



Parent Handbook

Information and Policies

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Welcome To Building Blocks Nursery School

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Program Statement

At Building Blocks Nursery School our philosophy is for each child to be encouraged in their creative, cognitive and social abilities. The child's individuality, sense of wellbeing, belonging and independence will be nurtured in a loving and kind atmosphere. Our motivation will be to have your child; learn to be competent, capable, and curious, learn to share, be able to have free expression in many forms, co-operate, be engaged, be rich in potential and form trusting relationships with their peers and teachers alike. Building Blocks Nursery School is guided by and references "How Does Learning Happen?" Ontario's Pedagogy for the Early Years.

Building Blocks Nursery School aims to provide a safe and happy environment for your child. Our program will consist of different age appropriate activities which will enhance the development of the child's small and gross motor skills, creative, quiet listening, nutritional needs, cognitive and sensory skills, as well as, dramatic play and free musical expression. Each child will be encouraged to move freely from centre to centre to work on new, challenging, interesting and different skills.

Building Blocks Nursery School reserves the right to cancel any class due to lack of enrolment. However, if a class is cancelled, a place in another class may be offered.

1. We will promote the health, safety, nutrition and well-being of the children; Daily Health Check Monitoring is done with each child upon arrival, classrooms are inspected daily by teachers for safety issues, our menu follows the Canada Food Guide, our goal is that each child's well-being is being met.
2. Building Blocks Nursery School will support positive and responsive interactions among the children, parents, child care providers and staff by facilitating Parent Days such as: Parent Interactive Days, staff meetings and appropriate role modeling with all children and adults.
3. We encourage the children to interact and communicate in a positive way and support their ability to self-regulate by providing opportunities for children to participate in ages appropriate activities and to have the freedom to communicate as needed.
4. In order to foster the children's exploration, play and inquiry Building Blocks will provide a wide variety of equipment, materials and experiences to nurture each child's developing and inquisitive mind.
5. Child-initiated and adult-supported experiences are continually fostered in our program example: During Countries Weeks we encourage children, families and adults to share experiences, music and materials from various regions and cultures of the world.
6. Building Blocks Nursery School plans for and creates positive learning environments and experiences in which each child's learning and development will be supported through

observation, documentation and implementation of children and their play experiences.

7. We incorporate into each child's day ongoing indoor play, as well as active play such as gross motor movement, quiet time involving story time and quiet areas in classrooms, we give consideration to the individual needs of the children receiving child care with us by following their lead and facilitating their needs.
8. We foster the engagement and ongoing communication with parents about the program and their children by communication through: newsletters, emails campaigns and parent and teacher verbal conversations at drop-off and pick-up times.
9. Building Blocks is involved closely with local community partners (such as Pirs and Raising the Bar In Peel) and allows those partners to support the children, their families and staff. We support the continued partnership between families, community partnership organizations, and Building Blocks Nursery School, to foster the truest potential in all children.
10. Building Blocks supports staff in relation to continuous professional learning by providing a Professional Development day once a year to attend workshops, conferences (in house or facilitated by community partners) to meet the needs of each individual, we encourage staff to further their education through various mediums such as college courses, webinars, evening courses, on-line courses etc.

Documentation of the above strategies is done in various formats throughout the year such as staff meetings, observations, monitoring and ongoing conversations. We review the impact of the strategies set out in clauses above on the children and their families in the same way and all staff adhere to our Program Statement Implementation, Monitoring and Compliance Policy.

Registration & Orientation Information

Since 1986, we have acquired our successful reputation due to our continued commitment and dedication to the growth and healthy development of the children of this community.

BBNS operates a half-day preschool and kindergarten program running from September to June. Registration for the kindergarten program begins at the Kindergarten Information Evening held in January of each year.

Registration for the preschool program begins at the Spring Open House held in March of each year. Registration for both programs continue throughout the year based on availability. Families currently enrolled in the school will be given priority for the following year. Registration forms can be found online

- Eligibility: Children between 2 1/2 to 5 years are eligible to attend the school.
- Preschool children start school with shorter class times for the first (1 hour) and second day (1.5 hours) of school.
- All programs have an evening of orientation for the parents/guardians during the first or second week of September.

Our Philosophy

At Building Blocks Nursery School (BBNS):

- *Our philosophy* is to encourage each child to develop their creative, cognitive and social abilities. The child's individuality and independence will be nurtured in a loving and kind atmosphere.
- *Our motivation* will be to have your child learn to share, co-operate and form trusting relationships with peers and teachers alike.

