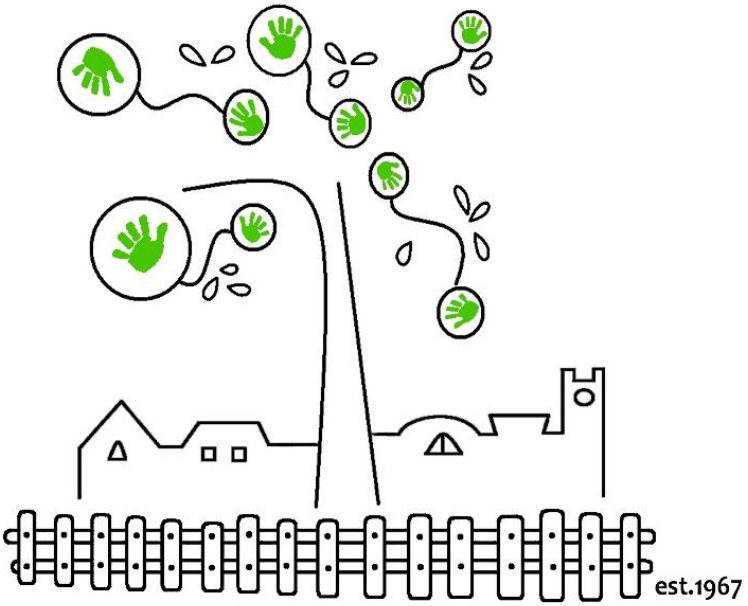
Ancaster Small Fry Preschool



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Parent Handbook

September 2026

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Welcome from the Executive Committee

We would like to welcome you and your family to our program, and guide you during this exciting time of your journey. We are a cooperative preschool organized and run by parents with the support of professional staff with years of experience in Early Childhood Education. Our preschool offers a rich and nurturing environment for children, and it provides parents the opportunity to be closely involved in their child's early education. Small Fry also gives parents the opportunity to meet parents, make new friends and support each other.

The Parent's Handbook should provide you with all the basic information you will need to get your child started at Small Fry Preschool. It outlines all the basic responsibilities of parents (or guardians), as well as provides some tips and information that you will find useful. The keys to making our preschool successful are communication and participation. If you have any questions or concerns, please do not hesitate to contact the Supervisor of the program or the Executive Committee. We always welcome your feedback and ideas.

Welcome to Ancaster Small Fry Preschool. We look forward to a wonderful year.

Background

Ancaster Small Fry Preschool, is a licensed program by the Ministry of Education. It was established in 1967 by a local group of parents who wanted to offer a school setting and routine for their young children. They banded together and formed the Small Fry Co-operative preschool, which became one of those forming Hamilton District Council for Parent Participation Preschools (H.D.C.P.P.P.). This organization later was known as the Hamilton and District Council of Co-operative Preschools, a body that offered support and guidance to cooperative preschools in the Hamilton area. The school was originally located in the Pentecostal Church and moved to our present location, Marshall Memorial United Church, Fiddlers Green Road, in January 1970.

In a parent participation preschool, families share equally the privileges and responsibilities, under the guidance of Registered Early Childhood Educators, of supporting learning experiences for their child. Greater understanding of your children comes from observing them in the school program with other children and adults, and in assisting the teachers as they provide varied daily activities.

Philosophy

Ancaster Small Fry Preschool Inc. provides a safe and positive learning environment for children to enhance their level of development. Through play experiences and the guidance of specially trained staff, your child will be exposed to situations that will stimulate:

1. Curiosity, initiative, and independence
2. Self-esteem and decision-making capabilities
3. Interactions with and respect for others
4. Physical activity that develops gross motor skills
5. Communication skills
6. Fine motor development

Age Served

Children attending the program must be between 18 months to 4 years of age.

Hours of Operation

Morning Program: Monday to Friday: 9:00 am – 12:00 pm - September to June

Extended Program: Tuesday & Thursday: 9:00 am – 2:30 pm – September to June

Morning Program

Grounded on the ELECT principles to offer positive experiences and set the foundation for lifelong learning and well-being, our program contemplates long periods of uninterrupted exploration and play, and few structured transitions, allowing children to approach activities on their own terms. Part of the philosophy that guides our cooperative preschool, is parents' involvement in the learning experience. Parents participation in the classroom is encouraged on duty days, scheduled at least twice a month, in order to assist the teacher and cover child/adult ratios in the Junior and Senior classroom. Participating parents have the role of Environmental staff, assisting with cleaning and sanitation of educational materials and equipment. Duty parents' participation in classroom activities will take place during Free Play time, as one of their daily responsibilities outline in our Duty Daily Task Schedule.

Children's Morning routine

9:00 am	Arrival at school – sign your child in and report to the classroom
	Free Play / Creative art / Songs and stories / Show and share
	Tidy up / Washroom routine / Snack time
	Outdoor play (weather permitting) or alternating classroom
11:50 am	Gathering of belongings in preparation for dismissal.
12:00 am	Parents pick up children – sign your child out

Extended Program

On preschool offers an Extended Day Program, it runs on Tuesdays and Thursdays, with a catered hot meal provided at lunch time. This program is offered to families interested in providing their child an opportunity to adjust to longer school days, and stimulate print and phonemic awareness through the different learning centers. In order to participate in this program your child must be attending the Preschool program. This is a Non-Duty Class, as the commitment for participating parents is limited to the morning program. Registered Early Childhood Educators will be running this program with staff assistance to comply with adult-child ratios. This program is an optional program and will only run if there is enough interest.

Children's Afternoon Routine

12:00 pm	Outdoor activities
12:20 pm	Washroom routine
12:30 pm	Catered meal
	/ Tidy up / Story time
1:00 pm	Early Literacy activities /Science projects / Creative art
2:20 pm	Gathering of belongings in preparation for dismissal.
2:30 pm	Parents pick up children – sign your child out

Program Statement

Ancaster Small Fry Preschool provides a welcoming space that encourage active exploration and meaningful interactions to support children's autonomy and sense of competence. Assorted materials and resources in our learning environment support problem solving and imagining, as well as present

opportunities for creative expression in all forms throughout daily routines that view children as capable competent, curious and rich in potential.

In compliance with the Child Care and Early Years Act (CCEYA), and grounded in current research in early child development through the How Does Learning Happen? (HDLH) document, our program implements and adjusts practices that aligns with the *Foundations for Learning* to support children's sense of belonging and well-being, as well as engagement and expression.

The following goals will guide our program in our pursuit of positive experiences and outcomes for children and families:

a. Promote the health, safety, nutrition and well-being of the children.
   - Children will be supervised by qualified Early Childhood Educator at all times.
   - Daily monitoring for illnesses and notification to parents.
   - In case of anaphylactic allergies, individual plans and emergency procedures with the child's photograph will be developed and posted for staff. To ensure the well-being of the child, an Epi-Pen must be available at school.
   - Promote proper hand washing before and after playing in sensory activities, washroom routines, and at snack time.
   - Encourage cleaning practices with the support of printed materials, regarding hand washing, and disinfecting classroom tables before and after snack time, as well as countertops for food preparation in the kitchen.
   - Promote healthy eating providing variety of foods and range of textures and tastes, appropriate to the developmental stage of the group.
     Safe food handling by children and staff.
   - Collaboration with families to ensure the specific needs of individual children are met: dietary requirements, food allergies, cultural background or medical conditions.
   - Model positive behaviour to promote healthy eating habits.
   - Provide a pleasant, and culturally inclusive atmosphere for children at snack time that encourage social interaction and learning.
   - Inspection of indoor and outdoor play areas to ensure a safe learning environment.
   - Our school complies with Accessibility Standards for people with disabilities.
   - Embrace diversity by welcoming LGBT families, as well as from different religions, cultural backgrounds and family dynamics.
   - Support inclusion policies for individuals with special needs.
   - Affirming children's strength and achievements promotes their sense of self and self-esteem.

b. Support positive and responsive interactions among the children, parents, and program staff.
   - Show empathy to increase the connection between adults and peers.
   - Promote helping behaviours among peers and towards adults.
   - Encourage group activities to provide a sense of belonging.

