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PARENT'S HANDBOOK

Dears Parents:

Welcome to *Once Upon A Time Child Care Centre*. We would like to thank you for considering our centre to care for your child(ren). The following booklet has been prepared to share with you a bit about our program, our beliefs and practices and our policies. Please take the time to read over this information before you fill out our registration package. You will be required to sign the registration accepting that you have read and understand our policies. We are licensed by the Ministry of Education and follow the requirements as set out in the Child Care Early Years Act, 2014 (CCEYA) At least once a year, the Ministry of Education inspects our centres to ensure we are meeting specific provincial health, safety and developmental standards. We employ Registered Early Childhood Educators (RECE) whom are members of the College of Early Childhood Educators to instruct our programs. Educational Assistants (EA) support RECEs in the classrooms throughout the day. If you have any questions please ask a supervisor.

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RESERVATION AND THE RIGHT TO CHANGE POLICIES AND PROCEDURES Once Upon A Time Child Care Centre reserves the right to change, add, delete, modify or amend the policies and procedures provided for the program at any time. All changes will be addressed with parents/staff upon implementation.

PROGRAM STATEMENT

Developed on: November 2016

Amended last on: April 2018

Once Upon A Time Child Care Centre is a non-profit child care centre that is committed to providing a safe, inclusive, nurturing and caring environment for our children, their families, and our staff. We are licensed by the Ministry of Education under the Child Care and Early Years Act (CCEYA)

As a parent you want your child to develop the skills they require to be successful. You have dreams, expectations and goals for them. Your hope is that your child grows to be sound, emotional, intellectual and social individuals. As parents, you look forward to their accomplishing these goals and being valued in society.

For all these goals, expectations and dreams to become a reality, children begin to learn from birth. Our children will learn more in their first few early years than they will for the rest of their lives. They are learning and developing quickly.

How do our young children learn?They Play.

Once Upon A Time Child Care Centre believes in recent research that finds “play” as an intricate part of a child’s learning in development. Once Upon A Time Child Care Centre incorporates the foundations and concepts of the publication “How Does Learning Happen? Ontario’s Pedagogy for the Early Years (2014)”, as set out by The Ministry of Education. Pedagogy is “the understanding of how learning takes place”. Our educators use the “How Does Learning Happen?” (HDLH) document as a resource to help guide their teaching practices. The four foundation, belonging, well-being, engagement and expression are in practice within our programs. Our play-based learning approach, where children initiate ideas, is supported by our Registered Early Childhood Educators (RECE) Children will learn through the relationships with their peers, the educators and the families within the early years setting.

At Once Upon A Time Child Care we view each child as competent, capable, curious and rich in potential. We believe that children are **capable** of taking risks and being independent. We know that they are **competent** and able to examine, question and explore ideas and materials that interest them. We appreciate a child’s natural sense of wonder and **curiosity** raised through this exploration, and understand they are learning valuable skills. We know young children are **rich in potential** and strive to learn new things. Each child that enters our

program brings with them their own personal experiences and knowledge from the world around them. As they interact and share their discoveries with other children and their caregivers in the program, their knowledge expands. Educators are able to support this development and growth to create opportunities that connect their findings to other ideas/concepts, thus helping each child to grow and develop at their own pace and reach their full potential.

Our programs provide many opportunities for learning for each age group it serves. Each program is developed through observations of the children at play, by qualified staff to build on and deliver fun, interest evoked and challenging activities. The children are supported during their play to make effective conclusions.

Children love to play and playing helps them to grow and develop in many ways. Play is the single most important way that children learn about the world around them. Children are naturally curious and their curiosity drives them to explore through play. Through this process they discover and learn things and they find this exploring and learning to be fun. A child that is having fun likes to repeat the activity and repeating things help them to master new skills. Once they have perfected a new skill a child feels confident and feels capable of taking on new challenges that spark a curiosity which begins the learning process over again.

As they engage in their play, they focus their attention on what they are doing, and while being focused on their “work”, they are taking initiative to find solutions to problems as they arise. From a baby focusing on grasping an object and moving it from hand to hand to a toddler trying to connect or fit small pieces together to a preschool child pretending to be someone else through their imaginative play, each child is being subjected to a multitude of learning opportunities.

At Once Upon A Time Child Care Centre each of our programs are observed, planned, and delegated through the eyes of registered Early Childhood Educators. (RECE) that are supported by loving, caring, and dedicated Educational Assistants (EA). All of our staff must follow our continuous training policy by regularly attending workshops and seminars throughout the year.

Teachers play an important role in the lives of these children by getting to know the child and providing them with meaningful supplies, interactions, opportunities, and activities to cultivate their natural curiosity of the world around them. They guide them and support their findings through their play to help them trust their own abilities, thus expanding their

knowledge. They encourage each one to follow through and congratulate them on their success and help them feel confident in their achievement.

Academics are important but our children have a lifetime of formal learning ahead of them. The early years of our children lives is where they learn to love learning. Play-based learning, learning while having fun, is what Once Upon A Time Child Care Centre believes is of the utmost importance in a child's early years and beyond and is the foundation of our programs.

What is Play?

The key feature of play is enjoyable but play also includes frustrations, challenges, and fears. Active play requires action and physical, verbal, and mental engagement. Individual and pretend play often has meaning to the child that is not evident to the educator. Co-operative play builds on social skills and requires trust and turn-taking. Whatever type of play our children are involved in, we know they are actively learning through their interactions.

Play is exploring, talking, thinking, trying, imagining, daydreaming, turn taking, inventing, identifying, giving, sharing, risk taking, making choices, negotiating, working, relaxing, challenging, pausing, running, skipping, jumping, shouting, whispering, singing, making friends, being yourself, being someone else through role playing, acting, caring, negotiating, reading, writing, counting, measuring, trying things out, feeling, leading, following, problem solving, storytelling, building, laughing, smiling.....learning! With this in mind, know that pretty much everything a child interacts with, they are learning from it. Play and learning go hand in hand.

Ontario's "How Does Learning Happen?" document is built around four foundations and here at Once Upon A Time Child Care Centre we incorporate these four foundations into our daily programs. The foundations for learning are belonging, well-being, engagement, and expression.

GOALS TO MEET OUR PROGRAM STATEMENT through THE FOUR FOUNDATIONS for Children, Families and Educators

Belonging – Positive and Responsive Interactions between children, parents, staff

We strive to provide an environment that promotes a sense of belonging for our children, families and staff. Children should have an opportunity to express themselves, exchange thoughts and communicate positively with their peers and caregivers. We believe everyone involved in our centre should be treated and respected as an individual. As an inclusive program our relationship with each of you will be different based on the dynamics of your

family and your needs. During our orientation process of welcoming you and your child(ren) into our program, our focus is on supporting your child's social, emotional, intellectual, and physical development. We encourage you to visit our centre with your child prior to their first day to help you feel comfortable in the environment and familiar with those around you. We also want you to feel welcome to call or drop by to talk with us at any time. Please feel free to enjoy our storyboards outside each classroom that document our learning each day through the observations we took to provide meaningful opportunities to our children. We help children feel confident by giving them a sense of responsibility within their environment. We want children to feel that Once Upon A Time is a home away from home and that they can trust and feel safe while here.

As parents/caregivers, we want you to feel good about bringing your child to school and to be comfortable yourself. Communication with your child's educator is the key to your child's success. Our children's families are as much a part of our program as the children themselves.

"Be who you are, and say what you feel because those who mind don't matter and those who matter don't mind."Dr. Seuss

Well-Being – Promoting the health, safety, nutrition and well-being of children

Once Upon A Time provides a program that nurtures your child's well-being thus promoting the development of their sense of self.

As children interact and play with each other they develop strong social skills. Together they become confident to problem solve and create. Curiosity, creativity, and resilience promote emotional development in young children. Motivation and positive thinking are created as young children learn to play co-operatively.

Self-regulation is the ability to control our own behaviours, emotions, and thoughts and change them as needed to adapt to certain situations. Conflicts do arise while children play and remaining calm and staying focused are key factors in helping children to maintain control. Managing behaviours among our children is achieved through strategies such as re-directing, active thinking, supportive talking, and when necessary time away. We provide children areas (book centre, creative expression, table toys, soft chairs/beanbags) that they can utilize when they need to re-focus and calm down.

Our programs offer physical activities both indoors and outdoors. Our play areas are designed to be safe yet provide challenging activities that give your child an opportunity to take risks and attain their own physical well-being.

Our lunches and snacks are planned using the Windsor-Essex County Health Board's "The Healthy Eating Tool" along with Canada's Food Guide to ensure that the foods served are nutritious and supportive to your child's development.

Our older children are provided with an "open snack" that allows them to decide what, when, and how much they want. While lunch time is a group setting where children sit together at the same time but are encouraged to make choices as to what and how much they would like. Sitting together with their peers also fosters a sense of belonging.

Health and safety protocols are regularly maintained, such as; monthly fire drills, safe shelter locations in case of evacuation and emergency preparedness.

Engagement - On-Going Communication with Parents – Involving community Partners

Once Upon A Time Child Care Centre believes one of the most powerful ways to engage children is to let them take charge of their own learning. As children spend most of their early years engaged in play, we know they are learning many valuable things. We allow them to play with minimal instruction and instead reflect on their discoveries and foster their curiosity.