BBNS aims to provide a safe and happy environment for your child. Our program consists of age appropriate activities that enhance the development of:

- small and gross motor skills;
- creative, quiet listening, cognitive, and sensory skills; and
- dramatic play and free musical expression.

Each child will be encouraged to move freely through different activities.

What We Offer

Our preschool program provides a wide variety of activities to develop the interests of 2 and 3 year olds in a loving and nurturing environment. We cover all areas of childhood development in our curriculum. Younger children learn through their senses, thus we have a wide variety of sensory activities like play dough, sand, water, rice, and pasta. We encourage fine motor skills development with various simple first puzzles, lacing, cutting activities, and a daily "art" activity. In all areas of development we have progressive activities, with themes changing from week to week. The children are exposed to many different songs, finger plays and books, which enhances language. We have a block centre, discovery/science centre, dramatic/role playing centre, floor toys, and gross motor play equipment.

Our Kindergarten JK program incorporates the Jolly Phonics Reading Program and our small ratios enables us to focus on each student as an individual and work with them to help achieve their potential. Music, movement and overall child based learning strategies are incorporated into our daily program.

The Kindergarten SK children continue to enhance their learning in literacy with the use of Jolly Phonics and Jolly Grammar. This year is a year of incredible social growth for children. We are highly aware of this and build each day around positive social development.

We encourage all children to empower themselves with the skills they need in order to grow into caring, understanding individuals.

Enrolment

Parents will complete an application form at time of enrolment and submit all necessary documents. A child cannot be enrolled without all forms submitted. Parents will be informed of all the policies and procedures at the parent orientation meeting and a copy of the Parent Handbook will be emailed to all potential parents/ guardians. Parent information and handbook is available to view and download at www.buildingblocksnursery.ca

Hours Of Operation

Our hours of operation are Monday through Friday. The preschool program is 3 hours. The kindergarten program is 3 hours per day.

- Morning classes are from 9:00 am to 12:00 pm
- Afternoon classes are from 1:00 pm to 4:00 pm.

The school term runs from the first Tuesday after Labour Day until the third week in June. The school will be closed for all Public School holidays excluding Professional Development (PD) days, one week in March and two weeks in December.

BBNS reserves the right to cancel any class due to lack of enrollment. However, if a class is cancelled, a place in another class may be offered.

Building Blocks Nursery School Waiting List Policy

1. **School Operating Schedule:** Building Blocks Nursery School operates from September through June each year.
2. **Enrollment and Waiting List Overview:** The nursery school has a limited enrolment capacity, and once classes are full, parents may be invited to join our waiting list. The waiting list is available only for the current school year.
3. **Maintaining Your Position on the Waitlist:**
Parents must confirm their interest in a spot monthly by contacting us on the first of each month. Failure to do so will result in being removed from the waitlist. Attendance at the annual Spring Open House is mandatory for parents wishing to remain on the list; non-attendees will be removed.
4. **Placement Process:**
When a vacancy arises, parents on the waiting list are notified in the order they applied and based on their child's age. Parents have 24 hours to accept an offer before the next parent is contacted.
5. **Eligibility Criteria:**
Children must be at least 2 years and 6 months old to be placed on the waitlist.
6. **Enrolment Process:**
Parents can join the waiting list by submitting an application in person, via email, or over the phone. Confirmation of submission will be provided, which serves as proof of their position on the waitlist.

7. Priority Policy:

Currently enrolled students receive first priority for any vacancies, followed by those on the waiting list.

8. Fees and Charges:

There is no cost associated with joining or maintaining a place on the waiting list.

9. Contact Information:

For further inquiries about the waiting list process, please contact us at info@buildingblocksnursery.ca

Our Educators

The staff at BBNS are trained Early Childhood Educators (otherwise director approved) in each classroom. All our educators hold ECE diplomas and are trained to understand your child's development. Every child in our care receives age-appropriate opportunities to develop physically, mentally, socially, and emotionally. Our staff members are also fully trained in Standard First Aid & CPR, to ensure the safety of your child and all staff /volunteer have a criminal reference background clearance.

Our educators support learning by providing activities and materials that children find engaging. By facilitating learning, supplying a developmentally appropriate environment, interesting materials, and adequate time to explore, play, and interact, through inquiry to the world around them.

Our Early Childhood Educators are registered with the College of ECE's. The College of Early Childhood Educators <https://www.college-ece.ca/en> is the professional self-regulatory body for registered early childhood educators (RECE) in Ontario.