- State the points of view of peers to promote consideration of personal views in relationship to others perspective.
- Value children's ideas as contributions for program planning.

c. Encourage the children to interact and communicate in a positive way and support their ability to self-regulate.
   - Encourage conflict resolution by acknowledging children's feelings and encouraging them to attend and listen to peers.
   - Invite children to share their ideas and materials with their peers to promote cooperation.
   - Involve children in planning and decision-making when setting up the environment to increase their involvement.
   - Offer children the opportunity to assist their peers.
   - Staff and volunteers' participation and involvement in the activities and use of materials to support children engagement in projects by challenge thinking.
   - Provide smooth transitions in daily routines by using visual or auditory cues.
   - Offer comfortable spaces to share books, stories and toys with friends.

d. Foster the children's exploration, play and inquiry.
   - Offer open-ended materials and resources.
   - Allow children to problem solve and think before offering input.
   - Ask questions that can be answered through observation.
   - Pose problems to solve and brainstorming solutions and outcomes.
   - Provide a variety of options and challenging materials in the different areas to choose from. Offer materials for representing ideas with print and drawings.

e. Provide child-initiated and adult supported experiences.
   - Offer materials and extra resources to support projects.
   - Use specialized sources and books as means of extending activities that interested them.
   - Spend time with books, discussing and making connections between books and stories in the children's play.
   - Show enjoyment in reading books and telling stories.
   - Provide children with opportunities for a reasonable degree of risk taking.

f. Plan for and create positive learning environments and experiences in which each child's learning and development will be supported.
   - Provide rich and stimulating learning environments with accessible materials and tools to provide the opportunity for their meaningful use. Present children's ideas to others through drawings or telling.
   - Avoid non-verbal and verbal responses to children's thinking that imply judgmental praise: no 'right' or 'wrong'.
   - Present materials to support sensory exploration.

- Present and make visible children's learning and understanding of the world around them.
- Environment reflect different ideas, values and cultures.

g. Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day and give consideration to the individual needs of the children.
   - Offer opportunities to observe, investigate and discover elements of the natural environment.
   - Follow the leader where children's coordination and jumping are practised.
   - Play music with simple rhythms to engage children in gross motor activities, like musical patterns.
   - Offer equipment and materials to foster active play.
   - Offer a balanced active play period with opportunities for rest and quiet time.

h. Foster the engagement of and ongoing communication with the parents about the program and their children.
   - Building positive and responsive relationships.
   - Open door policy: parents are welcome to join their children during the morning routine.
   - Daily exchange of ideas and/or summary of the morning activities and their response and participation.
   - Opportunities for children and parents to explore together and co-plan projects.
   - Offer spaces for sharing information with families about what children learn through exploration and play.
     Provide opportunities to parents to contribute to the program by promoting family gatherings and special event planning.
   - Use different forms of documentation to record children's ideas and share evidence of development and learning with parents and peers, pictographic records like drawings, attempts at writing, photos, as well as written observations of children's exchange of ideas, constructions and interactions with peers and adults will serve as documentation of the everyday learning experiences facilitated in our program.
   - Post documentation and observations around the classroom for staff, children and parents. Parents are invited to contribute to the documentation and share their perspective.
   - The use of technology will facilitate the goal of making learning visible and share with parents on a regular basis the different daily activities and special events at school. This documentation will allow us to deconstruct the thinking process behind children’s interaction with peers and materials available in the classroom.

i. Involve local community partners and allow those partners to support the children, their family and staff.
   - Contact different groups or organizations to offer encounters and materials that reflect different children's cultures.

- Partnership with local College to offer opportunities for Student placements and enrich the learning experience of the student as well as the children by being exposed to a different style or teaching approach.
- After due assessment, a child might be eligible to additional support (Resource Teacher / Support Facilitator), prior approval by the City of Hamilton Special Needs Resourcing Agency.
- Affiliation to professional resources libraries to enrich the materials and resources offered in the classroom.

j. Support staff in relation to continuous professional learning.
   - Financial support to staff for professional development.
   - Provide professional training opportunities to staff.
   - Maintenance of Professional College association.
   - Support RECE with the Continuous Professional Learning program two-year portfolio cycle require by the College of ECE.
   - Document and review the impact of strategies set out in the above goals on the children and their families.
   - Annual documented evaluations (Using Program Statement and Policies Implementation Monitoring Form) will be completed by the supervisor or member of the board. This will provide participants in the program with feedback they can use for self-reflection on how they impact children and their families.
   - Encourage self-reflection, discussion and ongoing collaboration among staff in order to readjust practices and procedures.
   - Evaluate the physical environment and provide changes when necessary to facilitate the natural flow between the different areas in the classroom.

This program statement is meant to be a live document that is reviewed, revised and readjusted on an ongoing basis. All new program staff and volunteers in the classroom must be aware of its content prior to interacting with children and at any time when the program statement is modified.

Supervision Policy

Participating parents, volunteers and placement students are an important and highly valued part of our organization. An orientation session will provide you with information and training about our policies and procedures to assist you in meeting the responsibilities of your role in our program. Volunteers and students do not have unsupervised access to children attending our program.

Program Statement Implementation Policy

Expectations for implementation of our Program Statement under CCEYA s.49
Pursuant to the Child Care and Early Years Act s.46
(b.) support positive and responsive interactions among the children, parents and program staff.
(c.) encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

- Children in attendance will be supervised at all times by qualified staff.
- Being a cooperative program, the parent component support the role of the ECE in the classroom as well as offer positive support to the children in attendance.

- Adults will engage in play with children by modelling behaviour: offer toys, take turns and exchange ideas in play.
- Children will be supported in a positive manner that is appropriate to their age and development level.
- Encourage conflict resolution by acknowledging the child's feelings, encourage them to attend and listen to peers.
- Prompt cues for regulation of emotions by assisting each child individually on how to calm themselves in order to solve conflicts.
- Preventative practices will be implemented on an ongoing basis during the different activities in order to minimize conflict or dangerous situations.
- Regular staff intervention will be in the form of praise, encouraging comments, and reminders to the children of appropriate behaviour.
- Show and stress empathy and rationalize the logical consequences of specific actions on our peers.
- Acknowledge children's ideas and promote consideration of different points of view.
- Staff and volunteers will use soft, supportive voices, and not discuss issues or concerns in front of a child.
- Encourage group activities to provide a sense of belonging: Invitations to join.
- At snack time, children will be encouraged to feed themselves and at least taste the foods, in order to promote self-help skills.
- Model positive behaviour to promote healthy eating habits: At snack time be pleasant, display good manners, and stress the importance of trying different kinds of food.
- Promote helping behaviours among peers and towards adults: Invite children to assist others to reach a common goal.
- Avoid non-verbal and verbal responses to children's thinking that imply judgmental praise: no 'right' or 'wrong'.
- Facilitate opportunities that promote independence and self-awareness during washroom routine. Children will be guided and assisted by program staff through the washroom routine according to the amount of adult help they require.
- Emphasize the importance of hands washing to stay healthy. Hands must be washed after going to the washroom, creative activities, playing with sensory materials like play dough, sand or water, and before and after eating.
- If anyone feels himself or herself losing patience with a child or situation, it is important to ask someone for help or relief. This is not viewed as a weakness, more as professionalism. It happens to everyone occasionally but should never be a reason to penalize a child.

