Mapleton

MAPLETON SCHOOL PROGRAM HANDBOOK

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Welcome to the School Program!

Program Overview

This booklet has been prepared to provide you with the information about our Before & After School Program at Drayton Heights Public School and Maryborough Public School.

We are an Authorized Recreation Program operated by the Township of Mapleton and have an agreement in place with the Upper Grand District School Board for the school year. We are registered with High 5 and select staff is trained in Principles of Healthy Childhood Development. Select staff have training in Quest 1 and Quest 2 which places a focus on adhering to policies and procedures as well as proper implementation of programming.

We are here to offer quality care for children from JK – Grade 6, on instructional days, from 7:30am until the beginning of day bell and again at the end of the school day up until 6:00pm in a familiar and safe environment.

Our assigned space is a classroom but there will also be access to other areas of the school and outdoor spaces on school property.

We provide:

- Full time – five days a week
- Part-time – when space allows

Philosophy & Program Statement

The Township of Mapleton strives to provide nurturing and inclusive environments that are attuned to the interests of children – what they know and what they wonder about. It is through these environments, as well as play and inquiry experiences, that all children, who we view as competent, capable, and creative; can develop their unique disposition, resilience, and skills for life-long learning.

How Does Learning Happen? Ontario's Pedagogy for the Early Years released by the Ministry of Education in 2014 is used as a tool for planning and reflection. The following four foundations from this document inform and guide our work with children, families, the community, and each other.

Belonging - We cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.

Well-being - We nurture children's healthy development and support their growing sense of self.

Engagement - We provide environments and experiences to engage children in active, creative, and meaningful exploration, play and inquiry.

Expression - We foster communication and expression in all forms.

By all parties including, children, families, program staff and the community working collaboratively together in all aspects of early learning and care, we can achieve positive outcomes for every child.

Code of Ethics

The Township of Mapleton recognizes the Code of Ethics used by the College of Early Childhood Educators. All program staff are required to adhere to these as found at:

https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf

Guiding Goals and Practices

We use the following goals, strategies, and approaches.

A. We provide environments and approaches that meet the child's health and well-being, safety, and nutritional needs.

Our program is an authorized recreational program, we have an agreement in place with the Upper Grand District School Board, are a registered High Five organization and are inspected by the County of Wellington for quality assurance.

All snacks are nut-free and strive to meet the recommendations set out in Canada's Food Guide.

Children's individual well-being is monitored daily and documented if there are symptoms of ill health, and any accident/incidents that occurred during the day.

The program provides flexible routines and spaces to accommodate for children's differences and preferences for play and includes a minimum of one hour of active play each day, preferably outdoors, weather permitting.

Program staff, students and volunteers follow policies of the program including but not limited to; Outdoor and Playground Safety Policy, Anaphylactic Policy, Sanitation Procedures Policy, Serious Occurrence Policy, Administering Medication Policy, Supervision of Students and Volunteers Policy, Staff Training and Development Policy, Police Record Checks Policy and Fire, Tornado and Evacuation Safety Policy.

B. We promote positive and responsive interactions amongst and between the children, families, and each other.

We believe that parents/guardians know their child best. Program staff invite parent/guardian's insight and knowledge. This collaboration begins as part of the enrollment process when families are invited to tour the classroom, meet the program staff, and share their hopes, dreams, and goals they have for their child and their program experience.

Program staff use warm, positive, and respectful approaches and support children as they develop the ability to recognize and describe their emotions and feelings. We observe to determine what a child's behaviour may be communicating and respond using strategies as described under Supporting and Guiding Children of the Parent Handbook.

C. We provide opportunities for children to interact and communicate in a positive way and support their development of autonomy and self-regulation skills.

Program staff strive to know each child well - their needs, strengths, interests, body cues and communication. Program staff model resiliency skills which include, labeling children's emotions, role model appropriate emotional responses and interactions and supporting each child in their development of social skills and resolving conflict with others.

Children are provided with various mediums to express themselves, including but not limited to craft materials, music, role play materials, blocks, and other open-ended materials and activities.

D. We foster children's exploration, play and inquiry.

Program staff provide welcoming environments, experiences, and opportunities for children to actively explore and investigate what they are naturally curious about and to invite children to imagine, think, create, solve problems, and make meaning of their experiences.

Materials provided in the programs are easily accessible, so children have a variety of materials to play with and explore.