Self-Regulation and Positive Behavior

The educators in the classroom will support children with their ability to self-regulate by ensuring that they understand that the children's social and physical environment can help children develop these skills. The ability to self-regulate is also impacted by the positive relationships educators and parents have in the classroom.

Self-regulation is a skill children develop over time and involves learning how to respond efficiently and effectively to one's, impulses, emotions, and to maintain focus or attention so they can learn.

Educators will use the following to resolve conflicts among children

1. Approach calmly, stopping any hurtful actions
2. Acknowledge children's feelings
3. Gather information
4. Restate the problem
5. Ask for ideas for solutions and choose one together
6. Step back and give follow-up support as needed

Educators will engage in child initiated as well as adult supported experiences by planning and creating activities based on children's interest and encounters with the world around them. Our educator's will support families by consulting with early intervention professionals Peel Inclusion Resource Services (PIRS) to ensure all children are supported in the program and enhance our ability to support children.

Working with the Resource Consultant from PIRS an IPP (Individual Program Plan) will be developed for each child with special needs, with input and consultations from the parent as well. The IPP will include recommendations from the assessments and instructions relating to the child's use of the support aids including any adaptations, modifications set out in the plan.

Inclusion Policy

Each child's individuality, sense of wellbeing, belonging and independence will be nurtured in a loving and kind atmosphere. Our program will strive to support; individuality, dignity, development, self esteem, respect and acceptance. Each child will be given equal opportunity to learn, grow and problem solve through exploration, tuition, encouragement and guidance.

Guiding Principles

- Our program will reflect the varied needs and diversity of the communities we serve.
- We support the continued partnership between families, community partnership organizations, and Building Blocks Nursery School, to foster the truest potential in all children.
- The staff and employees of Building Blocks Nursery School will be committed to support all children equally.
- We recognise each person's individuality, uniqueness, strengths, needs and abilities.

Procedures

- Staff at Building Blocks Nursery School will undertake professional development on a regular basis.
- Each child is viewed as an individual with unique individual needs.
- Building Blocks Nursery School continues to foster relationships among community partners such as Peel Inclusion Resource Services (PIRS).
- To ensure each child is included in our program Building Blocks Nursery School will facilitate the use of specialized equipment, tools and learning materials and strategies.
- Building Blocks Nursery School and its staff will communicate with families, community partners (such as PIRS) to meet each child's needs, if however, we find that after great measures our program does not suite the needs of a child and we have exhausted all resources, have collaborated with families to look at other sources then Building Blocks Nursery School will follow the Continue Placement Process. This will allow would Building Blocks Nursery School to follow the steps required to support families in alternate care experiences.

Inclusion means:

An all inclusive society creates both the feeling and the reality of belonging. Inclusivity is no longer defined by physical and cognitive disabilities but also includes a full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences. "Student performance and behaviour in educational tasks can be profoundly effected by the way we feel, we are seen and judged by others (research conducted by Richard Wilkinson and Kate Pickett).

Definition of Special Needs:

A child who, due to familial, physical, behavioural, developmental, cognitive, communicative or emotional factors, is at risk of not maximizing their potential. Special needs encompass children who require support and assistance with daily living, whether formally diagnosed or not, and whether a diagnosis is short or long-term in nature. (Ontario Municipal Social Services Association (OMSSA) definition)

Accountability:

This Inclusion Policy will be reviewed by all staff (annually), ECE students, volunteers and support staff. The Inclusion Policy will also be available on the Building Blocks Nursery School web-site.

Legislation:

This policy falls within the guidelines of:

- **College of ECE's Code of Ethics and Standards of Practice** – Early Childhood Educators make the well-being and learning of all children who are under their professional supervision their foremost responsibility. They value the rights of the child, respecting the uniqueness, dignity and potential of each child, and strive to create learning environments in which children experience a sense of belonging. Early

Childhood Educators are caring, empathetic, fair and act with integrity. Early Childhood Educators foster the joy of learning through play-based pedagogy.

- **Canadian Charter of Human Rights and Freedoms** – States that: all individuals must be treated equally, regardless of their race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.
- **Canadian Human Rights Act** – States that employer and service providers are required to accommodate special needs, including those of people with disabilities, short of undue hardship.

Safe Arrival and Dismissal Policy and Procedures

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students, and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

- Building Blocks Nursery School will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization or verbal confirmation that the child care centre may release the child to.
- Building Blocks Nursery School will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Additional Policy Statements

- Building Blocks Nursery School parents/guardians will be asked to inform the school prior to class starting, via phone, if their child will be absent from school.