Serious Occurrence Policy

The Serious Occurrence Reporting is used in the event of a serious occurrence involving emergency services (ie. Police, fire and/or ambulance) in response to a significant incident involving a person and/or the incident is considered by the service provider to be of a serious nature.

All serious occurrences are reported online using the Child Care Licensing System (CCLS).

Program Fees

Parents are responsible for the financial stability of the preschool. Tuition is based on yearly expenses, and payment is evenly divided over 10 months period. Fees for the preschool program depend upon the number of days per week that your child attends. The actual number of scheduled school days will vary from month to month. There will be no reduction of fees for vacation or due to illness.

Canada-Wide Early Learning and Child Care agreement (CWELCC)

The federal and provincial government have implemented CWELCC funding system to offer more affordable childcare options to families. Our centre has chosen to participate in this initiative, and we are in compliance with the fee reductions stablished for the school year. The CWELCC fee reduction applies to the Program Base Fees: Registration.

Registration Fee per family	$12*

This non-refundable fee confirms your membership application and cover processing costs

Morning Program Monday to Friday 9:00 am – 12:00 pm	**1 Day Program**	**2 Days Program**	**3 Days Program**	**4 Days Program**	**5 Days Program**
Base Monthly Fee	$48*	$96*	$144*	$192*	$240*

Extended program is an optional program for children registered in the Senior class

Extended Program Tuesday & Thursday 9:00 am – 2:30 pm	Option 1 **1 Day** (Catered lunch included)	Option 2 **2 Days** (Catered lunch included)
*Monthly Top up fee to base program	$40	$80

For Extended program, add the monthly top up fee on either Option 1 or 2 to the monthly fee of the Morning program requested. E.g. By requesting 3 days a week in the Morning Program + Option 1 of Full Day Program, the cost will be $144 + $40 = $184.

There will be no reduction of fees for vacation or due to illness.

OTHER FEES upon enrollment (Non-Base)

Missed Parent meeting Deposit**	$100 ($25 per meeting x 4 meetings/year)
Missed clean up Deposit **	$100/year (1 major clean up a year)
Fundraising Deposit**	$100 (fundraising event participation)

**These deposits will be returned at the end of the school year conditional to parents' attendance / assistance in the planned function

If parents **opt out** of participating in duty days at school, there is an available option

Monthly Non-Participation in classroom fee	$130 /month 1 child $130 base plus $70 per each additional child/month per family (i.e. 2 children= $200 per month, 3 children = $270 per month)

Non-participating parents are still required to fulfill their obligations with regards to special fundraising events, attendance at meetings, major clean up and rotating chores from the monthly calendar.

Ignition is the platform supporting payment processing at our school. This program allows us to send parents payment proposals with a summary and fee breakdown of the program selected. Once parents have read the Parent Handbook, input payment information (bank information), and signed the contract, this contract will be in effect for 10 months, unless case by case changes need to be made. Families will receive signed copies of the contract.

Monthly program fees shall be collected from the parent/guardian by Ancaster Small Fry Preschool on the 20th of each month preceding the month to be paid. Direct debt is the payment method stablished once parents sign the contract at the beginning of the school year. Failure of payment method will result in child's participation in the program to be suspended until receipt of payment.

Parent Meetings

Attendance at four general meetings is compulsory. These evenings are critical information exchange sessions and keep you informed of upcoming events. If you cannot attend, make arrangements for someone to attend on your behalf. A $100 deposit fee to cover a $25.00 fee for each missed meeting, is part of your financial commitment through Ignition and it will be charged at the end of the school year conditional to parents' attendance, only missed meeting will be charged.

Major Clean Up

A major cleanup operation is conducted in June, in order to close down the school. Parents are required to attend the June clean up. There will be a sign-up sheet available to select the Clean-up session of your preference. A Clean up Fee of $100 is part of your financial commitment through Ignition and it will be charged at the end of the school year conditional to parents' participation in the planned function.

Fund Raising

One big fundraising event is organized during the school year (i.e. Breakfast with Santa, Family BBQ, Mom to mom sale, Spaghetti Dinner. The funds raised go towards the monthly operation costs, such as rent, educational resources and supplies. This is what keeps our fees low. A Fundraising committee will be created by parents to ensure the planning and organization of this event. All parents are expected to contribute to the cause in some form. A Fundraising deposit of $100 is part of your financial commitment through Ignition and it will be charged at the end of the school year conditional to parents fulfilling their commitment in assisting and organizing the fundraising event.

Scholastic Book Club support. It is never too early to introduce your child to the joy of reading, so, we hope you can find something interesting to encourage this new passion. With your book orders, the school get access to a reward system that offers a variety of classroom resources, which are always welcomed.

Additional Fees

Late pick up fee*	$20 for every 15 minutes (or part) after 12:05 pm /payable on the spot to the teacher
NSF cheques	$25

*Consistent late pick-ups will be dealt with on an individual basis.

Compulsory Registration Package

Upon registration of your child, you will be asked to complete certain compulsory forms. It is a requirement of the Ministry of Education that our files include these forms for each family and student. Incomplete forms could result in revocation of our license. Please have them ready for the orientation meeting.

Registration Form

- Includes child's name, address, and contact information
- Includes a list of people (other than parents) that are allowed to pick up the child from school

Child's Medical Form

- Includes immunization information for each student
- Includes record of occurrence of childhood diseases

Policies Review and acknowledgment Form

- You will be asked to sign this form indicating that you have read, understood and will follow policies and procedures included in this handbook, regarding *Program Statement*, its *implementation* and *monitoring*, as well as *Confidentiality Policy, Playground Safety, Emergency Plan and Designated Evacuation shelter, Parents issues and concerns Policy, and Supervision Policy for participating Parent/Volunteer Form. Walking Field trips Policy*. Enhance Health and Safety Policies may be reintroduced in order to adapt to any restrictions outlined by The City of Hamilton Public Health department and the Government of Ontario.

Permission to Photograph

- Documenting children's learning through play allows educators to examine their interests, their theories, as well as social interactions and needs. Parents are invited to revisit with their child these learning experiences via SeeSaw app to enhance at home their child's learning.

Participating Parent/Volunteer Medical Form

(Only applies to parents volunteering in the program as Environmental staff)

- Includes health assessment and record of immunization for duty parents and participating guardians, as recommended by the local medical officer of health. This Medical form includes TB skin test, MMR (if born in or after 1970), and last Tetanus shot (every 10 years).

Standard First Aid and CPR level C certificate

(Only applies to parents volunteering in the program as Environmental staff)

- Evidence of up-to-date training (including CPR for infant and toddler).

First Aid Certification Policy

All parents/caregivers/students counted for ratio requirements under Ontario Regulation 137/15 must have current first aid certification including infant and child cardiopulmonary resuscitation (CPR Level C), by a provider approved by WSIB.

Police Check - Vulnerable Sector Scan

(Only applies to parents volunteering in the program as Environmental staff)

- This form must be provided by every individual participating in the program. For more information go to www.hamiltonpolice.on.ca or your local Police agency.

Criminal Reference Check / Vulnerable Sector Scan Policy

The Ministry of Education requires that all staff, parents volunteering in the program as Environmental staff and volunteers participating in the classroom have a Vulnerable Sector Check (VSC) done. This is the parents' responsibility and a fee is required by the Hamilton Police Service. If you plan on having someone cover your duty days for you (nanny, grandparent, etc.) they need to have a VSC done as well. A positive Vulnerable Sector Scan does not preclude admission to the program, depending on the seriousness of the case, review and approval by the Board of Executives will be needed in order to procced with the enrollment process. For more information, contact a member of the Executive Committee or the Supervisor of the program.

Confidentiality Policy

It is the responsibility of Staff, Parents volunteering in the program as Environmental staff, Volunteers and Board of Directors to protect any confidential information discussed with them during their period of involvement with the school. The confidential nature of information concerning children and their families will be respected.