By observing children while they play, educators can be creative with how they set up the environment and with what materials they can add the centres therefore keeping them engaged.

We also do small and large group activities where children are encouraged to participate.

"So you pull me away from my play, my all-consuming play, to learn math with you at the table, with brightly coloured cubes of plastic. While I sit there, learning with you, all I can think about is getting back to my play, my all-consuming play, where I was measuring, using shapes, making patterns, counting, solving problems and THINKING, until I got pulled away to go and learn with you..."

Expression – Fostering the Children's Exploration, Play and Inquiry – Child-initiated, Teacher-Supported Experiences

At Once Upon A Time Child Care we want children to feel that they can communicate and express what they want and how they feel. Allowing children to express his or her feelings, emotions, and thoughts in a safe environment is beneficial to their development. Children learn to express themselves through a multitude of ways such as; artistic, playful, building, as well as social interactions. Our educators respond to a child's language whether it is spoken or

not and regardless of their age and ability. We are able to support children to expand on their knowledge based on what we know about what they understand.

We encourage families, caregivers, and staff to communicate regularly. We ask that families/caregivers provide us feedback about our programs and the overall environment.

“I am a child. I am not built to sit still, keep my hands to myself, take turns, stand in line, be patient, or keep quiet. I need motion. I need novelty. I need adventure and I need to engage the world with my whole body. Let me play! Trust me! I’m learning!”

APPROCHES HOW IS THIS ACHIEVED?

Staff: Quality care is positively influenced by staff who are well educated and supported in their life long learning. All Once Upon A Time staff must partake in a minimum number of hours of professional development training each year to increase their knowledge and skills and ensure quality professional practice throughout their careers. Staff are trained in health and safety protocols. Staff supervise children at all times. All staff are trained in First Aid and CPR. Classroom lead teachers are Registered Early Childhood Educators (RECE) who are registered and maintained by the College of Early Childhood Educators (CECE). Staff role model healthy eating behaviours by often participating in lunch and snack. Staff maintain a clean a safe environment.

Documentation: The lead teachers in each room will make developmental observations of the children interacting throughout the day. As well, they will take pictures of the children active at play. This documentation will be shared through learning stories, posted throughout the week, that will allow each visitor to the classroom to see how the children are engaged and how their learning is developing. Each learning story should support an area of development and/or learning, indicating a skill being met.

You may also notice the children’s creative work in their room and other materials to support their current learnings, such as graphs to tally favourites or surveys to discover one another’s likes/dislikes.

Communication with Children: Our daily schedule is flexible with much time devoted to child-initiated, play-based, inquiry prompted learning. The children are engaged regularly in activities with the educators. The educators communicate with the children by sharing ideas and prompting inquiry to promote the expansion of ideas, thus acting as co-learners within the environment.

Communication with Parents: Our early years programs, (infant, toddler, preschool) use an app called Hi Mama. Each parent is encouraged to download the app and use it to view photos, videos, daily reports and as a direct messenger to their child's teacher, using their own private and secure app. Hi Mama is a direct link into your child's classroom, using real time technology.

In addition to this and the documentation displayed vividly in the classroom, we also would like to invite parents/caregivers into our programs to interact and observe their child at play. Parents/caregivers are encouraged to join us on off-site field trips. We understand that this is not always possible for all parents/caregivers during regularly scheduled childcare. Therefore we endeavor to have after hours activities planned throughout the year. These vary and may include workshops for parents through community partners and/or family oriented fun. Every year we have a Christmas Open House for our families to come back in the evening and enjoy Christmas cheer, treats, crafts and a visit from a special guest.

Positive Relationships – Community

Our children are involved in our community in terms of visiting parks and libraries and walks around the neighbourhood. Every fall we partake in a Halloween Trick or Treat walk and attend Remembrance Day Memorial services. Firemen and policemen often visit our programs to talk about emergency and safety awareness or to read and interact with the children. We collect food items and toys at our annual Christmas event to donate to the area food bank and give an annual donation to the food bank that provides for our logo to be proudly displayed on the food bank truck.

We understand that children develop at different rates but appreciate that sometimes assistance may be needed to bridge a child's ability to reach certain developmental goals. We partner with Children First, an early intervention program, by making referrals and having consultants visit our centres and specific children upon a parent's consent. The consultant works with the child, the family and the child care staff to fine tune and support programming and to assist the child at achieving their goals.

DOCUMENTING and REVIEWING the IMPACT OF THE STRATEGIES SET OUT IN THIS STATEMENT ON CHILDREN AND THEIR FAMILIES

We will use documentation, reflection and formal assessment. At Once Upon A Time Child Care we use ITERS – Infant and Toddler Environmental Rating Scale and ECERS – Early Childhood Environmental Rating Scale to evaluate our programs and the effects they have on our children, families, and staff.

Surveys are sent out to parents on an annual basis or at times felt necessary, to help us make changes to our programs where need be and to identify what families are enjoying.

We also use an app called Hi Mama, to interact with parents throughout their child's day, to share information about what their child has done each day, and to document and share our children's accomplishments.

We look forward to sharing these learning experiences and opportunities with you and your child. Thank you for choosing Once Upon A Time Child Care Centre!

Program Statement Implementation Policy

All staff, students and volunteers of Once Upon A Time Child Care Centre are expected to adhere to and promote all areas of the program statement as they pertain to the belonging, well-being, engagement and expression of the children that they work alongside.

Upon employment with Once Upon A Time Child Care Centre, each staff member, student and volunteer will read the program statement and policy and procedures and will sign off with a supervisor present confirming understanding and compliance with the program statement and policies. Each staff member, student and volunteer will review the program statement and policies and procedures annually as stated in the CCEYA and/or at any time changes/additions are made.

Once Upon A Time Child Care Centre wants to ensure that children have safe and positive experiences that promote their growth as a learner. The supervisor or designate will observe staff, student and volunteer interactions with children ensuring that they align with our program statement and beliefs in adult child interactions. We believe that positive role modelling is the best approach to prepare children to channel appropriate mannerisms and actions. It is our belief that a quality program based on the “How Does Learning Happen?” document will assist as a preventative measure in regards to prohibited practices. Staff, students and volunteers will ensure that children stay active, stimulated and engaged giving them opportunities for success and personal growth.

Raising The Bar (RTB)

Once Upon A Time Child Care embarked on a new program February 2014 aimed at raising the quality of our child care programs called Raising the Bar. (RTB) Over the next few years we will work to improve the quality of our programs, environment, and service as we achieve greater levels of quality. Each level adds requirements that are over and above the minimum requirements as set out by the Child Care Early Learning Act. We have currently completed the Bronze and Silver levels and we are working towards Gold Status!

Behaviour Management

Once Upon A Child Care Centre believes that the key to positive interactions with young children is to encourage and support attempts and successes as children learn to interact with others and their environment. By daily building on a child's self-esteem and by reinforcing positive actions, most negative behaviours will be avoided. By setting up a stimulating learning environment, having trained, educated, motivated and sensitive staff and developing a challenging program children will be surrounded by positive, cooperative experiences.

Educators should foster the children's explorations, play and inquiry by providing a variety of activities and an environment rich in content that encourages choices and active play, supported by qualified attentive and interactive RECE's who are supported by educational assistants. Child initiated and adult supported experiences should be provided to the children in our care. The RECE will observe the children and document the information to assist in creating a positive learning environment that is based on the interests of the child and supported by all the educators/volunteers/students in the child care environment. RECE's, with the help of supporting EA's, will be responsible for introducing new ideas, interests, facts, concepts, skills and experiences to widen the children's knowledge and life experiences.

All rooms have a copy of How Does Learning Happen? All staff, student and volunteers are encouraged to regularly utilize this document in their practice.

All RECE's need to be reflective practitioners to learn about children through listening, observation, documentation and discussions with others; (families in particular) who understand children as unique individuals. RECE's will observe and listen to learn how children make meaning through their experiences and use this to have meaningful interactions and engage children on a daily basis.

All children have conflicts in learning to deal with life experiences. Through conflict we can learn positive solutions and strategies. The following outline a step approach in handling behavioural issues which lead children towards positive results and good feelings about themselves.

1. Positive behaviour will be acknowledged immediately and consistently. Each child will be encouraged to express their feelings through words rather than negative actions.
2. Prevention- try to anticipate problems/conflicts. Provide alternatives to potential conflicts.
3. Provide alternative activities if appropriate for child and situation.
4. Address and identify the problem. Work with the child and help the child solve the problem.
5. Give directions VERBALLY. Allow reasonable time to follow through with direction.
6. Use PHYSICAL guidance to follow through with direction with verbal input.
7. After the 3rd time, the child's separation from the group of activity may be necessary for a reasonable (effective) period of time. Avoid any physical or verbal contact with the removed child (peer or adult).
8. At no time will a child be touched physically in any manner (ie. Spanking, pinching, etc...) This also includes emotional punishment
9. Older children can be instrumental in solving their own problems among each other. Encourage older children to find solutions to their indifferences and observe the interactions as they unfold. When you feel intervention is necessary use the following guidelines in addition to the guidelines for managing behaviour:
 - a. utilize think sheets (a form a child uses to express in words/pictures their behaviour and how it effects themselves and others, the outcome and how it may have been approached differently)
 - b. discussion of consequences that will result from inappropriate behaviour
 - c. removal of privileges

All RECE's have made a commitment to abide by the standards of their profession as set out in the College Of Early Childhood Educators Code of Ethics and Standards of Practice. All RECE's hold themselves accountable, and use the code of ethics, the standards of practice and the CCEYA to guide their decisions and practices.

