency Medications will be stored out of reach of children but easily accessible to staff – not locked. Parents will be expected to take responsibility of placing the medication in a designated area (basket labeled Emergency Medication) if the medication is to be brought to school each day. It is preferable to provide emergency medication to be left on the school premises. The cupboard where the medication is to be stored will be labeled "Emergency Medication". See that the medication is contained in a separate bag or pouch with the child's name clearly written on the container.
- **NGLC may permit a school aged child to carry his or her own asthma medication or emergency allergy medication in accordance with the procedures established in this policy and individualized medication plan.**
- In certain situations (e.g., perhaps with older children), it may be appropriate for NGLC to establish a written procedure for a child's self-administration of an asthma puffer. If such a request is made by a parent/guardian for a child to self-administer a medication (e.g., puffers or epinephrine), NGLC will develop an appropriate, individual written procedure, in consultation with the child's parent/guardian, and establish specific procedures for the child's self-administration. NGLC will keep a record of the self-administration and the time on a medication form and note it in the daily written record. All other requirements must be complied with (e.g., parental written authorization and administration form, clearly labelled original containers as stated under section #1 of this policy).
- All prescription medications that require refrigeration will be stored in a locked medication box in the fridge. Medications needing to be stored at room temperature will be kept in a locked medication box in the cupboard labeled Emergency Medications.

Allergic Reactions:

When an allergic reaction is suspected or occurs during the child's time at childcare, immediately administer the prescribed medication (check instructions carefully).

When an EpiPen is used the child must be taken to the hospital immediately.

- a) Inform the child's parents.
- b) Document – date, time, suspected substances, symptoms - space provided on back of authorization form.
- c) When an EpiPen has been administered, a Serious Occurrence Report must be completed.
- d) Ensure that the child avoids the (potentially) allergic substance again. A mild reaction one time may be severe the next time.

Administration of Emergency Medication.

- One Program Educator/classroom will take the responsibility of administering the emergency medication (except in the case when the parent/guardian of the child who needs emergency medication is volunteering that day). There may be times when the educator may not be immediately available (i.e., assisting a child in the washroom etc.) and as an allergic reaction is potentially life threatening, it may be necessary for a volunteer to administer the dose. This scenario should only occur if the situation warrants.
- All volunteers will be made aware of the children who have potentially life-threatening allergies or conditions requiring immediate attention and how to proceed should a situation occur.

POLICY ON TRANSITIONING CHILDREN FROM THE KINDER PROGRAM TO THE PRIMARY AGE PROGRAM

Purpose

This policy establishes guidelines for transitioning children from the Kinder Program to the Primary School Age Program based on their birthdays while maximizing financial support for families eligible for the Canada-Wide Early Learning and Child Care (CWELCC) subsidy. Since CWELCC funding is discontinued once a child turns six (6) in a Primary/Junior School Age Program but continues if they remain in the Kinder Program, this policy prioritizes keeping eligible children in the Kinder Program for as long as possible.

Transition Timeline

Children will transition from the Kinder Program to the Primary School Age Program based on the following schedule:

- Children turning six (6) in July or August → Transition at the end of the month of their birthday.
- Children turning six (6) between September and December → Transition in September of that school year.
- Children turning six (6) between January and June → Will remain in the Kinder Program if space allows. If space constraints require mid-year transitions, priority will be given to keeping children with earlier birthdays (January – March) in the Kinder Program as long as possible to retain CWELCC funding.

Selection Criteria for Mid-Year Transitions (January – June)

If space limitations require children to move to the Primary School Age Program before June, the following selection process will be followed to minimize the loss of CWELCC funding for families:

1. Children with later birthdays (April – June) will transition first.
 - Example: A child turning six in May will be prioritized for transition before a child turning six in January to allow those with earlier birthdays to retain CWELCC funding longer.
2. Children with birthdays closer to January will be retained in the Kinder Program whenever possible.
 - This ensures families benefit from the CWELCC funding for as long as possible before it is discontinued.
3. Program Capacity Considerations.
 - If space is available, all children with birthdays between January and June will remain in the Kinder Program to maximize funding support.
4. Exceptions for Unique Circumstances.
 - If a child requires an earlier transition due to developmental readiness, program fit, or parent request, exceptions may be considered on a case-by-case basis.

Notification

- Families will receive written notice at least one month before their child's transition.
- Transition visits will be arranged when possible, to help children adjust to their new classroom and educators.

By structuring transitions in this way, NGLC ensures that families receive the maximum financial benefit available through CWELCC funding while maintaining program stability and fairness in the transition process.

SLEEP POLICY

Children's well-being is supported when adults respect and find ways to support each child's varied physiological and biological rhythms and needs for active play, rest and quiet time. Finding ways to reduce stress through providing space and time for rest and quiet play based on individual differences helps children become increasingly aware of their own basic needs and supports their developing self-regulation skills. NGLC educators reflect on how the organization of time, space and materials supports children's varied needs for sleep, rest and quiet time. Your child's educator will take into consideration instructions given from parents regarding their children's sleep and rest period.

These instructions will be followed as closely as possible, but the educator will also take into consideration the need of the individual child. For example, if a parent has provided instructions for the child to not sleep during the day but the child is falling asleep at the table, NGLC will provide a rest period for this child and explain to the parent that the child required a nap that day because the child was unable to stay awake.

North Grenville Learning Centre will ensure the following for a child who regularly sleeps at the childcare centre:

- Parents will be advised of the sleep policies and procedures at registration.
- A Program Educator performs a direct visual check of each sleeping child, every half hour (4 times/hour for infants), by being physically present beside the child while the child is sleeping and looking for indicators of distress or unusual behaviours. Caregivers will look for signs of distress (e.g., change in skin colour, change in breathing, signs of overheating) and react as required.
- There is sufficient light in the sleeping area or room to conduct direct visual checks.
- Direct visual checks are recorded in the logbook in the toddler and preschool programs. In the infant room, the direct visual check times will be recorded on the daily infant report forms. A copy of this form will be provided to the parent on a daily basis and a second copy will be retained and stored in the child's file.
- Parents will be consulted regarding a child's sleeping arrangements (child's sleep preferences, required accommodations, precautions etc.) at the time of enrolment to the childcare centre or when the child transitions between programs or rooms or upon a parent's request. This consultation will occur verbally.
- Sleep arrangements/requirements can be adjusted at any time determined necessary via consultation with the parent and program educator.
- Children will be assigned to individual cribs or cots, and the child's name will be placed on the cot/crib so that caregivers and parents will know which crib or cot belongs to which child. Parents will be notified of any changes to crib/cot assignment.
- A sleep chart will be maintained in each classroom.
- Educators will maintain a detail of the cot /crib layout and will detail any individual sleep preferences or requirements for each child.
- Any significant changes in a child's sleeping patterns or behaviours during sleep will be communicated to parents and will result in adjustments to the manner in which the child is

supervised during sleep, including details regarding the performance of direct visual checks, how frequently direct visual checks will be performed and how direct visual checks will be documented.

These changes may be communicated to the parent verbally, or via email or Storypark.

- Toddler and preschool rest periods will be no longer than two hours in length.