Duty Days

As a parent volunteering in the program as Environmental staff, you are responsible for the smooth operation of the preschool. You will be required to do a **minimum** of 2 duty days every 4 weeks. **In the case of having more than one child attending the program, it will be required a minimum of three duty days.** A link to a shareable document will be available for you to sign in advance and select the more convenient days for you. The Duty scheduler will confirm the 4-week rotation Duty Schedule via email. A more detailed list of participating parent responsibilities will be provided at Orientation in the Environmental Staff daily tasks guide. It is imperative that participating parents arrive at the school at 9:00 am to get your child situated and assist staff on setting up.

Our program is licensed by the Ministry of Education. Part of our licensing requires us to ensure that an appropriate child/adult ratio is maintained. Occasionally, two duty parents could be used as supporting staff along with one of our teachers, in order to cover the child/adult ratio on a specific day. If we do not have the required amount of adult to child ratio, class will not run that day. Parents participating in the program will be assisting in the classroom with children's activities for the period of time in between environmental tasks.

Follow the guidelines as closely as possible, if you have any question, the teachers and Supervisor will be at hand to provide assistance if needed**.** For sanitation, there will be spray bottles available in classrooms, kitchen and washroom, to disinfect with soap solution first, and bleach solution second, countertops, tables, changing tables and potty seats, during the daily routine. Sanitation procedures will be available in the classroom.

It is important that parents Participating in the program as Environmental staff assist staff in the cleaning of the classrooms at the end of the morning, making sure tables and toys have been disinfected, floors are swept, individual sensory bins are sanitized and put away, and carpets are vacuumed, in preparation for the next day of school.

Missed duty days will result in a $65.00 fine per day, payable to the individual that covers your duty day. If you cannot attend your scheduled day, it is your responsibility to find another parent to cover

your day in advance. The school's mailing group will be at your disposal for this purpose. Inform the Supervisor of the program of any changes on your duty schedule. In return you will be responsible for covering that parent's duty day, or pay the Missed Duty fee in case you could not find a supply person. Other siblings (older or younger) that are not enrolled in the preschool may not attend duty days as they are not covered under our insurance policy. The only exception to this would be on special event/party days where the parent is present and responsible for their child(ren). Parents considered environmental staff are responsible for assisting during snack procedures, as well as for following cleaning and sanitation practices.

Snack Provision Policy

Due to considerations around food allergies and dietary restrictions, Parents will supply a healthy snack for their child each day of attendance. Due to the prevalence of allergies, peanuts based and tree nuts products are not allowed. Staff model positive behavior by joining children and eating while maintaining social distancing.

Snack Protocol

- The snack supplied should be in containers labelled with the child's name.
- The snack procedures are supervised by the teachers and duty parents, assisting children with hand washing before and after snack, as well as opening containers.
- Snack shall offer a variety of healthy food, at least 3 out the 4 food groups from the Canada Food Guide, keeping in mind options available for a child with allergies or food restrictions. **Please avoid sweet treats.**
- **Snacks should be simple and nutritious**. Suggestions for snack would be cheese, crackers, fruits and vegetables, bagels, hummus, yogurt, etc.
- **We serve only water as a beverage at snack time** (taken from our tap which is flushed for lead weekly – yearly samples are monitored on this water). No juice or sweet drinks.

Drinking water must be available to the children at all times, parents are asked to bring to school on a daily basis a Sippy cup or water bottle labeled with your child's name to be used for this purpose.

Procedure for Food preparation:

This protocol applies in case of Snack preparation for special events, this will be prepared at the school kitchen, next to the Gathering Room, located on your left side when you enter Marshall Memorial through the rear parking lot door (besides our playground area)

- We ask parent volunteering in the program as Environmental staff to first disinfect the counter top using the same procedure we use for cleaning the classroom tables: soap solution first; bleach solution second. You will find both spray bottles and paper towels in the kitchen.
- Special snack provision will keep in mind allergy cases and food restrictions posted in the classrooms, and the use of separate containers and utensils to avoid crossed contamination.
- After snack all the utensils, cutting boards, children's plates, and snack trays that may have been used, should be taken to the same kitchen to be washed by the duty parent, using the Three sink method -you will find the instructions posted on the wall on top of the sink. Dish detergent, bleach and dish brushes are available under the kitchen sink.
- It is the responsibility of the duty parent to tidy up the kitchen. Utensils and trays used for snack will be brought to the classroom's countertop to let them air dry before putting them away in the kitchen and classroom's cabinets.

Drop off Time

Arrival time is 9:00 am.

If your child will not be attending school in a particular day, inform the school via email or by phone at (905) 304-8903 the reason for the child's absence. The program needs to track down patterns of absence due to illnesses, and inform Public Health, in case of an outbreak.

The school entrance is through the playground area gate, located at Marshall Memorial's rear parking lot. Do not use Marshall's main doors, in order to avoid disturbances to the people working in the offices. Be mindful of weather conditions and dress your child accordingly, as the first activity of the morning routine may be outdoor play. Weather conditions may affect the planned schedule.

Drop off procedures

To be granted access to the program, all individuals must self-screen, and parents should screen their children at home before attending the school, using the most-up-to-date Ontario school-screening toll from the Ministry of Health.

Arrive at school at 9:00 am. Parents will line up along the playground fence, following the numbered markers on the lower part of the fence to maintain social distancing at drop off time. We will offer on a timely manner guidance to any changes or updates from the Ministry of Education and Ministry of Health.

Children's belongings will be organized in the entryway area: jackets and hats on the wall hook rack, water bottle in personalize belonging bins, and bag pack in the shelving unit arranged for this purpose.

Some items that your child needs to bring to school are the following:

- Bag pack
- Water bottle
- Indoor shoes
- Supplies of diaper (if needed)
- Personal wipes (if needed)
- Spare clothes (in a large labeled Ziploc)

Remember to label your child's belongings

Your child cannot be released to anyone other than those listed on the registration/emergency forms unless otherwise discussed with the teacher via email, or phone call at drop off time. This should be noted on the comment section of the sign in/out sheet first thing in the morning**. The person picking up your child must provide a valid photo identification to the staff.**

Pick Up Time

Morning Program
Pick up time: 12:00pm / Gathering of belongings in preparation for dismissal: 11:50am

Extended Program
Pick up time: 2:30 pm / Gathering of belongings in preparation for dismissal: 2:20pm

Daily routines in a preschool program are flexible. At the end of the day children could be either enjoying outdoor play or engaged in Storytime in the classroom depending on the rotating scheduled use of the outdoor area between Junior and Senior programs. Staff will encourage children to start the process of packing and getting ready to go home, thus promoting self-care skills and preparing to dress themselves, assisting and guiding children when needed.

Pick up procedures

Parents shall wait outside the playground area, lined up along the playground fence. In the event children are involved in active play in the playground at pick up time, each child will be dismissed through the playground gate one by one with their backpack already packed from their bins.

If children are engaged in indoor activities, once packed and ready, they will wait on the carpet area, to be released by a staff to the parent/caregiver waiting for them. Staff will confirm the time and the person responsible for picking up the child on the sign in and out sheet at the door.

Punctuality at pick up time is required in order to allow staff to implement the sanitation protocol established in our policies and procedures manual. A fine will be enforced for tardiness, $10 for every 15 minutes, paid in cash to staff on duty.

If you would like to chat with other parents, we invite you to do it outside the playground area. If you need to speak with the teachers, please make arrangements via email with the teacher to follow up.

Safe Arrival and Dismissal Policy and Procedure

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.

Policy

General

- Ancaster Small Fry Preschool will ensure that any child receiving child care in our centre is only released to the child's parent/guardian or individual that the parent/guardian has provided written authorization our centre may release the child to.

- Ancaster Small Fry Preschool will only dismiss children into the care of their parent/guardian or another authorized individual. Our centre will not release any children from care without supervision.