Procedures

Accepting a child into care

When accepting a child into care at the time of drop-off, program staff in the room must:

- greet the parent/guardian and child.
- ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the registration form or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email), or verbal consent at time of drop-off.
- document the change in pick-up procedure in the daily written "Safe Arrivals Log Book".
- sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

- Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - must commence contacting the child's parent/guardian no later than 12.00 (noon), for morning classes and 3:30 p.m. for afternoon classes. Staff shall proceed to contact parent/guardian directly via phone, text, or email. Staff will attempt to contact parent/guardian at least once. If staff are not able to speak to parent/guardian then they will leave messages asking for the adult to confirm child's absence, if they do not speak directly to them.
- Once the child's absence has been confirmed or messages have been left, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

- The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child has not been picked up as expected (before centre closes)

- Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up, the staff shall proceed to contact parent/guardian directly via phone, text and advise

that the child is still in care and has not been picked up.

- Where the staff is unable to reach the parent/guardian, staff must leave a message. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall proceed to contact emergency contact directly via phone or text. If no contact has been made then child will remain in the centre's care and then refer to procedures under "where a child has not been picked up and program is closed".

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

- Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by regular class pick up time staff shall ensure that the child is given a snack and activity, while they await their pick-up.
- One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual; the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for picking up if unable to reach parent/guardian.
- If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall start contacting authorized individuals on child's file under emergency contacts.
- Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) within 1 hour of centre's closing the staff shall proceed with contacting Peel Children's Aid Society: **call 905-363-6131, Mon-Sun 24 hours**. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

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

Supervision Policy

- Children will be supervised at all times according to staffing ratios outlined by the Ministry of Education. Preschool 1:8. Kindergarten 1:13.
- Volunteers and placement students will not be counted in staffing ratios. Their role will be to assist staff members and will never be left alone with the children.

- The supervising staff will ensure that under no circumstance will direct unsupervised access be granted to anyone who is not an employee of BBNS.

Supervision for Placement Students & Volunteers Policy

1. Direct unsupervised access (i.e. when the adult is alone with a child) is not permitted for persons who are not employees of child care centres.
2. Placement students may not be counted in the staffing ratios in child care centres.
3. Volunteers are not counted in staffing ratios.
4. Behaviour management policies and procedures are reviewed with volunteers or students who will be providing care or guidance at Building Blocks Nursery School before they begin providing that care or guidance and at least annually afterwards.
5. The individual plan for a child with anaphylaxis or asthma and the emergency procedures are reviewed by volunteers and students who will be providing care or guidance at the Building Blocks Nursery School before they begin providing that care or guidance and at least annually afterwards.
6. All students and volunteers are to sign off on all policies.
7. Criminal Reference check/Vulnerable Sector checks are required for all volunteers having direct contact with children at Building Blocks Nursery School.
8. No child is supervised by a person under 18 years of age.
9. Only Building Blocks employees will have direct unsupervised access to children.
10. Building Blocks staff will observe and supervise all students and volunteers.
11. If Placement students or volunteers has any cause for concern or require any clarification please see the Supervisor and the Director.
12. Supervising educators are responsible for supervising student teachers and volunteers. RECE Educators will fill in evaluations for student teachers. Volunteers will be monitored by the educators in the class.
13. Volunteers and students are expected to follow the policies and procedures of BBNS.

Illness Policy

Children are more susceptible to picking up illnesses when they first start childcare because they come into contact with more people than they do in their own homes and are exposed to a range of infections they may not yet be immune to.

While every reasonable effort is taken to minimise the spread of illness, it is not possible to prevent the spread of all illnesses in early education and care services. At some point you may need to keep your child away from the centre due to illness. A quick check is done on

each child upon arrival to the centre to note down any symptoms of ill health. Any symptoms that develop during the day are also noted down and communicated to parents. When children are at the school, it is expected that they are able to participate in the group schedule. Thus, if your child becomes ill during the day to a point where it is interfering with their participation, their parent will be informed, and the child will have to be picked up from the centre.

The local Public Health unit sets out and monitors a comprehensive cleaning and sanitation routine and personal health care practices including frequent hand washing for staff to follow.