Quiet Time for Non-Sleeping Children

Children who do not fall asleep or who show no signs of tiredness will be offered the opportunity to have a quiet rest period. During this time, they may lie or sit quietly on or near their cots for a few minutes before being offered alternative quiet activities such as books, puzzles, or other calm, independent play. This approach allows for respectful transitions and ensures children are not disturbed while sleeping.

Children will never be forced to sleep or required to remain on their cots if they are not tired. Staff may sit near children during rest time and, upon request, may provide comfort by gently rubbing the child's back. At no time will staff apply physical pressure or use force to keep a child on their cot or to encourage sleep. All rest time interactions will be child-led and supportive of each child's comfort and well-being.

For Infants Aged 0–12 Months:

- Parents of children younger than 12 months will be advised of the obligation regarding sleep supervision and monitoring at registration. A questionnaire will be provided to parents that will include information regarding sleep habits and is to be completed and provided on the infant's start date. This document will be kept in a binder the infant room for easy referral, then moved to the child's file when they move to the toddler program.
- Children, up to their first birthday, will be placed on their backs for sleep as a means to reduce the risk of sudden infant death syndrome (SIDS). It is important to note that the Joint Statement sets out that once infants are able to roll from their backs to their stomachs or sides, it is not necessary to reposition them onto their backs.
- The requirement for an infant sleep position may only be waived if a medical doctor/physician recommends differently in writing.
- Other than a firm mattress and a fitted sheet, there will not be any extra items such as pillows, duvets, blankets and bumper pads in the crib to reduce the risk of suffocation.
- Infants are safest when placed to sleep in fitted one-piece sleepwear that is comfortable at room temperature to reduce the risk of overheating and minimize the use of blankets. If a blanket is used, only a thin blanket of breathable fabric should be used.
- Strollers, swings, bouncers and car seats are not intended for infant sleep. An infant's head, when sleeping in a seated position, can fall forward and cause their airway to become constricted. Once an infant falls asleep, the child will be moved, as soon as possible, or as soon as the destination is reached, to the crib.

ANAPHYLAXIS POLICY

OUR PROGRAMS ARE ALLERGY AWARE

Anaphylaxis is a serious allergic reaction and can be life-threatening. The requirement for an anaphylaxis policy is intended to help support the needs of children with severe allergies and provide relevant and important information on anaphylaxis to parents, staff, students and visitors at the childcare centre. These provisions are aligned with Sabrina's Law, 2005, which requires all district school boards and school authorities in Ontario to

develop an anaphylaxis policy.

In our centre we have, at times, children who are at risk for potentially life-threatening allergies. Our centre's anaphylaxis plan is designed to ensure that children at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff, students and volunteers are trained to respond in an emergency situation.

Anaphylaxis means a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock, and "anaphylactic" has a corresponding meaning. Symptoms include one or more of the following:

- Swelling of the eyes and face.
- Hives all over the body.
- Difficulty breathing.
- Vomiting.
- Diarrhea.
- Loss of consciousness.

Symptoms can happen at the same time, and they can often occur in less than ten minutes. If the child is not given adrenaline (epinephrine) immediately, they could die. Severe reactions can occur even if the child has had no signs or symptoms of a reaction in the past. In this case call **911** for assistance.

What causes anaphylaxis?

Someone who is highly sensitive could become anaphylactic by:

- Eating a substance, e.g., nuts.
- Inhaling a substance, e.g., pollen.
- Touching a substance, e.g., peanut butter.
- Being bitten or stung by an insect, e.g., bee.
- Medications.
- Latex or other substances.

Someone who does not have appropriate treatment for an asthma attack could become anaphylactic. While anaphylaxis can lead to death if untreated, anaphylactic reactions and fatalities can be avoided.

Identification of Children at Risk

At the time of registration, parents/guardians are asked about medical conditions, including whether children are at risk of anaphylaxis or asthma. All staff, students and volunteers must be aware of these children.

It is the responsibility of the parent to:

- Inform the program supervisor of their child's allergy (and asthma) before the child attends the centre.
- Complete medical forms and the Anaphylaxis Emergency Plan, which includes a photograph, description of the child's allergy, emergency procedures, contact information, and consent to administer medication.
- The Anaphylaxis Emergency Plan will be in the child's classroom and the kitchen and dining room and a copy will be available with the group at all times.
- Ensure that the medications are provided to the centre before the existing medications reach their expiry date.
- Advise the center, in writing, if their child has outgrown an allergy or no longer requires an epinephrine auto-injector. A note from the child's allergist or physician is also required.
- Parents are encouraged to have their child wear a medical identification (Medic Alert) bracelet. The identification could alert others to the child's allergies and indicate the child needs epinephrine. Information accessed through a special number on the identification jewelry can also assist first responders,

such as paramedics, to access information quickly.

Availability and Location of the Epinephrine Auto-injectors

- Store out of reach of children, but make easily accessible to staff, students and volunteers (not locked). Staff working directly with the child may carry the auto injector. All staff, students and volunteers must know the location of the auto-injectors.
- If appropriate, school aged children attending a school aged program, may carry their own asthma medication or emergency medication as long as the child has demonstrated maturity to carry on their own auto-injector and asthma inhaler (by Gr. 1 or, Gr. 2). (*Procedures, established under Regulation 262, section 37, Clause (1) (a) in the Day Nurseries Act will be followed in this circumstance*).
- Posters which describe signs and symptoms of anaphylaxis and how to give an epinephrine auto-injector will be placed in relevant areas, e.g., classrooms, office, and kitchen.
- Additional auto injectors should be brought on field trips. If the location is remote, it is recommended that a teacher carry a cell phone and know the location of the closest medical facility.

Emergency Protocol

- An individual Anaphylaxis Emergency Plan must be developed and signed by the child's parent before the child begins at the centre. It must be reviewed and updated where applicable and signed again by the child's parent/guardian at least annually.
- Parents/guardians of the allergic children are to discuss the individualized plans with the Program Supervisor.
- The child's individual Anaphylaxis Emergency Plan will be available along with the center's allergy list in the food preparation and serving areas, the playrooms and the office and is with each group at all times.
- Adults need to listen to the concerns of a child at risk, who usually knows when a reaction is occurring, even before symptoms appear.
- To respond effectively during an emergency, a routine has been established and will be practiced, similar to a fire drill. During an emergency:
 1. One adult remains with the child at all times.
 2. One adult goes or calls for help.
 3. Before administering epinephrine check for:
 - ✓ the right medication
 - ✓ the right child
 - ✓ the right dose
 - ✓ the right route of administration
 4. Administer medication at the first sign of reaction. The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child if epinephrine was not required. Note time of administration.
 5. Call 911. Have the child transported to an emergency room, even if the symptoms have subsided. Symptoms may reoccur hours after exposure to an allergen. If the child has a back-up epinephrine auto-injector it should be taken along.
 6. Contact the child's parents.
 7. One calm and familiar adult must stay with the child until a parent or guardian arrives.

Training

- Staff will review and sign the anaphylaxis policy before they are employed and at least annually thereafter. Students and volunteers will review and sign the anaphylaxis policy before they begin to provide care or guidance at the centre and at least annually thereafter.