Children are provided with opportunities to take measured risks appropriate to their abilities and with adult support as needed. Staff assist and support children in their inquiry, problem solving and perseverance and will redirect play if it is harmful to the child, others, or property

E. We provide child initiated and adult supported experiences based on observation.

Program staff plan the environment and activities based on their observations of children and provide adult supported activities to expand on children's natural curiosity and interests.

Program staff provide provocations for learning that are based on the children's interests, development and/or a cycle of inquiry.

Program staff provide daily small and large group experiences and environments that include block/construction play, role playing, fine and gross motor activities, creative materials and sensory exploration, songs, finger-plays, language and literacy, social and emotional development.

F. We plan for and create positive learning environments and experiences which support each child's learning and development.

Program teachers meet the qualifications required by the Ministry of Education and have knowledge in child development, curriculum, and pedagogy. Teachers use this knowledge to make meaning of their observations of children, and plan and implement activities and experiences to expand on and support children's interests and development, and to arrange the physical environment to promote children's continued engagement.

Children's experiences are made evident to parents and educators through many methods which may include programming webs, charts, documentation panels and learning stories.

G. We provide inclusive environments and activities – both indoors and out – incorporating the individual needs and considerations for each child during active play and quiet time.

Parent/guardians are consulted regarding their child's individual needs, preferences and supports for participation in the entire program – indoors and out - as part of the enrollment process. This information is reviewed regularly to ensure children's individual needs and considerations are incorporated into the program as the child moves from one group to the next.

Program staff work in collaboration with parent/guardians to develop Individualized Support Plans for children whose developmental needs may benefit from additional resources and whose parents have provided informed consent.

H. We work in partnership with families and foster the engagement of and ongoing communication with parents about the program and their children.

Parent/guardians are consulted regarding their child's individual needs, temperament, likes and dislikes, etc. both during the enrollment process and ongoing throughout their program experience.

Program staff participate in regular communication with parent/guardians. Pick up times are used as a time to discuss the care, well being, interests and changes that may affect the child, family or program.

Teachers use many methods to engage families and to seek their knowledge and insight including the sharing of learning stories, documentation panels, parent/staff touch base meetings and/or telephone conversations.

At any time, parent/guardians may bring forward any concerns or questions they may have. Program staff work in partnership with families in an effort to support communication, maintain positive relationships and to obtain mutually agreeable resolutions.

I. We are participants in our community and welcome community partners to enhance our programs for children, families, and program staff.

The program serves as a learning environment for community visitors, students and aspiring Early Childhood Educators.

Program staff maintain confidentiality as per our Management of Confidential Information Policy. No information regarding children or families is shared with outside organizations or schools without written parental/guardian consent.

J. We promote and provide opportunities for reflective practice and continuous professional learning.

As part of the orientation process and ongoing training, all program staff, students, and volunteers regularly review policies and procedures that guide and inform their work in the school program.

Program staff, students, and volunteers are provided with information about courses, workshops, training, and communities of practice.

Program staff participate in a performance appraisal process which invites staff to participate in goal setting and reflective practice.

K. We document and review the impact of the strategies included in our program statement on children and their families.

Staff meetings provide the program team with the opportunity to participate in reflective and collaborative practices including sharing observations of children and/or planning activities, environments and strategies that support the program statement, children's growth and development and parents' insights and suggestions.

The coordinator completes an audit checklist to ensure the program's compliance with the childcare Program Statement.

The Manager of Community Services serves as a mentor and coach to their childcare team. At least annually, each staff is provided with a written record indicating which Program Statement strategies were observed.

Program staff facilitate regular conversations with families regarding their care. The Manager of Community Services implements a “touch base” with newly enrolled parents/guardians to discuss their overall satisfaction with their child’s care experience and to participate in problem solving as needed.

Prohibited Practices

As per the Prohibited Child Behaviour Management Practices Policy, no program staff, student, or volunteer will implement any strategy that would undermine the health, safety or well-being of any child in receipt of care including, corporal punishment of a child.

Physical restraint of a child, such as confining the child to a chair 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.

Locking the exits of the premises for the purpose of confining a child, or confining a 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 .

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 a child of basic needs including food, drink, shelter, toilet use; or inflicting any bodily harm on children including making children eat or drink against their will.

Any staff member, student or volunteer who witnesses another adult using prohibited practices as described in this policy and/or practices in contradiction of the goals and approaches of the Program Statement is obligated to report the incident to the Children’s Programs Coordinator or designate as soon as possible but within 24 hours of the occurrence.

Hours and Dates of Operation

The program runs on instructional days at Drayton Heights Public School and at Maryborough Public School from 7:30am until the beginning of day bell and again at the end of school bell until 6:00pm.