As a Parent/Guardian, you can prevent the spread of illness by keeping your child(ren) home if you, your child(ren), or anyone that comes into contact with you or your child(ren) experience or are observed to be experiencing any of the following signs or symptoms:

- A temperature at or above 37.8 degrees Celsius (100 degrees Fahrenheit)
- New or worsening cough or shortness of breath
- Lethargy (lack of energy) or difficulty feeding
- Sore throat
- Difficulty swallowing
- Pink eye (conjunctivitis)
- Chills
- Rash (in children)
- Croup (in children)
- Headaches
- Unexplained fatigue/malaise/muscle aches
- Abdominal pain
- Nausea/ Vomiting more than twice in the last 24 hours
- Difficult or rapid breathing or a severe cough
- Unexplained diarrhea more than twice in the last 24 hours
- Undiagnosed skin rash
- Decrease or loss of sense of taste or smell
- Runny nose without other known cause
- Nasal congestion without other known cause
- Respiratory infection resulting in barking cough and difficulty breathing

When a child is ill, it is in their best interest to remain at home where they are comfortable and able to rest and get better.

Please do not send your child to the centre if your child's needs more individual care than the staff is able to provide without compromising the needs of the other children.

Children must be fever free for 24 hours, without the use of medication, before returning to the Centre. Children who have been vomiting or had diarrhea must be home for 48 hours after their last bout. These guidelines are subject to change as per the recommendation of Public Health in the event of an outbreak.

Communicable or prolonged illnesses must be reported immediately to the school Supervisor. A physician's note may be required, stating that your child is free from infection before they will be permitted to return to the school.

Anaphylaxis Policy

Anaphylaxis is a life-threatening reaction to a substance such as peanuts, eggs, latex, food, medicine, exercise and bee stings.

Strategies to reduce the risk of exposure to anaphylactic agents:

- All children with anaphylactic food allergy will provide their own snack.
- All food brought into school from home must be in a container that is labeled with the child's name and must also show the ingredients in the snack, this includes home baked goods.
- Building Blocks Nursery School is a nut free area.
- When purchasing snacks all food allergies are taken into consideration and ingredient lists are read to identify food allergens.
- When snack is served each day the allergy list is consulted by the teacher serving the snack.
- Allergy lists are posted in all eating areas and the kitchen. These lists are to be updated as required on an ongoing basis.
- If a child's allergies are to severe Building Blocks may decline admittance due to the fact that we share space with other organizations in the building.

Communication Plan:

- Allergy lists are posted in various areas of the school.
- All registration forms contain an area that inform the school of any allergies or food restrictions.
- Upon registration all families are informed that Building Blocks Nursery School is a nut free area.
- If requested by parent specific classes will be informed via a newsletter that there is a child with an anaphylactic allergy registered.

- Staff are initially informed of all allergies in August prior to school starting and are continually updated during the year.
- Students and volunteers to the school are to review all posted allergy lists.

Child’s individual plan and emergency procedure:

- The parent or guardian of the child enrolled with an anaphylactic allergy will complete the Building Blocks Individual Action Plan for a Child with Special Medical Conditions.
- A copy of the above form will be kept with the child’s registration forms and one will be posted for all staff, students and volunteers to see.
- A child’s EpiPen will either be stored in a Ministry of Education approved place or may be carried on the child’s body in a waist pack. This will be determined by the parents.

Training:

- Where a child has an anaphylactic allergy, Building Blocks staff, students and volunteers will be provided with annual training by the parent in August or before the child starts school on the procedures to be followed in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptom of anaphylaxis and administration of medication.

Emergency Management Policy and Procedures

Name of Child Care Centre: Building Blocks Nursery School

Date Policy and Procedures Established: August 28 2017

Date Policy and Procedures Updated: April 1 2025

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

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

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

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

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

For situations that require evacuation of the child care centre, the meeting place to gather immediately will be located at: The Church/School sign on the grass at the driveway entrance.

If it is deemed 'unsafe to return' to the child care centre, the evacuation site to proceed to is located at: ***Paul Palleschi Recreation Centre (formerly Loafers Lake Recreation Centre), 30 Loafers Lake Ln, Brampton, ON L6Z 1X9 # 905-846-3270.***

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

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

If any emergency situations happen that are not described in this document, Building Blocks Nursery School's owner Naheem Ladha or working Supervisor will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by the supervisor, owner or staff member of Building Blocks Nursery School in the daily written record.

Serious Occurrence Policy.

A serious occurrence is:

- 1) Death of a Child
- 2) Allegation of abuse and or neglect.
- 3) Life threatening injury or illness.
- 4) Missing or unsupervised child(ren)
- 5) Unplanned disruption of normal operations: Fire, flood, gas leak, carbon monoxide detection, outbreak, lockdown, other emergency relocation or temporary closure.

