

Dover Gardens Nursery School

Parent Handbook



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## Programme Guidelines

Dover Gardens Nursery School Co-op is located inside Dovercourt Public School, in the heart of the Bloor West and Dovercourt neighbourhood. The nursery school, licensed for children aged 18 to 30 months (toddlers) and 2 ½ to 5 years old (preschool), first opened in 1983.

We currently offer a morning childcare programme Monday to Friday (9:00am to 12:00pm), with a maximum of 16 children, three of whom can be under 2½ years old – referred to as a mixed age group model. It is Dover Gardens' policy to register 15 children per day and keep one spot open each day, reserved for a younger sibling a duty parent may need to bring with them on their scheduled volunteer day.

We also have an optional extended kindergarten preparation program recommended for preschool age students which runs from 12:00am to 12:45pm. The extended program focuses on more outdoor play combined with small group activities and a more one-on-one focus. Lesson plans emphasize literacy, numeracy, writing, thinking and fine-motor skills. The extended program does not include lunch, but additional snacks and water are available for the children. A maximum of eight children are allowed to participate in the extended program on any given day.

Parents are free to choose two, three or five days per week for their child to participate. Dover Gardens operates during the regular school year, running from September to June and following the public school holiday schedule. We are open on all TDSB PA days.

The Child Care and Early Years Act determines the ratio of caregivers to children that must be present for our programme(s) to operate. The nursery school employs a qualified Registered Early Childhood Educator (R.E.C.E) Programme Supervisor with a lead R.E.C.E Teacher and an assistant, allowing the school to exceed the minimum child to instructor ratio. The staff is assisted by parent volunteers in the class, further contributing to a high of quality care.

We are committed to families having the support of available, affordable, safe, reliable, high quality childcare for their children, that allows for peace of mind. Our goal is to treat parents with respect and provide opportunity for feedback and involvement. We encourage families to volunteer and contribute to the classroom and programming.

Dover Gardens also is committed to hiring, training and fairly compensating staff. Teachers are hired who have a positive and sensitive attitude towards children. We believe that everyone has worth and value and all staff are entitled to be respected, supported and treated justly by their co-workers, supervisors and the families that make up the Dover Gardens community.

## Program and Philosophy Statement

Dover Gardens is licensed by the Ministry of Education and our facility and programming complies with the Child Care and Early Years Act (CCEYA). Our teachers are all Registered Early Childhood Educators (R.E.C.E.), members of the College of Early Childhood Educators, who continue to engage in professional activities to upgrade their training and education.

At Dover Gardens, we view the child as competent, capable, curious and rich in potential. We engage in child initiated, Teacher supported play based learning and use the guidelines of the *How Does Learning Happen?*

*Ontario's Pedagogy for the Early Years Document (2014)*. The four foundations of this document, which Dover Gardens agree with and practice in our program, are Belonging, Well-Being, Engagement and Expression. Our view of the child is as follows:

- Every child has a sense of belonging when he or she is connected to others and contributes to their world.
- Every child is developing a sense of self, health, and well-being.
- Every child is an active and engaged learner who explores the world with body, mind, and senses.
- Every child is a capable communicator who expresses himself/herself in many ways.

For further reading, there is a copy of the document with the supervisor or online at: <http://www.edu.gov.on.ca/childcare/pedagogy.html>

Children at Dover Gardens will have many and varied opportunities to reach their full developmental potential. We promote health, safety, nutrition, safety and well-being in our children. Through exploration of the children's interests, Teachers will provide both active and quiet activities that will create a positive environment that will stimulate all areas of the children's development while meeting the needs of each individual.

Dover Gardens has an open door policy with parents. We work to foster a positive relationship with the parents to build a bridge between home and nursery school. Through phone calls, notes, emails, documentation and parent/teacher meetings teachers will keep the parents abreast of their child's activities and development.

## **Goals and Approaches to Meet Our Program Statement**

### **Dover Gardens will promote health, safety, nutrition and well-being of the children.**

The classroom will have at least two R.E.C.E. teachers licensed by the College of Early Childhood Educators and sometimes, depending on the year, a third staff member. All staff will be trained in health and safety protocols. Staff supervise the children at all times. The centre observes and follows the Ministry of Health and Safety guidelines and holds fire drills on a monthly basis. We have a safe shelter location at Dovercourt Boys and Girls Club (180 Westmoreland Ave) in the event of an evacuation.

All teachers will be trained in standard first aid, including Infant and Child CPR (upon hire and prior to expiry) and the use of Epi-Pens. Dover Gardens will collect information from each staff member and child, including documentation of immunization (or immunization exemption forms). If children or staff have provided the immunization exemption form, during an outbreak of reportable diseases such as Chicken Pox, Measles, Mumps...etc., they must be sent home. Teachers will review all information regarding a child before said child starts in their classroom (especially noting allergies, diet and parental preferences). The health of each child is documented on a daily basis. Any child who is sick must be 24 hours fever, vomit and diarrhea free before returning to the classroom.

### **Support positive and responsive interactions among the children, parents, child-care providers and staff.**

Staff will greet the parents and children each day on arrival and departure and share information pertaining to the child through verbal or written communication. Staff will also utilize phone calls and emails as well as newsletters to maintain communications with parents. Teachers will make themselves available for

parent/teacher meetings when the needs of the child or parent require it. Documentation is displayed for parents to see what is happening during their child's time at daycare.

Staff will practice and encourage inclusive and positive interactions. Toys or play areas are never gender defined, rather all children are encouraged to experience all areas of the classroom. We will foster an atmosphere of inclusion, cooperation, sharing and friendliness. This behaviour is modeled with Teachers' interactions with coworkers, children and Parents.

Staff will encourage self-help skills. Because we view the child as capable we will allow every child the opportunity to develop their potential. This means that we will encourage children to do as much for themselves as possible without becoming discouraged or frustrated. We will assist them as is needed. Staff will challenge the children's skills so as to facilitate the development of new and stronger skills. Staff will also encourage the children to be helpful to each other as well.

All staff will follow the CCEYA guidelines for Behaviour Guidance. We will use positive language when talking with children and adults. We will guide behaviour through the use of positive language, questions and encouragement. Never use Prohibited Practices, i.e. corporal punishment, verbal degradation, confinement and deprivation of basic needs (including food, clothing or bedding).

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

Staff will model the use of positive language and behaviours at all times when talking with the children and other adults. We will work to help children to develop communication skills and problems solving skills such that they become competent in using multiple forms of communication (words, sign language, and body language) to solve any issues. To encourage self-regulation we strive to create an environment where children feel safe and supported to find a variety of ways in which to express their emotions. We work to teach the children to recognise their emotions and to discover ways in which to deal with it effectively and calmly.

### **Foster the children's exploration, play and inquiry**

Children make their interests known in a variety of ways. To discover those interests the Teachers observe, listen and talk with the children and document their interactions. Using the 4 Foundations of How Does Learning Happen (Belonging, Well-Being, Engagement and Expression) we will create an environment that allows the children to explore the topic of interest, and the world around them, with their natural curiosity and exuberance. Through play based learning, children will develop the skills needed to expand their abilities as well as their knowledge and understanding of their world.

### **Provide child-initiated and adult supported experiences**

The staff will follow the child's lead in our interactions and in developing an environment that is rich in opportunities for exploration and interaction. Reflecting on our documentation we discover the child's current interests, which guide us in the materials we provide and the opportunities we offer in all areas of the child's development. While considering the needs of the group, individual needs are always considered as well. The environment will then be set up to encourage the children to challenge their abilities, expand their interests and develop relationships.

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

From regular observations of the children's activities and interactions we will plan a program that will stimulate the interests and development of the children. We will provide a variety of activities, both active and quiet, which will meet the needs of the developing child regardless of the level of need and development. We will make changes in our environment and program as the children's interests and developmental needs change.

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

We will follow the guidelines of the CCEYA in setting our program. We strive to provide equal opportunities for all children to find the active and quiet time that meets their individual needs. We make use of the playground for up to an hour every day, weather permitting, providing a variety of active materials.

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

Parents are welcome to visit and are encouraged to participate in their child's classroom as duty parents. Dover Gardens has a private Facebook page (only for current parents who have children attending our school) as a way for educators to correspond with parents throughout each day by sending photos, documentation and updates. Teachers will keep communication open via short discussions, notes, phone calls and emails. A weekly email is sent out Sunday afternoon informing the parents of the goings on for the week. We have a Board of Directors and we encourage parents to become involved in classroom activities and fundraising projects.

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

Dover Gardens is fortunate to have many community partners engage with the children through a variety of activities, in the past some partners have included:

- Christina Serra, a neighbourhood children's musician comes weekly to engage the children in singing, movement and rhythm
- Maggie Duan, a children's yoga instructor who trained locally at "Young Yoga Masters" (on Dovercourt) leads a weekly yoga class
- Ann-Marie Williams (MA in Dance (York U), and a BFA in Dance-Theatre (Ryerson U) leads the children in a weekly or semi weekly Creative Movement class
- Jeanette Cepin leads the children in a monthly Sign Language class
- A Toronto Public Health Dental Hygienist makes a free annual visit to check the children's dental hygiene.

Dover Gardens also participates in the Dovercourt Community "Spring Fling", held in June, and provides the children a day of fun activities such face-painting, games and a multicultural BBQ. Throughout the year, the teachers may program community trips, which can include the local library and fire station, local parks or tours of community businesses. Each parent/guardian will be asked to sign a consent form that will cover all walking tours from the centre.

**Document and review the impact of strategies set out in this statement on the children and their families**

We will use documentation, reflection, as well as formal assessments such as Nipissing District Developmental Screen to continually evaluate our program and its effects on the children and their families. Surveys will be sent out to our parents and staff in an effort to further evaluate our effectiveness.

## Program Statement Implementation Policy

All educators, volunteers and placement students will review the Program Statement and policies required under (O.Reg. 137/15, ss. 6.1(7)(a)), prior to working in the program with the children and annually thereafter or upon any changes or modifications to the Statement or said policies.

Records of this shall be kept for 3 years. Educators will model and engage in ongoing communication about all aspects of the program statement with students and volunteers.

Monthly program meetings take place with the teachers to support them in their program implementation, they also provide a forum for on-going learning and an opportunity to contribute to the evolution of the program and overall effectiveness of the centre.

The teachers will contribute and the lead teacher will complete individual and group observations and individual observations each child that demonstrates the learning that is taking place. Teachers will also create documentation boards and other reflective pieces that are displayed in the classroom. This pedagogical documentation supports our goals and approaches outlined in our Program Statement.

The supervisor will hold annual staff evaluations in December and June to discuss the implementation of the program statement and provide feedback (for volunteers and teachers evaluations will take place in December, January and February). On-going monitoring of the classroom will be done by the supervisor to ensure that all staff, students and volunteers are following our Positive Guidance Approach and that none of the prohibited practices are occurring. In the event that any prohibited practices should occur, immediate action will take place, according to the centre's policy.

### Prohibited Practices:

The following actions constitute prohibited practices at Dover Gardens Nursery School

- (a) Corporal punishment of the child;
- (b) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) Locking the exits of the classroom or school premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- (d) Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- (e) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- (f) Inflicting any bodily harm on children including making children eat or drink against their will.

Contravention of the Program Statement and Policies will be documented in the appropriate staff file, and may result in Disciplinary Action. This Policy must be reviewed with staff, volunteers and students, prior to commencing employment and on a minimum of an annual basis or when any changes take place.

## How Does Learning Happen at our Centre?

The Teachers at Dover Gardens strive to create a safe and positive environment that enhances all developmental areas of the toddler and preschool child: Cognitive, Physical (large and fine motor) Language (expressive and receptive) Emotional and Social. The teachers plan each activity and learning centre with every child's needs, developmental levels and the fundamentals of early learning in mind. This includes:

**Free play:** When children are free to choose their own activities. The teachers create imaginative learning centres related to the children's interests and development. Children learn best through play – it helps socially, emotionally, cognitively, and physically and expands expressive and receptive language.

**Creative/Self Help Shelf:** Children will use their creativity and curiosity about the world to make their thinking and learning visible. We have a variety of 2 and 3D art supplies and media to create with. While creating, children are developing fine motor skills (pincer grasp and tool use) self-expression, self-esteem, problem solving and representational skills.

**Sensory:** We ensure many opportunities for sensory exploration, which helps us to develop physically, emotionally and cognitively. Our sensory play bins are where we experiment with various textures, materials, sand or water. We make coloured play dough to pound, squish and roll. Sensory play is not only soothing and relaxing, but can help teach pre-math skills, measuring, science and conservation of mass concepts.

**Small Group Activities and Gathering Time:** The children sit in a circle or in a group with the teachers, who will read stories, sing songs or teach about our recent interests. Gathering time and small group activities help to create positive attitudes toward learning and a love of literacy.

**Easel Chalk/ Painting:** Access to chalk, paint, pastels, markers at the easel allow children to create their individually inspired artwork.

**Cognitive Toys:** Tabletop and shelf toys/puzzles are set up to develop children's pre-reading, pre-math and pre-writing skills. They also encourage fine motor skills, problem solving and social skills, as children often have to work together.

**Book/Quiet Area:** Our book centre is set up for children who feel like they need some quiet time alone. The children can look at books and relax on pillows. Children will develop their auditory skills, pre-reading skills and expand their expressive and receptive language. They are also learning to identify and regulate their emotions.

**Block Centre and Manipulative Toys:** The block centre, with large and smaller building blocks, allows the children to use their imagination, social skills and large motor skills. We have several construction/building toys for children to use their fingers and hands to manipulate pieces. Children will use their creative minds and socially interact with their friends.

**Socio-Dramatic Play:** Our dramatic play centre allows children to role-play and learn about the world we see around us. Children can self direct the use of props, share ideas, negotiate roles with others and learn about various cultures and family dynamics.

**Outdoor Play:** We play outdoors for half an hour a day. Children practice their self-help and fine motor skills by getting ready for outdoor play. Outside, children can run, throw, catch, jump and explore nature.

**Science and Music:** The children can learn all about insects, plants, senses, magnets and natural objects. Children will learn how to collect and organize information, reflect and reach conclusions. The teachers like to incorporate music into the classroom routine as it helps to improve auditory skills. Children can learn about different kinds of music and instruments. We also have a weekly music class.

**Snack Time:** The teachers and children sit down at the table “family style”. Children learn about the value of nutrition, hygiene, and manners and practice their conversational skills.

## **What is a Cooperative Model Nursery School?**

At Dover Gardens, families do not merely pay tuition so that their children can attend the programme. Instead, the school is run as a co-operative, meaning that each family must contribute to the daily running and maintenance of the school. Parental involvement is not merely suggested, but required. The benefits of running a programme based on the co-operative model are many:

- Lower tuition than most nursery schools
- Higher quality of care as there are more caregivers in the classroom
- Ability to foster a close working relationship with our highly qualified teachers
- Opportunity to experience and develop varied parenting techniques
- Chance to meet other parents and families in your community
- Time to share in your child’s experiences and watch them grow intellectually, emotionally and socially.

### **Non-participating members**

Dover Gardens Nursery School recognizes that not every family can contribute in the same way. There will be a number of non-participating spaces determined each year by the Board. Tuition fees for these children are higher, reflecting the value of the work done by the other parents of the co-operative in administering the Nursery School.

Non-Participating parents and families retain the same rights and responsibilities of membership as Participating parents and families. They are encouraged to attend, and are entitled to vote at General Membership Meetings. As well, they are encouraged to participate in fundraising activities, and must abide by the policies and procedures as set out in the Parent Handbook. A Non-Participating family’s relief of performing duty days and administrative tasks defines the difference in Member categories.