We keep records pertaining to monitoring compliance of our Program Statement and policies for three years.

References and information in this policy are partly from How Does Learning Happen? – Ontario’s Pedagogy for the Early Years.

Permitted Practices for Discipline

1. Use of time away`
2. Redirection
3. Privilege removal
4. Behaviour modification programming implementation
5. Verbal reinforcement of positive behaviours

Discipline should be:

- Related to the undesirable behaviour
- Appropriate to the developmental level and age of the child
- Used in a positive and consistent manner
- Disciplinary techniques should be implemented immediately following the inappropriate behaviour and be intended to help the child learn the appropriate behaviour.
- Administered positively, consistently and fairly without anger or prejudice
- Always discuss with a parent when a difficult situation arises with a child

Prohibited Forms Of Discipline

1. corporal punishment of the child; including but not limited to, striking a child, directly or with an object, shaking, shoving, spanking or other forms of aggressive conduct.
2. 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;
3. 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;
4. 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;
5. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

6. inflicting any bodily harm on children including making children eat or drink against their will.

Any physical punishment or verbal abuse/screaming by an employee towards a child will result in immediate termination of employment or at the very least immediate suspension, depending on the situation, and a full investigation will be completed by the Ministry of Education, CAS, The College of ECE's and any other entities involved in the incident. Any physical punishment or verbal abuse/screaming by a student or volunteer towards a child will result in immediate dismissal and reported to CAS and their school.

Allegations/Suspected Abuse

1. Allegations of Abuse

a) Against an Employee

Any complaints made by a staff member, parent and/or child against a staff member will be dealt with immediately by the centre supervisor/director. All involved will be interviewed by the supervisor/director. If the complaint is verified it will result in a written reprimand and/or (depending on the verification) Children's Aid Society being contacted in which case a Serious Occurrence will be filed with the Ministry. Their findings may result in immediate dismissal. Any investigations made by the centre regarding a staff member's mistreatment of children will be recorded and placed in their file.

b) Against a Child

Any complaint brought to your attention by a parent or child against another child should be thoroughly investigated. Talk with all parties involved to determine what happened and in what order it happened. Report the complaint to the supervisor/director. Supervisor/director will also talk with the parties involved and compare findings. Depending on the outcome child will be dealt with accordingly. If parent's are not already involved they should be notified. It may be necessary to develop a new policy in response to the situation to prevent future problems. The allegation will be logged in the appropriate room.

2. Suspected Child Abuse

Once Upon A Time complies with the Child Care and Early Years Act. Everyone has a legal responsibility to record and/or report any suspicion of child abuse. This responsibility relies on all persons directly involved with the child.

3. Recording / Reporting Centre Policy

- a) Any observed incidents of a minor nature but have cause for concern shall be recorded in the Daily Log of the room the child is in and reported to the site supervisor.
- b) If reoccurrences or other concerns with the same child are acknowledged more than twice within a four week period a daily record will begin to be maintained to document any observed incidents.

The daily record will include:

- Date and time of entry
 - Full name of child
 - Full explanation (including a description of any observed injury including the size, shape, colour and location on the body, any chronic problems and or drastic changes with child's behavior, direct quotes / dramatization from the child concerning any injury, neglect or emotional mistreatment) A picture should be taken if possible.
- c) Once a daily record has been started the staff should bring this to the supervisor's attention and share on a daily basis.
 - d) The Supervisor will decide if and when further investigation needs to happen and at that time be responsible for interviews made with the staff, child & parents.
 - e) The Supervisor will complete a Serious Occurrence if the alleged abuse is identified and contact the Children's Aid Society.

Please Note: If a staff member disagrees with the supervisors' decision NOT to report to CAS it is their legal responsibility to report to CAS themselves.

PARENT & CHILD ORIENTATION

Prior to beginning with us we encourage both parents and children to attend a 30 minute tour of our centre with one of our Supervisors. This is a great way to ask any question about our centre and meet some of the staff. We also enjoy seeing parents accompany their child (ren) on play visits prior to the child's first day. This makes it easier for the child and his/her new surroundings. We invite parents to call or email us about their child's day as much as needed. Upon submitting registration forms, a \$20.00 fee must be paid to secure a spot within our program. This fee will be reimbursed on your first invoice but is non-refundable if you choose not to attend our centre. A holding fee of \$50.00 per child or \$100.00 for family is required if you suspend child care over a duration of 2 weeks and wish to save your spot. If you do not return the fee is non-refundable. We also have a "getting to know you" paper that we ask parents to fill out to the best of their ability. This paper tells us a little about the child (ren) starting so we can help them settle in at our centre. Questions are as simple as favourite colour or favourite music/lullaby.

SCHOOL HOURS

All centres will be open at 6:00am and closed at 6:00pm, Monday through Friday. **Early drop off** will result in a \$1.00/minute charge per child. **Late pickups** will result in \$15.00 for the first 1 – 10 minutes after closing and \$1.00 per minute thereafter per child. A full day program has a 10 hour maximum and a half day program has a 5 hour maximum. Half days are either in the morning until and no later than 12:00pm or in the afternoon starting no earlier than 12:00pm. There will be an additional charge (\$4.00 per hour) for any overages.

The centre will be closed in recognition of the following days:

New Year's Day	Canada Day	Christmas Day
Family Day	Civic Holiday	Boxing Day
Good Friday	Labour Day	
Victoria Day	Thanksgiving Day	

The centre will provide parents with the choice, based on enrollment for the following days. Low enrollment will result in the centre(s) being closed. This will be presented to the parents prior to the days in question with a sign-up sheet located by the main entrances of all our centres. We also may open for half days, open later than 6:00am or close earlier than 6:00pm during these holidays based on the need of our families

Easter Monday	Christmas Eve	New Year's Eve
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There is no charge for holidays and/or days that we are closed.

TUITION PAYMENTS

Tuition fees are payable in advance of service and are billed monthly. The number of days that your child is scheduled for the upcoming month will be multiplied by the rate. You may pay fees in two payments, one due on the 1st and second due on the 15th. All invoices are paperless and emailed monthly if required. Email addresses must be up to date and can be recorded on the registration form. Automatic payments can be arranged at our main office in Essex.

Interest will be charged at a rate of 28% annually. It will be billed monthly on all overdue balances at the time the account is overdue.

Once Upon A Time reserves the right to terminate a child's enrollment if an account is in arrears over 30 days or the Director sees fit to terminate.

There is no refund for sick or missed days, including inclement weather days. "Make up days" for days missed cannot not be granted.

A minimum of two full days or three half days must be met in order to keep your spot. If less is being used, Once Upon A Time has the right to give your spot to another client; however,

pre-existing clients will be given the choice to pick up more days per week, if this problem arises.

There will be a thirty-five dollar (\$35.00) charge for all Not Sufficient Funds (NSF) cheques. Receipts will be issued upon payment and/or in February of the next year. (Official tax receipt) We accept payment by Visa, MasterCard, Debit, Cheque, or Cash.

*New – We accept e-transfers ouatcc@gmail.com



TUITION FEES – EFFECTIVE FEBRUARY 1, 2017

Once Upon A Time Child Care Centre is a registered non-profit organization allowing us to accept donations and government grants which help keep our fees affordable for your family.

	FULL DAY (Up to 10 HOURS)	HALF DAY (Up to 5 HOURS) (BEFORE OR AFTER 12PM)
INFANTS 0 - 18 MONTHS	\$ 40.00	Call for availability
TODDLERS 19 - 30 MONTHS	\$ 36.00	\$ 24.00 *
PRESCHOOL JK/SK 31 MON - 5 YEARS	\$ 34.00	\$ 23.00 *
SCHOOLAGE (P.D. Days, School Breaks)	\$ 28.00	\$ 19.00**
BEFORE SCHOOL	\$ 7.00	FLAT RATE
AFTER SCHOOL	\$ 9.50	FLAT RATE
5 DAYS BEFORE SCHOOL	\$ 30.00	FLAT RATE
5 DAYS AFTER SCHOOL	\$ 42.50	FLAT RATE

*Morning Half Day Includes Lunch

**Lunch Time May Vary in School-age Rooms

All clients must register at WindsorEssexOneHSN.ca

Subsidy is available for those who qualify. Find out when you register on OneHSN!

VACATIONS

You are able to take unlimited vacation time without paying fees. However, we must have at least two weeks of notice of your intent to take time off. This refers to regular vacation time not longer than 1 – 3 consecutive weeks. Extended leaves may require a fee to hold your spot that will be returned when your child returns but non-refundable if the child does not return.

SCHOOL BREAKS

School-aged Children

School breaks such as; P.A. Days or Winter/March/Summer breaks, are not regular scheduled days. You must sign your child up for these days if needed.

School agers. If your children are signed up for these days, you will be a charged. If they are not signed up, there will be no charge.

Non School-aged Children

For children who are not yet enrolled in school, these days will be normally charged days unless two weeks of notice is given, minimum requirements must still be met. Vacation will be used for these days.