When a Serious Occurrence occurs:

Duty to report: Some serious occurrence, most notably an allegation of abuse or neglect, will give rise to a duty of report that a child may be in need of protection. If a licensee or staff member suspects that a child is, or may be, in need of protection, they must report this to the local children's aid society in accordance with section 72 of the Child and Family Services Act.

1. The supervisor (Designated Authority) shall be notified immediately and shall attend to the child. Designated Authorities are Cathy Sookhoo or Naheem Ladha or if neither are not on the premises the Head ECE Teacher in that room shall take
2. The parents shall be notified immediately. In the event that the parents cannot be reached the emergency contact shall be notified.
3. In the event that the child needs immediate medical attention the supervisor or designated ECE shall call or send a responsible adult to call #911 Emergency Services.
4. Once the child has been taken care of the supervisor or ECE shall within 24 hours complete the Initial Notification Report and upload it to the Ministry of Education (CCLS Child Care
5. All serious occurrences shall be reported to Supervisor and Director.
6. The Designated Authorities will determine when an incident requires Enhanced Serious Occurrence Reporting and will ensure that necessary action occurs.
7. This procedure will be followed around the clock on weekdays, weekends and government
8. The Designated Authority will also telephone the early alert system and leave a voice mail stating that a Serious Occurrence Initial Notification Report was emailed, the time and date of the email, the name and telephone number of the Designated Authority who completed the Serious Occurrence Initial Notification Report.
9. If early alert system cannot find email, the service provider's Designated Authority will be contacted by telephone.
10. The service provider will then follow the normal Serious Occurrence Reporting procedures including filing both a Serious Occurrence Initial Notification Report and a Serious Occurrence Inquiry Report to the Regional Office as outlined in the Serious Occurrence Reporting Procedures for Service Providers, September 2002.
11. Regional Offices will follow-up with service provider to ensure proper issues management occurs as appropriate.

Field Trip Policy

All persons who transport someone else's child on a school field trip in their vehicle must show a staff member proof of the following:

1. Valid driver's license.
2. Valid car insurance certificate.
3. Properly secured, age and size appropriate child safety seating.
4. We highly recommend all parents drive their own children on school trips.

No person will be allowed to transport any child that is in the care of Building Blocks Nursery School unless the above requirements are met or the parent has given prior permission.

March 2018 Addendum: (until further instruction from Ministry of Education) Due to new Ministry of Education requirements Building Blocks Nursery School requires:

- All volunteers on field trips are to sign an Offence Declaration (OD) and/or provide a current Vulnerable Sector Check (VSC)
- VSC must be less than five years old.
- VSC original must be seen and a true photocopy taken and kept on file.
- If said VSC is more than six months but less than five years have passed since the day the VSC was performed, the volunteer must also provide an Offence Declaration that addresses the period since that day.
- Volunteers on field trips are not to be left alone with or in charge of any child/children at all times.

Program Statement Implementation, Monitoring and Compliance Policy

Unacceptable behavior will include intentional hitting, biting and injuring other children, spitting and destroying school property.

If a child participates in any of the above behaviors, they will be removed from the situation, and redirected.

The following will not be permitted:

Corporal punishment and or any form of abuse to a child by an employee, person in charge, volunteer, visitor, another child or group of children. Deliberate, harsh or degrading measures used on a child that would humiliate or undermine a child's self-respect. Deprivation of a child's basic needs, including food, shelter or clothing. Use a locked or lockable room or structure to confine a child who has been withdrawn from other children. Lock or permit to be locked for the purpose of confining a child, the exits of the building by the operator, staff, placement students, volunteers or visitors.

Consequences of Contravention:

If any person does any of the above practices while employed by, or on the premises of Building Blocks Nursery School, the practices would be documented, the employee/person involved would be interviewed and depending upon the severity either a warning will be given, or instant dismissal. If necessary a serious occurrence form would be filed and appropriate officials and agencies would be notified.

Prohibited Practices Ontario Regulation 137/15

(1) No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care, (a) corporal punishment

of the child; (b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent; (c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures; (d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth; (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or (f) inflicting any bodily harm on children including making children eat or drink against their will. (2) No employee or volunteer of the licensee, or student who is on an educational placement with the licensee, and no person who provides home child care or in-home services at a premises overseen by a home child care agency shall engage in any of the prohibited practices set out in subsection (1) with respect to a child receiving child care.

This policy is to be reviewed and signed off annually by all staff members.

Termination / Discharge Policy

At BBNS each child is recognized as a unique individual, and is treated fairly regardless of their gender, ethnicity, disability, age, religion/ belief and / or socio-economic status.