### **Parental Responsibilities**

Since Dover Gardens operates on the co-operative model, meaning its members administer the nursery school – success is in their hands. We have attempted to outline below and elsewhere in the handbook all the responsibilities of member families, however, events of an unforeseen nature do sometimes occur, which require families to pitch in. If we all do our share, the work will be minimal and will contribute greatly to the experience of our children!

**Every family** with a child attending the school agrees to:

- Abide by all policies, procedures and by-laws of Dover Gardens.
- Assist in yearly fundraising events:

- Registration and tuition fees cover all the basic costs of keeping the nursery school up and running. However, we undertake several fundraising events over the course of the year in order to pay for those special things that make Dover Gardens Nursery School a great place to be.
- Each year, the Executive Board, in consultation with the general membership, determines what special projects ought to be funded. For example, we may need to repair or replace old toys, purchase new educational games and activities, or choose to bring in special classroom events. Events are organized and planned by the Fundraising Coordinator and the Fundraising Committee. All families must contribute time and effort to making the various events successful. It's a great opportunity to strengthen the finances and promote the profile of the school while building relationships with other families in our community!
- Pay all fees in full and on time.
- Attend each of the Semi-annual General Members Meetings held in October and May.

In addition, **participating member families** agree to fulfill the following obligations:

- Fulfill obligations of Executive Board position or of assigned Family Task.
- Fulfill assigned duty days according to the roster.
- Attend toy-washing sessions during the academic school year.
- Attend the monthly executive meetings, if an Executive Board member.

The success of the school depends upon all families doing their share. Repeated violations may result in the forfeiture of membership. The Executive Board reserves the right to ask a family to withdraw from the programme if family obligations are not met.

### **Administrative Structure**

The Executive Board members are as follows:

1. Coordinator
2. Assistant Coordinator
3. Treasurer
4. Secretary
5. Fundraising Coordinator
6. Registrar
7. Membership Coordinator
8. Marketing Coordinator
9. Member at large

Aside from the Member at large, all positions are to be held by parents of children who will be enrolled in the programme in the same academic year. The remaining officers are elected to the Executive Board by the co-operative membership at the semi-annual general meeting held in April or May. Vacancies after this AGM will be filled and approved by the Board. In order to effectively run Dover Gardens, the Coordinator, Treasurer and Registrar roles must be filled. Other roles can be filled according to need. A description of the duties of the Executive Board members, as well as of the Family Tasks, can be found in Appendix A.

### **Admission and Waitlist Policy**

Applications are processed on a first come, first served basis. Priority is given to children who have been in the programme, alumni and their younger siblings. When the programme is fully enrolled, applicants will be held on a waiting list until an opening is available.

Children do not need to be toilet trained to attend Dover Gardens.

### **Waitlist Policy**

There is no fee required to be placed on the waiting list. The order of priority for allocation of places is applied on the basis of the following:

- I. Returning children currently attending Dover Gardens Nursery School.
- II. Children who previously attended the Nursery School and withdrew for a period of time.
- III. Siblings of those children currently attending the Nursery School (registration required by April 30th for the following September start).
- IV. Remaining places will be allocated based on chronological order (from the date at which confirmation of waitlist is provided).
- V. We aim to allocate places on the basis of one intake a year, in September. At other times, there may be places available in the event that there are changes to the attendance arrangements of any existing children.
- VI. Toddler spots are filled in September. Preschoolers will be given priority for any remaining spots that may open during the school year.
- VII. For September enrolment, preschool spots can be offered to children who turn the participating age prior to October 10th, and can begin attending once they are of age.
- VIII. If you are offered a spot and do not accept, you can maintain your current waitlist position for the following school year registration or for a spot in the preschool age program (2.5 yrs.+) once your child is eligible. Remaining on the waitlist does not guarantee another offer will be made.
- IX. Our waitlist is maintained by the Registrar and in the Dover Gardens classroom. It is available at all times for families to enquire about their status in confidence and privacy.

To be added to the waitlist, please email your details to [dovergardenregistrar@gmail.com](mailto:dovergardenregistrar@gmail.com).

### **Offer of a Place**

- I. When we are able to offer a place at the Nursery, the registrar will contact the family, specifying the days of the week and number of sessions that are available and the anticipated start date. Parents will be requested to respond within a specified time if they wish to accept the offer made otherwise the offer will lapse
- II. Families are usually contacted 8 weeks before any given start date as parents are required to give 2 month's notice of their withdrawal.
- III. There is no specified length of time that you need to be on the list to be offered a space.
- IV. In the event that the offer of a place is accepted, it will be necessary to confirm this in writing and pay a deposit in order to secure the place offered.

## **Registration and Tuition Fees**

Dover Gardens is run as a Not-for-Profit Corporation; so all fees are used to directly support the running of the school.

### **Registration Fees**

The following fees are due at the time of registration:

- Non-refundable registration fee - \$100.00, which includes:
  - Membership Fee (one time, non-refundable).

- Administrative Fee (one time, non-refundable) to offset the cost of processing each child’s application. Children returning to the programme after the scheduled summer break are not charged the Administrative Fee again. Children withdrawn from the programme for two months or more will be charged the Administrative Fee upon re-enrolment. Different children from past or current members will also be charged the Administrative Fee when enrolling.
- Police Reference Check for participating families only. Families that wish to have the flexibility of having more than one parent/caregiver able to volunteer in the classroom must pay an additional \$20.00 for each Police Reference Check submitted.
- Partially Refundable Deposit - A \$200 deposit is required at time of registration, which is placed in the Dover Gardens Reserve Fund to help maintain and support the program. This helps to ensure that our low monthly tuition costs are not impacted when larger unexpected expenses occur. At time of withdrawal from Dover Gardens, \$100 of your deposit is refundable if “end-of-term” withdrawal policies are followed – as described below.

### **Withdrawal/Discharge Policy**

Families that wish to leave the Dover Gardens are required to give two months’ written notice of withdrawal. You are free to withdraw any time during the school year; however the portion of the deposit that is refundable is returned with end of term departures (Dec. & June) not for mid-term departures. Therefore, notice of the intent to withdrawal needs to be received Oct. 31st for Dec. withdrawal and April 30th for June withdrawal in order to receive back \$100 of your deposit. Knowing which students will be continuing with the Nursery School allows us to accommodate new families when spaces are opened, ideally with the start of a term to minimize disruption. Families cannot under any circumstance transfer their spot to other families or children (new families or currently attending families). All changes to registration (e.g. number of days attending) must be made with the Registrar. If you are taking your child on a temporary leave, you are still expected to pay the fees.

Note that the Board may require families to withdraw from the programme for non-compliance with the policies and procedures of the school. One month’s written notice will be given to families being asked to withdraw from Dover Gardens.

### **Forms**

The following forms **MUST** be completed, signed and returned to the Supervisor before your child can attend Dover Gardens:

- Enrolment forms
- Permission form for medical attention
- Permission form for field trips
- Provide a copy of the child’s immunization records (or affidavit to verify parental choice not to immunize) and statement re: communicable diseases
- Criminal Reference Check Release Form for all persons performing duty days. See Appendix H for our complete policy.
- Provide a copy of the Duty Parents immunization records, TB test or a recent chest x-ray
- Signed declaration and checklist re: review of handbook policies and procedures

## **Tuition Fees**

Tuition is paid at the beginning of each month through direct deposit. Every month you will receive an invoice via email to remind you that tuition is due and receipts are provided.

<b>2020/2021 Monthly Tuition Fees</b>	<b>2 Days (Thurs/Fri )</b>	<b>3 Days (mon/Tue/Wed)</b>	<b>5 Days</b>
Toddler – Participating	\$289.00	\$353.00	\$462.00
Toddler – Non Participating	\$427.00	\$492.00	\$597.00
Preschool – Participating	\$227.00	\$297.00	\$417.00
Preschool – Non-Participating	\$362.00	\$427.00	\$547.00
Preschool – Participating + Extended	\$287.00	\$372.00	\$522.00
Preschool – Non-Participating + Extended	\$422.00	\$507.00	\$652.00

*Note: Toddler students are allowed to participate in the Extended Program (12:00pm-12:45pm) only if they have an older preschool sibling participating as well - allowing for one pick-up time for families. Please speak to the Registrar about toddler extended tuition fees and details.*

### **Comfort Level Assessment**

If your child is not settling into the programme, the Supervisor will discuss any concerns with you and help develop strategies to help your child feel comfortable. If the family and Supervisor agree that your child ought to withdraw from Dover Gardens, deposits will be refunded.

## **Attending Dover Gardens**

### **Arrival and Departure**

If your child will not be attending school, please call to inform the teacher before class begins. (The phone number at Dover Gardens is 416-533-7337 or email [dovergardens@gmail.com](mailto:dovergardens@gmail.com)).

Please ensure your child is dropped off between 9 and 9:15 am. As the end of the programme approaches, you may pick up your child from the outside playground or the classroom. It is extremely important that you inform the teacher that you are leaving with your child.

Your child must be picked up promptly at the end of class. If you will be picking your child up late, if possible, please let the teachers know as soon as possible. Dover Gardens allows 5 minutes' grace period for late pick up, and then there are late fines of \$1 per minute which is payable in cash when you pick up your child.

### **Orientation**

Orientation sessions are held at the beginning of the school year. Parents and caregivers will be given a brief tour of the classroom areas: bulletin boards/communication centre, children's play areas, supply stations, and the food preparation area. In addition to reviewing what are the duty day responsibilities, it is an excellent opportunity to meet other Co-op families.

## **Communication**

It is vital that families update Staff with any changes in personal information: new contact information (address, workplace or phone), or a child's health information (new or discontinued development in a health related issue). This information is kept in confidence, in the child's file.

The Teachers will communicate with parents mainly through email, for example through a weekly overview of school programming, upcoming field trips, meetings, Scholastic Book Club, and special events. As well, a bulletin board is available outside the classroom with information for staff and parents regarding continuing education, workshops, meetings, news items and articles of interest in a variety of topics.

While only members of the Executive Board are required to attend Board meetings, everyone is encouraged to attend. Attendance at the semi-annual general meetings is mandatory for all members. A schedule of meeting days is posted each September for the following year.

## **Statutory Holidays**

Dover Gardens operates during the regular school year, opening on the first day of public school in September and closing the following June on the last day of classes. Dover Gardens follows the public school holiday schedule. We are closed during Christmas and March breaks and on all Statutory Holidays and Easter Monday. Dover Gardens is open for all TDSB PA days.

## **Closures, Absences and/or Vacations**

Children may be absent from the programme at the discretion of the parents, however the school does not provide reimbursement for days missed or offer "make-up" days in response to a child's absence.

In the case of an extended absence, families will be required to leave the programme (one month's written notice is required) but will be permitted to re-enter on their return, if space permits.

In the unlikely event that the school has to close due to weather conditions or that the school building is unsuitable to open or all R.E.C.E teachers are unavailable and no R.E.C.E. qualified teacher can be found, we will notify each family either by phone or by email by 8:30am. Families are not reimbursed for any missed days of school due to such closures.

## **When is your child too ill to attend the nursery school?**

Sick children pose a risk to other children and the staff and volunteers who care for them. Further, they are unable to participate in the programme fully and often require a disproportionate amount of the teachers' time. For everyone's well being, sick children cannot be allowed to attend school. It is difficult to know how sick is "too sick," so please refer to the guidelines below in determining when to keep your child at home.

Keep your child at home if they show the following symptoms/illnesses:

- Fever (temperature of 101°F/38°C and over). The child may not return until his/her temperature has been normal for over 24 hours.
- Vomiting and diarrhea. The child may not return until the vomiting and/or diarrhoea has ceased for at least 24 hours.
- An excessively runny nose where the discharge is not clear.

- Extreme lethargy that prohibits participation in the programme.
- Extensive rash, unless child brings a doctor's note confirming that the child may attend school.
- Contagious diseases (e.g. chicken pox, rubella, pink eye, measles, pinworm, strep throat, head lice).

Dover Gardens follows the Toronto Public Health's Guidelines for Common Communicable Diseases in determining when a child needs to stay home (be excluded) from the school by reason of a communicable disease. Further, the school may have to report the illness to Toronto Public Health, in accordance with the Guidelines. Please inform the school immediately if your child has been diagnosed with any of the contagious conditions noted above.

As part of the daily routine, the teachers will conduct a daily health check to monitor the children for any other signs of illness (which they will report to you) and keep a log of when/why children are absent from the programme.

If any of the symptoms listed above become apparent while your child is at school, parents will be called to pick their child immediately, and the child will be isolated from the other children in the class by providing them with a comfortable and safe place to rest.

### **Snack**

A healthy snack is served every day at Dover Gardens. R.E.C.E staff will create and post a weekly menu plan. The grocery shopping is assigned to a participating member family. The Staff prepares the food at school (as per provincial regulation) and the Duty Parent helps serve the snack to the children. Please inform the teacher of any foods you do not wish your child to have during snack time. Parents are welcome to supply a special snack for their child's birthday. See Appendix K for sample menus and preparation procedures.

Posted in the snack preparation area is a list of children and their food restrictions, as reference. The classroom is a "nut-free" zone, including items often containing nuts and nut oils, such as chocolate or granola bars. Nut allergies are usually severe and sometimes fatal, so bringing any form of nuts into the classroom, or serving allergens to affected children will result in the immediate forfeiture of your co-op membership.

### **Outdoor Play and Extreme Weather Policy**

Dover Gardens students will have outdoor play whenever possible. As per the CCEYA, children are to have reduced outdoor play once Environment Canada issues an extreme cold weather alert (-15 degrees Celsius or lower without wind chill) or the city has issued a "smog alert," meaning the air quality is very poor. On these days, the children will remain inside. In addition, other factors which create unsafe play conditions (ice, falling branches, heavy snowstorms with lack of visibility, thunderstorms etc.) will be taken into consideration by the R.E.C.E. supervisor and may result in the children staying indoors.

### **Clothing and Outdoor Attire**

Shoes must be worn at all times; socks or bare feet are not permitted. The children play outside everyday, so ensure that they have non-skid shoes at school. In wet, rainy or snowy weather make sure that your child has extra shoes (not slippers) for use indoors.

Families must ensure that every child has a hat to wear outside in cold or warm weather. In winter, it is imperative that children are appropriately dressed in warm layers of clothing, including winter coats, snow pants, hats, gloves and boots, and that all outerwear is labelled. Duplicates of items like mitts or hats are a good idea as things do get wet and do not have the time to dry.

We ask that each family apply a long-lasting sunscreen on their child before arriving at school for the day.

Your child should have a complete change of clothes at school at all times. It can be kept in a bag, labelled with their name, hung on their hook in the classroom.

Parents must supply diapers, but disposable wipes, paper towels, liquid soap and disinfectant are made available.

### **Celebrations and Special Events**

A very important part of the programme is to embrace the ethnic, religious and cultural diversity of our community. Dover Gardens does celebrate major holidays (e.g. Christmas, Hanukkah and Kwanzaa are celebrated as a month of light). Families interested in helping develop programmes around holidays are welcome to approach the Supervisor. Occasionally, special events are planned for the classroom (i.e. firefighters, police officers or musicians visits). Children's birthdays are also celebrated, however we ask that no other items besides a special snack be brought in (e.g. no loot bags, hats, etc.), so that all birthdays are celebrated equally.

### **Field Trips**

Field trips offer the children a wonderful way to experience new learning environments with their peers. Parents and families will be notified in advance of upcoming field trips and special classroom events. In order to boost the child to adult ratio during field trips, a few extra parents will be asked to volunteer to accompany the class during the outing.