ARRIVAL AND PICK UP

Regular routines are so important to young children. We recommend that parents try to keep regular drop off and pick up times. The Day Nurseries Act states that children **must be signed in and out** each day. Upon registration you will be asked to list any other persons other than yourself and spouse that will be permitted to pick up your child (ren). Children cannot be released to a person not recorded in the registration form, unless otherwise arranged by parent by note or phone call. Parents must inform staff every time someone else will be picking up their child(ren). Anyone, even parents will be asked for picture I.D. until staff becomes familiar with that person. This could happen at any time during your enrollment with us especially if we have hired new staff.

WITHDRAWAL/TERMINATION POLICY

Once Upon A Time and a parent/guardian have the right to terminate the child care agreement upon written notice to the other party. Two weeks notice is required for withdrawal from the program. Parents/Guardians are responsible for paying all monies owed before the family's last day. Parents will be charged two weeks for early withdrawal without notice, whether child (ren) attend the centre or not. There are no refunds. Failure to provide payment will result in legal action.

If a temporary withdraw is required due to family, work or medical reasons, two weeks' notice is necessary, however, Once Upon A Time cannot guarantee a spot unless parents/guardians give a \$50 per child, \$100 per family fee to hold a spot. This fee will be reimbursed upon the first invoice back. This holding fee is only honoured for 6 months and is non-refundable.

NOTICE OF ABSENCES

Please notify Once Upon A Time as soon as possible if your child was scheduled and is not coming in. Leaving a phone message or email is appreciated.

MEDICAL

»Once Upon A Time takes great pride in the cleaning and sanitation of our toys and centres, however we cannot guarantee that we can control and prevent the spread of illnesses.

»The Child Care and Early Years Act (CCEYA) states that each child must be immunized; therefore the medical information must be completed and returned with the registration form prior to admission. If your child (ren) is currently enrolled in elementary school, we do not require these records. Please hand in all updated records to the supervisor as your child (ren) requires further immunizations.

»If your child becomes sick while in attendance at the centre the parent/guardian will be contacted to make arrangements for pick up. This is for the protection and comfort of the sick child as well as for the preventative care of the other children and staff. Please do not bring your child if they are contagious or experiencing any of the following:

- Fever over 100°F (37.8°C)
- Vomiting
- Diarrhea
- Discharge/Redness from the eyes or ears
- Profuse, thick nasal discharge
- Upset stomach

»Parents must inform the centre if their child becomes ill with a communicable disease so that the centre may post notification for other parents awareness.

»Regulations require that the children in a child care setting be outside for two hours per day. Your child (ren) must be well enough to partake in outside activities.

»Only medication brought to the centre in the original container or a prescription drug will be administered to a child provided the parent/guardian has filled out the required consent forms stating the child's name, name of drug or medication, dosage of drug or medication, date of purchase, date and time it is to be given and the storage instructions. All medications must be given to the RECE Teacher or Supervisor so it can be stored in a locked container in the room or in a locked bag in the fridge. Medication forms are available upon

request and must be filled out correctly, in full by the parent/guardian and staff and signed. Only a RECE will be permitted to administer medicine. If a child from Once Upon A Time is hospitalized for overnight care we will credit our tuition fees on the next billing until discharged.

Infant Sleep Room & Safe Sleep Supervision

Once Upon A Time Child Care Centre had implemented an Infant Sleep Room Supervision Policy. This policy will ensure the safety of the infants in our care while they are asleep in the infant sleep room. We will use an Infant Sleep Room Monitoring Log for recording. The log is intended to document the number of infants sleeping at rest times, the time of the day the sleep room is being used and to verify the staff that checked on the infants during their sleep. While examining an infant, a staff must be able see one or more signs that the child (ren) are breathing. Ways to monitor infant breathing are by looking at the chest and visibly noting an up and down motion, physical touch, listening intently for breathing and/or holding a finger/mirror under the infant's nose to feel/see an exhale. Whenever the infant sleep room is in use, infant room staff will monitor the sleeping infants and sign off as doing so every fifteen minutes (15) until all infants are awake. Current monitoring sheets will be kept on a clip board in the infant room located beside daily log binder. Past sheets will be filed and kept for a minimum of two years. We have a Sleep Plan Map posted on the sleep room door in the infant room so that any OUAT staff will know exactly which infant is in the sleep room and what crib they are sleeping in.

Each infant must be assigned to their own crib and the crib must have a name tag to show which crib is theirs. The cribs must be sanitized in between different infant use if the crib is shared by part time clients. If the crib is not shared by multiple infants then the sanitation schedule will be performed weekly. (sheets washed & mattress sprayed with approved cleaner) Infants will only sleep in a crib while in our care at the centre. If an infant falls asleep while in a stroller, swing, bouncer or car seat an infant room staff will transfer them out of the object they fell asleep in and move the infant to his/her crib following the safe sleep policy.

During a tour of our centre it will be made clear to parents that we follow the 'Joint Statement on Safe Sleep; Preventing Sudden Infant Deaths in Canada'. Parents of infants that are under 12 months will be informed that their child will be placed for sleep on their back in accordance with this publication. However, if an infant can turn over on their own we will not reposition them. Any other sleep positions before they turn 1 year old would require a note from a

doctor. This doctor's note will be kept in the child's file. Also, an infant 12 months and under, will have nothing allowed in the crib with the infant (except a soother with no strap) unless directed differently from a parent. At a parents request, a small hand held toy/blanky or a thin, lightweight and breathable blanket will be permitted. Parents may choose to provide us with a sleep sack for their child during rest times. These choices must be in writing and kept in the child's file.

In our start up registration package there is a form, "Getting to know you". This form has a series of questions about the child, including sleep habits. Staff will report to a supervisor and parents if any significant changes to sleep patterns or behaviours with an infant in our care are observed. Staff can notify parents by using the Hi Mama App, phone call or in person. This observation will also be recorded in our log book. Older infants (16-18 months) will start the transition to sleeping on a cot periodically when we have the space to move the infant for a visit to the toddler room. At this time, parents will be advised of the change from a crib to a cot. At 18 months a child will be expected to sleep on a cot during sleep time unless other arrangements have been made between the parents and supervisors.

Toddler & Preschool Rest Time & Safe Sleep Supervision

Toddler and Preschool rest times at Once Upon A Time Child Care are during the hours of 12:00 (noon) and 2:00pm. All children in these age groups will be assigned to their own cots; however, some part time children may be required to share. Cots are disinfected once a week unless sharing has taken place in which the cots would be cleaned and disinfected between each use.

The toddler staff are responsible to do visual checks on each child in their care every half an hour after the first child has fallen asleep, record the time of each check in toddler daily log book as well as anything that may have been observed.

The preschool staff are responsible to perform hourly visual checks of the children during the two hour rest time and record doing so in the preschool rooms daily log book. If there are nappers that are sleeping either before noon or after 2pm, extra checks are performed. The main goal of these visual checks is to ensure no child is in distress. If there are signs of distress, the supervisor must be notified and appropriate measures must be taken to ensure child's safety. Signs of distress must also be logged in our daily log book.

We have a Sleep Plan Map in each room that clearly shows where each child is sleeping/resting in their room. It is labelled with their first name.

When a child transitions to these rooms a form from their previous rooms teacher, "Moving On Up", is completed which includes any sleep patterns or instructions from parents regarding

sleep. This form is intended to help staff, students and volunteers understand individual habits including sleep patterns.

It is the staff's responsibility to notify the supervisors and the parents of any significant changes to a child's sleep pattern in both toddler and preschool rooms. Staff will notify parents through the Hi Mama App we use at the centre or by phone or in person.

NUTRITION HEALTHY MEALS & SNACKS

The centre will provide nutritious, child friendly snacks in the morning around 9:00am and an afternoon snack around 3:00pm. (Times may vary between our locations and on fieldtrip days) Snacks are served with water. Our after school & bus friends will receive snack when they arrive in our care. Our lunches will be served between 11:15am and 12:15pm. (Times may vary between our locations and on fieldtrip days) Lunch is served with milk or water. All menus are planned using guidelines from Canada's Food Guide and run in a three or four week cycle. We have an autumn to spring menu with more hearty hot meals and a spring to autumn menu with more raw fruits and vegetables, taking advantage of all the local produce in our area. Depending on summer enrollment, we may have a "summer menu" or special menu changes occasionally. Menus are located by the door of each room on the bulletin board for parent viewing. There is no reason to send your child(ren) with snacks for throughout the day, but if you do please make sure food and containers are clearly marked with your child's name. If snacks are brought from home, the children will be able to enjoy their snacks during our snack and lunch times provided.

We are a peanut free centre; please refrain from sending your child with snacks containing peanuts for these snacks will be immediately discarded. Breakfast is not included in our tuition fee; you may send this with your child in the morning. We will toast bread or waffles for your child if you supply them. Feel free to bring your child's favourite box of cereal here for continued use. The centre will provide milk for the first bowl of cereal. If your child needs more, please provide this. Some parents may choose to leave milk in our fridge for their children or just occasionally provide the centre with a bag to replace what their child(ren) may have used. Be conscious of any other allergies in your child's room. Ask a teacher if there are other foods that should be avoided while here.

We strive to provide all our children with healthy food options, using as much fresh food choices as possible. The Raising the Bar (RTB) program instructs us to have certain choices available on our menus and there are specific indicators for each level.