- When a child with anaphylactic allergy is enrolled in the centre, training will be provided for staff, students, and volunteers. This training will provide a review of the child's Individual Anaphylaxis Emergency Plan which includes monitoring and avoidance strategies for the child, signs and symptoms of anaphylactic reaction, and the emergency procedures to be followed in the event of an anaphylactic reaction. It will also include a demonstration of administration of epinephrine for the child.
- The two components of training are:
 - **A review of the child's Individual Anaphylaxis Emergency Plan with the child's parent and the Program Supervisor:**
This plan provides information on signs, symptoms, and responses to anaphylactic reaction. The training will be provided by the parents of the child with an anaphylactic allergy, to the Program Supervisor who in turn will provide training to all other staff, students and volunteers.
 - **The demonstration of the administration of epinephrine:**
When a child with an anaphylactic allergy is enrolled in the centre, training on the standard methods of administering epinephrine will be reviewed by all staff, students and volunteers prior to providing guidance to or caring for the child, and at least annually thereafter.
- All staff, students and volunteers who provide or may provide care for the child with an anaphylactic allergy for a period of time (e.g. coverage during rest period, supervision at lunch, in blended groupings at arrival and departure times, supply staff), as well as other staff whose work may be impacted by a child's anaphylactic allergy (e.g. cook by a severe food allergy, a cleaner by a severe bleach allergy), will review the Anaphylaxis Emergency Plan. They will also be provided with training in the administration of epinephrine to be able to respond in the event that a child has an anaphylactic reaction. Staff who will never be involved in the care of any child, such as a custodian, maintenance worker, bookkeeper etc. are exempt from this requirement.

Creating an Allergy-Safe Childcare Environment

Special care is to be taken to avoid allergy causing substances. Parents are asked to consult with staff or supervisor before sending food to the center. If permission is granted, the parents must provide a copy of the recipe or, in the case of a cake mix, provide the box/package. The risk of accidental exposure to a food allergen can be significantly diminished by means of such measures. Given that anaphylaxis can be triggered by minute amounts of an allergen when ingested, children with a food allergy must be highly supervised and encouraged to follow certain expectations.

- ✓ Wash their hands before eating.
- ✓ Not to share food, utensil or containers.
- ✓ To place food on a napkin, wax paper or plate rather than in direct contact with a table.

- No snacks from lunch kits will be permitted before or after school.
- All snacks served in the childcare program will be prepared by center staff.
- If a child in the program has severe allergies to a number of foods, the parents of this child will be asked to provide an alternate lunch, to be brought to the center each day that the child is participating in the program, to ensure that the child will not accidentally ingest an allergen. This child will be highly supervised at lunchtime and may be seated at a separate table at the request of the parent/guardian. The surface of this separate table will be carefully cleaned. All children will wash their hands before and after eating and will not share food, utensils or containers.
- Regarding the Packed Lunch Policy for Kindergarten and School Aged programs, families are required to provide a nutritious, packed, nut-free lunch for their child on PD Days, March Break and during the summer

childcare program. Families are provided with information about the healthy types of food which should be included in the lunch, as well as those that must not be included.

Communication Plan

1. All staff, students and volunteers will review and sign the center's Anaphylaxis Policy as outlined in the training section of this policy.
2. Each parent enrolling their child in licensed programs at this centre will receive a copy of this policy in their parent handbook.
3. Parents will be asked to provide written details regarding their child's medical conditions, including their risk of anaphylaxis before their child is enrolled in the center. An Anaphylaxis Emergency Plan will be provided to the program where applicable before the child begins.
4. All staff, students and volunteers will review the individual Anaphylaxis Emergency Plan for each child about to be enrolled in the center and receive training as outlined in the training section of this policy.
5. All parents, staff, students, and volunteers will be advised when there are children about to be enrolled in the center who are at risk of potentially life-threatening allergies and will be provided with information regarding foods or causative agents to be avoided.
6. The child's individual Anaphylaxis Emergency Plan will be available with the center's allergy list in the food preparation and serving areas, the playrooms and the office and is with each group at all times.

Avoidance of Food Allergens

While research efforts are underway to better understand food allergies, a cure has not been found. Currently physicians cannot safely determine which children may be at risk for a mild or a moderate allergic reaction and which children may go on to develop a potentially fatal reaction to a food. A very small or minute amount of a food allergen can trigger an allergic reaction if ingested. Therefore, avoiding an allergenic substance is the only way to prevent an allergic reaction. For many children at risk of anaphylaxis, a life-long avoidance diet will be necessary.

Staff, students and volunteers must supervise children and assist them in basic rules such as:

- ✓ Washing their hands before and after eating.
- ✓ Eating only foods which are safe.

Staff, students and volunteers are to ensure that:

- ✓ They learn how to use an auto-injector.
- ✓ Children will not be permitted to stay at the center/program any day that they do not have their auto-injector with them. Parents will be advised to purchase an additional auto-injector to leave at the center.
- ✓ Life-saving medication is with the child at all times, including in the playground and on field trips.
- ✓ They always read food labels and avoid high risk foods such as bulk foods and foods which are known to often contain an allergenic substance (e.g., peanuts/nuts in ice cream, baked goods, or ethnic foods).
- ✓ They ask that parents of young children (especially in high-risk families with a history of allergy) try new foods at home before they are introduced to a childcare or other setting.

CLOTH DIAPER POLICY

NGLC strives to be supportive of the families who use our childcare service and will accommodate families who choose to use cloth diapers. The following policy outlines the regulations that we must follow to ensure proper storage and hand hygiene, environmental cleaning and to follow infection control measures to decrease the risk of spreading communicable diseases.

Infection Control Considerations:

- Cloth diapers will not be laundered at the childcare centre.
- If needed, cloth diaper use will be discontinued during an outbreak situation.
- Clean cloth diapers must be stored in a sanitary manner and in a container that is labelled with the child's name.
- Outer coverings should be made of a material that is waterproof, in good condition, and fits snugly in order to prevent leakage of urine or stool.
- Parents may choose to provide pre-moistened cloths for wiping. The cloths must be provided in a labelled, wet proof container.
- Parents should provide wet bags or their own container with a lid for the used diapers (and wipe cloths, if provided) to go.
- Soiled diapers and wipe cloths must be sent home at the end of each day.
- Soiled cloth diapers (and wipe cloths, if provided) should be stored in a manner that prevents any contact with or contamination of the childcare environment (i.e., diapers bagged and stored in wet bag or a container with a lid). The used cloth diapers must be stored out of reach of the children and in a diaper pail with a childproof lid or in a leakproof bag.
- Used diapers must be stored away from food storage/preparation/service areas and play areas and must not be accessible to children.
- If the parent chooses to provide a diaper pail, it must be designated for storage of used diapers (one per child), labelled with the child's name and lined with a plastic bag. The diaper pail must be disinfected with a bleach solution, by the parent, at the time the diapers are picked up at end of each day.
- Label the parent supplied diaper pail/bag.
- Soiled diapers must not be scraped, shaken out, or rinsed/cleaned in the childcare setting. However, formed stool may be released into a toilet if it can be done so with ease. Used cloth diapers (outer covering and liner) must be handled as little as possible to limit and prevent exposure to body fluids. Do not shake, scrape, or rinse the cloth diapers.
- Educators must wear single use disposable gloves when handling used diapers.
- Educators must wash hands using liquid soap and hot and cold running water after assisting each individual child with toileting/diapering.