### **Specialized Services**

Dover Gardens will ensure that an updated individualized support plan (ISP) is in place for each child with special needs enrolled and will ensure that the program is structured to accommodate the ISP of each child while still being inclusive of all children. Please see Appendix D: Individualized Support Plan.

As part of ongoing developmental observations of each child, it may occur that outside agencies such as the Child Development Institute or Surrey Place Centre are called upon for their expert advice and opinions. This is done to ensure that the children are receiving the best care that we can provide. These agencies are contacted only with the consent of the parents of the child. All information will be kept in confidence.

### **Parental Behaviour Policy**

Dover Gardens values respect for students, parents and teachers alike. In no situation should a parent discuss or ask questions about other children other than their own. As well, parents should refrain from discussing any issues they are having with any teacher in the hallways or classroom, in front of children or with one of the teachers. If there is an issue, please talk to the Coordinator who is there to help solve any problems and act as a liaison between parents and teachers when needed.

## Participating Member's Duties

Dover Gardens operates within the cooperative model, requiring participation from all members. Participating members are expected to participate in 1-2 duty days per month, as well as one other responsibility within the school. If a member determines that they are unable to participate fully, they might consider moving to a non-participating status (even for a short period of time such as a month).

### Duty Days

All participating families are expected to volunteer for duty days.

- If your child attends 2 days per week, the expectation is approximately 1 duty day per month.
- If your child attends 3 or 5 days per week, the expectation is approximately 2 duty days per month.
- If you have two children attending, the number of duty days per month doubles.
- If the number of duty days are an issue, then you can either take on added responsibilities - such as a significant board role or multiple non-board roles
- Taking on a board position will replace one of your monthly duty days.
- If you do not volunteer for a non-board role you will be assigned an extra duty day per month.
- If the number of duty days are an issue, and you cannot take on any added responsibilities, consider moving to non-participating, where duty days and family roles are not required.

Duty days are to be performed on days your child is scheduled to attend. An orientation will be held in September to familiarize duty parents with the classroom routines. A parent duty day calendar will be prepared each month by the Membership Coordinator in consultation with participating families.

It is the responsibility of every family to fulfill the scheduled duty day. If you find it necessary to switch duty days, please contact another parent from the contact list to arrange a switch and inform the Membership Coordinator to note the change.

Each shift on the monthly calendar will also have a member designated as 'back-up'. The back-up is there in case of illness or emergency. In the event that you are unable to fulfill your scheduled duty day, it is your responsibility to contact the backup parent with as much notice as possible (a full contact list will be distributed at the start of the school year). If you are asked to fill in as a backup, every effort will be made by the Membership Coordinator to give you a credit for that duty day on the next roster.

### On your duty day:

- Please arrive at 9 AM, and come prepared to help the teachers right away.
- Help children wash their hands upon arrival.
- Clean two (or more) bins of toys. Record which bins you have cleaned in the toy cleaning binder.
- Help children put on smocks for art activities.
- Help children wash hands after art activities, clean art supplies, disinfect tables with bleach/water solution.
- Sit with children during snack. Do not handle the food, other than serving water.
- Help get children dressed to go outside.
- Properly wash and dry all dishes after snack. Empty food waste in the green bin in the school lunchroom.
- Disinfect tables with bleach/water solution, sweep floor.
- Disinfect the washroom with bleach/water solution.

- Tidy up the classroom, as needed.
- Any other tasks as indicated by teachers.
- Please do not answer the phone in the classroom.

A daily schedule is posted in the classroom noting the timelines of classroom activities.

**\*\*\**You are only allowed to be alone with your own child*\*\*\***

**Appendix A: Job Descriptions**

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In order to effectively run Dover Gardens, the Coordinator, Treasurer and Registrar roles must be filled. Other roles can be filled according to need, based on Board decisions. Every attempt will be made to meet each family's preferences for tasks but the ability to do so will depend on the number of participating families each year.

**Coordinator**

- Position must be filled in order for nursery school to be open for the year.
- Attend monthly Board meetings
- Ensure programme is running smoothly; oversee any problems that arise
- Register with CIBC (on Bloor & Dufferin) for signing authority
- Act as the liaison with Ministry of Education, City of Toronto's Children's Services and Public Health Departments, and the Toronto Board of Education (TDSB)
- Maintain a list of all enrolled families including names, addresses, telephone numbers, email addresses; distribute contact information sheet to all families
- Act as the liaison with the Principal of Dovercourt Jr. Public School
- Review financial statements with the Treasurer
- Collecting and submitting VSC's for duty day volunteers
- Chair 10 monthly Executive Board meetings
- Chair semi-annual general membership meetings (October/April)
- Conduct evaluations of R.E.C.E Supervisor
- Activate ad hoc committees (planning, hiring etc.) as needs arise
- Update officer information with the Ministry.
- Negotiate teacher contracts for following year based on projected budget
- Meet with teachers monthly if needed to resolve any issues and ensure the program is running as it should be.
- Update files with log of tasks/duties/events from the year and suggestions for the incoming Coordinator
- Provide orientation for incoming Coordinator.

**Assistant Coordinator**

- Attend monthly Board meetings and participate fully in assuming new tasks as required by the Board
- Assist Coordinator in performing administrative functions as required
- Sit on hiring committee
- Update Assistant Coordinator's files with log of tasks/duties/events from the year, and suggestions for the incoming Assistant Coordinator; provide orientation for the incoming Assistant Coordinator
- Participate on ad hoc committees as required

**Treasurer**

- Attend monthly Board meetings and participate fully in assuming new tasks as required by the Board
- Manage all financial matters, specifically:

- Create a budget. Monitor and report monthly on the status of the budget
- Collect fees for the school year from the Supervisor (membership, tuition, Criminal Reference Check fees)
- Bring unresolved disputes about fees to the Board
- Prepare yearly tax receipts for tuition fees and donations
- Ensure timely payment of school invoices
- Reimburse approved expenditures on a timely basis
- Organize and maintain financial records
- Organize bank deposits
- Liaise with the Fundraising Coordinator; collaborate on 'seed money' for events, manage any and all funds raised
- Provide detailed financial statements to the Executive at monthly meetings
- Arrange for audited financial statements through a licensed third party accountant
- Update Treasurer's files with log of tasks/duties/events from the year and suggestions for the incoming Treasurer;
- Provide orientation for the incoming Treasurer

### **Secretary**

- Attend, record and distribute minutes of monthly Board meetings to all members within one week of the meeting
- File and maintain records of meeting minutes in appropriate binders/USB
- Secondary signing officer if no Assistant Coordinator
- Make copies of all necessary forms
- Email notice of General Members meeting four weeks in advance
- Attend all General Members' meetings and participate fully in assuming new tasks as required by the Board
- Send out email (correspondence /surveys) to the Membership on behalf of the Board
- Participate on the hiring committee as necessary
- Update Secretary's files with log of tasks/duties/events from the year and suggestions for the incoming Secretary;
- Provide orientation for the incoming Secretary

### **Membership Coordinator**

- Attend monthly Board meetings and participate fully in assuming new tasks as required by the Board
- Deal with issues pertaining to the current membership
- Act as a liaison between parents, teachers and the Board
- Create duty day roster according to guidelines
- Arrange for coverage when duty parents are sick
- Conduct evaluation of year's programme, compile results and provide feedback to Supervisor and Board
- Ensure that Dover Gardens is meeting the needs of its membership and community e.g. membership/ staff survey
- Update the Membership Coordinator's files with log of tasks/duties/events from the year and suggestions for the incoming Membership Coordinator
- Provide orientation for the incoming Membership Coordinator
- Participate on ad hoc committees as required

### **Registrar**

- Attend monthly Board meetings and participate fully in assuming new tasks as required by the Board
- Deal with incoming families and potential new members
- Take on the responsibility of registration by monitoring email during the summer and update registration if needed
- Work with the Marketing Coordinator to place advertisements announcing beginning of registration in March of every year, and at other times as necessary
- Maintains a waiting list and contacts prospective members on waiting list for possible registration
- Assist R.E.C.E Supervisor in responding to inquiries: meet with prospective new members, organize tours, explain procedures, provide handbook and required documentation, and conduct follow-up calls
- Ensure copies of the handbook and required forms are available
- Update the Registrar's files with log of tasks/duties/events from the year and suggestions for the incoming Registrar; provide orientation for the incoming Registrar.
- Participate on ad hoc committees as required

### **Fundraising Coordinator**

- Attend monthly Board meetings and participate fully in assuming new tasks as required by the Board
- Raise money for the cooperative through membership participation required events (winter & spring theme) plus additional fundraisers such as Scholastic, Coffee, QSP, children concert etc.
- Report plans, costs, and profits of any fundraising initiatives at Board Meetings
- Raise community profile of Dover Gardens with signage during fundraising events with cooperation of the Marketing Coordinator
- Actively solicit corporate donations from community vendors and businesses
- Maintain records of contacts and correspondence (requests, thank-you notes) with community donors and sponsors
- Update Fundraising Coordinator's files with log of tasks/duties/events from the year, and suggestions for the incoming Fundraising Coordinator; provide orientation for the incoming Fundraising Coordinator
- Participate on ad hoc committees as required

### **Marketing Coordinator**

- Attend monthly Board meetings and participate fully in assuming new tasks as required by the Board
- Coordinate maintenance of the Dover Gardens website (update current info, hosting, domain name payments)
- To sustain the visibility of Dover Gardens to the community through flyer postings, distribution of brochures, listings in community papers and electronic postings e.g. community newsgroups
- Ensure all print materials (i.e. brochures, business cards, handbook, registration forms) are up to date and that there are enough copies to post within the classroom and for distribution
- Contact local business for promotion, proposal of donations, events e.g. classroom trips to local business
- Participate on ad hoc committees as required

## **Member-at-Large**

- Attend monthly Board meetings and participate fully in assuming new tasks as required by the Board
- Participate on ad hoc committees as required
- Can be any member from Dover Gardens' membership roster. Does not have to have a child currently enrolled in the programme

## **FAMILY TASKS**

The list of family tasks can change at any given time. The Board has the right to either add or remove any participating member position based on the schools needs and the number of participating families.

## **Shoppers**

### **Grocery Shopper**

- Get a shopping list of snack foods and grocery items from Supervisor and purchase items (and deliver to nursery by 9am).
- For reimbursement, complete a "Cash Advance or Reimbursement Form" and submit to the Treasurer with receipts.
- Liaise with teacher regarding cleaning supply needs & maintain an inventory list

### **Dollar Store and Costco Shoppers**

- Respond to supply needs as requested by the staff (i.e. craft and activity supplies and/or basic household items requests).

## **Treasurer Support**

### **Payroll:**

- Manage all payroll functions (timesheets, pay cheques, T4s, payroll taxes)
- Arrange and pay for school insurance (general liability, WSIB)
- File annual Charitable Status Tax Return with Revenue Canada by the deadline

### **Payables:**

- Receive school invoices (the groceries, phone bills...etc.), verify the amounts by recalculating the receipts and write out cheques for reimbursement (signed by the coordinator & treasurer).

Additional positions can include: treasurer's assistant, receivables & special purchases.

## **New Family Coordinator**

- Be a source of contact for questions/support of new Dover Garden families.
- Support the Registrar by providing tours to new and prospective families (once a month & during registration time).

## **Fundraising Committee Members**

- Assume new tasks as required by the Fundraising Coordinator
- Help raise money for Dover Gardens through planned events, throughout the year, (e.g. plant sale, Winter Party, and the Dovercourt Jr. P.S. "Spring Fling")
- Help raise community profile of Dover Gardens Nursery during fundraising events

- Help create, maintain and update promotional material (brochures, signs, tickets, etc.) as needed to solicit new families and for general distribution or use at fundraising events.
- Actively solicit corporate donations from community vendors and businesses
- Maintain records of contacts and correspondence (requests, thank-you notes) with community donors and sponsors.

### **Maintenance Committee**

#### IT Supervisor

- Maintenance and upkeep of classroom computer and system.
- Coordinating Dover Gardens website with Marketing Coordinator
- Evaluated telephone and IT needs.
- Other tasks to be determined over the evolution of the role

#### Laundry

- Take home and launder all towels, pillow covers and other items as requested by staff. In the event of an outbreak of head lice the above items will need to be cleaned again and may need to be removed from the room for 7-10 days.

## **Appendix B: Bias-Free/Inclusion Policy**

Dover Gardens Nursery School is a non-discriminatory, non-profit, non-political, and non-denominational organization.

Dover Gardens' Bias Free Policy recognizes the dignity and worth of every person and ensures equal rights for all, without discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed or religious beliefs, sex, sexual orientation, special need, age, family status, marital status or class.

All employees are hired solely on the basis of their Early Childhood Education Qualifications and any pertinent life experiences. Dover Gardens' policy ensures that all employees work in a harassment free environment. The nursery school will not tolerate any sexual, racial or degrading comments of any kind to any individual.

We seek to nurture the development of each child to its fullest potential by actively addressing issues of diversity and equity in the classroom.

### **Honouring diversity through our anti-bias program.**

Our goal is to create an environment that will nurture a confident, positive self-identity for each child, where they can be comfortable and empathetic with people from diverse backgrounds.

Dover Gardens has an open door policy in its acceptance of children and families in our programme according to our license set by the Ministry of Community and Social Services. As the enrollment of parents and children change each year, Dover Gardens must also change to make possible incorporation of diverse ethnic, linguistic, and religious groups. These diversities are a source of enrichment and strength.

Dover Gardens actively promotes racial and ethnic diversity on its Board of Directors and Committees. Every family is represented on this Board. Complaints of any kind will be brought to the Executive Board, on which each member has an equal voice in dealing with the complaint. Disciplinary action imposed in response to a discriminatory or harassment incident may take the form of a warning reprimand, suspension, termination or a mandatory withdrawal from the nursery school.

We do not allow guns or toys that promote violence or aggression in the Dover Gardens.

This Bias-Free Policy will be included in every staff or membership application to the nursery school. An agreement to comply will be incorporated in a contract that will be signed by staff and parents in the nursery school.

## **Appendix C: Celebration of the Parental Role**

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Dover Gardens Nursery School has changed how Mother's and Father's Days are approached. This change was made to have a more inclusive celebration of parents/caregivers in parental roles (in a different way from Family Day which is celebrated in February) and hence the school will celebrate all parent(s)/grandparent(s)/guardian(s) in parental roles who are the primary caregivers at home. Why?

- Celebrating traditional Mother's / Father's day makes the assumption that having one mother and one father is the norm and, by extension, the most acceptable family structure.
- This excludes families such as: same-sex parents, single parents, blended families, adoption, foster families, families where a parent has died or moved away.
- Typical Mother's/Father's day classroom activities tend to reinforce stereotypical gender roles (i.e. all moms prefer flowers and do the cooking while all dads wear ties or go fishing).

In previous years at Dover Gardens Nursery School, children made presents for Mother's and Father's Days and were told that if they didn't have a mother or father they could give their gift to a "special person" in their life (i.e. an aunt or uncle). Although well intentioned, this approach serves to highlight a lack or deficiency in the student's family. To quote Sudie Hofmann in *Framing the Family Tree*:

"...this approach has the potential to **increase** feelings of alienation and discomfort, not minimize them. Telling a student to select someone else in his or her life who is a close approximation to the person that the majority of students in the class will choose, does not ameliorate the situation."

Dover Gardens already has a Bias-Free Policy that states:

"Dover Gardens Co-operative Nursery School is a non-discriminatory, non-profit, non-political, and non-denominational organization.