Each child is included and has the equal chance to learn, play and develop. Their individual needs are met, and each is given the opportunity to develop at their own pace. Their unique qualities are valued, and they feel safe knowing that they belong.

BBNS reserves the right to terminate care of any child in the program based on major concerns that cannot be well managed by the staff in the program. The center will make every effort to meet the individual needs of each child enrolled in the program; however, there may be situations where we may not be able to meet these needs.

The parents will be kept informed of all efforts and areas of concern through formal and informal discussions with the teacher and supervisor. All meetings will be documented. BBNS reserves the right to withdraw for any of, but not limited to the following reasons:

If we are not able to meet your child's needs, and or your child's needs are not being met by the program. Also, if your child's participation affects the safety and basic needs of the group.

Our services can also be terminated by the following, behavior that creates a potential safety hazard to children and staff, verbal abuse, harassment, or threatening of children/staff by a parent or guardian.

Lack of or late fee payment. Conduct that is adverse to the physical, emotional, and intellectual of needs others in the center.

The decision to discharge a child will be made after consultation with the parent/ guardian, supervisor, operator and if necessary, our PIRS Resource Consultant, Region of Peel Children's Services and a suitable timeline will be determined. We will in partnership with you explore options and, if necessary, make appropriate referrals to a more suitable program.

Communication

A variety of opportunities are offered to ensure communication between parents and staff members:

- Daily verbal communication is sometimes possible during drop off and pick up.
- You are welcome to call or email the Supervisor at any time during school hours to express any concerns or other matters.
- Newsletters and handouts are provided to share information.
- Parents are required to update personal information to ensure the ease of contact in case of an emergency.
- Parents are required to notify BBNS as soon as possible if their child will be absent from school or any other matters regarding your child.

Role of Parents in the Program

Parents play an important role in their child's early education experience. At BBNS we encourage all our parents to become involved.

Fostering good relationships with children and their families is the single most important priority for educators in early year's programs. The ability to establish constructive relationships with children and families is a requirement for Registered Early Childhood Educators in Ontario, as set out in the *College of Early Childhood Educators Code of Ethics and Standards of Practice*.³⁶

Parents can volunteer for our field trip, help children prepare for concerts and by bringing in something for our multicultural day etc.

Please ensure you label all your child's belongings. We will make every effort to locate lost or missing items; however, without items being properly labelled it is difficult to do so.

Children will be assigned a coat hook to keep their personal belongings including a change of clothes, extra shoes and socks, diapers and wipes if necessary. Your child's backpack must be brought to school each day and also taken home each day, we cannot store backpacks over night. BBNS does not need each child to bring a water bottle for their personal use. Water is provided in each classroom for all children.

Sunscreen Policy

It's the parent's responsibility to apply sunscreen generously to children's faces (including back of the neck and ears) and exposed limbs just before they arrive to the school.

Parent Issues and Concerns Policy and Procedures

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

Definitions

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

Building Blocks Nursery School is the licensee.

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

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

All issues and concerns raised by parents/guardians are taken seriously by all staff and the owners of Building Blocks Nursery School and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians as soon as possible and at most within 1-2 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

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

Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

Concerns about the Suspected Abuse or Neglect of a Child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly. Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the Child and

Family Services Act.

For more information,

visit <http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx>

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 Naheem L (Owner) Building Blocks Nursery School, 85 Sandalwood Parkway, Brampton, Ont, L6Z 4S3.

Issues/concerns related to compliance with requirements set out in the Child Care and Early Years Act., 2014 and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Contacts:

- Building Blocks Nursery school: Naheem L (Owner)
[info@buildingblocksnursery.ca] Building Blocks Nursery School, 85 Sandalwood Parkway, Brampton, On, L6Z 4S3.
- Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca
- College of Early Childhood Education: Suite 1900, 438 University Ave, Toronto, ON M5G 2K8 Phone 416-961-8558

Regulatory Requirements: Ontario Regulation 137/15

Parent issues and concerns

45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,

- (a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;
- (b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and

(c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

Parent handbook

45.(1) Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include,
(a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;

Intent

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed by the licensee.

Disclaimer:

This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding their obligations under the CCEYA and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each child care centre it operates.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

Canada Wide Early Learning Childcare Agreement

BBNS is participating in the Canada-Wide Early Learning and Childcare Agreement, which we refer to as CWELCC. CWELCC is a landmark agreement for parents with children in our Early Learning and Childcare Programs.