We also use the NOURISH program set up by the Health Board using The Healthy Eating Indicator Tool. (Found at the back of the binder)

Once Upon A Time Child Care Centre promotes healthy eating by providing nutritious and safe foods in a supportive environment, by role modelling healthy eating behaviours, by including healthy foods in creative play and teaching activities for children, and by engaging, supporting and educating parents and child care staff.

CLOTHING

Please dress your child appropriately for indoor and outdoor play. All clothing, including hats, mitts, boots, shoes, coats, snow pants and sweaters should be labeled with the child's name. It is otherwise impossible to keep track of each child's belongings. If children are dropped off without appropriate clothing, Once Upon A Time will try to accommodate. If items needed are not available, parents/guardians will be contacted and asked to bring appropriate clothing. Indoor shoes or slippers are a must; we do have frequent, unplanned fire drills. There is no time to put on our outdoor shoes.

Please send your child (ren) in "play clothes" as they are apt to get soiled, stained or damaged. We do ask that you send an extra pair of clothing for your child's cubby or locker for emergencies.

If your child is in diapers or pull ups please send a large package, also a large package of wipes to keep at the school, you will be notified as these items get low. Please ensure that all of your child's belongings are visible labelled.

PROGRAM SCHEDULING

Each room follows its own daily schedule. You will find it posted near the entrance of each classroom. Please take a moment to glance over it so that you are familiar with what your child does each day. Please talk to your children about their day and help them to reflect on certain aspects of their experiences here at the centre. Activities follow a regular pattern so that your child will feel secure in knowing what to expect each day and when. Once Upon A Time Child Care Centre is emergent however, so we follow the lead of the children and we do not always follow our schedule exactly if it does not meet the needs of the children. Each day will present times for quiet play, gross motor development, creative activities, music/dancing, group/individual and teacher lead activities. Play is an important part of our lives here at Once Upon A Time Child Care Centre.

PLAY = LEARN

FIELD TRIPS

Once Upon A Time Child Care Centre often plans off site adventures/field trips for the children (primarily preschool & school age children) These trips mostly take place during the summer months, however all age group do participate in walking trips around the area or to local parks during our dedicated outside times throughout the year. Our more exciting field trips do usually require a bus and have an addition fee. We travel throughout Windsor and Essex County for our field trip and not one in the same year is ever alike. It is not mandatory that your children attend these trips and they are able to stay back at one of our locations for regular programming if needed. There is always a permission form for these special occasions

with all the necessary information. Permission forms must be filled out fully and signed, plus fees must be paid in full before children can participate.

EXTRA-CURRICULAR

For all of the school age children who partake in extra-curricular activities at their school but still require care in our school age program after, it is the parents responsibility to make arrangement with the school and have their child(ren) sent down to our program. We don't always have enough staff to allow for one of them to pick up nor do we often know when to expect a group from an activity. (Example – if a school game is let out early) We also need to be informed that a child will be attending our program late so we know where they are, when they are coming into our care and most importantly that they are safe.

Parent Issues and Concerns Policy

Policy created: October 2017

Policy updated:

Purpose

The purpose of this policy is to provide a clear method for parents/guardians, Once Upon A Time Child Care Centre (OUAT) and OUAT staff to use when parents/guardians bring forward issues/concerns regarding their child and the child care centre.

Policy

Parents/guardians are encouraged to take an active role in our centre and with their child's involvement within our centre, regularly discussing what their child(ren) are experiencing with our staff and in the child care centre as a whole. We welcome your presence should you decide to visit your child during the day. We support positive and responsive interactions among the children, parents/guardians, child care providers, all other staff employed at our centre and all program volunteers and we foster the engagement of and ongoing communication with parents/guardians about the program and their children.

All issues and concerns raised by parents/guardians are to be taken seriously. Parents are encouraged to talk with their child's(rens) care giver if there are any questions regarding the care of their child(ren). Parents/guardians are also invited to and feel comfortable approaching any of the management at our centre when they may not feel that the topic is right for discussion with the care giver or that their situation has not been resolved. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally or in writing. 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 3 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process. If for any reason the issue or concern may take more than this allotted time, this will also be discussed with all parties involved and recorded in the notes.

Investigation of issues and concerns will be fair, impartial and respectful to all parties concerned.

If a parent/guardian approaches an OUAT staff with an issue or concern and it cannot be resolved, it will be the responsibility of the staff to direct the parent to the supervisor on duty or designate and/or be sure to get the information to the supervisor. The supervisor can always call on the director for support. If a decision has to be made and the Director doesn't feel comfortable then the issue or concern will be brought to the Board of Directors for final ruling. This may take more time; time will need to be allotted for a response from Board of Directors. If anyone feels in danger, an immediate call to 911 may be necessary.

Confidentiality

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

Conduct

Once Upon A Time Child Care Centre maintains a high standard 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 or OUAT staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and a third party may need to be invited to the discussion. e.g.) OUAT Management, Ministry of Education Representative or Emergency Personnel

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. 519-252-1171

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*

If any concern of abuse is reported to Once Upon A Time Child Care a serious occurrence will be opened and reported to the Ministry of Education.

For more information, visit

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

Procedures

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

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> -the individual directly or -the supervisor or licensee. <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>	<p>appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within two 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>
Student- / Volunteer-Related	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> -the staff responsible for supervising the volunteer or student or -the supervisor and/or licensee. - <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>	

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 Director, Rosa Richardson ouat@gosfieldtel.com who will work to resolve the concern with the parent, supervisor and staff. If unable to come to a resolution a written complaint from the parent will be forwarded to the Chairperson who with a Board delegation will meet with the parent within 14 days of the notification and offer a written response.

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, Children's Aid Society)

Director: Rosa Richardson, ouat@gosfieldtel.com

Contacts Ministry of Education:
Cindy Fisher Program Advisor,
Child Care Quality Assurance and Licensing Branch
Early Years and Child Care Division | Ministry of Education
Telephone: 519-254 5355 ext. 2404

Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca
Windsor/Essex Children's Aid Society: 519-252-1171
Windsor/Essex County Health Inspector: Abdul Qadeer, 519-258-2146 ext. 1452

CHILD CODE OF CONDUCT

Once Upon A Time Child Care Centre uses a positive approach to guide children. We do not permit hitting, biting, pushing, pinching, hair pulling, inappropriate language or self-inflicted behaviour. We shall provide a safe environment for your child (ren).

Techniques that Once Upon A Time Child Care Centre staff will use include:

- ✓ **Boundaries** –clear and consistent limits.
- ✓ **Redirection** –guiding children from an inappropriate behaviour to an acceptable one.
- ✓ **Natural Consequences** –helping to make children aware of his/her actions.
- ✓ **Modelling** – OUAT staff & volunteers model good behaviour.
- ✓ **Offering Choices** –encouraging children to make decisions for themselves.
- ✓ **Positive Reinforcement** –showing approval when children are engaged in positive activity.

Once Upon A Time Child Care Centre does not use corporal punishment, belittling or degrading remarks toward children, threatening or bribing children, deprivation of basic needs, loud screaming or derogatory language, isolations or forcing children to eat or drink at any time. Depending on the circumstances, continuation of unacceptable behaviour from a child(ren) could result in termination of services.

ANAPHYLACTIC POLICY

Due to the increasing number of children with anaphylactic allergies, Once Upon A Time Child Care Centre had developed a policy to reduce the risk of exposure to anaphylactic causative agents. Anaphylaxis is a serious allergic reaction that can be life threatening. This policy is intended to educate staff, students and volunteers and to inform all parents of the centre about this potentially dangerous situation. It also includes the development of a child's Individual Support Plan (ISP) and emergency procedures and training. Once Upon A Time is currently a peanut and tree nut free centre. We do read labels on foods we bring into the centre and do our best to make sure the foods only read "may contain" or are peanut free. We also only bring peanut free materials into our classrooms for crafts and sensory activities. Based on the needs of the child, we will make exceptions at lunch and snack times when foods on our menu are not in the best interest for that child to consume.

Communication

A letter will be sent home to parents advising them that we have a child in attendance with an anaphylactic allergy. It will state the causative agent and ask all families to refrain from sending any food to the centre that may contain the causative agent. A new letter will be circulated each time a child is enrolled with anaphylaxis and at the beginning of each new school year. (September)

It will be the responsibility of the Supervisor to ensure that:

1. When enrolling a child, the Supervisor will verbally ask the parents about allergies when reviewing the registration package even when no allergies have been stated. In cases where allergies are noted the Supervisor will ask for information regarding the management of the allergy, medication, preventative strategies and the handling of emergency situations.
2. During registration, visits and tours, communicate to new parents/guardians that there may be children with life threatening allergies attending the centre.
3. Communicate to all staff, student and volunteers at the child care centre regarding general information of life threatening allergies and train all staff on the proper way to use an Epinephrine Auto-Injector (Epi Pen).
4. Menu rotation is posted in each room and in kitchen so that parents and staff are aware of foods served each day.
5. All children with allergies are posted in kitchen and in the child's classroom along with a picture of the child. It is also listed on their emergency contact information located in the emergency contact information binder in the classroom which follows the children wherever they go. (gym, outside, park, walk, etc.)
6. All children with anaphylactic allergies are posted in the kitchen along with a picture, however these children also have an Anaphylaxis Emergency Plan that is located in the kitchen binder and posted in the child's classroom on the wall. The signed copies by staff, students and volunteers are in the kitchen binder, all staff, students and

volunteers must read and sign on the back of this copy. This emergency plan is also located in the emergency contact information binder in the classroom which follows the children wherever they go, (gym, outside, park, walk, etc.), and wrapped around the Epi Pen in case of emergency. There will also be an ongoing medication form signed by the parents that we keep in our medication log binder in each room.