Dover Gardens' Bias Free Policy recognizes the dignity and worth of every person and ensures equal rights for all, without discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed or religious beliefs, sex, sexual orientation, handicap, age, family status, marital status or class."

The Board of Directors at Dover Gardens wanted to ensure that our celebration of parenting/caregiving is a natural extension of these existing policies.

### **The New Approach**

After consulting with Karleen Pendleton Jimenez who researches Queer Issues in Education at Trent University, the Board at Dover Gardens agreed to make the following changes:

- In the classroom, we will have an event (or series of events/activities) that recognize parenting or caregiving instead of Mother's / Father's Days. These might include: books with diverse families, crafts, stories, etc.
- This will create teachable moments that all families are different and equally good; as well as allowing for people who want to recognize this important day within their families.
- This will also avoid gender stereotyping (which Mother's/Father's days usually do), such as that all moms prefer flowers while all dads prefer working with tools or sports.

### **Appendix D: Individualized Support Plan**

Dover Gardens will ensure that an updated individualized support plan (ISP) is in place for each child with special needs enrolled and will ensure that the program of Dover Gardens is structured so that it will accommodate the ISP of each child with special needs while ensuring that the program is inclusive of all children.

### **Procedure**

1. A child with special needs is defined as "a child whose cognitive, physical, social, emotional, or communicative needs, or whose needs relating to overall development are of such a nature that additional supports are required for the child".
2. If a special need is identified during the course of enrolment or during the child's tenure with the centre, the parent/guardian will be informed about Dover Gardens ISP policy.
3. If the parent/guardian's verbal agreement is given, the ISP process will be initiated.
4. If the parent/guardian does not consent to have an ISP in place, they will sign a "Consent for the Refusal to the Development of an ISP". The parents' rights will be respected.
5. In preparation for the ISP Meeting, the RECE and Supervisor and/or Program Director will review available records, program observations and documentations to identify the child's strengths and needs. This will be shared with the ISP team at the meeting.
6. A meeting will be scheduled with the parent/guardian. An invitation to attend the meeting, with parental consent, will be provided to any regulated health professional or other person who works with the child in a capacity that would allow the person to help inform the plan.
7. The parent/guardian with Dover Gardens staff will complete the initial ISP form.
8. The plan will include:
  - a) Dover Gardens will support the child to function and participate in a meaningful and purposeful manner while the child is in Dover Garden's care. For Example: Maddie will have the opportunity to display her strengths and interests while engaging in all aspects of the learning environment supported by the staff utilizing the support, aids, adaptations and

modifications outlined in her ISP to facilitate belonging, well-being, engagement and expression.

- b) A description of any support or aids, or adaptations or other modifications to the physical, social, and learning environment that are necessary to achieve clause (a); and this may include but is not limited to environmental supports (physical space, programming activities, and transitions), staffing supports (training, attitudes and perceptions) and skill building (supervision, mentoring, modelling).
  - c) Instructions relating to the child's use of the supports or aids referred to in clause (b) or, if necessary, the child's use of or interaction with the adapted or modified environment.
9. The parent/guardian will sign the plan to indicate their participation in the plan.
  10. The Executive Director/Program Manager will review plans at the time of site visit, if they are not in attendance at the initial meeting.
  11. The plan will be housed in the child's file as per the centre's record keeping policy.
  12. The strategies identified on the plan will be embedded into the room programming. Information from the plan may be utilized in documentation posted in the room without identifying information.
  13. A service provider may receive a copy of the plan with parent/guardian written consent.
  14. The plan will be reviewed in one month and six months from the date of the ISP Planning meeting for every child that is 0 – 3.8 years in age. All Kindergarten / School Age ISP's will be reviewed as required, but no less than annually and will involve the School Age child, when deemed appropriate.
  15. The staff will implement the ISP of each child with special needs. In addition, please refer to our Non-Bias/Inclusion policy.

## **Appendix E: Supervision of Students and Volunteers Policy**

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Dover Gardens welcomes both placement students and volunteers into our program. We believe it is valuable gaining experience in a childcare environment. Volunteers and students also play an important role in supporting staff in the daily operation of our program. This policy will provide supervising staff, students and volunteers with a clear understanding of their roles and responsibilities. It also fulfills the obligation set out under Ontario Regulation 137/15 for policies and procedures regarding volunteers and students.

### **General**

- Students and volunteers will always be supervised by an employee and never permitted to be alone with any child or group of children who receive childcare.
- Students and volunteers will not be counted in staff to child ratios.
- Dover Gardens has a volunteer duty parent every day in the classroom and is open to accommodating field placement students.

### **Student and Volunteer Supervision Procedures: Roles and Responsibilities**

**The licensee/designate must:**

- Ensure that all applicable policies, procedures and individual plans are reviewed with students and/or volunteers before they start their educational placement or begin volunteering, annually thereafter and when changes occur to the policies, procedures and individualized plans to support appropriate implementation.
- Ensure that all students and/or volunteers have been trained on each child's individualized plan.
- Ensure that a vulnerable sector check (VSC) and annual offence declarations are on file for all students and/or volunteers.
- Ensure that expectations are reviewed with students and/or volunteers including, but not limited to
  - How to report their absence;
  - How to report concerns about the program;
  - How to discuss evaluations
- Inform students and/or volunteers that they are never to be included in staff to child ratios or left alone with children.
- Appoint supervising staff to the students and/or volunteers, and inform them of their supervisory responsibilities.
- Inform students and/or volunteers of their duty to report suspected child abuse or neglect under the Child and Family Services Act.

**The supervising staff must:**

- Ensure that students/volunteers are never included in staff to child ratios.
- Ensure that students/volunteers are supervised at all times and never left alone with children.
- Introduce students and/or volunteers to parents/guardians.
- Provide an environment that facilitates and supports students' and/or volunteers' learning and professional development.
- Provide students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy.
- Provide students and/or volunteers with feedback on their performance.
- Work collaboratively with the student's practicum supervising teacher.
- Monitor and notify the centre supervisor/director of any student and or volunteer misconduct or contraventions with the centre's policies, procedures, prohibited practices or individual plans (where applicable) in accordance with the child care centre's written process for monitoring compliance and contraventions.

**Students and/or volunteers must:**

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

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

### **Additional Procedures**

Students may plan and lead activities that are approved by the supervisor. Any formal observations that the student might make must have the signed approval of all of the parents at Dover Gardens. Students will participate in the daily cleaning and sanitizing of the room as well as contribute to the parent bulletin board.

## **Appendix F: Monitoring Compliance and Contravention**

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Educators, students and volunteers are to follow policies and procedures in accordance with the *Child Care and Early Years Act*. This policy details the expectations for monitoring compliance and contraventions of policies, procedures and individualized support plans (ISP).

### **Compliance Responsibilities**

Compliance with Dover Gardens policies and procedures is the responsibility of all educators, students and volunteers. Upon hiring or placement at Dover Gardens, the supervisor will ensure that all educators, students and volunteers read and sign-off on all centre policies and procedures including but not limited to:

- Admission & Withdrawal
- Anaphylactic Policy
- Behaviour Management
- Bias-Free/Inclusion Policy
- Child Abuse Policy and Procedures
- Criminal Reference Check Policy
- Emergency Evacuation and management
- Fire Safety Policy
- Health & Safety Policy
- Individualized Support Plan Policy
- Medication Policy
- Missing Child Policy
- Parent Issues and Concerns Policy
- Playground Safety & Supervision Policy
- Program Statement Implementation Policy
- Sanitary Practices Policy
- Serious Occurrence Policy
- Smoke Free Nursery Policy
- Staff Training & Development Policy
- Supervision of Volunteers and Students Policy

## Waiting List Policy

Once a year, educators, students and volunteers will review policies and procedures and sign the Annual Policy Review and Compliance Agreement.

- If policies and procedures are revised during the year, an additional review and sign-off will be required.
- The compliance agreement forms will be compiled and kept on file for three years
- The management team and supervisor will review the policies and procedures when required to identify any necessary revisions and/or updates.

### **Individualized Support Plans (ISP):**

- The centre supervisor, along with a parent/guardian and/or outside support agencies (if necessary) will develop an ISP for each child with an anaphylactic allergy or special needs that includes emergency procedure for that child.
- The plan will be reviewed annually or when any change is brought to the centre's attention by the parent/guardian

### **Contravention of Policies and Procedures**

- The centre supervisor is responsible for monitoring compliance and contravention of all policies and procedures.
- If any educators, students or volunteers witness non-compliance, they are responsible for reporting it to the supervisor.
- In the event of non-compliance, the supervisor will discuss the issue directly with the individual responsible to identify the problem and the reasons for the non-compliance.
  - A write-up describing the non-compliance is issued and signed-off on by the supervisor and the non-compliant individual
  - Verbal instruction and coaching will be provided regarding the centre's policy on the matter
  - After three non-compliance write-ups, the individual is placed on probation. The supervisor will observe performance during probation.
  - Any additional non-compliance may result in termination.

## **Appendix G: Staff Development and Training Policy**

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Dover Gardens recognizes that staff enter employment with us with varying levels of knowledge, skill and experience. Through orientation, support and guidance we will ensure that our staff understand what is required of their work, and also provide them with ongoing opportunities to acquire new information and the support to upgrade and continue to improve their skills, knowledge and approaches so that they may learn and develop in their role.

### **Prior to commencing employment All Employees:**

- Must have a valid certification in standard first aid and CPR
- Must be informed in regards to children with Individualized Support Plans for anaphylaxis or special medical conditions, and additional needs.

- Must review all of the school's policies and procedures.
- All Employees, Students and Volunteers will review Dover Gardens' Parent Handbook.
- RECE staff must prove current membership with the College of ECE. Through the online Public Register, the Supervisor will verify the employee is a member in good standing.
- Employees, Students and Volunteers will be given a tour of the school to orientate them and introduce them to co-workers.

**Regular Review, Training and Certification Requirements:**

- All teachers must provide up to date certification in Standard First Aid CPR prior to the expiration of their current certificate.
- All RECE staff are responsible for providing current membership in good standing with the College of ECE, prior to their renewal date, as well as ensuring their ongoing participation in the Continuous Professional Learning Program (CPL). The CPL is designed to help RECEs reflect, plan for and document their professional learning in a meaningful way.
- Employees are required to attend any scheduled staff meetings
- All employees will review the policies, Parent Handbook and Program Statement on a minimum of an annual basis, or sooner if changes are made.

**Ongoing Training, Monitoring and Development**

- New Employees, Students and Volunteers will have ongoing support from their co-workers and supervisor to ensure they properly understand all of the routines, policies and procedures, including Individual Action Plans, as they put them into practice daily.
- When developmental opportunities are observed these will be addressed through coaching and mentoring.
- Records pertaining to the monitoring of our Program Statement and policies are retained for a minimum of three years.
- Details of any up-coming local professional development opportunities will be discussed at staff meetings. Dover Gardens' policy is to ensure our employees are able to further their knowledge and skills in areas related to their position within the organization. Financial assistance of \$500 per staff member is provided to be used for educational workshops or conferences or to renew First Aid and C.P.R.

**Appendix H: Criminal Reference Check Policy**

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A criminal reference check for vulnerable individuals is a precautionary measure designed to ascertain whether employees or volunteers providing direct service to children have a criminal history which could potentially make them unsuitable for certain positions of trust. A positive response may or may not preclude employment or volunteering with Dover Gardens Nursery.

Dover Gardens requires that all staff: supervisors, teachers, assistants, duty parents, volunteers and students on field placements, who will have direct contact with the children, must have a submitted a Criminal Reference Check through the Toronto Police Service before beginning work or volunteer service.

The Supervisor will submit the form to the Toronto Police Service on the duty parent's, volunteer or placement student's behalf. All responses are sent to the family's home, so please bring to the Supervisor for inclusion in the file at school.

If there is a positive response on a criminal reference check, the Supervisor and the Coordinator will consider the nature and circumstances surrounding the charges and/or convictions and decide if this person is appropriate to be around the children. All information will be kept strictly confidential. Dover Gardens recognizes and abides by the Ontario Human Rights Code and will do everything needed to ensure non-bias with regard to this information.

An annual Offence Declaration is required from every individual that has previously provided a CRCVSC, every calendar year after the year the CRCVSC was provided. The Offence Declaration form, provided by the supervisor, needs to be completed within 15 days of the anniversary date of the previous CRCVSC or Offence Declaration. An Offence Declaration must be completed ASAP any time an individual is convicted of an offence under the Criminal Code of Canada and will be placed in a sealed envelope in the individual's file.

Dover Gardens must obtain a statement from any person who turns 18 years old while in a position interacting with children receiving care, within one month after the person turns 18 years old. The statement must disclose every previous finding of guilt of the person under the Youth Criminal Justice Act (Canada), if the person received an adult sentence.

If a volunteer or student provides a copy of a Reference Check that was completed within 6 months to 5 years ago, they are required to immediately provide an offence declaration addressing the time period since the reference check was performed

## **Appendix I: Attendance Policy**

The supervisor will take a daily attendance of each child as they enter the classroom. The time will be recorded, as well as a daily health check of the child. At 9:30 am the number of children will be recorded on the transition board at the door, listing how many are in on each day.

When the children are preparing to go outside the classroom there will be portable attendance cards with each child's name, which will be changed daily with children during circle time. Cards will be used throughout each transition to remind teachers of who is present that day and who is in their care. When children split into two groups to get dressed for outdoor play, cards will also be divided into two groups and taken with each teacher. Before leaving the classroom, each teacher will check the attendance and read each child's name aloud before proceeding to the next location. On arrival, each teacher will again read each child's name aloud to confirm.

On an outside location before returning inside, one teacher will walk around and scan the entire physical environment while the other teacher waits near the gate with the children. When the group is large, the children will be brought inside in two smaller groups to eliminate the possible chaos of a larger group.

As the last child is being signed out, one of the teachers will review the attendance to verify that each child has been signed in and out correctly.

## **Appendix J: Playground Safety & Supervision Policy**

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Outdoor play is a critical component of promoting healthy child development. Dover Gardens strives to ensure a safe and positive outdoor play experience for all children in our care. It is understood that play involves challenging a child's coordination, control, strength and intellect. Safety factors are essential, but cannot provide for an infinite variety of events.

Dover Gardens uses the small play structure at the southeast corner of the school by the entrance door. This equipment is designed for children aged 18 months to 5 years old. Other activities, such as buckets & shovels, riding cars, bubbles, sidewalk chalk and other games are also provided by staff. The other play structures of Dovercourt School are designed for older children and cannot be used by Dover Gardens Nursery.

### **Playground Inspections and Maintenance**

A staff member is responsible for inspecting the playground daily before children enter in the morning using a Daily Playground Checklist. The supervisor using specific checklists, including a plan of action for any issues identified, also completes monthly and seasonal playground and maintenance inspections.

In addition, an independent certified playground safety inspector is contracted annually for a comprehensive playground inspection. Compliance with the CSA Standard must be verified in writing and a copy submitted to the Ministry of Education. After which, the supervisor will also complete an Annual Comprehensive Playground Inspection including timeframes to address any identified issues.

The supervisor is responsible for recording all completed repairs and maintenance (including date) in the Playground Repair Log and on the playground inspection checklist where the issue was first identified. Equipment being removed and installed must also be documented. The supervisor is responsible for ensuring that needed maintenance and repairs are completed, following procurement guidelines and lease agreements.

All playground accidents are recorded by staff in the Playground Injury Log and parents are informed. An Accident/Incident Report Form is also completed by the child's teacher and filed in the child's permanent file. For more information regarding accident reporting, please see Appendix Q: Serious Occurrence Policy.