The Canada-Wide Early Learning and Childcare (CWELCC) Agreement will support Ontario families to achieve an average fee of \$10 per day for children under the age of six by 2025 through phased reductions.

Participating in the CWELCC System will help us continue to provide high quality childcare that is accessible, affordable, inclusive, and sustainable.

Child Care Subsidy

BBNS accepts families in receipt of fee subsidy from the Region of Peel.

You can apply for a childcare subsidy by:

Website: www.peelregion.ca/children/apply-for-subsidy

Phone: 905-793-9200

Closure Days

Building Blocks Nursery School operates in an academic year from September 1 to June 30 of the following year. During this period, we provide licensed child care services Monday to Friday from 9am to 4pm with a morning session from 9am-12noon and an afternoon session from 1pm-4pm.

Our program will be closed on the following days and FEES ARE CHARGED to families:

- New Year's Day: January 1, 2026
- Winter break: December 29 to 31, 2025 and January 2, 2026
- Family Day: February 16, 2026
- March Break: March 16 to 20, 2026
- Good Friday: April 3, 2026
- Easter Monday: April 6, 2026
- Victoria Day: May 18, 2026
- Staff Professional Development Day: May 29, 2026
- Thanksgiving Day: October 12, 2026
- Staff Professional Development Day: October 23, 2026
- Christmas Day: December 25, 2026
- Boxing Day: December 26, 2026
- Winter break: December 21 to 23, 2026 (School closed from December 21-January 3, 2027)

Fees for these closure dates are already included in your monthly fees.

We do not charge fees for the following closures:

- Academic year-end closure: June 22 to June 30th, 2026.
- July and August, 2026. We will reopen on sept 8th, 2026

***These dates may change with 60 days notice as the dates for the academic year may change.**

Unplanned closures

To keep you, your children, and our staff safe, we will close when the Peel District School Board schools close due to severe weather conditions. In the event of extreme weather conditions or other environmental situations that develop prior to the beginning of the school day, the Peel District School Board may close their schools; in this case we will close our centre as well.

Fees for these for these unplanned closures, fees will not be refunded.

On a day when there is inclement weather, please listen to local radio/television stations or check The Peel District School Board's websites for information; and email and/or a message will be posted in the 'Newsfeed' section of the Parent App informing when we are closed. Refunds will not be offered for these closures.

Fee Information

Building Blocks Nursery School is enrolled in the Canada-Wide Early Learning and Child Care (CWELCC) agreement. For more information, please use the following link: <https://www.ontario.ca/page/canada-ontario-early-years-and-child-care-agreement>

Base Fees and Non-Base Fees

Base Fees are daily school fees (as per our yearly fee schedule). Non-Base Fees are things such as field trips, NSF fees, late pick-up fees, etc., these additional fees charged by centres are not considered Base Fees. An NSF fee of \$50.00 will apply to all returned payments.

One months school fees upon registration can be paid by e-transfer only and will be used towards first months fees. After the 'Child Care Fee Deposit' is received and registration is complete parents will be sent an invitation link to register on the "Parent App". Remaining fees are due monthly, payable one month in advance and will be collected via the Parent App.

The fee schedule and information is available to view and download at <https://buildingblocksnursery.ca/fee-information-2/>

Withdrawal and Refund Policy:

Building Blocks Nursery School strives for parent's satisfaction with our program. If for any reason your child is unable to continue with our program and withdrawal notice is given to the school, the following refund policy will apply:

- One month notice is mandatory. For example, if the child is not going to attend from January 1st onwards, the notice must be given between November 1st and November 30th.
- Refund of the remaining months will be returned to the parent. In the above example, the payment from January 1st onwards will be returned to the parent.
- If the child is not going to start on September 1st, the notice must be given prior to July 31st for full refund. Notice given between

August 1st and 31st will result in refund from October 1st onwards.
September fees will not be refunded.

- No fees are refundable after March 1st, i.e. April, May, June fees are non-refundable.
- Refund will be processed by electronic transfer

It is very important to pay your fees on time so that we can continue to provide a high-quality program for your child. Childcare Fees are based on the number of days your child is enrolled in care, including statutory Holidays, Winter Break, March break etc.; absences due to illness or vacation and occasional emergency closure (for example – bad weather) full fees are still required.

Please take the time to review the Parent Handbook thoroughly to ensure you are well-informed and can make the most of your child's experience at Building Blocks Nursery School.

If you have any questions or concerns after reading the handbook, please do not hesitate to let us know.

We are further obligated to ensure our program always remains in compliance with Provincial Licensing Regulations.