- Where a chid 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.

Procedures

Accepting a child into care

1. 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 will confirm that the person is listed as under Authorized person to pick up portion of the Registration form, or where the individual is not listed, request this authorization in writing (e.g., note or email).
    - Document the change in pick-up procedure in the daily written record.
    - Sign the child in on the daily attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at Ancaster Small Fry Preschool and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message, send an email, or advised the closing staff at pick-up time the day before, the staff in the classroom must:
    - Inform the Supervisor, and they must commence contacting the child's parent/guardian no later than 10:00 am. Staff shall send an email or call the parent/guardian at least once and leave a message in order to confirm absence. If no response is received, staff must try contacting parent/guardian again an hour later.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child form care

1. 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 school closes)

1. 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 by 12:15 pm from the morning program, or by 2:45 pm from the extended program, the program staff shall contact the parent/guardian via phone call 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 call again a leave a message for the parent/guardian. 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 contact the emergency contact person, in case there is no response, wait until program closes 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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has nor arrived by 1:00 pm for the morning program, or 3:00 pm for the extended program, staff shall ensure that the child is given a snack and activity, while they await their pick-up.

2. 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 pick-up if unable to reach the parent/guardian.

3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact other authorized individuals listed on the child's file.

4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file under Emergency contacts by 1:30 pm for the morning program, or 3:30 pm for the extended program, the staff shall proceed with contacting the local Children's Aid Society (CAS) at 905-522-1121. Staff shall follow the CAS's direction with respect to next steps.

Lunch Policy

Ancaster Small Fry Preschool will provide children enrolled in the Extended Day program a lunch entrée through our catering service provider. Their monthly menus are created following the guidelines in the Child Care and Early Years Act and Nutrition standards by the Canada Food Guide. All meals are cooked in Health Inspected; Nut Free commercial kitchen by our catering service Set the table kitchen & Co., Ancaster.

Meeting Ministry of Health requirements, all our staff successfully complete the Food Handler training protocol regarding public health legislation, foodborne illness, safe food handling methods and food premises sanitation.

Menus will be posted on the classroom's board as well as provided to families opting to participate in the Extended Program. The protocol for Food Allergies and restrictions will be followed at lunch time, according to our Anaphylactic Policy. Posting individual cases on the classroom's Board and our Snack Tote used to transport food items to and from the kitchen.

In order to meet catering food safety standards regarding meal temperature, lunches will be delivered to our main kitchen.

Upon arrival,

- Food temperatures will be taken and recorded by certified staff.
- A temperature log is kept on site to document the proper food temperature is maintain at all times, and avoid the Danger zone (4 degrees C/ 60 degrees C)
- All hot items will be placed into the oven at a 200 degrees C. (N/A)
- All cold items will be placed into the refrigerator at 4 degrees C.

At serving time:

- Food temperatures will be taken and recorded on the temperature reading chart, by certified staff.
- Lunch will be portioned out per child.
- Vegetarian substitutes will be available

Staff will invite children to enjoy their meal by modeling a positive behavior, and offering a pleasant experience. Once Lunch time has finalized, eating utensils, plates and cups will be collected and taken to the main kitchen to be washed by staff, using the three-sink method.

List of Jobs for parents

Participation is one of the keys to success in a co-operative preschool environment. The following chart lists some of the ways that you will contribute to the school operation. These jobs are a shared responsibility among all the parents (Participating and Non Participating). A 4 weeks duty calendar will be sent out to parents with the scheduled duty days, and job rotations for every 4 weeks during the school year.

Role	*Description*
Duty Scheduler	Organize the duty schedule confirming duty days, assigning laundry chores and playdough provision.
Special Events Coordinator	Plan monthly events to enhance seasonal activities i.e. Halloween party, Christmas concert
Field Trip Coordinator	Planning and organizing field trip destinations, issue and collect Trip consent form and payment.
Laundry	Wash cleaning towels and dramatic play outfits
Playdough supply	Provide 8 containers of playdough for the sensory tables supply for both rooms

Tips for Parents

- Dress your child in clothing that you are willing to expose to paint, glue, etc. Clothing should be easy to remove. Particularly for children in the process of toilet training, avoid overalls and complicated belts or buttons.
- Be accepting of the fact that your child may find it difficult to share you with other children when you are on duty at school.
- Never use preschool as a threat or a bribe
- Be sure your child leaves personal items (such as toys) at home unless it is a show and tell day – if there is a special comfort toy that will help your child adjust, they may leave it in their bin for the morning
- Maintain a supply of diapers and wipes, if needed, in your child's bin at all times.
- Let the children do as much for them as possible. This is the way that they learn.
- When on duty, center your attention on the task at hand rather than visiting with other parents.
- Bring your sense of humor to preschool
- Label every article your child brings to school: coats, hats, shoes, knapsacks, etc.
- Print your child's name in upper- and lower-case letters. This will assist the child in recognizing his/her own name prior to learning to read
- On your duty days, younger siblings are to be left at home.
- Check the monthly calendar every day, to be on top of the activities planned.
- Each child has a personalized bin for belongings in the classroom.
- Check daily for communications, notes, and other important information.
- If you have any concerns with the way the preschool is being run, please contact a member of the Executive Committee so we can try to resolve the problem as early as possible.
- Leave disciplinary matters to the teacher.
- Review these tips periodically!

Trips and Special Events

A number of trips are usually planned during the school year. These events are greatly enjoyed by parents and children. Trips will be age appropriate and are a mandatory part of our co-op program, so a regular class will not be running on those days. Signed permission forms will be required prior to each trip. Fees will be kept to an absolute minimum for all events.

Older/younger siblings are encouraged to come to the special events/party days but the parent MUST be present with them and responsible for them. The parents are responsible for arranging their own transportation for their child(ren) and themselves during field trips. It is not the responsibility of Ancaster Small Fry Preschool and the school will not be held liable for vehicle occurrences.

School Closures

Parents will receive a Monthly calendar of events that will include school breaks dates (Christmas, March Break, etc.), as well as 2 Professional Development Days for the staff -a Fall and a Spring session. In the event of severe weather conditions, Small Fry will be closed if the Hamilton-Wentworth District School Board determines school cancellation is required for safety reasons. If you are concerned about the weather, please feel free to keep your child at home.

Illness

This section could be subject to changes to comply with Public Health latest guidelines.
Please do not send your child or participate in duty days if

- You or your child has any communicable disease and/or infection.
- An illness that prevents the child/duty parent from participating in program activities.
- Any of the following conditions
    - chicken pox (first 5 days or non-encrusted spots present)
    - head lice (live adults or nits present in hair)
    - Hepatitis A (doctors' discretion)
    - Impetigo (ointment treatment drying all blisters)
    - Measles (doctors' discretion)
    - Mumps (doctors' discretion)
    - Pink eye (not assessed and untreated with yellow discharge)
    - Rash (untreated)
    - Ringworm (untreated)
    - Ruebella-german measles (doctors' discretion)
    - Scabies (untreated)
    - Strep throat (untreated)
    - Tuberculosis (doctors' discretion)
    - Whooping or croupy cough (uncontrolled)
    - Diarrhea (symptom free 24 hours)
    - Vomiting (symptom free 24 hours)
    - Fever (symptom free 24 hours)

Anyone who is sick or has any symptoms of illness, including those not listed in Ontario's health screening tool, should stay home and seek assessment from their health care provider if needed.

The teacher has the authority to refuse service to children that appear to have any of the above illnesses and it will be reported to the Board of Directors.