Procedures for Parents to follow:

Procedures to follow if diapers (and pre-moistened cloths, if provided) are not picked up at the end of each day.

- NGLC will reserve the option to discontinue the use of cloth diapers for an individual family if the diapers and/or wipe cloths are not taken home for laundering at the end of each day.

Procedures to follow if diaper pails/bags are not maintained in a clean and sanitary condition by parents (not cleaned and disinfected daily).

- NGLC will reserve the option to discontinue the use of cloth diapers for an individual family, if the diapers pails and or bags are not maintained in a clean and sanitary condition by parents (not cleaned and disinfected daily).

FIRE DRILL/EMERGENCY EVACUATION PROCEDURES

Please refer to the site evacuation plans for the routine that is specific to your child's program.

KEMPTVILLE PUBLIC SCHOOL SITE- Infant, Toddler, Preschool and Before and After School Programs

- Fire drill will be practiced in each childcare program once/month. During the Summer Program (school age children), fire drills will be practiced weekly. Practices will be held at different times during the program schedule. When the children are able to respond promptly and correctly to the fire drill signal, an alternate route will be taught and practiced. Practices following the main and alternate routes will then be random each month.
- A record of drill practices will be maintained.
- Specific evacuation routes and an evacuation plan will be posted in each room that the childcare program operates.

Designated Evacuation Shelter for North Grenville Learning Centre, 224 County Rd. 44, Kemptville

- **W.B. George Centre, 48 Shearer Street, Kemptville ON (via Valley Bus 613-258-4022)**
- **Leahurst House: 860 Heritage Drive, Kemptville, ON (via Valley Bus 613-258-4022)**

Upon discovery of fire:

Activate a pull station.

- Leave the fire area immediately.
- Assist anyone in danger.
- Leave the building via nearest exit and report to outside assembly area.
- Close the doors behind you.
- Call **9-1-1**

Procedures to follow in the event of a fire or other life-threatening situations on the premises:

1. Upon the sound of the alarm children are to line up at the classroom main entrance door. As children are lining up, educator in charge will call **9-1-1** and take cell phone outside. (If in doubt that 9-1-1 has been called, CALL!!)
2. Educator(s) will retrieve emergency information file box, attendance book and any emergency medications (EpiPen's, puffers, etc.).
3. Once children are in line, they will immediately be directed to safety outside, following the designated fire route, or alternate, if necessary. Educators will lead and be certain that all children follow.
4. The Cook and/or Executive Director will assist the Infant Program Educators with the safe egress of the children – each adult will push 3 infants in a crib, out of the building.
5. When children and adults are safely out of the building, educator(s) will check the number of children against the attendance record. (If parents have arrived before the attendance is verified, they must wait for this procedure to take place before the child is released.)
6. If possible (ensuring adequate supervision of children), the Program Supervisor (or designate) will check the building including washrooms, and any other area where children may hide, to ensure that all duties have been fulfilled and that all persons have left the building. The Program Supervisor (or designate) will ensure that all outside doors are closed.
7. Once all are out safely and accounted for, the Program Supervisor will call the Executive Director to inform of the evacuation.
8. If necessary, Program Supervisor (or designate) will order and supervise evacuation to the designated evacuation shelter (see above) until parents are notified and have arrived. Transportation to the evacuation shelter will be via Valley Bus. (**613-258-4022**) All Program Educators and children will remain at the evacuation shelter until all children have been picked up.
9. Re-entry into the school is not permitted until the fire department gives the "all clear".

CENTRE ÉDUCATIF RIVIÈRE RIDEAU SITE – Toddler, Preschool and Before and After School Programs

- Fire drill will be practiced in the childcare program once/month. Practices will be held at various times during the program schedule. When the children can respond promptly and correctly to the fire drill signal, an alternate route will be taught and practiced.
- Practices following the main and alternate routes will then be random each month.
- A record of drill practices will be maintained.
- Specific evacuation routes and an evacuation plan will be posted in all rooms occupied by the children.

The person who discovers a fire should assist anyone in danger and try to isolate any burning area by closing the door. Call **9-1-1**

Designated Evacuation Shelter: W.B. George Centre. 48 Shearer Street Kemptville, ON K0G 1J0 (Walking)

Upon discovery of fire:

Activate a pull station.

- Leave the fire area immediately.
- Assist anyone in danger.
- Leave the building via nearest exit and report to outside assembly area.
- Close the doors behind you.
- Call **9-1-1**

Procedures to follow in the event of a fire or other life-threatening situations on the premises:

1. Upon the sound of the alarm, children are to stand up and immediately proceed to the designated line up area. (Instructions posted in each room will specify designated area).
2. As children are lining up, educator in charge will call **9-1-1** and take cell phone or cordless remote phone outside. (If in doubt that 9-1-1 has been called, CALL!!)
3. Educator(s) will retrieve classroom emergency information files, attendance and any emergency medication.
4. Once children are in line, they will be directed to safety outside, following the posted fire route, or alternate, if necessary. The educator will lead and be certain that all children follow.
5. When children and adults are safely out of the building, educator(s) will check the number of children against the attendance record. (If parents have arrived before the attendance is verified, they must wait for this procedure to take place before the child is released.)
6. If possible (ensuring adequate supervision of children), Program Supervisor (or designate), will check the building including washrooms, and any other area where children may hide, to ensure that all duties have been fulfilled and that all persons have left the building. Program Supervisor (or designate) will ensure that all outside doors are closed.
7. If necessary, Program Supervisor (or designate) will order and supervise evacuation to W.B. George Centre until parents are notified and have arrived. Educator(s) and children will remain at the evacuation shelter until all children have been picked up.
8. Once all are out safely and accounted for, the Program Supervisor will notify the Executive Director to inform of the evacuation.
9. Re-entry into the school is not permitted until the fire department gives the "all clear".

LEAHURST SITE – Infant, Toddler and Preschool Programs

- Fire drill will be practiced in each childcare program once/month. Practices will be held at different times during the program schedule. When the children can respond promptly and correctly to the fire drill signal,

an alternate route will be taught and practiced. Practices following the main and alternate routes will then be random each month.

- A record of drill practices will be maintained.
- Specific evacuation routes and an evacuation plan will be posted in all rooms occupied by the children.

Designated Evacuation Shelter: W.B. George: 48 Shearer Street, Kemptville, ON K0G 1J0 (Walking)

Procedures to follow in the event of a fire or other life – threatening situations on the premises:

1. Upon the sound of the alarm, children are to stand up and immediately proceed to the designated line up area. (Instructions posted in each room will specify designated area)
2. As children are lining up, the educator in charge will call **9-1-1** and take a cell phone or cordless remote phone outside. (If in doubt that 9-1-1 has been called, CALL)
3. Educator(s) will retrieve classroom emergency information files, attendance and any emergency medication.
4. Once children are in line, they will be directed to safety outside, following the posted fire route, or alternate, if necessary. The educator will lead and be certain that all children follow.
5. The Cook or Program Supervisor will assist the Infant Program Educators with the safe egress of the children- each adult will carry 2 children down the stairs and out of the building.
6. When children and adults are safely out of the building, educator(s) will check the number of children against the attendance record. (If parents have arrived before the attendance is verified, they must wait for this procedure to take place before the child is released.)
7. If possible (ensuring adequate supervision of children), the Program Supervisor (or designate) will check the building including washrooms, and any other area where children may hide, to ensure that all duties have been fulfilled and that all persons have left the building. The Program Supervisor (or designate) will ensure that all outside doors are closed.
8. Once all are out safely and accounted for, the Program Supervisor will call the Executive Director to inform of the evacuation.
9. If necessary, Program Supervisor (or designate) will order and supervise evacuation to the designated evacuation shelter (see above) until parents are notified and have arrived. All Program Educators and children will remain at the evacuation shelter until all children have been picked up.
10. Re-entry into the building is not permitted until the fire department gives the "all clear".