The Playground Safety Report Binder (including daily, monthly, seasonal, annual checklists, repair log & accident log) for Dover Gardens is kept in the classroom at the Supervisor's desk, and is made available for inspectors. The Playground Injury Log is permanently stored.

### **Playground Supervision Guidelines**

1. Ratios must be maintained at all times while children are outdoors.
2. To facilitate children's washroom needs, staff will take children inside in small groups, while ensuring the maintenance of appropriate supervision.
3. Staff must keep the outdoor/emergency binder with them during all outdoor periods.
4. Staff must conduct the head count and roll call procedures at each transition.
5. Staff must check children's clothing daily for sources of entanglement (e.g. drawstrings).
6. Staff are responsible for reinforcing playground safety rules with children and the reasons for safety rules.
7. Staff must stay within easy reach of younger children at all times.
8. Staff must always practice child guidance principles that promote positive behaviour in children while in the playground.
9. The R.E.C.E. should identify areas in the playground that may be difficult to supervise and make sure that a staff member is positioned accordingly.
10. Staff will position themselves throughout the playground to ensure constant supervision of the children at all times.
11. Social conversations between staff will be kept at a minimum in order to ensure constant supervision of the children.
12. Children under 24 months are not permitted on the climber and slides.
13. Before going inside, one staff will walk around the playground to verify that all of the children have lined up to go inside.

## **Appendix K: Snack Preparation Procedures and Sample Snack Menus**

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Nursery School staff is responsible for planning the snack menu. Once the menu has been determined, a participating member family shops for the grocery items and brings them to the Nursery. Typically, the snack served will include three of the four food groups as listed in Canada's Food Guide to Healthy Eating.

### **Snack Preparation**

The R.E.C.E prepares the daily snack. A list of children and their food allergies and restrictions is posted in the snack preparation area; ask the Supervisor for clarification if you are uncertain.

Due to food allergies and dietary restrictions, we do not permit nuts/nut products to be served. This includes products that may contain nuts, e.g. granola bars. Serving allergens to an affected child(ren), or bringing nuts or nut products into the classroom will result in immediate forfeiture of your co-op membership.

Dover Gardens has adopted a "no mammals policy", and as such no pork, beef, lamb or other mammal flesh will be served to the children during snack. Fish, poultry, eggs and dairy products could be on the menu, subject to any dietary restrictions among the children.

If there is a child in attendance that has a food restriction, it is imperative to use separate knives and cutting boards for fruit, dairy and grain items. This prevents "cross-contamination" of one food group to another. The food is cut into morsels that are appropriate for the age groups in attendance. Each food is placed in its own serving bowl/plate.

The snack tables and the counter where the food is prepared must be washed before use and then used solely for that purpose. It is extremely important to make sure that you are using clean cutting boards and utensils.

### Sample Snack Menus

Fruits & Vegetables	Vegetables	Protein/dairy	Grain Products
bananas, pears	Cucumber	WowButter	whole grain crackers
Apples, oranges	Carrots	cream cheese, yogurt, cheese cubes	whole wheat bagels
peaches,	Red pepper	Edamame beans	fresh baked muffins
grapes (cut in half)	Broccoli	Turkey slices	whole wheat pita

We restrict sugary snacks to special occasions: birthdays, holiday celebrations.

## Appendix L: Sanitary Practices

Dover Gardens endeavors to maintain its facilities and equipment in a safe, clean condition, in accordance with the sanitary practices and food storage, handling and preparation requirements set out the CCEYA, 2014. Staff will practice personal habits that promote good health and prevent the spread of infection. Tasks will be completed according to the scheduled frequency, plus when necessary between scheduled times, in accordance with Dover Gardens Sanitary and Personal Health Practices and Food Handling and Preparation Procedure, which accompany this policy.

The cleanliness of the programs is vital to providing quality child care. It is up to all staff members to do their part in maintaining sanitary conditions. Policies and procedures regarding sanitation shall be reviewed at the commencement of employment.

The classroom, kitchen, washroom floors are swept and disinfected each day. They are cleaned after the children leave at 12:30 pm. The teachers are also responsible for maintaining an adequate supply of paper towels, soap, toilet paper, etc.

The counters and sinks are cleaned daily with disinfectant. Fridges and cupboards are cleaned weekly. A “two sink method” with bleach is used to clean all dishes and utensils.

Garbage is removed daily. Diapers are to be in a bin with a lid and emptied daily. Staff sanitize daily toys that the children have placed in their mouths.

**Daily Cleaning/Sanitizing:** The following will be cleaned and sanitized on a daily basis:

- Hand Washing Sinks and Faucets
- Toilet Bowls, Toilet Seats & Rims, Flushing Handles
- All classroom door knobs (inside and outside the classroom)
- Floor
- Change Table (after each use)

- Tables
- Food prep area (before and after use and when necessary)
- Sensory bin

**Weekly Cleaning/Sanitizing:** The following will be cleaned on a weekly basis:

- Toys and materials
- Fridge and Microwave
- All shelves, window sills and walls

**Bleach Solutions** are prepared and used as outlined below:

Bleach and Water	Use	Contact Time
5mL of bleach to 495mL of warm water, 500ppm	Diaper change tables, play mats, tables, chairs	Minimum 1 minute, allow to air dry
50mL of bleach to 495mL of warm water	Blood spills, Body fluid spills	Minimum 1 minute, allow to air dry

**Hand washing Routine**

1. Wet hands.
2. Apply soap.
3. Lather for 30 seconds. Rub between fingers, back of hands, fingertips, under nails.
4. Rinse well under running water.
5. Dry hands well with paper towel or hot air blower.
6. Turn taps off with paper towel, if available.

**Staff and Volunteers and students** on placements should wash your hands to protect yourself and the children you care for:

- At the beginning of the day
- Before and after changing a diaper
- After using the toilet
- Before and after handling food
- After handling garbage/recycling or toxic substances
- After contact with body fluids (blood, mucous, vomit, etc.)
- After removing gloves
- After caring for an ill child
- After sneezing, coughing or blowing one’s nose
- After contact with animals, coming in from outside, or whenever they feel dirty

If hand washing is impossible, for example, outside, a hand sanitizer may be used.

**Children** should wash their hands to protect themselves and other children:

- When they arrive at the child care setting
- After diapering and toileting
- Before and after eating or drinking
- After contact with any nasal or oral secretions
- On return from outdoor play
- Before communal play

**Hand Wash Sinks:** must be readily accessible in diapering areas, food handling areas and washrooms, equipped with hot & cold running water, a liquid soap dispenser and paper towels.

### **Glove Use**

Disposable gloves are not a substitute for hand washing, but they do provide some protection for the Caregiver. Fresh gloves are recommended for diaper changes.

Gloves can be useful if a Caregiver has dermatitis, cuts, or open sores on the hands, if there is a risk of exposure to blood and/or body fluids or during outbreaks of an enteric/diarrhea disease.

- Disposable latex or vinyl gloves must never be washed and reused.
- Hands must be washed prior to putting on gloves and after removing gloves as bacteria can multiply on the hands in the warm, moist environment of the glove.
- Take care when removing soiled gloves as the outside may contain microorganisms.
- Avoid touching the outside of the glove with your bare hand.
- Vinyl and Latex gloves are available for staff to use.
- Adequate cleaning and sanitizing will aid in the prevention of transmission of infections.

### **Diapering Procedure**

1. Gather supplies; collect all items from the child's basket.
2. Wash your hands
3. Put on gloves
4. Place child on the change table
5. Remove diaper
6. Clean child
7. Place soiled diaper and wipes into a plastic bag
8. Remove gloves and seal plastic bag
9. If required apply barrier product using tissue or glove
10. Use hand sanitizer before applying clean diaper
11. Put on clean diaper
12. Wash child's hands and your own
13. Take the child back to play area
14. Clean and disinfect diaper change table/mat after use.

15. Wear personal protective equipment (PPE) to clean and disinfect.

### **Washroom Routine**

There is a washroom in the classroom that is available at all times for the children to use when they feel the need. Between 10:15 and 10:30 the children are called and asked if they need to go and are assisted if necessary by the staff (or a diaper change if necessary.)

1. Clean your hands and put on gloves
2. Assist the child with cleaning
3. Remove gloves and clean your hands
4. Assist the child with getting dressed
5. Ensure the child cleans hands

### **Cleaning and Disinfecting a Soiled Toilet Seat / Ring**

1. Put on personal protective equipment (PPE) for cleaning and disinfecting
2. Clean and disinfect toilet seat/ring with appropriate disinfectant
3. Remove PPE and clean your hands

### **Food Storage and Preparation**

Dover Gardens will ensure that all food or drink is stored, prepared and served so as to retain maximum nutritive value and prevent contamination; and any instructions set out in a child's anaphylactic plan that may impact food handling/storage will be followed at all times.

Dover Gardens will observe the following compliance indicators:

1. Food/drink supplied by a parent is observed to be in a container labeled with the child's name.
2. Food or drink that requires refrigeration or to be kept frozen is kept in the fridge or freezer at temperature recommended by public health.
3. No food or drink is observed to be beyond its expiry date.
4. No food or drink shows visible signs of spoilage or mold.
5. Staff are observed to use proper food handling techniques in accordance with the recommendations/requirements of the local public health unit.
6. Food products may be frozen prior to the expiry date. The freezing date must be noted on the food.

**Review:** Dover Gardens will review the contents of this policy and related procedure with:

- a) All employees who will be interacting with children, before they begin their employment;
- b) Volunteers or students on placement who will be interacting with children, before they begin to volunteer or before they begin their educational placement; and
- c) Employees, volunteers and students on placement who will be interacting with children at Dover Gardens at least annually after the first review and at any other time when changes are made to this policy and related procedure.

## **Appendix M: Dress Code Policy**

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Dover Gardens is a place of business where you will be working with young children and dealing with members of the community. We ask that all members of the co-operative and staff dress accordingly.

1. Shirts need to be long enough to cover the tops of pants so that when bending, sitting or reaching bare skin is not visible.
2. Low-rise jeans/pants should not reveal underwear or bare skin.
3. Short shorts and skirts are not acceptable. A 5" in-seam length or longer is typically acceptable for shorts.
4. Footwear should be flat or low heeled to allow for safe and comfortable movement during daily child related activities such as running. Flip-flops are not considered to be appropriate footwear.
5. Slogans and inappropriate innuendos should not be worn on shirts.
6. Low cut shirts exposing cleavage are inappropriate and should not be worn.
7. Excessive jewellery is considered unsafe.
8. Halter tops, tube tops, spaghetti straps are unacceptable.

First and foremost, we want you to be comfortable when you are performing your job. Please keep in mind the active nature of the cooperative.

## **Appendix N: Parent Issues and Concerns Policy and Procedures**

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

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

All issues and concerns raised by parents/guardians are taken seriously by Dover Gardens and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within 2 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process. Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

### **Confidentiality & Conduct**

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).

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

### **Concerns about the Suspected Abuse or Neglect of a child**

Everyone, including members of the public and professionals who work closely with children, 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*. Please refer to Appendix P: Child Abuse

**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 Board of Directors. Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch. Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

**Contacts:** Supervisor: Nikki Pimentel [dovergardens@gmail.com](mailto:dovergardens@gmail.com) 416-533-7337

Coordinator: Jessica Linklater [dovergardenscoordinator@gmail.com](mailto:dovergardenscoordinator@gmail.com) 647-802-3632

Program Advisor: Maiorano, Daniella [Daniella.Maiorano@ontario.ca](mailto:Daniella.Maiorano@ontario.ca)

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or [childcare\\_ontario@ontario.ca](mailto:childcare_ontario@ontario.ca)

<b>Nature of Issue or Concern</b>	<b>Steps for Parent and/or Guardian to Report Issue/Concern:</b>	<b>Steps for Staff and/or Licensee in responding to issue/concern:</b>
<p><b>Program Room-Related</b></p> <p>E.g.: schedule, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- The classroom staff directly</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- The supervisor or coordinator</li> </ul>	<ul style="list-style-type: none"> <li>- Address the issue/concern at the time it is raised</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- Arrange for a meeting with the parent/guardian within 2 business days.</li> </ul> <p>Document the issues/concerns in detail. Documentation should include:</p>
<p><b>General, Centre- or Operations-Related</b></p> <p>E.g.: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to the supervisor or coordinator</p>	<ul style="list-style-type: none"> <li>- The date and time the issue/concern was received;</li> <li>- The name of the person who received the issue/concern;</li> <li>- The name of the person reporting the issue/concern;</li> </ul>
<p><b>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</b></p>	<p>Raise the issue or concern to the individual directly, <u>or</u> the supervisor or coordinator</p> <p>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.</p>	<ul style="list-style-type: none"> <li>- The details of the issue/concern; and</li> <li>- Any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul> <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>
<p><b>Student- / Volunteer-Related</b></p>	<p>Raise the issue or concern to the staff responsible for supervising the volunteer or student <u>or</u> the supervisor and/or coordinator</p> <p>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.</p>	<p>Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

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## **Appendix O: Behaviour Management Policy**

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Behaviour management is effective only within the context of the entire curriculum. Ensuring that all curriculum components are of high quality can prevent behaviour problems. Being consistent in behaviour management techniques is also crucial to its effectiveness.

Teachers and parents must be familiar with both the goals of the curriculum and these behaviour management guidelines. Annually, all staff and co-op members are expected to read these guidelines carefully and sign their agreement to implement them when working with the children and comply with the Behaviour Management Guidelines and Policy outlined below.

### **Prohibited Practices:**

The following actions constitute prohibited practices at Dover Gardens Nursery School

- (a) Corporal punishment of the child;
- (b) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) Locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- (d) Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- (e) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- (f) Inflicting any bodily harm on children including making children eat or drink against their will.

The performance of a prohibited practice, as specified above, will justify immediate for-cause termination of employment in the case of a teacher, or immediate cessation of Duty Day volunteer privileges in the case of a Duty Day participant.

Staff members will sign off on this understanding during the contracting process.

Participating families will acknowledge this understanding during orientation by signing off on a Prohibited Practices form that will be kept in their file. Any participating family asked to switch to non-participating due to the contravention of Prohibited Practice would be subject to fees related to a non-participating status.

No temporary staff (Yoga teacher or music teacher) and/or visitors will be left alone, with any child, for any period of time.



#### **Monitoring Behavioural Management Practices**

1. Policies and procedures will be reviewed once a year. The Supervisor and coordinator of the Board of Directors will be responsible for this review.
2. The Supervisor will review policies and procedures with each new employee and will repeat the review once a year. The Supervisor will keep a record of the date of each review and will sign the review.
3. The coordinator will review policies and procedures with the Supervisor once a year and will keep a record of the date of each review and will sign the review.
4. The Supervisor will observe behavioural management techniques of staff and volunteers on an ongoing basis and document observations twice a year, between the months of December, January and February and again in June.

#### **Policies and procedures with respect to contravention of above regulations:**

1. Participating parent or designate: The individual will not be allowed to participate and a replacement must be used until the Board of Directors Executive Committee has reviewed the allegation and incident. If the allegation is serious, the participating individual may be asked to leave the premises.
2. For teachers who have difficulty putting the above methods into practice or who habitually refuse to do so, the following steps will be taken: Identify the difficulty and the reasons for it; Discuss the implications with respect to the child; and discussion and results committed to writing and signed by both parties. If no improvement is shown over a one- or two-month period, and if the teacher does not appear to be trying, or clearly disagrees with the above philosophy, then termination of employment will be required. If the teacher feels they have been terminated unfairly, he/she can appeal the decision to the coordinator within 24 hours after termination notice has been given.