The Before & After School program will operate from September through to June. The program is closed on school P.A. Days and statutory holidays. The program will also follow the lead from the school on bad weather days. If the school is closed because of weather i.e., snow day, the program is also closed. School closures can be heard on the local radio stations. The program will still run if only buses are cancelled due to weather.

To provide your child with consistency and to ensure the required child/teacher ratios are met, please ensure your child only attends the program for the dates you have agreed upon with the Manager of Community Services and that has been listed on your monthly registration form.

Please inform the Manager of Community Services in writing if you need to request a change to the scheduled dates. You will be notified once the dates can be accommodated.

Age Ratios

- Grades JK-6 aged students
- 1 teacher for every 15 children
- A second adult is on site in case of emergency and may or may not be involved in the delivery of the program.

Enrollment and Registration

Registration request forms can be found online at: www.mapleton.ca

All parents or guardians will be required to fill out the registration forms that can be found online. When your child is scheduled to attend, their space is reserved. Therefore, you will be charged for the days that you have enrolled for. There will be no reimbursements for scheduled days that your child did not attend. i.e., sick days, personal days, etc.

Before your child begins attending program, the Manager of Community Services will review your completed enrolment package with you. This is a time to share any questions or concerns you may have and to review the goals and expectations you may have for the program. We have an ‘open- door’ policy and welcome families to visit at any time.

Program fees are charged regardless of your child’s attendance.

Waiting List and Admission into the Program

The following procedures outline the order in which children are admitted into the program.

Procedure:

The information provided by families on the waiting list is deemed confidential. No parent/guardian will be charged a fee or deposit to be placed on the waiting list.

The Manager of Community Services will contact families inquiring about the program and will maintain a waiting list of families requiring childcare. Families inquiring of their placement on the waiting list will be provided with an approximate range in increments of 'five or ten' of the number of children placed ahead of their child, i.e. 'There are approximately 15 children ahead of your child'. The waiting list will consist of an initial online application form which will include.

- the name of the parent/guardian
- parent/guardian contact information
- parent/guardian address
- name and age of child
- childcare needs i.e., full time, part time
- reason for care
- the date of the application
- the date when care is required

Admission to the Program

The Manager of Community Services will offer admission to the program using the following priorities and criteria.
1. Families who already have a child in the program.
2. Families requiring full-time registration
3. Families requiring part-time registration.

Before a child may be admitted into the program, Parent/guardians must complete all areas of the online registration request forms.

Families who are already admitted into the program and who desire to change their days of care must provide notification to the Children's Programs Coordinator and receive approval prior to changing their days of care.

Parent/guardians and/or the Township of Mapleton may terminate care with two weeks written notice.

Parent/Guardian Responsibilities

Participate in the enrolment process including completing all required forms and providing contact information in case of an emergency.

Provide up to date information pertaining to the child and/or their application and enrolment information and of any changes to all.

Notify the Township of their child's absence.

Provide two weeks written notice of withdrawal.

Fulfil financial obligations i.e., paying program fees, providing required paperwork for subsidized care.

Failure to uphold the responsibilities of the Parent/Guardian may result in the termination of their child's placement in the Before & After School program.

Supervision of Children

As part of the hiring process, all staff provide a clear Police Vulnerable Sector Check and proof of valid First Aid and CPR Certification. Additionally, program teachers meet the qualifications required by the Ministry of Education.

Ensuring the safety and well-being of children in our program is the responsibility of every staff member. Your child will always be supervised by a staff member. No student, parent or volunteer will be left alone with your child.

Our program serves as a learning environment for community visitors, students and aspiring Early Childhood Educators. We ensure that every staff, student, and volunteer complete an orientation session before interacting with children in the program.

Strategies for Supporting and Guiding Children

Behaviour is a method of communication. Through the development of trusting relationships and by knowing each child well, childcare staff, students and volunteers are best able to decipher the root of adversities and to determine how best to respond and support the child. Parents know their children best, and their knowledge and input are valuable. We will seek and include your views and perspectives throughout your childcare experience, and when there are any changes in your child's typical behaviour or development.

The safety and well-being of every child is a priority. We will intervene and implement behaviour guidance strategies when a child is:

- Endangering the safety of themselves or others.
- Behaving in a physically aggressive or verbally abusive manner.
- Being destructive of property.
- In a conflict that is emotionally upsetting, we use many strategies. These include:

Observation: We will observe to determine what a child's behaviour may be communicating. This information can be helpful in developing a plan to best support the child. A plan may include changing the environment, adjusting the level of support, role modeling, positive reinforcement, problem solving, and/or redirection.