SUPERVISION POLICY FOR VOLUNTEERS AND STUDENTS

This policy, for the supervision of volunteers and placement students, is put in place to support the safety and well-being of children attending North Grenville Learning Centre programs.

POLICY

- No child will be supervised by a child under 18 years of age.
- Direct unsupervised access (i.e., when an adult is alone with a child) is not permitted for people who are not employees of the centre.
- Placement students are not counted in the staffing ratios.
- Volunteers are not counted in staffing ratios of the centre.

PROCEDURES APPLICABLE TO VOLUNTEERS AND STUDENTS

Volunteers and students will meet the following requirements.

- Policies and Procedures will be reviewed and signed off by volunteers and students who will be providing care or guidance at the center before they begin, and at least annually afterwards.
- All individual plans for a child will be reviewed and signed off by volunteers and students who will be providing care or guidance at the centre before they begin, and at least annually afterwards.
- The supervision policy for volunteers and students will be reviewed with volunteers and students who will be providing care or guidance at the centre before they begin, and at least annually afterwards.
- Criminal reference checks/vulnerable sector screening is required for all volunteers and students having direct contact with the children in the centre.
- Before commencing, the volunteer/student must provide a health assessment and immunization records as recommended by the local medical officer of health.

ROLES AND RESPONSIBILITIES

1. Executive Director:

- Review the policy annually to ensure that it remains current.
- Ensure that the centre's insurance covers volunteers and students.

2. Program Supervisor

- Provide orientation to all volunteers and students who will be providing care and guidance to children at the centre as well as ongoing mentoring and support.
- Designate a lead RECE who will be responsible for supervising a volunteer or student, when applicable, and ensure this staff person's responsibilities regarding the volunteer and/or student is clear.
- Will ensure that the policy is reviewed with employees, volunteers and students before they begin their employment/placement, and at least annually thereafter.

3. Volunteers and Students:

- Review all required policies, procedures, and documentation with Program Supervisor before they begin to provide care and/or guidance to children at the centre and, where applicable, at least annually and thereafter.
- Participate in an orientation with the Program Supervisor before they provide care or guidance to children at the centre.

ORIENTATION PROCEDURES

An orientation will be provided to help volunteers and students understand the operation of the program and the expectations for the placement/volunteer experience.

It will also include the following:

A review and sign-off of the centre's Policy and Procedure Manual.

A discussion regarding the needs of individual children (special needs, allergies, etc.).

A tour of the centre, both indoors and out, including the playground.

Tree Climbing Policy

Purpose

The purpose of this policy is to ensure the safety and well-being of all children while allowing them to engage in natural, developmentally appropriate outdoor play experiences that include tree climbing. Tree climbing supports children's gross motor development, confidence, and risk assessment skills.

Policy Statement

NGLC recognizes the value of outdoor play and supports children in engaging with nature safely. Tree climbing may be permitted under controlled conditions with active supervision, appropriate environmental assessments, and staff awareness.

Procedures

Tree Selection and Maintenance

- Only designated trees, assessed by educators, may be used for climbing.
- Trees must be inspected at least seasonally and after severe weather for loose or dead branches, pest damage, or instability.
- Trees with low, sturdy branches and safe landing zones will be prioritized.
- Trees deemed unsafe will not be accessed.

Supervision Requirements

- Staff must maintain direct visual supervision of any child climbing.
- Staff-to-child ratios must comply with licensing regulations, with at least one educator assigned specifically to the climbing area.
- Educators must be positioned to clearly observe and guide children's actions.

Child Guidelines

Educators will review safety expectations with children regularly:

- Climb only designated trees.
- Climb no higher than the educator's set limit.
- Maintain three points of contact (two hands and one foot, or two feet and one hand).
- Avoid climbing when branches are wet, icy, or during strong winds.
- Take turns; do not climb directly above or below another child.
- Jumping from branches is not permitted.
- Children must wear secure footwear with closed toes

Educator Responsibilities

- Conduct a visual safety check of the tree and ground before play begins.
- Encourage children to assess risks ("Is that branch strong enough? Is someone below you?").
- Intervene immediately if unsafe behaviour is observed.
- Record any incidents or near misses and review them at team meetings.

Communication and Documentation

- Families will be informed of the centre's approach to outdoor play and tree climbing.
- Incident and injury reports will be completed as per centre policy.
- Policy reviewed annually or after any tree-related incident.

Positive Behaviour Guidance Policy

Purpose

This policy outlines our approach to guiding children's behaviour in a positive, respectful, and developmentally appropriate way. Our goal is to create a safe, inclusive environment where children learn self-regulation, problem-solving, and empathy without the use of physical intervention.

Guiding Principles

- **Respect and Dignity:** Every child will be treated with kindness, respect, and fairness.
- **Positive Reinforcement:** We encourage and acknowledge positive behaviours rather than focusing on negative ones.

- Consistency: Expectations and responses are clear and consistent across all staff.
- Hands-Off Approach: Staff do not use physical intervention (e.g., restraining, holding, or moving children) except in extreme circumstances where immediate safety is at risk.
- Collaboration: Families and educators work together to support positive behaviour development.

Strategies for Positive Behaviour Guidance

- Clear Expectations
 - Provide simple, age-appropriate rules (e.g., “We use gentle hands,” “We walk inside”).
 - Use visual reminders and role modelling.
- Positive Reinforcement
 - Praise specific behaviours (“I like how you shared the toy”).
 - Offer encouragement to build confidence and resilience.
- Redirection and Choices
 - Redirect children towards positive activities.
 - Provide limited, meaningful choices to empower decision-making.
- Teaching Problem-Solving
 - Support children in expressing feelings with words.
 - Teach strategies such as taking turns, asking for help, or walking away.
- Calm Environment
 - Use a calm voice and body language.
 - Provide quiet spaces for children to regulate emotions.
- Hands-Off Approach
 - Physical contact is not used to control or discipline behaviour.
 - Staff rely on verbal guidance, redirection, and supportive strategies.
 - Physical intervention will only occur in rare cases to prevent imminent harm to a child or others, and must be reported and documented immediately.

Prohibited Practices

- Corporal punishment or physical discipline.
- Shouting, humiliation, or use of harsh language.
- Depriving children of basic needs (e.g., food, rest, bathroom).
- Isolating a child as punishment.

Communication and Collaboration

- Behaviour expectations are explained to children and reinforced regularly.
- Families are informed of strategies used and may be consulted for consistency between home and program.
- Staff receive training in positive guidance techniques and child development.