#### **Behaviour Management Guidelines Rationale**

Children have the right to quality care. This means that their environment must be safe and healthy, and the people caring for them must provide learning opportunities to promote growth and development.

To ensure a child's safety and well-being, and to foster social and emotional development, it is necessary at times to impose limits or set standards of acceptable behaviour. In order to do this successfully adults need to be guided by knowledge and understanding of a child's growth and development as well as an understanding of the individual child.

For children to become happy, secure members of society, they must learn how to successfully deal with problems in interpersonal relationships. As well as learning self-discipline and inner control, they must also learn positive, constructive ways to interact with other people.

The role of the teacher and parent is to support a child’s sense of being a worthwhile person while providing opportunities for the child to learn appropriate ways to interact with others.

**Strategies for Preventing Behaviour Problems**

There are strategies that can be used to prevent behaviour problems within the components of staff, environment, program, parent involvement, and evaluation. Some examples are below:

Programme	<ul style="list-style-type: none"> <li>•Have a planned daily routine with limited transition times</li> <li>•Provide a variety of developmentally appropriate activities</li> </ul>
Environment	<ul style="list-style-type: none"> <li>•Ensure that health and safety standards are met</li> <li>•Use space appropriately</li> </ul>
▪ <b>Staff/Parents</b>	<ul style="list-style-type: none"> <li>•Establish a positive relationship with the children</li> <li>•Have reasonable expectations of the children</li> <li>•Communicate these expectations clearly to the children</li> </ul>
Parent Involvement	<ul style="list-style-type: none"> <li>•Hold on-going information sessions with parents</li> <li>•Ensure opportunities for parent meetings</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>•Review these guidelines and policy regularly</li> <li>•Hold on-going discussions regarding specific situations as required</li> </ul>

○

○ **Intervention Strategies: A Problem-Solving Approach**

Children need the opportunity to explore their environment and discover their capabilities. This involves testing limits and experimenting with social interactions. This experimentation often results in behaviour that adults find unacceptable. Given that these situations will occur, we must develop appropriate intervention strategies.

Children are by nature problem-solvers. Therefore, the intervention strategies we use must reflect a problem-solving approach. The goal of this approach is to guide a child to think out the problem rather than solving the problems for her/him.

The process of problem solving with children involves asking children to identify their problems, to think of alternatives, to predict consequences, and to make decisions. This process must of course be geared to the developmental level of the individual child. The development of problem solving skills can be encouraged even in very young children.

Part of the teacher’s role (and parents in the co-op model) in the problem-solving approach is to establish limits to behaviour to ensure children’s health and safety, and to follow through with logical consequences when these limits are not met.

There are some situations where physical intervention by the teacher is necessary. It is essential that acceptable and unacceptable strategies for physical intervention be clearly stated and understood.

### Behaviour Management Techniques

DO	DON'T
Start with <b>prevention</b> . Reasonable expectations, a consistent daily routine, and a developmentally appropriate environment and program can prevent many behaviour problems.	Don't blame the child for behaviour that is the result of inappropriate expectations, daily routine, environment or programme.
<b>Anticipate</b> problems and intervene positively before they happen.	Don't wait for problems to occur.
Use positive language; <b>redirect</b> behaviour by focusing on what the child may, can or should do (i.e. shovels are for digging)	Don't limit directions to what the child cannot or must not do or give over generalised directions (i.e. share)
Encourage and praise desired behaviour.	Don't reinforce unacceptable behaviour by giving direct and indirect attention.
Allow the child <b>choices</b> when possible. If a choice is not possible, then state that clearly (i.e. "It's time to go outside.")	Don't give a choice when there is no choice available.
<b>Forewarn</b> the child of changes in routine or activities and explain expectations of behaviour.	Don't confuse or upset the child by abruptly changing routines or activities and not explaining what will happen next.
Use misbehaviour as an <b>opportunity</b> to teach the child problem-solving skills, to help the child identify problems and feelings, to think of alternative ways of behaving, to understand consequences, and to make decisions.	Don't view misbehaviour as an interpretation or as developmentally inappropriate (all normally developing children test limits).
Set clear, reasonable, and <b>consistent limits</b> .	Don't set unreasonable, excessive limits.
Act with caution, <b>care and respect</b> when enforcing limits:  If you must restrain the child, do it calmly and gently and only when the child is in danger of hurting her/himself, others, or property.  If you must remove the child from a situation or activity, do it only as a last resort. Make sure the child has been warned and give her/him an alternative activity. Allow the child to return to restricted activity when the	Don't use unacceptable behaviour management techniques such as:  Corporal punishment (spanking, slapping, shaking, etc.)  Harsh or degrading measures that would eliminate or undermine a child's self-respect.  Deprivation of basic needs (food, clothing, shelter or bedding).  Isolating a child in a locked or even lockable room.

child feels she/he can behave in an acceptable manner.	Lock (or permit to be locked) the exit of the nursery for the purposes of confining a child.
Discuss difficult situations with the Parent-teacher Liaison parent. Remember that the staff and the parent work in partnership, <b>working together</b> is in the best interest of the child.	Don't work in isolation

### **Non-compliance by a parent**

In the event that a parent fails to comply with the Behaviour Management Guidelines, the following action will be taken:

First consideration will be given to the following factors: seriousness of the offence; potential risk of harm to a child; past and present performance; frequency of the occurrence; and previous action taken.

Initially a review of the policy will take place between the supervisor and parent. The supervisor will advise the parent and provide guidance, working with the parent to help them implement a more positive strategy.

If the initial incident involved the use of a prohibited practice, as outlined above, the parent-teacher liaison and the executive committee will also attend the initial review.

A written record of the incident will be made in the monitoring log for behaviour management. Follow up reports of the parent's ability to comply with the behaviour management guidelines will be noted in the log on a monthly basis for three months following the incident.

After three incidents of non-compliance the parent, teacher, parent-teacher liaison and the Executive Board will meet to devise a course of action to help the parent comply with the behaviour guidelines of the nursery school.

Further incidents involving an unacceptable behaviour management technique will result in forfeiture of membership.

### **Non-compliance by the teacher or supervisor**

For staff and volunteers, duty parents and students on field placements who do not comply with these policies, the following steps will be taken:

1. Discussion with the supervisor or Coordinator (if it is the Supervisor) and a letter in their file.
2. Trial period whereby the staff improves management methods while the supervisor (or Coordinator) observes.
3. If no improvement is shown within a set time frame and they show no sign of trying or clearly disagree with the above, then termination will be required.

If a serious incident has occurred where a staff has blatantly defied the Dover Gardens policies and rights of the child then an immediate suspension of duties will occur. A follow up investigation will occur immediately and the supervisor in consultation with the coordinator will make a decision of termination if it is deemed necessary. Any allegations of abuse will be addressed as per the child abuse policy.

## **Appendix P: Child Abuse Policy and Procedures**

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Dover Gardens is committed to taking a pro-active position regarding the prevention of child abuse through:

- Ongoing observation of the children in our care
- Professional education with respect to early identification, effective response and adherence to legal obligations, including reporting
- Keeping abreast of developments in legislation and relevant issues
- Communication with, and support of the child and family
- Working with other community service providers

The policy and procedures are designed to make staff, parents and volunteers aware of their responsibilities for the recognition, reporting and documentation of suspicions of child abuse. The entire policy is available in class and is reviewed annually at the Orientation Meeting.

### **Duty to Report**

In accordance with the Child and Family Services Act it is the responsibility of every person in Ontario including a person who performs professional or official duties with respect to children, to immediately report to a Children's Aid Society if s/he suspects that child abuse has occurred or if a child is at risk of abuse. This includes any operator, employee, or volunteer of a day nursery. An individual's responsibility to report cannot be delegated to anyone else. A child is defined as a person from birth until his/her 16<sup>th</sup> birthday.

### **Failure to Report**

It is an offence under the Child and Family Services Act for a professional to contravene one's reporting responsibilities. The penalty imposed (a fine of up to \$1000) emphasizes that a child's safety must take precedence over all other concerns.

### **Confidentiality**

The duty to report suspicions of child abuse overrides the provisions of confidentiality in any other statute, specifically those provisions that would otherwise prohibit disclosure by a professional or official. The only exception to this is solicitor/client privilege.

### **Protection from Liability**

All persons making a report of suspected child abuse are protected against civil action, unless that person is proven to have acted "...maliciously or without reasonable grounds for the belief or suspicion..."

### **Child Abuse: Responsibilities**

Required by law to report suspected or disclosed abuse.

- Responsible to report suspicions and/or disclosures, staff DO NOT determine if abuse has occurred.
- Failure to report abuse can result in prosecution under the Family and Child Service Act.
- Staff is NOT permitted to contact the parent, unless specifically directed to do so by Toronto Police Services.
- Reporting procedures are designed to protect the child. Our concern is the safety and well being of the child.

### **Staff On Duty Should Be Alert To:**

- Any unusual cuts, bruises or marks on the child
- Any drastic changes or chronic problems with the child's behaviour
- Direct quotes from the child related to possible abuse/neglect
- Dramatization or direct quotation by the child during fantasy play that may indicate suspected injury, neglect or emotional maltreatment.

### **Procedures**

In all cases of suspected abuse or neglect, the individual who suspects the abuse or neglect must make a report made directly to the Children's Aid Society (CAS)). The person cannot rely on anyone else to report on his/her behalf. CAS phone numbers provided below.

The following are the procedures for allegations of serious abuse or neglect by:

A relative or caregiver of a child

- Determine a child's religion and report directly to the relevant CAS.
- Inform the supervisor that the CAS was called

A Staff member

- Determine child's religion and report directly to the relevant CAS.
- Report to Supervisor (or if the supervisor is suspected, report to the coordinator)
- Report to the Ministry of Education

Director

- Determine the child's religion and report directly to the CAS.
- Report to the coordinator
- Report to the Ministry of Education (see Appendix Q: Serious Occurrence Policy)

One does not need to be sure that a child is in need of protection to make a report. Reasonable grounds are what an average person believes, given his/her experience and training, exercising

normal and honest judgment. Any professional or official who fails to report a suspicion that a child is in need of protection, is liable to a fine or more serious censure.

### **How To Report?**

Call the relevant Children's Aid Society based on the child's religion and ask to speak to an Intake Worker. If it is after hours and you have to leave a message be sure to leave a telephone number so that the call can be returned. Intake Workers work throughout the night so they will return your call. This can be a stressful situation thus it is advised that staff ask the Director or Owner to sit with them when they are making the report.

A written report must also be made in duplicate with one copy remaining at Dover Gardens and the other submitted to the relevant Children's Aid Society.

- Toronto Children's Aid Society: 416-924-4646
- Catholic Children's Aid Society: 416-395-1500
- Jewish Family and Child Services of Toronto: 416-638-7800
- Native Child and Family Services of Toronto: 416-969-8510

### **What To Report?**

- Name and address of child
- Name and address of the person suspected of abuse or neglect
- Nature of suspected abuse or neglect: all physical and behavioural indicators, including remarks made from any interviews
- Name, address, phone number and professional title of person making the report
- Any contacts made with relevant agencies or individuals (these people may be called upon at a later date)
- Date, time, name and title of the person receiving the report should be noted for follow up with Dover Gardens

### **Other Follow-Up**

The CAS will advise those making the report when or if to notify the parent. If direction is not given, ask the Intake Worker how the parents should be handled. In particular, direction must be given by the CAS as to whom Dover Gardens can release the child at the end of the day. All information must be put in writing and be put in the child's file, with a copy sent to the CAS.

In the case of child abuse occurring while the child is in care of Dover Gardens or involving a Dover Gardens staff member, a Serious Occurrence must be immediately reported to the Ministry of Education Licensing (within 24 hours of the occurrence) in addition to reporting to the CAS. Depending upon the situation, an investigation of a report of child abuse or neglect may be made by either the CAS or the relevant Police department or jointly. Dover Gardens ongoing role in the investigation, or lack thereof, will be negotiated with the CAS and/or the Police.

### **Suspected Abuse: Staff/Student Alleged Perpetrators**

If a staff/student is suspected of child abuse the supervisor must be informed and must notify CAS and Ministry of Education. If it is the supervisor suspected of abuse, the coordinator must be informed.

The staff that has been suspected will not be informed of the accusation until CAS has been informed and directions received from CAS. A Serious Occurrence call will be placed and the Serious Occurrence policy will be followed.

- Dover Gardens reserves the right to immediately dismiss any staff/student/duty parent should an investigation prove that a child has been corporally punished or if abuse has been determined
- Dover Gardens reserves the right to immediately send the staff/student home without pay. The staff will remain away from work until advised by CAS and or the police.
- Should an investigation not confirm any mistreatment or abuse, Dover Gardens reserves the right to take further action up to and including dismissal regardless of the results of an investigation - allegations of abuse are enough.

The complete procedure for making a report of suspected child abuse is on file in the classroom and with the supervisor. **This procedure MUST be followed when abuse or neglect is suspected.**

## **Appendix Q: Serious Occurrence Policy**

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The purpose of the Serious Occurrences Policy is to ensure the proper response and reporting of accidents, serious occurrences. All accidents to children, no matter how minor they appear, must be reported immediately to the Supervisor and Coordinator. Essential first aid supplies are available at all times in the classroom and are also always carried by the staff person in charge whenever the children are outside in the playground or on a field trip off school grounds.

### **Identifying an Incident**

Minor Accident: Requires attention but does not require medical attention.

Serious Occurrence:

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

### **Responding to an Incident**

- Provide the child with immediate attention, as needed. As well, address any continuing risks to the health or safety of the child, other children and/or others present. Continue with the following steps in case of a Serious Occurrence:
- The parents/guardians must be contacted immediately, (if they cannot be reached their emergency contacts are to be notified), and requested to come and take the child for medical attention.
- If time is of importance, send the child directly to the hospital with a staff member until the parents/guardians meet the child there. If the staff member accompanies the child, the staff member must take parents/guardians' contact information, allergy information or any other medical condition information to the hospital.

Closest hospital: Toronto Western, 399 Bathurst St, Toronto, ON M5T 2S8 (416) 603-2581

In case of emergency, call 9-1-1 to request an Emergency Service Ambulance. If an Emergency Service Ambulance is not immediately available, contact the nearest Police Station: 14th Division 350 Dovercourt Rd, Toronto, ON M6J 3E3 (416) 808-1400 or Fire Department via 9-1-1, if their service is considered advisable. If an ambulance or police are used, advise that the call is from a child care provider. For less serious accidents, contact the closest taxi service for transportation: BECK TAXI (416) 751-5555.

Ensure that the local Coroner is notified immediately in all cases involving death, regardless of location or circumstances. Office of the Chief Coroner and Forensic Pathology Service 25 Morton Shulman Avenue, Toronto, ON, M3M 0B1 Telephone: 1-877-991-9959 (toll free, Ontario only), or 416-314-4000 Fax: 416-314-4030 Email: OCC.inquiries@ontario.ca

If there is reason to suspect that a child has been abused and/or in need of protection contact Toronto Children's Aid Society at (416) 924-4646 or 14 Division at (416) 808-1400 as per the duty to report requirements under the CFSA (the person who has reasonable grounds to suspect that a child is or may be in need of protection is legally obligated to report it to the Children's Aid Society). Report the incident to the Supervisor/Coordinator.

## **Reporting an Incident**

### **Minor Accident Reporting Procedure:**

1. In the event of a minor accident, an Accident Report (or a Playground Accident Report if the accident takes place outside) will be completed. The Accident Report must be completed by the staff/volunteer that witnessed the incident or discovered that the incident occurred. The report must be completed on the same day the incident occurs.
2. The incident must be reported to the Supervisor and they must review the report.
3. A copy of the Accident Report will be given to the child's parents/guardians on the same day it was prepared. If the report is not completed by the time the child is picked-up, the parents/guardians will be notified of the incident verbally and the report will be provided on the next school day.