Health and Safety Measures implemented in our program

- Masking & Staff Personal Protective Equipment available
- Hand hygiene
- Respiratory Etiquette
- Cleaning and Disinfecting protocols
- Ventilation measures – HEPA Filters
- Absence Reporting
- On site Confirmation of Health screening

Administration of Medication

It is the policy of Ancaster Small Fry Preschool that the staff does not give out medication unless it is for a life-threatening allergy (Epipen). A form must be completed for the administration of this prescription and signed by the parent. For non-life-threatening allergies, this authorization should state description of symptoms, and dose to be administered.

Anaphylactic Policy

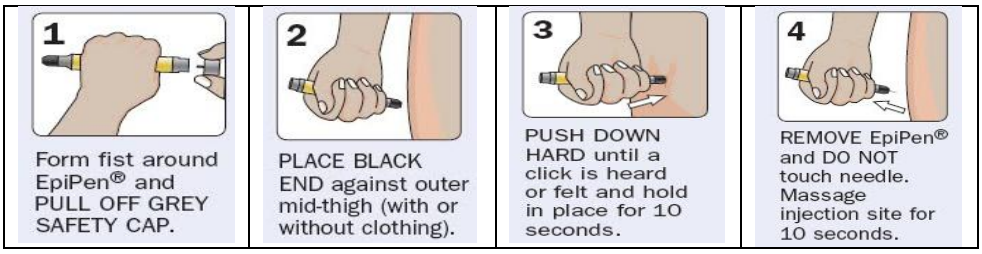
Anaphylaxis is a serious allergic reaction and can be life threatening. The allergy may be related to food, insect stings, medicine, latex, exercise, among other factors. The key to the prevention of anaphylaxis in school is knowledge of those children who have been diagnosed as at risk, awareness of allergens, and prevention of exposure to those allergens. Communication between our staff and parents/guardians is important in helping children avoid exposure.

An individual anaphylactic plan will be reviewed for procedures specific to a child at risk, listing the allergy, symptoms and procedure in the event of an anaphylactic shock.

This policy:

- Support the needs of a child with a severe allergy.
- Ensure staff and participating volunteers are adequately trained on procedures to respond appropriately and competently to an anaphylactic reaction.
- Confirm Epi-pen administration training (In situ or as part of standard First Aid and CPR training certification)
- Review and Sign-off by staff/duty parents of Individual Anaphylactic Plan(s)

EPIPEN administration review



Playground Safety Policy

This policy is to provide all Staff and volunteers with our centre's supervision and programming expectations and the requirements to meet CSA Standard. This is a policy for both indoor and outdoor climbing equipment. All information shall be kept in the Playground Safety Log.

The rules	
No pushing, hitting, or shoving	Take turns
No crashing on bikes or riding toys	When there is a problem, ask for help

- A minimum of 2 adults shall be on the playground at all times. This will allow 1 to respond to any emergency while the other remains to supervise.
- Staff/volunteers shall be strategically stationed so that all activities can be easily observed. Adults need to see and be seen.
- Each play structure shall be supervised. An adult must be within arm's length of a child climbing on a structure in case he falls back.
- Mats shall be placed around and/or under indoor equipment.
- Equipment shall be age appropriate.
- Equipment and furnishing shall be maintained in a safe and clean condition and kept in a good state of repair. Duty parents will assist the staff in offering a safe and well-kept playground area to children on a daily basis, making sure the equipment is dry, clean and ready to use.

Walking Field Trips

At Ancaster Small Fry Preschool, the education of children is not confined to the four walls of the classroom. Teachers enhance their curriculum with fieldtrips outside the classroom. These walking field trips are often spontaneous, taking advantage of the weather, and they are implemented as science walks using our senses to observe seasonal changes, to collect fall leaves for science or art, to adopt a tree or climb a snow hill. Occasionally, local community playing field, or park are visited to promote gross motor activities as well in a different setting.

Supervision: The classroom teacher will directly supervise walking field trips. Additional supervision may be provided by teacher assistants, or/and parents to meet supervision requirements outline in Child Care and Early Years Act.

Risk reduction: Walking field trip activities are considered low risk for accidents or personal injury to students. However, classroom teachers will discuss behavioural expectations with students and take appropriate safety precaution to minimize risk and enhance safety of each student. First-Aid packs and cellular phone will be easily accessed on walking trips in case of an emergency. Student emergency procedure plans/medical supplies will be brought for students with life-threatening medical conditions (e.g. anaphylaxis)

Because of the impromptu nature of the walking field trips, the school will seek, in advance, informed consent for your child to participate in walking field trips within our school community by completing a special form. These walking field trips are optional.

Fire Safety / Emergency Evacuation Procedure / Designated Shelter

The objective of this plan is to reduce the possibility of harm to the children, staff and visitors to the school in the event of an emergency. Care must be taken to ensure that all occupants are aware of the following basic procedures:

All staff and volunteers will be trained on fire protection and evacuation practices.

1. Fire drills will be conducted monthly. The teacher and supervisor will keep a record of all drills.
2. In case of emergency or drill, all staff and volunteer will lead the children to leave the building in an orderly manner (Walk, Don't Run) while doing a Head count.
3. Teacher should search classrooms and washrooms and close all doors before leaving. Additionally, the Supervisor or designee will search all areas within the Center and ensure all occupants have been safely evacuated. Teachers will refuse assistance from anyone not previously identified as a support person.
4. Physically challenged children will be provided assistance to help exit the building to the parking lot area.
5. During the evacuation of the building the Teacher will bring attendance record and emergency contact cards
6. At the assembly area in the parking lot, teachers will immediately take attendance of the group to ensure that everyone is present and accounted for. Staff shall report the final head count to the Supervisor. Names of any missing children or missing staff must be given to the emergency personnel.

7. The Supervisor, in consultation with the Emergency Personnel will determine if children should be taken to the designated Emergency Evacuation shelter and proceed to contact parents to pick up their children. The decision to have parents pick up their children will be made based on expected time out of the school or the nature of the emergency. In case of emergencies that do not warrant evacuation outside of the building proceed to the designated shelter-in place.
8. Parents will not be allowed to remove a child from the custody of the school during the evacuation. Once all children are accounted for at the safe haven, parents may be allowed to sign out their children.

Designated Emergency Evacuation shelter: FORTINOS PLAZA 54 Wilson St W, Ancaster ON L9G 3T8 ***Exit via Gilbert Ave. Walk through Carrington Court to Todd St***
Designated shelter-in place: Downstairs Classroom at Marshall Memorial

A more detailed Emergency Management Policy and Procedures Manual will be provided to parents to cover the protocol for other events and natural disasters in our Orientation session.

Mobile devices in the classroom

SeeSaw Class (a private digital portfolio) is used to share with parents and caregivers on a regular basis the different daily activities and special events at school. The use of mobile devices in the classroom will facilitate this task, assisting teachers in documenting children's learning experiences and progress in the different areas of development. Parents will need to sign a release form that will be kept in the child's file.

Staff and parents need to implement best practices that increase learning opportunities. Mobile devices, properly used, are effective educational tools. The occasional use of apps in multi-touch devices (tablet/iPad) in the classroom will be timed and guided by the following goals:

- To promote curiosity and an engaging way of learning abstract concepts.
- To teach problem solving skills.
- To help improve hand-eye coordination (exercising fine motor skills like tracing)

Methods of Guiding Behaviour

In the event that any child exhibits challenging behaviour, one of the following techniques will be implemented:

- Children will be given a clear direction regarding the boundaries and expectations of the play area or routine.
- Adults will engage in the different activities to support the experience and avoid potential situations that might generate behavioural issues.