Monitoring and Review

- Incidents are documented and reviewed to improve strategies.
- Policy is reviewed annually to ensure it remains current and effective.

SOCIAL MEDIA POLICY

NGLC recognizes that social media use is widespread and that employees use social media to communicate and interact with others. The Social Media Policy (the “Policy”) is intended to safeguard our brand’s reputation and encourage employees to use social media responsibly by setting out expectations around proper online

conduct.

North Grenville Learning Centre (NGLC) recognizes the benefits and challenges of using technology (tablets, computers, digital cameras). The following guidelines are put in place to ensure appropriate use of these tools, and applications thereof (including but not limited to cellphones, digital cameras, web pages, blogs, social media etc.), to protect the integrity and best practices of NGLC.

DEFINITIONS

For the purposes of this policy,

- "Social Media" means forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content; includes but is not limited to LinkedIn, Twitter, Facebook, Instagram, YouTube, and any other similar means of communication.
- "Use" Includes posting content or viewing the posts of others, sending/reading messages, watching videos, and any other similar use by means of computer, mobile phone, or any other device.
- "Sensitive, Private, or Confidential Business Information" means Information, knowledge, or data of any nature and in any form relating to the past, current, or prospective business or operations of the Business that, at the time(s) concerned, is non-public information.

Photography and Images

The goal of taking photos and videos in the classroom is to enhance learning, sharing of experiences with peers and families, and to assist with assessment of child development through play and activities. The images will never be used for monetary gain by any party, nor will they be created without the signature permission of the parent/guardian. Families will be made aware and understand that photographic and video images are a standard and routine practice for assessment and documentation. On the registration form, parents/guardians will choose the photo permission they wish to grant for their child(ren). A child's name will only be used in the creation of a story or portfolio for the child's family. The child's image and name will not be used in any publication or for educational use unless additional authorization to use the photograph or videotaped image has been obtained.

Employees are prohibited from using social media during working hours and may only do so during their approved breaks or unless otherwise authorized by their manager. When using social media (whether during approved breaks or outside of work), employees must conduct themselves in accordance with the following rules and expectations:

- Be aware that others will associate you with your employer when you identify yourself as such.
- Do not post or share comments about a co-worker, client, or contractor/vendor that could be perceived as offensive, harassing, threatening, retaliatory, or discriminatory.
- Do not post or share sensitive, private, or confidential Business information.
- Do not express opinions which claim to be the opinion of the Business. Any personal blogs should contain a disclaimer that the views expressed on it are personal views of the author only.
- Do not post or share comments representing your own views about the Business.
- Do not upload photographs to social networking sites of yourself or any other employee taken in a work situation or in a work uniform.
- Respect client privacy. Never give out personal client information.
- Ensure that you are always complying with your employment contract, Employee Handbook, and all other policies of the Business.

- Even if you act with the best intentions, remember that anything you put on social media can potentially harm the Business.
- Always respect others. Do not use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable in our workplace. Show proper consideration for the privacy of others and for topics that may be considered objectionable or inflammatory (like religion or politics).
- You may be legally responsible for the content you post, so respect brands, trademarks, and copyrights. Remember that social media sites and applications have access to and control over everything you have disclosed to or on that site or application. Any information might be turned over to law enforcement without your consent or knowledge.
- Use strict privacy settings on all social network profiles.
- Always exercise caution and common sense. If you are unsure whether a post is appropriate, speak to your manager.
- If you accidentally put the Business's reputation at risk, or if you fall prey to an online attack, inform your manager immediately.

MONITORING INTERNET USAGE

The Business may monitor your internet usage regularly and may undertake more in-depth monitoring where considered necessary. This includes monitoring the websites you visit, and any other matters referred to in this Policy.

CONTRAVENTIONS OF THE POLICY

Contraventions of the Policy may lead to disciplinary action up to and including dismissal.

Statement of Commitment and Confidentiality

1. NGLC will use social media in a respectful way that does not disparage the centre, staff, children, or parents.
2. All staff, students and volunteers will abide by NGLC's confidentiality policy and will be responsible for the content they create. Content should be brief, professional and focus on the educational goals and objectives established by NGLC.
3. Staff, volunteers, and families will not be allowed to store pictures, videos, or sound on their personal devices.
4. All staff involved in the use of social media, whether for personal or professional use – or use within the centre as a part of their learning experience will be aware and respectful of the policy, views, and opinions of families and NGLC.
5. All staff will be aware of the possibility of all content being shared with extended family, co-workers, parents, and staff from other classrooms within the centre. Therefore, all information will be consistent with the professional standards of NGLC as expressed in this social media policy and the parent handbook.
6. Staff will use digital media technology and social media in accordance with existing policies of NGLC. Violation of NGLC policies, or applicable laws, will result in disciplinary action and may include termination. Any communication or content published that causes damage to NGLC, or any of its employees, children or families will be considered misconduct and could lead to termination.

For Families

Each family will receive this social media policy within their handbook at registration, which outlines how photographs and videos will be used by the program. Families seeking an exception to the policy must address the issue specifically and individually with the Program Supervisor and/or the Executive Director.

PARENT ISSUES AND CONCERNS POLICY AND PROCEDURES

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the childcare licensee and staff to use when parents/guardians bring forward issues/concerns.

Definitions

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

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

General Policy

- Parents/guardians are encouraged to take an active role in our childcare centre and regularly discuss what their child(ren) are experiencing with our programs. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, childcare providers and staff, and foster the engagement of, and ongoing communication with, parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.
- All issues and concerns raised by parents/guardians are taken seriously by the Program Supervisor 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 5 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.
- Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

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

Conduct

- Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.
- If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

Concerns about Suspected Abuse or Neglect of a child

- Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.
- If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children's Aid Society](#) (CAS) directly.

- Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the “Duty to Report” requirement under the *Child and Family Services Act*. For more information, visit <http://www.children.gov.on.ca/htdocs/English/childrensaied/reportingabuse/index.aspx>

Procedures

- Escalation of Issues or Concerns:** Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Executive Director.
- Issues/concerns related to compliance with requirements set out in the *Childcare and Early Years Act., 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education’s Childcare Quality Assurance and Licensing Branch.
- Issues/concerns may also be reported to other relevant regulatory bodies (e.g., local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room Related E.g.: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly, or - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised or, - arrange for a meeting with the parent/guardian within 5 business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received. - the name of the person who received the

<p>General, Centre- or Operations Related e.g.: childcare fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - issue/concern. - the name of the person reporting the issue/concern. - the details of the issue/concern. - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within 5 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p>
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Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Staff-, Supervisor, and/or Licensee Related	Raise the issue or concern to <ul style="list-style-type: none"> - the individual directly, or - the supervisor or licensee. All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the concern.
Student/Volunteer Related	Raise the issue or concern to <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student, or - the supervisor or licensee. All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	

Contacts:

Executive Director: Jane Polsterer - (613) 875-4871 jane@nglc.ca

Program Manager: Katie Weatherhead – (613) 258-9661 katie@nglc.ca

Kemptville Public School Site Program Supervisor: Kerry Perrin- (613) 258-9661 kerry@nglc.ca

Centre Éducatif Rivière Rideau Site Program Supervisor: Kristen Hazlett - (613) 258-9555 kristen@nglc.ca

Leahurst Site Program Supervisor: Céline Lamarche - (613) 258-4567 celine@nglc.ca

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

SERIOUS OCCURRENCE REPORTING PROCEDURES

Serious occurrence reporting procedures are put in place to ensure that programs are delivering services that promote the health, safety and well-being of the children being served. This responsibility in turn requires the North Grenville Learning Centre to be accountable to the Ministry, specific to demonstrating that service delivery is consistent with relevant legislation, regulations and/or Ministry policy.