It will be the responsibility of staff to:

1. Must know where the Epi-Pen and Anaphylaxis Emergency Plan for each child is located and read, understand and sign the plan in the kitchen binder.
2. Take special precautions for children with anaphylaxis when planning field trips and extra-curricular activities.
3. Communicate to all new staff, students, volunteers and possibly visitors to the centre regarding children with anaphylaxis and their need's

CHILD'S INDIVIDUAL PLAN AND PROCEDURE

Every child enrolled with anaphylaxis and having an Epi-Pen prescribed by a physician will have an individual treatment plan and procedure completed by the parent. The Supervisor will ensure that this form is given to the parents to be completed prior to starting care and that the treatment plan includes a recent picture of the child. Some parents may prefer to give their own treatment form and not use ours as many doctors provide parents with this. The individual plan however must be completed. All treatment plans must include a picture of the child at risk.

TRAINING

The parent/guardian will train the Supervisor on the use of the Epi-Pen and all signs and symptoms to look for. This information is also part of the individual treatment plan. The Supervisor will train all staff on Epi-Pen usage and signs and symptoms to look for. Once Upon A Time Child Care Centre will avoid exposure to all known causative agents. Allergy lists and the child's individual treatment plan/emergency procedure are posted in the kitchen and in each room. Centre cook and program staff to ensure no foods with known allergens are served.

WHAT IS ANAPHYLAXIS?

Anaphylaxis (anna-fill-axis) is a severe allergic reaction to any stimulus, having sudden onset, involving one or more body systems with multiple symptoms. An allergen is a substance capable of causing an allergic reaction. Upon first exposure the immune system treats the allergen as something to be rejected. This process is called sensitization. Re-exposure to the

same allergen in the now-sensitized individual may result in an allergic reaction which, in its most severe form, is called anaphylaxis.

SIGNS AND SYMPTOMS

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure. Reactions mostly occur within two hours of exposure, however in rare cases symptoms may not develop until hours later. The specific warning signs as well as severity and intensity of symptoms can vary from person to person and sometimes from attack to attack in the same person.

An anaphylactic reaction can involve any of the following symptoms:

- Skin: hives, swelling, itching, warmth, redness, rash
- Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing) and/or trouble swallowing.
- Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea.
- Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock.

Parents are to list the specific symptoms to look for in their child on the *Child's Individual Plan*.



302 Cty. Rd 27, Cottam, N0R 1B0 519-839-5666
200 Fairview Ave W., Essex, N8M 1Y1 519-776-6555
12096 County Road 34, Maidstone, N0R 1K0 519-737-1622

Date: _____

Dear Parents:

To make our centre a safe environment for all children, parents should be aware that there may be children attending the centre with severe life threatening food allergies (anaphylaxis). We will therefore notify you by letter each time a new child begins with us having an anaphylactic allergy.

Please be aware that we have a child enrolled at our centre with an anaphylactic allergy. The child has a severe allergy to _____ and if he/she comes into contact with the substance it can be life threatening. We are therefore asking that you refrain from sending any foods to school with your child that contain or may contain this ingredient.

We also would like to remind all parents that because peanuts/nuts are a very common anaphylactic allergen, they and all products containing them are always banned from our centres. We do not use peanut butter and/or nuts in our homemade foods or crafts. Please check the labels of foods that you send to school with your child to ensure they are free from these ingredients. All foods sent from home must be labeled with your child's name or be in a labeled container.

Our supervisors and centre cook also make every effort to ensure they are free from these ingredients and our own prepared foods are allergen free.

For information on healthy food choices to send with your child please feel free to ask the staff.
Thank you for helping to keep our centres safe for all children.

Yours Truly,
Once Upon A Time Staff

STAFF QUALIFICATIONS

You will find that our staff here at Once Upon A Time Child Care are made up of Registered Early Childhood Educators, Otherwise Approved Early Childhood Educators by the Ministry of Education and Early Childhood Assistants. **All** our employees are screened with a Vulnerable Sectors Check from the Ontario Provincial Police or Windsor Police and are trained in CPR and First Aid (Level C). We have all been trained and certified in WHIMIS & Violence and Harassment in the Workplace. Our kitchen staff and Supervisors went for training and obtained a certificate in the Food Handlers Course offered by the Essex County Health Unit. We also keep current by regularly attending professional development offered by City of Windsor, Health Unit, College of Early Childhood Educators, Ministry of Education and by researching and reading articles located on the internet and in magazines. We take pride ensuring our Staff are well trained and knowledgeable so we can provide the best care for your child(ren).

SUPERVISION OF STUDENTS & VOLUNTEERS

Once Upon A Time Child Care is committed to providing a high quality, safe and secure environment for all children enrolled in our programs. The safety and well-being of children who are being supervised on our premises is one of Once Upon A Time Child Care Centres highest priorities.

The Child Care And Early Years Act (CCEYA) provides that every operator shall ensure that every child who is in attendance in a day nursery or in a private home daycare location is supervised by an adult employed by the child care at all times.

Once Upon A Time Child Care Centre has developed the following policy and procedures in order to comply with the direction of the ministry and regulation.

This policy sets the framework and the program, which applies, to all agency volunteers and placement students who have been approved or accepted by Once Upon A Time Child Care Centre.

Once Upon A Time Child Care Centre may have volunteers and/or Early Childhood Education students, and/or co-operative high school students and/or grade 6-8 students working within the organization alongside staff throughout the year. Once Upon A Time Child Care Centre encourages, supports and values the involvement of students, parent/guardian, and community volunteers in its program in order to enhance the quality of early learning activities, provide teaching opportunities for future educators and to increase communication and positive relationships amongst the child care program, parents and the community. At all times, all volunteers and placement students must be under the direction and supervision of

Once Upon A Time Child Care Centre staff. It is not permitted that any volunteer or student to be left alone with any child.

- ✓ No child or children will be supervised by any person not employed by Once Upon A Time Child Care Centre
- ✓ Volunteers and students may not be included in the staffing ratios and are therefore never left alone and unsupervised with any of the children in the program at Once Upon A Time Child Care Centre
- ✓ Only employees of Once Upon A Time Child Care Centre, over 18 years will have direct unsupervised access to children enrolled in the program
- ✓ Only employees of Once Upon A Time Child Care Centre, over 18 years will be included in the teacher:child ratios
- ✓ It is the responsibility of the supervisor/acting supervisor to orient volunteers and students and to set out expectations and limitations with regard to the care of the children enrolled at Once Upon A Time Child Care Centre.

Responsibility of Staff working with a student and/or volunteer:

1. RECE or Supervising Staff

- Ensure that the student/volunteer is never left alone with a child(ren) in any room, including washroom areas. An RECE or EA must be present at all times
- Have the student/volunteer work alongside you as they learn the routine of the room and the children's names and personalities
- Once the student/volunteer is familiar with the room, direct them to engage in activities with the children
- Complete any reports and evaluations necessary for student engagement

2. Educational Assistants

- Never leave a student/volunteer alone with any child(ren) in any room, including washroom areas
- Assist the student/volunteer to become familiar with the children and the routine of the room
- Follow the direction of the RECE or lead EA in the room to assist the student/volunteer

3. Supervisor

- Have student/volunteer sign off on all policy and procedures, including the Supervision of Students and Volunteers Policy, before working directly with the child
- Introduce the student/volunteer to the RECE/Supervising Staff, other staff working in the room and the children

- Monitor the staff and students/volunteers to ensure policy compliance and proper training of the student/volunteer
4. Responsibility of Students and Volunteers
- Be sure that you understand the policies and procedures that you sign before engaging with the children
 - Be aware that you can never be left unsupervised with any child at any time. An employee must be present with you while you are with a child(ren)
 - Be aware of the employees that you are working with and ask questions to help facilitate your time working with the children
 - Follow the routines in the room and the expectations of the staff you are working with
 - Enjoy the curiosity and creative minds of the children you are with
 - Students will be expected to follow and complete any assignments/activities that are part of their placement and will be directed and evaluated by the RECE you are assigned to
 -

Procedure:

- ✓ All staff, students and volunteers are required to review and agree to follow the organizations policies and procedures which includes the student and volunteer supervision policy before commencing employment and sign off on it yearly
- ✓ All staff will review their roles and responsibilities when directly supervising and working with students, volunteers, and participating parents in their classrooms
- ✓ The supervisor of the child care centre is responsible for ensuring that volunteers, participating parents, and students are provided an orientation to the organization, appropriately trained and supervised.
- ✓ Volunteer, student and participating parents have a responsibility to contribute to their orientation by seeking information, asking questions and for assistance as required
- ✓ All volunteers, students, and participating parents must agree to follow the directions and guidelines provided by staff and management of Once Upon A Time Child Care Centre

All volunteers, including participating parents (regularly working within the centre and directly involved with the children) and students, co-op and placement, having direct contact with children in the child care must have a satisfactory criminal reference check. Parents that are donating their time to help out with a special activity or off site trip will not be required to have a CRC/VSC but will be subject to follow the volunteer supervision policy.