- Children will be redirected to another activity. They will be given a choice of two to three alternatives.
- The child's feelings will be acknowledged.
- The response to challenging behaviour will be in a soft, supportive voice. Focus of the intervention will be on the deed and not the child.
- Time limited abstinence from an activity or specific materials that are stressing the child's challenging behaviour may be an alternative.
- Withdrawal from the classroom under adult supervision will be allowed to offer the child a change of pace in a different environment and to support the child in regulating themselves.
- There will be a discussion with the parent after one of these events takes place.
- Environment considerations will be taken in order to support children's positive interactions.
- In the event of persistent challenging behaviour and after due assessment, a child might be eligible to additional support (Resource Teacher / Support Facilitator), prior approval by Community Living Special Needs Resourcing Agency.
- In the extremely rare circumstances, when all of the above methods have been attempted to prevent dangerous behaviour and have failed, written notice shall be issued to the parents advising them that if these threatening behaviours continue, the child will not be permitted to participate in the school program. The child will not be permitted to return to the program until the Board of Directors is provided with satisfactory assurances that these behaviours will not reoccur. This policy is not to be used as punishment for the child, but to protect his/her safety and the safety of others.

Prohibited Practices / CCEYA s.48

No staff, volunteer, or students shall permit:

- Corporal punishment of a child.
- Physical restraint of a 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
- The 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
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding
- Inflicting any bodily harm on children including making children eat or drink against their will
- 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 emergency management policies and procedures

- Sexual abuse, sexual misconduct or engaging in a prescribed sexual act, as those terms are defined in the Early Childhood Educators Act, 2007. O. Reg. 137/15. S.48: O Reg. 126/16. 34; O Reg. 197/26. S. 15..

Contravention of Policies and Procedures and Commission of Prohibited Practices / CCEYA s.49

Staff, students and volunteers are expected to follow policies and procedures and individualized plans (individual emergency plans and individual support plans**)** in order to implement the approaches specified in the program statement, and to observe the requirements of the CCEYA with respect to prohibited practices.

Policies, procedures and individualized plans will be reviewed as follows:

1. With employees, before they begin their employment.
2. With volunteers or students who will be interacting with children at the child care centre, before they begin to volunteer or before they begin their educational placement.
3. With each person at least annually after the first review and at any other time when changes are made to a policy, procedure or individualized plan.

A record of each policy, procedure and individual plan review record is signed by the person who conducted (e.g., licensee; supervisor) and person who participated (e.g., employees, students, volunteers) in the review.

Staff and volunteers' performance will be monitored on an ongoing basis and recorded at least annually by Board Executives with the help of the Policies and Procedures implementation monitoring tool. Recorded performance will be reviewed and signed by all parties involved. By observing a failure to comply with the policies, the occurrence will be recorded and addressed.

Review of these policies are required at least annually under CCEYA s.50.

Staff and volunteers' performance will be monitored on an ongoing basis by Board Executives with the help of the Program Statement implementation monitoring tool, and by observing failure to comply with the policies could result in a verbal warning initially, followed by a written warning (occurrence recorded and addressed) and finally dismissal.

The school reserves the right to terminate the teacher for just cause without written notice or to suspend her from employment pending a prompt investigation of any serious allegation against him/her; and to compensate with severance pay for any pro-rated inadequacy in the notice of termination but in no event shall severance pay exceed two weeks.

Criteria may include:

*Seriousness of the offence

*Actual or potential risk or harm to the child

*Past performance of the teacher in general

*Recent performance

*Frequency of occurrence, and

*Previous disciplinary action against the teacher

Policy for Allegations of Misconduct or Suspected Child Mistreatment

Any allegations between children are followed up on as occur within the program, reinforcing social skills.

An allegation of misconduct with a teacher/volunteer comes under the definition for Serious Occurrence and the reporting procedures would then be followed.

When there are concerns relating to any of the above, the supervisor and/or executive board will discuss the matter with the individuals involved.

Parent Issues and Concerns Policy and Procedures

Purpose

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/ Board of Directors).

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

Duty Parent: A parent/guardian participating actively in the program. Compulsory requirements: Vulnerable Sector Scan, First Aid certification, and Medical immunization form.

Policy

Parents/guardians are encouraged to take an active role in our preschool 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 the Board of Directors and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.
An initial response to an issue or concern will be provided to parents/guardians within a business day. 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 preschool 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

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:
Program Room-Related E.g: schedule, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom staff directly or - the supervisor or licensee.	- Address the issue/concern at the time it is raised or - Arrange for a meeting with the parent/guardian within a business day. Document the issues/concerns in detail. Documentation should include: - 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; - the details of the issue/concern; and
General, Centre- or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the supervisor or licensee.	

<table>
<tr><th>Nature of Issue or Concern</th><th>Steps for Parent and/or Guardian to Report Issue/Concern:</th><th>Steps for Staff and/or Licensee in responding to issue/concern:</th></tr>
<tr><td>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</td><td>Raise the issue or concern to
- the individual directly
or
- the supervisor or licensee.

All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</td><td rowspan="2">- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.

Provide contact information for the appropriate person if the person being notified is unable to address the matter.

Ensure the investigation of the issue/concern is initiated by the appropriate party within a business day or as soon as reasonably possible thereafter. Document reasons for delays in writing.

Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</td></tr>
<tr><td>Student- / Volunteer-Related</td><td>Raise the issue or concern to
- the staff responsible for supervising the volunteer or student
or
- the supervisor and/or licensee.

All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</td></tr>
</table>

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Board of Directors.

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

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

Staff training and development Policy

1. Staff members are trained Early Childhood Educators who are knowledgeable and skilled with regards to children and their development.
2. Teachers are registered members (RECE) of the College of Early Childhood Education (CECE).

3. Staff members will have immunizations done as required by the local health department. These include proof of immunization for DPT and MMR (only if born after 1970). Also, the Dip/Tet booster must be updated every 10 years. A TB test must be done prior to employment.
4. Staff will have criminal reference check done prior to employment.
5. Staff will have current emergency first and level 'C' CPR certification.

Staff members are required to attend at least 2 professional development days during the school year (fall & spring sessions). The school will be closed these two days to allow our staff to take part in professional learning workshops and comply with requirements set under the Child Care and Early Years Act for professional development, and by the College of Early Childhood Educators

Equity, Diversity, Inclusion and Belonging Policy

Ancaster Small Fry Preschool upholds the values and principles of the Ontario Human Rights Code by creating a welcoming and accepting place for all individuals in the center, including children, parents, and staff.

Purpose:

Ancaster Small Fry Preschool's Equity, Diversity, Inclusion and Belonging policy sustains a pedagogy in the support of children's development of a confident sense of identity, sense of fairness and justice, respecting and embracing differences and acting against bias.

It is our aim to promote understanding, empathy and acceptance of diversity, and to offer an inclusive and nurturing environment to support individual developmental needs in our children, incorporating families' perspectives to enrich the learning experiences.

Our preschool under no circumstances shall tolerate any discrimination by reason of sex, race, ethnic origin, family status, marital status, neurodiversity, income, religion, sexual orientation, special needs or disability, skin colour, age, or any feature of the heritage of a child.

Policy:

1. Treat every child and family with dignity and worth

At Ancaster Small Fry Preschool, we respect and uphold the dignity of every child and their family, regardless of race, culture, religion, language, gender identity, ability, or family status. The child is entitled to be treated with safety and respect and to feel accepted when in our care.

We are committed to embedding inclusive practices into our daily program, ensuring that all children feel a strong sense of belonging. Our staff actively work to recognize and address any behaviour that undermines the safety and well-being of the children and families we serve.

2. Equity and Fairness

We are committed to creating equal opportunities for all children to learn, grow, and fully participate in our programs. We provide individual support and accommodations tailored to each child's unique needs. These supports are developed in collaboration with families, specialists, and community partners—such as Community Living Hamilton, Ron Joyce Children's Health Centre, ASCY, and Lynwood Charlton Centre—when appropriate. Our goal is to implement these supports in a way that upholds each child's dignity and encourages their full participation, without drawing undue attention to their differences.