4. The original Accident Report will be kept in the school file and the Supervisor will make a record of the accident in the Accident Report Log.

#### Serious Occurrence Reporting Procedures:

1. Within 24 hours (if possible), complete and submit the Serious Occurrence on the Child Care Licensing System.
2. The Serious Occurrence Notification Form will be prepared and posted in a conspicuous place in the School (near the CCEY License) for a minimum of 10 business days. The exception is in the case of allegations of abuse or unverified complaints, which will be posted after a follow up investigation.
3. The Serious Occurrence is updated as the designated Supervisor is required to provide additional information and/or takes additional actions and/or completes investigations.
4. The Supervisor will record the serious occurrence in the Serious Occurrences Report Log and the school will retain the Serious Occurrence Notification Form for at least three years, making the forms available for current and prospective parent/guardians, licensing and municipal children's services staff upon request.

### **Appendix R: Missing Child Procedure**

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*A CHILD WHO IS UNACCOUNTED FOR, IN ANY INSTANCE, IS TO BE PRESUMED "MISSING" AND THE FOLLOWING PROCEDURE MUST BE PUT INTO PLACE IMMEDIATELY.*

#### **Child Missing From the Premises**

1. Staff will alert the Nursery School Supervisor immediately. In the Supervisor's absence, the most senior staff member will assume the Supervisor's role.
2. The Supervisor shall approach all staff and parent volunteers on duty to see whether the child is with them.
3. If the child is still not found; Dovercourt Public School's office will be notified. All available adults in the nursery (including staff if ratio allows) shall search the entire school building including washrooms, storage rooms, upper levels, basement, etc.
4. At this time, children and staff should return to the nursery playroom if they are outside.
5. The search will also include the playgrounds and outdoor sheds.
6. If the child is not located within 10 minutes, '911' is to be called followed by the child's parents and the Board Coordinator.
7. All available adults are expected to continue searching the building while awaiting '911' assistance. The search area is to be widened to include Dovercourt Park and surrounding streets. One staff member or parent volunteer is to remain in the nursery to receive any incoming calls with regards to the missing child, and supply '911' personnel with relevant information.

8. Upon arrival of '911' personnel, all staff shall follow their instructions.
9. Serious Occurrence Reporting and Procedures must be followed. (See Appendix Q)

### **Child Missing on a Field Trip**

Staff must have the following items in their possession before going on a walk or field trip:

- Cell phone
- First Aid kit
- Child Description Sheet
- Emergency Contact names and numbers

If a child is presumed missing on a field trip staff will initiate the following actions:

1. Staff will separate into two groups: One group will supervise the children to sit down in a separate area from the general public and the other group will do a quick check of the immediate area.
2. If the child cannot be found, the appropriate security facility on location shall be notified immediately and staff will follow their directions. If a security facility is not on location, staff will conduct a further search themselves.
3. If the missing child is not found within 10 minutes of conducting a search, '911' is to be called. The Programme Coordinator is then to be contacted. The Coordinator or his/her designate will then contact the parents.
4. Staff that are not supervising children are expected to continue searching the area while waiting for '911' assistance. The search area is to be expanded to include as much of the facility/location as possible. One staff member or parent volunteer is to keep possession of the cell phone to receive any incoming calls with regards to the missing child, and to await the arrival of the '911' personnel to supply them with relevant information.
5. Upon arrival of '911' personnel, all staff shall follow their instructions.
6. Serious Occurrence Reporting and Procedures must be followed. (See Appendix Q).

## **Appendix S: Health and Safety Policy**

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### **Immunization Policy**

- No child may attend the school without providing up to date immunization records or submitting a completed 'Exemption from Immunization' form
- In the event of an outbreak of any reportable communicable disease (Chicken pox, Measles, Mumps, Rubella, etc.) any children or staff exempted from immunizations will be sent home.
- It's recommended that all teachers and caregivers who are to perform duty days must also, in addition to providing up to date immunization records (or exemption from immunization form), provide proof that they do not have TB (chest x-ray or skin test conducted by your doctor).
- All immunization and exemption forms and health records are kept in the child's file, which is maintained by the R.E.C.E Supervisor.

## **Medication Policy**

The staff can administer medication that has been prescribed by a doctor, but only when authorized to do so by the child's parent/guardian. If a child is on such medication, the parent/guardian is asked to sign the Medication Authorization Form and detail the times and amounts of the medicine to be given.

Staff will not administer medication that is beyond the expiration date on the label and is not in its original container with details about the medication. Staff will only administer medication if the prescription is in the exact name of the child enrolled at Dover Gardens and the Medication Authorization Form has been correctly filled out. Over the counter medication will only be given/administered if there is a consent form on file signed by the parent/guardian. In addition, it is the parent/guardian's responsibility to provide us with a labeled unexpired bottle.

Medication will be dispensed only if the following criteria are met:

1. Medication must be in its original container from the pharmacy.
2. The medication must be clearly labeled and must have the child's name on it, for which it is to be administered.
3. All medication must be kept in a locked box, either in the fridge or on the cabinet shelf.
4. A parent/guardian must sign the Medication Authorization Form, which gives the staff of Dover Gardens Nursery School the authorization to administer the medication and give proper details of the dosage amount, times to administer and the duration of administering the medication.
5. A designated staff will administer the medication and will record the time, dosage and comment if necessary.
6. When possible, another staff will witness the administration of the medication and both staff will initial the Medication Authorization Form.
7. Non-prescription drugs will only be administered with written consent from the child's parents. In addition non-prescription drugs must be within their expiry date and have the child's name clearly labeled. The Medication Authorization Form must be filled out, as explained above.

## **Procedure for Administering Medication**

1. The designated staff will verify the time and dosage of the medication to be administered from the medication log.
2. The staff will retrieve the medication from the locked medication box. Refrigerated medication is locked in the fridge in the storage room. All other medications will be locked in a box outside of the fridge in the storage room.
3. The staff will wash their hands.
4. The staff will take the child to a quiet place.
5. The name and dosage will be double-checked.
6. The medication will be administered.
7. The child will return to the rest of the group.
8. The medication will be put away.
9. The medication form will be signed.
10. The staff will wash their hands and return to the group.

## Epi-Pens and Inhalers

With the written approval of the parent and medical practitioner, a child is permitted to carry their own Epi-pen and/or asthma/allergy medication in a belt pouch. Dover Gardens will assess and review each situation to ensure that the child is sufficiently responsible to carry and administer the medication. Directions for administering puffers must be clear and a medication form must remain on file for both regular and occasional use of puffers.

## Allergies

Dover Gardens supplies the snack food that is served during the program. The allergy and restriction list is posted where the food is prepared, in the classroom and in the outside/emergency binder. Parents must consult with the teachers before supplying food or craft materials to the class.

## Injury/Accident Reports

In the unlikely event of injury, the teachers will provide first aid then contact the child's parents. Where the child requires treatment beyond first aid, the incident is to be treated as a Serious Occurrence and the procedures in Serious Occurrence Policy (Appendix Q) are followed.

## Outbreak Contingency Plan

Dover Gardens must also report any possible or confirmed case of communicable diseases listed in the Toronto Public Health's Guidelines (posted in the class). Public Health must be notified with the first possible case of a communicable disease. An outbreak is when two or more cases of an infectious disease are reported in a 30-day period. In such a situation, the school follows the procedure below:

- Notify the Coordinator
- Contact parents of the symptomatic children and advise them to seek medical attention
- The Supervisor contacts Toronto Public Health to obtain relevant information regarding the outbreak (e.g. possible preventative measures, treatments, need to seek medical attention)
- A notice is posted on the front door for parents to advise them of the situation and provide any information recommended by Toronto Public Health

## Management of infectious & communicable diseases

- If a child should begin to show signs of illness, he/ she will be removed promptly to behind the supervisors' desk area; a mat will be provided so that the child can rest.
- All toys/puzzles the child was playing with will be removed for disinfecting.
- Signs of illness may include: fever, vomiting, diarrhea, coughing, wheezing, rash, spots.
- The parent/guardian will be called immediately and arrangements will be made to have the child picked up.
- Staff who become ill during class will be sent home immediately.

## Reporting of Designated Diseases to Public Health

As posted on the list of reportable infectious & communicable diseases, the supervisor will be responsible for reporting cases to Toronto Public Health (Communicable Disease Reporting phone number 416-392-7411)

### **Animals**

Animals are not to be brought into the classroom (except for our classroom pet fish), unless all staff, parents and volunteers agree and appropriate precautions are taken.

### **First Aid Kit**

The First Aid Kit, including latex gloves, etc. is kept in an unlocked cabinet in the classroom. A second first aid kit is kept in the outdoor backpack that travels with the children outside.

### **Flushing for Lead –Safe Drinking Water Act**

All plumbing is to be flushed at the beginning of each week, before the children enter the program. All toilets are to be flushed every week before the children enter the program.

Each of the taps and each of the sinks are run weekly. The water is to run for at least five minutes. Flushing is to be recorded (time date, and signature of the person flushing the system) every time. These records are to be kept for six years.

Annually between May 1<sup>st</sup> and October 31<sup>st</sup>, an independent water laboratory will test the water. If a notice of lead exceedance is received, the Ministry of Health, the Ministry of the Environment (Action Spills Center) and the Ministry of Children and Youth Services will be contacted within 24 hours. All directions of Public Health would be followed.

## **Appendix T: Anaphylactic Policy**

Anaphylaxis is a severe allergic reaction that can lead to rapid death if left untreated. Many Canadians suffer from extreme life-threatening allergies to certain foods, medications, insect stings or non-food materials, such as latex. For them, exposure to even a minute amount of the substance to which they are allergic can trigger an anaphylactic reaction. Although peanuts and peanut products are the most common foods to cause anaphylaxis, fish, eggs, sulphites, milk, sesame seeds or any other food can cause this dangerous condition.

Anaphylactic reactions occur when the body's sensitized immune system overreacts in response to the presence of a particular allergen. Anaphylaxis affects multiple body systems, including skin, upper and lower respiratory, gastro-intestinal and cardiovascular.

The recommended emergency treatment for a student suffering an anaphylactic reaction is the administration of epinephrine (adrenaline) by an auto-injector (i.e. EpiPen). The person affected must then be rushed to hospital to receive further medical attention, even if the symptoms decrease with the administration of the epinephrine.

Dover Garden's allergy plan has three components: Information and Awareness; Avoidance; and Emergency Response.

### **1. Information and Awareness**

Ensuring the safety of anaphylactic students in a school setting depends on the cooperation of the entire school community. To minimize risk of exposure, and to ensure rapid response to an emergency, parents, students and school personnel should all understand and fulfill their responsibilities. The Board will be made aware of the legal responsibilities towards the children with life-threatening allergies and ensure there is a process for the annual review of the policy at the school.

#### The Supervisor:

- Reviews and updates the policy annually.
- Works closely with the parents of an anaphylactic student;
- Makes contact with parents of an anaphylactic student and leads each year to gather or update medical information related to the condition including: causal factors, severity of allergy, past incidents of anaphylactic reactions and other health considerations.
- Prepares a student file including consent forms, waiver, physician's instructions and alert sheets with annual updated photograph for each anaphylactic student.
- Ensures the Alert sheets with updated photographs are posted in the child's classroom, where food is prepared and the outside binder.
- Ensures parents provide two auto-injector kits (or one kit and Benadryl) to the supervisor by the first day of school. At least two auto-injectors are suggested, one located in the indoor first aid kit and one in the outdoor bag first aid kit.
- Notifies all appropriate school personnel (staff, parents and duty parents) of medical alert concern and of established policy.
- Reviews procedures with the entire staff each year.
- Develops and maintains an emergency plan
- Arranges for staff training sessions for all school personnel on how to recognize and treat anaphylactic reaction, on school procedures to protect anaphylactic students from exposure, and on school protocol for responding to emergencies. This session should also include training in the emergency administration of the auto-injector. Training should take into consideration the age, maturity and responsibility-level of anaphylactic students.

#### The Staff:

- Ensures that alert sheets are posted in the child's classroom and in the outdoor binder.
- Washes the children's hands as they arrive at the school
- Facilitates communication with other parents.
- Leaves information in an organized, prominent and accessible format for substitute teachers.
- Ensures student teachers and others working with an anaphylaxis child is aware of the child's needs, the policy.

#### The Parents of an Anaphylactic Student:

- Inform the school of their child's allergies.
- Provide the school with two up-to-date auto-injection kits (or one kit and Benadryl), clearly labelled with the child's name and prescription details
- Review the school prevention plan with school personnel and provide in-service support and information as requested.

The following are all ideal and we recognize the need to implement each in the context of what is age-appropriate for the child: Teach their child:

- (a) About their allergen and the substances that trigger it;
- (b) To recognize the first symptoms of an anaphylactic reaction;
- (c) To know where medication is kept, and who can inject it;
- (d) To communicate clearly when he or she feels that a reaction is starting; and
- (e) To understand the importance of hand-washing.

Anaphylactic Student [Recognizing the age-related limitations for our youngest students.]

- Has an age appropriate understanding of his/her allergy and its triggers.
- Takes as much responsibility as possible for avoiding allergens.
- Takes responsibility for checking food labels and monitoring food intake.
- Washes hands before and after eating.
- Learns to recognize symptoms of an anaphylactic reaction.
- Promptly informs an adult, as soon as accidental exposure occurs or symptoms appear.

All Parents

- Inform themselves and participate in parent information sessions as appropriate.
- Encourages their own students to respect an anaphylactic student and follow school prevention plans.

All Students [Recognizing the age-related limitations for our youngest students.]

- Learn to recognize symptoms of anaphylactic reactions.
- Follow school rules about keeping allergens out of a classroom and washing hands.

**2. Avoidance**

- The school will adopt a policy whereby the class environment will be adapted to accommodate anaphylactic students. The school cannot assume responsibility for providing a completely allergen-free environment.
- Anaphylactic students must learn to avoid specific triggers. While the key responsibility lies with anaphylactic individuals and their family, in the case of an anaphylactic student, the school community must also be aware. The approach is to regularly educate the parent community, solicit the cooperation of families, and to set in place procedures that are designed to safeguard the anaphylactic student.
- Safe eating area procedures will be established, including cleaning and hand-washing procedures.
- Education about the allergies hidden in non-food materials will be provided (i.e. play materials, play dough, soap, counting aids, science projects, seasonal activities, such as gardening).

**3. Emergency Response Plan**

Recognition: An anaphylactic reaction can begin within seconds of exposure or after several hours. Any combination of the following symptoms may signal the onset of a reaction.

Hives*	Throat tightness or closing
Itching (on any part of the body)	Difficulty breathing
Swelling (of any body part, especially eyes, lips, face, tongue)	Difficulty swallowing
Red watery eyes	Sense of doom
Runny nose	Dizziness
Fainting or loss of consciousness	Vomiting
Diarrhea	Change of colour
Stomach cramps	Change of Voice
Coughing	Wheezing

*\*Hives may be entirely absent, especially in severe or near fatal cases of anaphylaxis.*

Symptoms do not always occur in the same order, even in the same individuals. The time from onset of first symptoms to death can be as little as a few minutes if reaction is not treated.

Anaphylactic children usually know when a reaction is taking place. School personnel should be encouraged to listen to the child. If he or she complains of any symptoms that could signal the onset of a reaction, staff should not hesitate to implement the emergency response steps.

THERE IS NO DANGER OF REACTING TOO QUICKLY AND POTENTIAL DANGER IN REACTING TOO SLOWLY.