Training

S.O.R. procedures will be reviewed with all staff upon employment and at least annually thereafter. The Chair of the Board of Directors will also review these procedures at the beginning of their term and each year thereafter (if more than one consecutive year is served).

PROGRAM SITE CONTACT INFORMATION

Kemptville Public School site: Infant, Toddler, Preschool, Before & After School Programs (English)

For Information and to register: kerry@nglc.ca, or call: 613-258-9661

To report your child's absence: 613-258-9661

Centre Éducatif Rivière Rideau site: Toddler, Preschool, Before & After School Programs (French)

For Information and to register: kristen@nglc.ca, or call: 613-258-9555

To report your child's absence: 613-258-9555

Leahurst site: Infant, Toddler, Preschool Programs (Bilingual)

For information and to register: celine@nglc.ca, or call: 613-258-4567

To report your child's absence: 613-258-4567

ABOUT BEAR SCHOOL – A FOREST SCHOOL EXPERIENCE

We are passionate about giving children the opportunity to experience nature and learn while outdoors. We are interested in providing children with the opportunity to experience a certified Forest School program while attending Licensed Childcare. Our goal is to provide our families with quality care that encompasses a philosophy and curriculum that centers on learning in nature, about nature. We believe that when children are given the opportunity to engage in self-directed play in a natural environment, they build confidence, resilience, and social skills. This gives them the ability to thrive both emotionally and physically, building a foundation for successful lifelong learning. Through forest school programming children develop a sense of belonging and an appreciation for the natural world around them.





We call our Forest School Program ***Bear School***. *Bear School* refers to each program’s outdoor space where they facilitate their Forest School experience. The term *Bear School* was coined by the Preschoolers when they chose to visit a small group of trees located nearby. They named the little forest Bear School as it was their outdoor learning environment. The children’s interest in visiting the forest and learning outside has grown to encompass any space we visit regularly in nature. The children of all programs visit their *Bear School* spaces weekly to explore, discover, and learn in nature.

FOREST LOCATIONS

1. Ferguson Forest

Ferguson Forest is located across the road (CR 44) from Kemptville Public School. It stretches from the Rideau River to the North Grenville Municipal Centre

and Kemptville Creek. The forest includes trails, forest, fields, and the Ferguson Forestry Centre. Our Bear School space is located directly across from the school in the forest.

2. Kemptville Campus Forest

Kemptville Campus Forest is located at the South-West side of the Kemptville Campus stretching from the Railway Trail along Prescott Street to Bedel Road and Concession Road. The 600-acre area includes limited trails, forest, and fields. Our Bear School space is located along the paved trail on the left side in the forest. The area is marked by a sign.

Bear School Locations

- ✦ **Kemptville Public School Site:** Ferguson Forest (across the road from the school).
- ✦ **Centre Éducatif Rivière Rideau Site:** Kemptville Campus and Campus Forest.
- ✦ **Leahurst Site:** Kemptville Campus and Campus Forest.

Learning Approaches

The learning approaches we use while at Bear School include Forest School, Reggio Emilia, and Emergent Curriculum. These approaches all focus on allowing children to choose what they are learning. The educator scaffolds their learning by expanding on the children’s interests and developing curriculum based on these interests.

Environmental Sustainability

We are passionate about teaching children about nature. This includes learning about our ecological footprint. When children are given the opportunity to experience nature and be in the forest, they build a relationship with it. We aim to encourage children to be respectful of the land we use and be aware of how we impact the ecology of the land.



A Typical Day that Encompasses Bear School

7:00 - 9:00 Arrival of children and free play inside.

8:30 - Morning snack.

9:00 - Hygiene routine and pack for Bear School.

9:30 - 11:00 Bear School.

- ✦ Walk to Bear School location.
- ✦ Discussion/circle (to thank the land and discuss what we plan to do).
- ✦ Exploration, climbing trees, building, creating, observation etc.

11:15 - Return to centre for lunch or picnic while at Bear School.

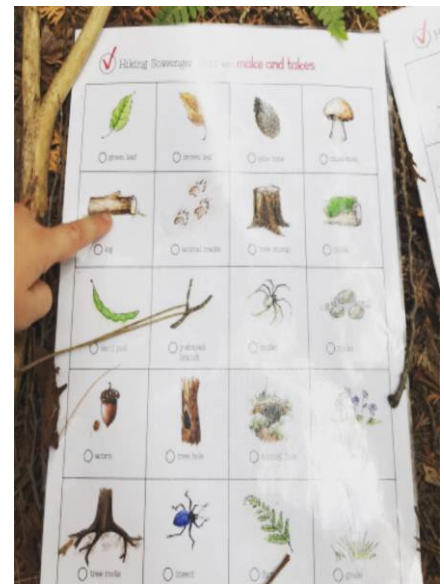
11:45 - Hygiene routine.

12:00 - 2:00 Nap time/quiet time (for Infant – Preschool Age).

2:30 - Afternoon snack.

3:00 - 4:00 Return to Bear School/outdoor play/nature walk.

4:00 - 6:00 Free play outside or inside and pick up.



RISK MANAGEMENT

At each visit to Bear School the educators will complete a risk and safety assessment of the site. The purpose of the assessment is to evaluate any risk or safety concerns that are visible. Once the concerns are established the educators will devise a plan to lower the risk and ensure the safety of the children while playing at Bear School. The educators will discuss the risk concerns with the children when at Bear School to help them understand the safety concerns that may be present. We feel it is important for children to be able to assess risk themselves and will work with them to establish ways to play safely while in the forest. Our goal is to help children navigate risk themselves while playing in the forest, gaining confidence in their abilities, and developing skills at their own pace.



Tree Climbing and Risky play: Climbing trees and rocks, running on uneven ground, throwing sticks or rocks, building shelters and structures, exploring new terrain, digging in the dirt, using ropes, etc.

Our program supports developmentally appropriate outdoor play, including supervised tree climbing. The purpose is to ensure the safety and well-being of all children while allowing them to engage in meaningful, nature-based play experiences. Tree climbing provides valuable opportunities for children to develop gross motor skills, build confidence, and practice risk-assessment and problem-solving skills in a controlled and supportive environment. Educators actively supervise all climbing activities and guide children to climb safely, within established limits appropriate to their age and abilities.

Safety and risk concerns while at Bear School include: Scrapes, scratches, bruises, blisters, slivers, falling, presence of animals (including ticks), illness related to extreme temperatures, harsh weather, poisonous plants, traversing uneven ground.

Tool use: Children will be given age/skill appropriate opportunities to use tools while in the forest. They will be instructed on safety and the correct use of tools. Educators will monitor children closely to ensure understanding and safe practice.