3. Adherence to Gender Equality

At Ancaster Small Fry Preschool, we are committed to promoting gender equality and creating an environment where all children feel free to express themselves without limitations based on gender stereotypes. We recognize that gender identity and expression are part of each child's individuality and development.

We ensure that materials, activities, language, and interactions reflect diverse gender identities and challenge traditional gender roles. Our staff will model inclusive behavior, and support children in developing respect for themselves and others.

Implementation:

1. Staff training

Ongoing and ever-changing professional development opportunities are part of our commitment to the continuing goal to equip our staff with strategies to support an inclusive environment that reflects children and adults in our program.

2. Policies and Procedures

We regularly review and update our Program Statement and related policies to ensure they reflect current practices in equity, inclusion, and diversity. This ongoing process supports a responsive, inclusive learning environment for all children and families.

3. Accessibility

Ensuring accessibility to educational opportunities and available resources helps create an inclusive environment for all students, staff, and families involved in our program. Thoughtfully designed spaces, along with equitable access to various types of support and resources, empower participants to fully engage and thrive as valued individuals.

4. Family engagement

We strive to build a friendly and welcoming environment that facilitates active participation and open communication with families and staff. This working together allows us to build and enhance our inclusive practices.

Accountability:

All staff, leadership, and board members are responsible for upholding and actively supporting this Equity, Diversity, Inclusion, and Belonging Policy. Accountability includes modelling inclusive practices, complying with all procedures outlined in the policy, and ensuring that decisions, actions, and interactions align with the organization's commitment to equity and belonging.

Review:

This policy will be reviewed annually (or as needed) to ensure it remains relevant and effective in promoting an inclusive and supportive environment for all children at Ancaster Small Fry Preschool.

Other policies that support the ongoing implementation of the Inclusion Policy include:

- Ancaster Small Fry Preschool Program Statement.
- Program Statement Implementation Policy.
- Staff training and development policy.
- Individualized Plans (ISP-medical) for children with medical needs.
- Individual Support Plans (ISP) of children with special needs or disabilities.
- Parent Issues and Concerns Policies and Procedures.
- Community Living Guidance and Support

Sanitary Practices Policy and Procedures

Regular **hand washing** is recommended over **hand sanitizer**, as soap and water are more effective for removing a larger range of germs than the alcohol-based cleaners. However, hand sanitizers will also be available in the classrooms as an option when soap and water are not close by. At arrival time, parents and children are encourage to wash hands or use hand sanitizer to minimize the spread of viruses.

Procedure for mixing cleaning solution

A Disinfectant product, Bleach and Soap solution will be available for cleaning and sanitation procedures.

Enviro Care Neutral Disinfectant will be diluted in water according to the following instructions:

Mix: **1 Tablespoon of Enviro Care to 1 liter of water**
(1:64 dilution
Check with test strips to measure 200ppm

Cleaning solution should be clearly labeled 'Bleach Solution" with the proper mixture of bleach to water (see below). A solution of bleach and water loses its strength very quickly and easily. The solution should be mixed fresh to make sure it is effective on a daily basis; any leftover solution should be discarded at the end of the day.

Mix: **50ml of bleach to 450ml of water**
(1 part bleach to 9 parts water appx)
Check with test strips to measure 5000ppm of chlorine

Soap and Bleach solutions should be clearly labeled 'Soap Solution' & 'Bleach Solution'

Procedures for Toy and Equipment Sanitary Conditions

1. Wash toys with soap and water and scrub it with a brush to remove dirt.
2. Rinse thoroughly with clean water.
3. Toys must be washed with Bleach solution (50ml of bleach to 450ml of water).
4. Rinse well in cool water.
5. Air dry.

Toys that children (particularly toddlers) put in their mouths should be washed and disinfected between uses by individual children. It must be put aside when dirty, and should be washed as needed.

Toys and equipment should be cleaned on a daily basis and when obviously soiled. A cleaning cart will be used to gather toys and educational resources used in the classrooms. 'Wash Me" and "Wipe Me" bins help organized the process and facilitate the kind of procedure depending on the

Hard plastic toys that are washed in an industrial dishwasher or cloth toys washed in a hot water cycle of a washing machine do not need to be additionally disinfected. Dramatic play clothes for role play as well as Baby clothes, should be washed regularly or as needed, at least weekly. Rugs and carpets should be steam cleaned on a regular basis, or as needed.

A more detailed schedule and in-depth protocol on cleaning and sanitation of toys and educational materials will be provided at Orientation, and available in the Environmental Staff daily tasks guide

Water Play Tables

1. Disinfect the table with chlorine bleach solution before filling it with water.
2. Disinfect all toys to be used in the table with chlorine bleach solution.
3. Have all children wash their hands before and after playing in the water table.
4. Do not allow children with open sores or wounds to play in the water table.
5. Carefully supervise the children to make sure they don't drink the water.
6. Discard water **daily** after play is over and disinfect the table with chlorine bleach solution.

Sand Table

1. Disinfect the table with chlorine bleach solution before filling it with play sand.
2. Disinfect all toys to be used in the table with chlorine bleach solution.
3. Have all children wash their hands before and after playing in the sandbox.
4. Do not allow children with open sores or wounds to play in the sandbox.
5. Carefully supervise the children to make sure they get sand in their eyes.
6. Discard play sand and disinfect the sand table with chlorine bleach solution.
7. Replace the play sand **on a monthly basis**.

Admission and Waiting list Policy

Children of families meeting all registration requirements will be enrolled in the following order:

1. Children currently enrolled in the program.
2. Children of staff members.
3. Siblings of students currently enrolled.
4. Families whose registration carried over from previous school year.
5. Students on the Admission Waiting List according to date and time stamps.

Children with developmental and health needs are welcomed to join Small Fry Preschool in our 2-day program. This format will facilitate the planning and implementation of strategies to address children's needs and offer the best support during their school routine. This approach allows a smoother transition from home to school and there is always the possibility of increasing the number of attendance days, pending availability, once the child has settled into the morning routine. We have the best interest of the child in mind, and we would be working closely with parents to support their child's journey.

In the event our program has reached its enrolment capacity, new families have the option to fill out an intake form to be added to our Waiting list system, no fees attached. Occasionally a spot will open

in a class during the school year, and it is filled directly from the wait list on first come-first served basis. The school can provide parents information pertain to their child's status on a wait list, this information regarding the position of a child on the list is shared when requested, always maintaining the privacy and confidentiality of the children listed.

Termination/Withdrawal/Leave of Absence

A completion of a termination form must be given 2 weeks in advance of withdrawal. Refunds will not be made for that month. The fees that would be eligible for a refund as long as requirements and participation was met are the Fundraising Fee, Missed Parent Meeting Fee and Clean Up Fee. A permanent space cannot be guaranteed if you wish to temporarily withdraw your child. Therefore, your child will be placed on a waiting list.

In the case of disrupting behaviour from a student, parents will be notified and the protocol will be as follows:

1. Parents will be invited to have a conversation in order to take steps to resolve conflicts.
2. A mediation meeting will be held with Board of Directors, parents and staff present, and a written warning will be issued.
3. Termination of enrolment.

Ancaster Small Fry preschool may terminate service at any time if policies are not followed and fees are not paid.

A four-week maternity leave off the duty schedule is provided upon the birth of your baby. This is applicable for adoptions as well.

Sick leave of up to four weeks from the duty schedule is also permitted supported by medical report. After this four-week period, you must either find a replacement to cover your duty days or pay non-Participating fees. Should you require a leave of absence, please contact the Executive Committee to make arrangements.

Contacts

Ministry of Education, Licensed Child Care Help Desk 1-877-510-5333 or childcare_ontario@ontario.ca
Board of Directors Samantha MacKinnon, President treasurerancastersmallfry@gmail.com
Supervisor of the Program Maigua Osorio, RECE Barb Beattie (Acting Supervisor) ancastersmallfrypreschool@gmail.com