### **Emergency Response Steps**

1. Keep the child calm.
2. The lead R.E.C.E. will administer the EpiPen immediately if the child displays any of the symptoms. The EpiPen gives you 15 minutes to seek medical attention.
3. Pull off grey safety cap.
4. Grip with a tight fist and firmly jab/press black tip into outer thigh. Keep pressed against thigh and hold for count of 10. Do not place thumb at end of Epi-Pen. Listen for “click” and check to see if the needle is exposed when it is pulled out of the thigh. If so, it has worked. If there is no exposed needle, administer the 2<sup>nd</sup> pen right away.
5. Note the time of dose or doses.
6. The supervisor will call 911 and advise the dispatcher that the child is having an anaphylactic reaction and then call the child’s parents
7. Treat with second dose of epinephrine (Epi-Pen) or Benadryl if necessary in 10 to 15 minutes if an ambulance has not arrived and the symptoms have reappeared.
8. Follow through in transporting the child to hospital immediately even if symptoms subside.

9. Remain in the emergency room with the child until the parent's arrive.

### **Other RECE/Duty Parent**

1. Keep the remaining children calm by bringing them away from the child.
2. Read a story or sing a song to the children
3. Try to continue with the daily schedule as closely as possible.

## **Appendix U: Smoke-Free-Nursery – Smoke-Free Ontario Act**

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In accordance with the Smoke Free Ontario Act (2005 c.18, s.9): No person shall smoke tobacco or hold lighted tobacco in any enclosed public place or enclosed workplace. This includes Dover Gardens and Dovercourt Public School

### **Dover Garden's Obligations:**

1. To ensure compliance with this Act.
2. To ensure that smoking is prohibited in the Centre (including classroom, hallway or washroom), or within 3 metres of the building, and in any outdoor location where individuals may be seen by children at play.
3. To ensure that smoking is prohibited in the presence, or within the view, of the children when staff/students and volunteers are on an excursion with Dover Gardens
4. To include a statement regarding the policy in the staff Policy and Procedure binder.
5. To review the policy with all staff, students, and volunteers, before they commence employment, and every year thereafter, and to ensure that the policy is signed annually.
6. To inform Dover Gardens families of this policy, via the Dover Gardens Parent Manual.
7. To post any prescribed signs prohibiting smoking throughout the Centre, including washrooms and all daycare entrances and exits.
8. To ensure that a person who refuses to comply with the policy understands that he or she is in contravention of the Smoke Free Ontario Act and, in the case of an employee, Dover Gardens personnel policies, AND may be reprimanded up to, and including, dismissal. In the case of a family member of a child who is registered at Dover Gardens the matter will be referred to the Board of Directors. This may result in a Notice of Withdrawal of Services.

## **Appendix V: Fire Safety Policy**

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Parents will be advised of the fire drill procedure at the time their child is enrolled. Fire drills will be conducted monthly. In case of a fire emergency, the children shall be taken to Dovercourt Boys and Girls Club, 180 Westmoreland Ave, Toronto, ON, M6H 3A2

Building Owner: Toronto District School Board; Phone Number: 416-395-4620  
Nursery School: Dover Gardens Cooperative Nursery School  
Supervisor: Nikki Pimentel; Phone Number: 416-533-7337  
Staff: 3  
Approximate number of volunteers: 1 to 3  
Approximate number of children: 16  
Number of classrooms: 1

### **Fire Procedures/Fire Drill: Roles & Responsibilities**

#### **Lead R.E.C.E. Teacher:**

- Take the daily attendance record and emergency list binder and go to the door.
- Announce to the children they are to come to the door
- Count the children
- Lead the children out of the building and away from the school (to the south side, past the playground) and count the children again.
- Lead the children back to the building when it is safe to do so.

#### **Supervisor:**

- If the supervisor is in direct contact with the fire, the supervisor will call 911
- Close any open windows
- Check the bathroom and other hiding places
- Line up at the end of the line and count the children
- Follow the children outdoors, making sure to close the classroom door.
- Read the names of the children in attendance and ask them to say “here” when their name is called and count the children again
- When it is safe to return, take a position at the back of the line to ensure that all children re-enter the building
- When back in the classroom, count the children and take the attendance again
- Record the drill or emergency

#### **R.E.C.E. Teacher Assistant**

- Line up with the children at the door
- Stand in the middle of line assisting the lead R.E.C.E and the Supervisor
- Accompany the children outside, holding the door when necessary
- Keep the children interested outside while waiting (e.g. singing a song or story reading).
- Perform head counts of the children
- Assist the children to return back to the classroom.

#### **Duty Parent**

- Accompany the children to the door and hold the door open until all children are out of the room. Follow the children to the next set of doors and hold the door open until all children have passed through. Hold the last set of doors until all children are outside.
- Help accompany the group away from the building.

- Once it is safe to return, open and hold all the doors on the way back to the classroom

## **Appendix W: Emergency Evacuation & Management Policy and Procedures**

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This policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. Procedures set out steps for staff to follow to support the safety and well-being of everyone involved. Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

### Definitions

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

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

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

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

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

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

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

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

### **Policy**

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

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

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

For situations that require evacuation of the child care centre, the **meeting place** to gather at is the NW corner of Hallam St. & Bartlett Ave, next to the Dovercourt Public School Playground.

If it is deemed 'unsafe to return' to the centre, the **evacuation site** to proceed to is located at: Dovercourt Boys and Girls Club 180 Westmoreland Ave, Toronto, ON M6H 3A2 (416) 536-4102

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

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

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

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed. All emergency situations will be documented in detail by the supervisor of Dover Gardens in the daily written record.

Fire drills will be conducted once a month, an emergency bag with water, food, diapers, wipes, books and paper towel is under the supervisor's desk to be taken in an emergency.

**Before evacuating the Nursery, the following steps are to be taken:**

1. The Supervisor will contact the Principal's office (416) 393-9220 and/or the Caretaking staff to discuss the situation.
2. The Supervisor will report her findings to the other Staff and/or Duty Parent(s).
3. The Supervisor will decide whether to evacuate or if it is appropriate to remain in the Nursery.
4. If the decision is to evacuate, the Supervisor will gather the outdoor binder (which includes, the attendance, emergency contact information, allergy information and the first aid box) and the Emergency Preparedness kit, which includes water, crackers, diapers, wipes, paper towels and books.
5. At that time, Staff/the Duty Parent(s) will assist the children in getting ready to evacuate the building.
6. Staff to follow the route to Dovercourt Boys and Girls Club.
7. Once the children are settled at the alternative site, the Supervisor/Staff will call parents/caregivers to arrange to pick-up their children.

**Emergency Evacuation Location:**

1. In the event of an emergency that requires us to evacuate the school, we will take our emergency evacuation kit and all the children to our emergency meeting place.

2. A poster will be posted on the door of Dover Gardens indicating the address of Dovercourt Boys and Girls Club, along with the supervisor's cell phone number.
3. Each child will have an emergency contact paper, with the child's name, emergency numbers and contact people. A copy of this is in our emergency kit and parents will be contacted for pickup as soon as possible.
4. The emergency evacuation plan will be tested at least once a year.

**Phase 1: Immediate Emergency Response - Emergency Situation and Roles & Responsibilities**

<p><b>Lockdown:</b> When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>
<ol style="list-style-type: none"> <li>1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible.</li> <li>2) Staff who are outdoors must ensure everyone who is outdoors proceeds to a safe location.</li> <li>3) Staff inside the child care centre must: <ul style="list-style-type: none"> <li>• Remain calm;</li> <li>• Gather all children and move them away from doors and windows;</li> <li>• Take children's attendance to confirm all children are accounted for;</li> <li>• Take shelter in closets and/or under furniture with the children, if appropriate;</li> <li>• Keep children calm;</li> <li>• Ensure children remain in the sheltered space;</li> <li>• Turn off/mute all cellular phones; and</li> <li>• Wait for further instructions.</li> </ul> </li> <li>4) If possible, staff inside the program room(s) should also: <ul style="list-style-type: none"> <li>• Close all window coverings and doors;</li> <li>• Barricade the room door;</li> <li>• Gather emergency medication; and</li> <li>• Join the rest of the group for shelter.</li> </ul> </li> <li>5) The Dover Gardens supervisor will immediately: <ul style="list-style-type: none"> <li>• Close and lock all entrance/exit doors, if possible; and take shelter.</li> </ul> </li> </ol> <p><b>Only emergency service personnel are allowed to enter or exit the centre during a lockdown.</b></p>
<p><b>Hold &amp; Secure:</b></p> <p>When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>
<ol style="list-style-type: none"> <li>1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.</li> <li>2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.</li> </ol>

3) Staff in the program room must immediately:

- Remain calm;
- Take children's attendance to confirm all children are accounted for;
- Close all window coverings and windows in the program room;
- Continue normal operations of the program; and
- Wait for further instructions.

4) The Dover Gardens supervisor must immediately:

- Close and lock all entrances/exits of the child care centre;
- Close all blinds and windows outside of the program rooms; and
- Place a note on the external doors with instructions that no one may enter or exit the child care centre.

**Only emergency services personnel are allowed to enter or exit the centre during a hold and secure.**

**Emergency Situation: Bomb Threat:** A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.

1) The staff member who becomes aware of the threat or the supervisor must:

- Remain calm;
- Call 911 if emergency services is not yet aware of the situation;
- Follow the directions of emergency services personnel; and
- Take children's attendance to confirm all children are accounted for.

A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.

Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.

**Disaster Requiring Evacuation:** a serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.

1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.

2) Staff must immediately:

- Remain calm;
- Gather all children, the attendance record, children's emergency contact information any emergency medication;
- Exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions;
- Escort children to the meeting place; and
- Take children's attendance to confirm all children are accounted for;

- Keep children calm; and
- Wait for further instructions.

3) If possible, staff should also:

- Take a first aid kit; and
- Gather all non-emergency medications.

4) Designated staff will:

- Help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and
- In doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.
- If individuals cannot be safely assisted to exit the building, the designated staff will assist them to Dovercourt Boys and Girls Club and ensure their required medication is accessible, if applicable; and
- Wait for further instructions.

5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.

**Disaster – External Environmental Threat:** An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, and nuclear emergency.

1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.

**If remaining on site:**

1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.

2) Staff must immediately:

- Remain calm;
- Take children's attendance to confirm all children are accounted for;
- Close all program room windows and all doors that lead outside (where applicable);
- Seal off external air entryways located in the program rooms (where applicable);
- Continue with normal operations of the program; and
- Wait for further instructions.

3) The supervisor must:

- Seal off external air entryways not located in program rooms (where applicable);

- Place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and
- Turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable).

**If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.**

#### **Natural Disaster: Tornado / Tornado Warning**

- 1) *The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.*
- 2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.
- 3) *Staff must immediately:*
  - Remain calm;
  - *Gather all children;*
  - *Go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;*
  - Take children’s attendance to confirm all children are accounted for;
  - *Remain and keep children away from windows, doors and exterior walls;*
  - Keep children calm;
  - Conduct ongoing visual checks of the children; and wait for further instructions.

#### **Natural Disaster: Major Earthquake**

- 1) Staff in the program room must immediately:
  - Remain calm;
  - Instruct children to find shelter under a sturdy desk or table away from unstable structures;
  - Ensure that everyone is away from windows and outer walls;
  - Help children who require assistance to find shelter;
  - For individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book) to protect their head & neck;
  - Find safe shelter for themselves;
  - Visually assess the safety of all children. and
  - Wait for the shaking to stop.
- 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop.
- 3) Once the shaking stops, staff must:
  - Gather the children, their emergency cards and emergency medication; and

- Exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building.
- 4) If possible, prior to exiting the building, staff should also:
    - Take a first aid kit and gather all non-emergency medications.
  - 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions.
  - 6) Designated staff will:
    - Help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and
    - In doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.
    - If individuals cannot be safely assisted to exit the building, the designated staff will assist them and ensure their required medication is accessible, if applicable; and
    - Wait for further instructions.

The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.

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

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

**List of Emergency Contact Persons:**

Local Police Department: 911 or 14 Division Phone: 416-808-1400

Ambulance: 911

Local Fire Services: 911

Site Supervisor: Nikki Pimentel dovergardens@gmail.com 416-533-7337

Coordinator: Jessica Linklater dovergardenscoordinator@gmail.com

- 4) Where any staff, students and/or volunteers are not on site, the supervisor must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
- 5) The supervisor must wait for further instructions from emergency services personnel. Once received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
  - Help keep children calm;
  - Take attendance to ensure that all children are accounted for;

- Conduct ongoing visual checks and head counts of children;
  - Maintain constant supervision of the children; and
  - Engage children in activities, where possible.
- 7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

**8a) Procedures to Follow When “All-Clear” Notification is Given**

- 1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre.
- 2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre.
- 3) Staff must:
  - Take attendance to ensure all children are accounted for;
  - Escort children back to their program room(s), where applicable;
  - Take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and
  - Re-open closed/sealed blinds, windows and doors.

The supervisor will determine if operations will resume and communicate this decision to staff.

**Communication with parents/ guardians**

- 1) As soon as possible, the supervisor must notify parents/guardians of the emergency situation and that the all-clear has been given.
- 2) Where disasters have occurred that did not require evacuation of the child care centre, the supervisor must provide a notice of the incident to parents/guardians by telephone.
- 3) If normal operations do not resume the same day that an emergency situation has taken place, the supervisor must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

**8b) Procedures to Follow When “Unsafe to Return” Notification is Given**

- 1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel.
- 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site.

- 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site.
- 4) The supervisor will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so.
- 5) Upon arrival at the evacuation site, staff must:
  - Remain calm;
  - Take attendance to ensure all children are accounted for;
  - Help keep children calm;
  - Engage children in activities, where possible;
  - Conduct ongoing visual checks and head counts of children;
  - Maintain constant supervision of the children;
  - Keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and remain at the evacuation site until all children are picked up.

**Communication with parents/ guardians**

1) Upon arrival at the emergency evacuation site, the supervisor will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.

2) Where possible, the supervisor will update the child care centre’s voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.

**Additional Procedures:** The R.E.C.E. teacher and assistant will provide water and snacks to the children. The teacher will document children’s accidents injuries and fill out accident reports for the parents/guardians.

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

<p><b>Procedures for Resuming Normal Operations</b> E.g. where, applicable, reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc.</p>	<p>The Dover Garden’s supervisor will contact staff and parents to inform them when the centre will re-open after an emergency. Staff will be informed through phone, email or text message. The supervisor will update parents by placing a note on the front doors and recording a new message on the telephone answering system. Once normal operations at the child care centre have resumed, the supervisor will inform all appropriate entities i.e.: Program Advisor and insurance company.</p>
<p><b>Procedures for Providing Support to Children and Staff who Experience Distress</b></p>	<p>Children and staff who are experiencing distress after the emergency has subsided will be assessed and supported on an individual basis. Assessment will be done by the program staff or parents for children and by the supervisor for staff. Support may include additional explanation of emergency, quiet space/time, consultation with Dover Garden’s consultant etc.</p>

<p><b>Procedures for Debriefing Staff, Children and Parents/ Guardians</b></p> <p>Include, where, applicable, details about when and how the debrief(s) will take place, etc.</p>	<p>The supervisor must debrief staff, children and parents/guardians after the emergency. If staff and/or parents require more information than can be included in a letter or bulletin board outside the classroom, the supervisor will arrange for a meeting or a parent consultation time. The time and place of this meeting will be set up by the supervisor and communicate the information to parents through a letter, email or on the bulletin board.</p>
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