Emergency procedures: Emergency procedures at Bear School will follow the same directions as previously

mentioned in the handbook. The educators will ensure that they always bring their backpack with them that includes: a First Aid Kit, cell phone, attendance, allergy information, and emergency contact information. In the event of an emergency, the educators will call the necessary contacts, if needed (911, supervisor, parent). All educators and staff have up to date Standard First Aid and CPR training.

Food and Water at Bear School

When snack or lunch is provided, it will be carried in a cooler with ice packs and sealed containers. Kindergarten and School Age programs will require children to bring a packed lunch (brown bag lunch) and carry it in a backpack to the forest. Hand sanitizer or a hand washing station will be provided to ensure cleanliness. Food will be eaten on picnic blankets, coverings, or using dishes to ensure that food is not being placed on the ground. Children will bring a water bottle with them to Bear School when necessary. All allergy restrictions will continue to be adhered to while at Bear School. All garbage will be carried out. Please see more about food under *Nutrition Program* in this Handbook.



Sunscreen and Bug Spray

We recommend children wear sunscreen and bug spray when at Bear School to protect their skin. A sunscreen and bug spray form will be filled out at registration, or the beginning of the summer, listing the names of the products being used.

Clothing Considerations for Bear School

- ✦ Dress in layers,
- ✦ Long sleeve shirt,
- ✦ Pants tucked into socks,
- ✦ Muddy Buddy suit or raincoat,
- ✦ Closed toe shoes,
- ✦ Hat,
- ✦ Extra pair of socks,
- ✦ Snowsuit (in Winter),
- ✦ Extra pair of mittens (in Winter),
- ✦ Waterproof boots (Rain or Snow).



Drop-off and Pick-up

Pick up and drop off will occur at the site location. When a child is scheduled to be picked up early or dropped off late and the group is already at Bear School, the educator will meet the parent at Bear School, return to the centre, or meet part way. The educators will ensure ratios are met during all pickup and drop off times. Please see more about arrival and departure under *Hours of Operation and Drop-Off Pick-Up Routines* in this Handbook.

Inclement and Extreme Weather

In the case of inclement and extreme weather, groups will remain at the centre or return to the centre when weather is approaching. Educators will check weather reports as needed before heading to Bear School.

Illness

Should a child become ill while at Bear School, the group, or the child with an educator, will return to the centre. The ill child's parents/guardians will be contacted, and the child will be isolated in the office (or

designated room) or kept at a safe distance from other children until the parent or guardian arrives. Educators will ensure ratios are always met when caring for an ill child. Please see more about illness under *Health Regulations* in this Handbook.



REGISTRATION CHECKLIST

Before returning your registration package, make sure that **ALL** requested information is provided.

- \$250/child registration deposit (will be applied toward first month's childcare fees).
- Completed registration form ***(please complete and review ALL areas on registration form).**
- Signed fee collection policy form.
- Child's immunization records **(required for Infant, Toddler and Preschool aged children only).**
- Signed authorization for non-prescription topical products form.
- Signed behaviour contract **(School Age program only).**
- ✓ First month's fees are due immediately upon receipt of invoice.
- ✓ The \$250/child registration deposit will be credited toward the first month's invoice. *(see Fee Schedule)*

2026 Fee Schedule

- All programs are closed from Dec 24 – Jan 01 and the 2 weeks before the August long weekend.
- September – June care is billed by the month. During the summer, billing is calculated by the week.
- \$250.00/child registration deposit is required at registration and will be applied toward first month's fees. If for whatever reason, childcare services are no longer required after registering, 30 days' notice of withdrawal (before the scheduled start date) is required to receive the deposit refund.

Full Day Programs	Infants (Birth – 18 months)	Toddlers (18 months – 2 ½ years)	Pre-School (2 ½ – 4 years)
Full Time Care	\$478.50/month	\$478.50/month	\$478.50/month
Part Time Care			
2 day/week option: (M/W or T/TH)	\$198.00/month	\$198.00/month	\$198.00/month
3 day/week option: (M/W/F or T/TH/F)	\$286.00/month	\$286.00/month	\$286.00/month
	\$22.00/day	\$22.00/day	\$22.00/day
FT Summer Care Charged by the week	\$110.00/week	\$110.00/week	\$110.00/week
PT Summer Care Charged by the week			
2 day/week option: (M/W or T/TH)	\$44.00/week	\$44.00/week	\$44.00/week
3 day/week option: (M/W/F or T/TH/F)	\$66.00/week	\$66.00/week	\$66.00/week

Before and After School programs offer the following monthly care options:

- **Before and After School** (x 5 days/week) / **Before School** (x 5 days/week) / **After School** (x 5 days/week)
- Additional, full day packages are available for all monthly options. This will include all PA days, March Break and January days before school resumes.

Summer Care: Summer Care weeks will be reserved by indicating the # of weeks required on the summer calendar. A calendar is provided in March and is due back by April 1st.

Kindergarten and School Age Programs	Kindergarten (4-5 years)	School Age (6-12 years)
Before and After School Care	\$261/month	\$489.07/month
With additional full days	\$261/month	\$529.39/month
Before School Care	\$248.17/month	\$259.89/month
With additional full days	\$261/month	\$297.57/month
After School Care	\$261/month	\$383.24/month
With additional full days	\$261/month	\$421.16/month
Summer Care	\$107.50/week	\$257.85/week
Holding Fee	One week of Summer Care	One week of Summer Care

North Grenville Learning Centre is enrolled in the Canada-Wide Early Learning Child Care System (CWELCCS).

NGLC will collect childcare fees in a consistent, equitable manner to ensure the financial viability of the centre.

Non-Base Rate Fees

- Fees, determined by the Board of Directors, are based on the costs of operating the Childcare program and will be reviewed annually.
- Childcare fees are due in advance of service, **on the first day of each month**. Invoices will be issued via email **5 days** prior to the first day of each upcoming month.
- Payments may be made via credit card, EMT to bear.school@nglc.ca.
- No refunds, or exceptions to invoicing calculations, will be made for absence due to illness, traveling, or any other reason.
- No refunds will be made when the school is temporarily closed due to emergency conditions (snowstorms, lack of heat, etc.).
- Monthly fees are inclusive of all statutory holidays and scheduled closures, including the Christmas holiday period. No adjustments, credits, or refunds will be provided for these closures.
- If a fee subsidy is obtained from the United Counties of Leeds and Grenville, the monthly fee paid by the family is based on the assessed monthly fee contribution. Parents/Guardians are responsible for fulfilling all the requirements of the United Counties of Leeds and Grenville Fee Subsidy Agreement, necessary to maintain the subsidy. If Parents/Guardians become ineligible for childcare subsidy, they are responsible for paying the full monthly fee or for withdrawing their child(ren).
- Summer fees are charged by the week and billed monthly.
- The Kindergarten and School Age, Before and After School Child Care Programs are ten (10) month programs that follow the school calendar year, beginning the first day of school in the fall and ending on the last school day in June. If summer care is not required, and you wish to hold your space for the following school year, a **non-refundable one-week holding fee** will be applied. Please note the child is welcome to attend on an available week of your choice.
- Children who no longer qualify for CWELCC (over the age of 6 after June) will be billed the School Age rates.