WAITING LIST

If you are in need of child care and we do not have a spot available for you at this time, we can put you on our waiting list. We maintain two wait lists, one full time and one part time. Part time must meet our minimum requirement of two full days or three half days per week. Depending on what we have available and in which room you are looking for will decide which wait list we take from. Priority is given to clients attending the school the centre is located, those requiring full time space, siblings of children already enrolled, and staff of the respective schools. There is no cost to be on our wait list and we can inform you via phone call, email or in person, of where you are on the list to give you a better understanding of the time frame you could be waiting for a spot to become free. We will maintain privacy by not revealing the names of others on our wait list but can tell you where you fall by providing you with a number. Number one (1) being the next child placed in our care following acceptance of the parents/caregivers who wish to enter into an agreement with us at that time. Once an agreement has been signed and your child/children are enrolled to start, a registration fee will be charged to hold that spot until your child's start date. If we have a spot available immediately there will be no reason to go on our wait list. In this case you will be given a registration form and a registration fee will be required with the completed forms. All registration fees are non-refundable if a child care space once accepted, is not attended on the agreed upon start date and an alternate start date has not been arranged. In this case the spot will be offered to the next client on our wait list.

TECHNOLOGY POLICY

Once Upon A Time Child Care uses an app called 'HI MAMA' to keep in contact with parents throughout the day. This app is currently only for our Infant, Toddler and Preschool children. It sends information about your child's(ren) eating and bathroom habits as well as special events and pictures of your child(ren) engaged in play. It is also a way to send messages back and forth with your child's (ren) teacher. Each room has a tablet with wi-fi and full time employees are allowed to use their personal phones for the app and camera only. We are embracing this new world of technology, however if you notice improper use you have every right to contact the Supervisors in the office.

SERIOUS OCCURRENCES

The safety of our children at Once Upon A Time Child Care Centre are our highest priority, however, serious occurrences can still sometimes take place. Effective November 1st, 2011 the Canadian Government introduced a new policy that requires licensed child care providers to post information about serious occurrences that happen at a centre in a visible location for 10 business days. Our posting, should a serious occurrence occur will include whether it was 1) Serious injury to a child. 2) Fire or other disaster on site. 3) Complaint about service standards.

It will also state information about the incident, outline follow up actions taken and outcomes, while still respecting the privacy of the individuals involved. This posting does not necessarily mean that licensing requirements have not been met and that children are at any kind of risk in our program.

Emergency Management

Date Policy and Procedures was established: October 2017

Date Policy and Procedures was updated:

Purpose of this policy is to provide all staff and volunteers with clear direction of what to do in case of an emergency situation. The procedure is set out in a step by step technique for staff and volunteers to follow easily and support the safety and well-being of everyone involved. Our goal is to achieve the safest outcome 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 (eg. Emergency service 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 and where 911 is called.

Emergency Services Personnel: Persons responsible for ensuring public safety and mitigating activities in an emergency (eg. 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.

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

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

Once Upon A Time Staff will follow these procedures outlined in this document by following three phases:

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

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

For situations that require immediate evacuation of the child care centre, the meeting place to gather will be as follows:

Holy Name - Essex: Soccer Fields, located on the east side of the school.

For Fire evacuation we meet by the school dumpsters along the fence on west side of building.

St. Mary - Maidstone: Pavilion at St. Mary's Park, located on the west side of the school.

Gosfield North - Cottam: Baseball Diamond, located on the south side of the school.

If it is deemed unsafe to return to our child care centre from our meeting place, we must then make our way to the evacuation site located at:

Holy Name - Essex: Essex Centre Sports Complex (60 Fairview Avenue West).

St. Mary - Maidstone: St Mary's RC Church (12048 County Road 34).

Gosfield North - Cottam: Brooker Baptist Church (269 County Road 27 E).

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

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

If the emergency situation that takes place is not described in this document, A Once Upon A Time Board of Director, the Executive Director or a Supervisor will provide direction to the staff for immediate response and next steps. Staff are expected to follow the direction given.

If the emergency can also be listed under serious occurrence, then the serious occurrence policy and procedures must also be followed.

All emergency situations will be documented in detail by the Executive Director or Supervisor and kept in the back of our policy and procedure binder for a minimum of 7 years.

Additional Information:

-regular fire drills, tornado drills and crisis drills will still be practiced and observed

-Staff are required to carry sign in and out sheets and children's emergency information sheets whenever group goes outside or leaves the property

-Emergency kits are available at most sites and must be taken outside during a drill or emergency.

Phase 1: Immediate Emergency Response

Here are lists of roles and responsibilities for different emergency situations our child care centre might encounter. The roles and responsibilities are numbered to help staff prioritize and keep themselves as well as the children in our care the safest that we can.

Lockdown (Code Red)

When a threat is on, very near, or inside the child care centre. This threat could be violent and could have weapons Ex) a suspicious individual in the building who is posing a threat.

Roles & Responsibilities

- 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. Tablets, telephones and personal cell phones can be used to do this as well as in person when safe.
- 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. This may include entering back inside the centre, hiding or reporting to meeting place and/or evacuation site as listed above.
- 3) Staff inside the child care centre must:
 - Remain calm
 - Gather children to a safe area away from windows and doors

- Turn off lights
 - Take attendance and confirm children are accounted for
 - Keep children quiet and calm
 - Mute cellular phones
 - Wait for further instruction
- 4) The staff inside program rooms should also cover windows, barricade doors and gather emergency binders and information before joining the rest of group
 - 5) A Supervisor or designate will immediately when notified of emergency situation close and lock all entrances/exits and take shelter.

When **Essex** OUAT children are in the gymnasium during a Code Red - Lockdown, the staff and students are to go to the storage area, gym office or locker rooms for safety.

When **Cottam** or **Maidstone** OUAT children are in the gymnasium during a Code Red - Lockdown, the staff and students are to go to the locker rooms

All children and staff in a hallway or bathroom during a Lockdown must seek safety immediately.

Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.

Hold & Secure (Code Red)

When a threat is in the child care centre's community, usually initiated by the police, close to the centre. The threat is not inside the premises. Ex) A nearby shooting or ongoing police investigation.

Roles & Responsibilities

- 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. Tablets, telephones and personal cell phones can be used to do this as well as in person when safe.
- 2) Staff members who are outdoors must ensure everyone returns to their program room immediately.
- 3) Staff inside the child care centre must:
 - Remain calm
 - Move away from windows and doors, cover if possible
 - Take attendance and confirm children are accounted for
 - Continue with normal operation of the program
 - Wait for further instruction

- 4) A Supervisor or designate will immediately when notified of emergency situation close and lock all entrances/exits, place a note on the main external door with instructions that no one may enter or exit the child care centre, shut all blinds and monitor the emergency situation regularly.

Bomb Threat (Code Yellow)

A threat to detonate an explosive device to cause property damage, death or injuries. Ex) phone call threat or receiving a suspicious package.

Roles & Responsibilities

- 1) The staff who becomes aware of a threat must inform a Supervisor. Remain calm!
- 2) The Supervisor must call 911 if emergency personnel is not yet aware of situation.
- 3) The Supervisor must also inform the School Secretary or Principal of situation if threat is received during school hours.
- 4) Staff and Students remain in classrooms until further direction is given.
- 5) The centre must follow the direction of the emergency personnel. We may remain in building or leave building and take cover at evacuation site.
- 6) If the threat is received by phone, keep suspect on the line as long as possible while someone else calls 911.
- 7) If 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 (Code Yellow)

A serious incident that affects the physical building and requires everyone to leave the premises. Ex. Fire, flood, power outage, gas leak.

Roles & Responsibilities

- 1) The staff member who becomes aware of the disaster or the onset of a disaster must inform all other staff of the incident or potential 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 unless alarm is already operational and the staff must follow the centre's fire evacuation procedures.
- 2) Staff must immediately:
 - Remain calm
 - Gather children, sign in and out sheets, emergency information binder and any medication
 - Turn off lights, close all doors and exit the building with the children using the nearest safe exit.

- Emergency kits/first aid kits (if available) and outdoor clothing can be grabbed if at all possible according to weather conditions.
 - Escort children to correct meeting place based on disaster.
 - Take children's attendance to confirm all children are accounted for
 - Keep children calm and cool or warm and dry depending on weather conditions.
 - Wait for further direction from Supervisor or designate or Emergency Services Personnel.
- 3) Additional staff that is not included in teacher/child ratios can help where needed. Extra support may be required in infant and toddler rooms or where there is a child with medical or special needs. Follow Individual Support Plans where applicable. Follow the instructions on equipment or assistive devices during the evacuation.
- 4) The Supervisor or designate must conduct a walk-through of the child care centre to confirm everyone has exited the building and secure any windows and doors as well as turn off any lights that may have been missed, unless otherwise directed by Emergency Services Personnel.

Disaster-External Environmental Threat (Code Yellow)

An incident outside of the building that may have adverse effects on persons in the child care centre.
Ex) gas leak, oil spill, chemical release or fire, nuclear emergency

Roles & Responsibilities

- 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 Service Personnel, advise whether to remain on site or evacuate the premises.
- 2) Staff must immediately:
- Remain calm
 - Take children's attendance to confirm all children are accounted for
 - Close all program windows and all doors that lead outside
 - Seal off external air entryways located in program rooms
 - Continue with normal day to day operations of the program
 - Wait for further instruction
- 3)The Supervisor or designate must:
- Seal off external air entryways not located in program rooms
 - Place a not on all external doors with instructions that no one may enter or exit the child care centre until further notice
 - Turn off all air handling equipment ex)heating, ventilation and or air conditioning

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 or Tornado Warning "Wind Alerts" (Code Yellow)

Roles & Responsibilities

1)

The staff member who becomes aware of the tornado or tornado warning must inform the supervisor of the centre and could have to inform all other staff if there is a threat to the centre as quickly and safely as possible.

2) Staff members who are outdoors with children during a warning must return to their program room immediately and gather children for attendance. If there is no visible threat, stay indoors but return to regular programming. Staff need to keep "An Eye to the Sky" as weather conditions could change abruptly.

3) Supervisors will monitor local radio stations/news reports to stay current with likelihood of a touchdown in the area. A Supervisor will also do regular visual checks out a window of the centre to determine severity of the tornado warning in effect.

4) If a supervisor deems the watch significant then staff must:

- Remain calm
- Follow procedures for Wind Alert and gather all children into the hallway away from windows and doors.
- Remain and keep children down low to the floor and away from windows and doors and exterior walls.
- Keep children calm
- Conduct ongoing visual checks on children
- Wait for further instruction

If there is significant damage to our centre we will seek Emergency Service Personnel and they will advise us on what to do next.

Natural Disaster: Major Earthquake

Roles & Responsibilities

1) Staff in the program room must immediately:

- Remain calm
- Instruct children to find shelter under a sturdy desk or table and away from unstable structures
- Ensure that everyone is away from windows and outer walls
- Help children who require assistance to find shelter

- For individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article to protect their head and neck
 - Find safe shelter for themselves
 - Visually assess the safety of all children
 - Wait for the shaking from the earthquake 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 children, emergency cards and emergency medication
 - Exit the building through the nearest safe exit to the designated meeting place in case of aftershock or damage to the building.
 - 4) If possible, prior to exiting building, staff should take first aid kit and/or emergency kit.
 - 5) Designated Staff will:
 - Help any individuals with medical and/or special needs who need assistance to go to the meeting place following the Individual Support Plan.
 - If individuals cannot be safely assisted, the designated staff will assist them to the nearest exit (windows/door) and seek help from a good Samaritan or Emergency Service Personnel.
 - Make sure required medication is accessible and wait for further instruction.
 - 6) If possible, the Supervisor or designated staff must conduct a walkthrough of the child care centre to ensure all individuals have evacuated.

Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, a supervisor or designate 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 or any information that could be useful.
- 3) If the licensee is not already on site, the supervisor or site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons:

- Director - Rosa Richardson - 519-919-3215 (Licensee)
- Board of Directors - Dale Richardson 519-996-4017
Jamie Heinrichs 519-999-5866
Gayle Zeray
Jose Andrade 519-982-7891

In Case of Emergency Always Call **911**

	Cottam - GNPS	Essex - Holy Name	Maidstone - St. Mary
Local Police	Kingsville OPP 519-733-2345	Essex OPP 1-888-310-1122	Manning OPP 519-723-2491
Ambulance	911	911	911
Local Fire	Kingsville North 519-839-4066	Essex Fire 519-776-7132	Town of Tecumseh 2 519-735-2184
Site Supervisor	Crystal Heinrichs	Shay Freeman	Jenn Morgan
Site Designate	Josh Duplessie	Holly Lucier	Jessica Gagnier

Poison Control 1-800-268-9017

Essex Taxi 519-776-4922

- 4) Where any staff, students and/or volunteers are not on site, the supervisor or site designate will notify these individuals of the situation and instruct them to proceed directly to the evacuation site or to stay where they are if it is not practical for them to return to the child care centre.
- 5) The supervisor or designate staff must wait for further instructions from emergency service personnel. Once instruction is received, they must communicate the instruction to all staff and ensure instruction is followed.
- 6) Throughout the emergency situation staff will:
 - Keep children calm
 - Take attendance to ensure that all children and staff are accounted for
 - Conduct ongoing visual checks and head counts of children
 - Maintain constant supervision of the children
 - Engage children in activities and provide comfort
- 7) In emergency situations where injuries have been sustained, a staff member may have to administer first aid. Staff must inform emergency serviced personnel of severe injuries requiring immediate attention and assistance.
- 8) A) Procedures to Follow when "All Clear" Notification is Given
 - The individual who receives the 'All Clear' from an authority must inform the supervisor and all staff that the 'All Clear' was given and it is safe to return to the child care centre.

- Designate staff that assisted individuals with medical and/or special needs in exiting building will assist and accompany these individuals with returning to child care centre.
- Staff must take attendance before entering back into child care centre and again after returning children to the program room.
- Regular programming can begin again, lights on, blinds open
- It will be up to a supervisor or designate to determine if operations will resume or parents will be called to pick up. Factors will include demeanor of both children and staff and cleanliness and condition of centre.

Communication with Parents/Guardians

- As soon as possible, the supervisors or designate must notify parents/guardians of the emergency situation and that the all clear has been given.
- Supervisor or designate will need to decide if the centre will be closed and for how long or if the centre will return to normal operations.
- Where emergency situations have occurred that did not require evacuation of the child care centre, the supervisor must provide notice of the incident to parents/guardians. This will be by phone or email.
- If normal operations do not resume the same day that an emergency situation has taken place and the centre will be closed, the supervisor or designate must contact parents/guardians and provide them with information as to where to pick up immediately and when normal operations will resume.

8) B) Procedures to Follow when "Unsafe to Return" Notification is Given

- The individual who receives the 'Unsafe to Return' from an authority must inform the supervisor and all staff that the 'Unsafe to Return' was given and to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel.
- Staff must take attendance to confirm that all children are accounted for and escort children to the evacuation site.
- Designate 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.
- The supervisor will post a note for parents/guardians on the entrance of the child care centre with the information needed to locate their children. The director or supervisor will email parents/guardians information on where to locate the children, if possible.
- Upon arrival at the evacuation site, staff must remain calm and take attendance to ensure all children are accounted for. Engage children in activity until parents/guardians arrive.
- Staff must conduct ongoing visual checks and head counts and maintain constant supervision of children.
- Staff will need to maintain attendance sheets as parents/guardians are picking up and remain at the evacuation site until all children are picked up.

Communication with Parents/Guardians

- Upon arrival at the emergency evacuation site, the supervisor and or designate will notify parents/guardians of the emergency situation, evacuation and location to pick up their children.
- Where possible, The director or supervisor will update the child care centre's voicemail box to inform parents/guardians that the child care centre has been evacuated and include details of the evacuation site location and contact information in the message.

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

Procedures for Resuming Normal Operations

- The director or supervisor will notify the program advisor from the Ministry of Education of the emergency situation and report a serious occurrence within 24 hours of the emergency.
- The director will contact the insurance company, if applicable
- If we can resume child care after the emergency situation, parents/guardians and staff will be notified that normal operations will take place giving a date and time.
- If the child care centre had endured damage preventing us from operations then the board of directors will directed us to the next steps given. The director or supervisor will be responsible to keep the parents/guardians and staff informed and updated.

Procedures for Providing Support to Children and Staff who Experience Distress

- Our door is always open to support children and staff. We want them to feel welcome to talk to the management at the child care centre.
- When children show signs of distress we will notify the parents/guardians immediately and give suggestions on how to help at this difficult time.
- When staff show signs of distress we will ask to speak to them privately and guide them in a direction that will help them through.
- When needed the centre will outsource a Grief Counsellor to come in and help our children and staff.

Procedures for Debriefing Staff, Children and Parents/Guardians

- The director and or supervisor must debrief staff, children and parent/guardians after an emergency situation. The director or supervisor will create a composition of events about the emergency situation by collecting everyone's stories and experiences.
- This composition of events may be shared with the Ministry of Education (program advisor), the Emergency Service Personnel (local police) and will be kept on file at the child care centre.
- This debriefing will take place in a safe and private location decided by the director or supervisor. This location could be the child care centre if it is deemed safe after the emergency situation by emergency service personnel. Details about when and where this will take place will be given over the phone, in person or through email.

- Emergency Service Personnel will be available to answer any questions and provide resources regarding the emergency situation.

We practice at each location "Code Red", lockdown twice annually.

We practice at each location "Code Red", hold & secure twice annually.

We practice at each location "Code Yellow", wind alerts twice annually.

We practice at each location "Code Yellow", fire drills monthly.

Our OUAT Policies & Procedures are read upon hire and annually thereafter.

APPLYING FOR SUBSIDY - CITY OF WINDSOR

On line child care fee assistance is now available to parents/ guardians who wish to apply for child care subsidy. Just go to onehsn.com/windsor. You must register and create an account with Windsor OneHsn. Follow the steps online, if needed we have a step by step flyer we can provide you with.

THANK YOU AND IF YOU HAVE ANY QUESTIONS OR CONCERNS PLEASE FEEL FREE TO SPEAK WITH ANY ONCE UPON A TIME EMPLOYEE OR CONTACT A SUPERVISOR.

Thank you for choosing Once Upon A Time Child Care Centre for your child's care!