Responding to safety concerns: Ensuring the safety and well-being of every child is a priority. If there is a concern for a child's well-being, we will remove the child(ren) from the situation immediately, attend to an upset or hurt child first and then assess the situation and follow through with an explanation to the child(ren). This explanation may include clearly defining behaviours that are and are not acceptable.

Use of natural consequences: As appropriate, we will assist the child(ren) in making decisions. For example, 'If you play in the cold without mittens, your hands will feel cold. I will bring your mittens outside for you in case you change your mind."

Supporting the child's 'readiness': We use positive and supportive approaches when/if a child has withdrawn themselves from the group and/or chooses to re-enter play. We will assist the child in labeling their feelings/emotions, support them to identify the issue and guide them to use acceptable ways of having their needs met.

Role modeling: We role model calming strategies. This may include deep breathing, sensory exploration, stepping away and returning to the situation, asking for help, participating in physical outlets such as outdoor play, running, songs and finger plays.

Additional Support: If necessary, we will seek additional support. This could be from:
• Manager of Community Services
• An outside support agency: i.e., Inclusion Support Services. This will not occur without your consent.

Time Out: Time out is considered a demeaning and prohibited practice. It is not used at the program. Instead, we will clearly identify the issue (what we would like the child to start or stop doing) and will provide simple and clear expectations. i.e., "I see your hand hitting, Ouch! That hurts! Stop Hitting. Do you want a turn on the bike? I can help you ask for a turn on the bike."

Apologies: We do not require children to state apologies as children do not develop the cognitive and empathetic skills to fully understand the concept of 'regret' until later in life. We do however introduce these skills through our role modeling of such.

Child Guidance and Coaching Policy

Staff are to be knowledgeable and understand the requirements of their position. All Staff will build positive relationships with the children in their program and will provide consistent expectations and proper supervision to ensure that problems/situations can be avoided. In the case where a situation cannot be avoided, Staff are expected to complete the Child Guidance and Coaching Log Sheet (Appendix E).

Policy Statement

Staff will practice and promote a healthy, positive atmosphere within the Program. Staff will provide children with consistent expectations and proper supervision to minimize the number of problems/situations that may occur within the program. Acceptance and a good sense of humour is an important part of building strong relationships with the children, while continuing to enforce the rules and provide support by guiding or coaching the children when problems/situations may arise. All staff will communicate clearly with parents/guardians regarding a child's day. Staff will professionally and politely outline any potential challenges that may have occurred throughout the day and work alongside parents/guardians to establish a plan.

Purpose

This policy is put in place to ensure that the children attending the program are following the rules set in place to keep all individuals in the program safe and enjoying their time. The policy is here to help staff collaboratively work with parents. The policy outlines the action plan for children who may need individualized support plans.

Procedure

- Problem solves with the children as disagreements/situations happen. Identify the problem and brainstorm with the children on possible solutions to the problem in the future. Follow through with solutions and re-evaluate if necessary.
- Document the situation on the Child Guidance and Coaching Log Sheet
- Always ensure proper supervision of the program. Many problems/situations can be prevented with proper observations. Develop an ability to see or know what is always going on in the program. Use redirection before the situation escalates into a problem.
- Use logical and natural consequences to problems.
- Set age-appropriate limits
- Acceptance of each child must be sincere and unconditional. Respect all children's feelings. Teach them that it is not wrong to feel angry or frustrated but there are socially acceptable ways of displaying these feelings. It is the staff's role to support these children in exploring appropriate ways to express anger as well as their other feelings.
- Use positive reinforcement in a sincere manner.
- Provide the children with choices, whenever possible

- Set age-appropriate limits
- Acceptance of each child must be sincere and unconditional. Respect all children's feelings. Teach them that it is not wrong to feel angry or frustrated but there are socially acceptable ways of displaying these feelings. It is the staff's role to support these children in exploring appropriate ways to express anger as well as their other feelings.
- Use positive reinforcement in a sincere manner.
- Provide the children with choices, whenever possible
- Make use of a "cooling off" period or a "sensory break" if applicable. Provide the child with a quiet activity (book or sensory item) until the child feels in control of their emotions and can return to the group activity. It is up to the child to identify when they are ready to rejoin the group.
- Consistency is key.
- Maintain professional record of occurrences which need to be communicated with parents/guardians.
- Ensure open communication with parent/guardian regarding child's behavior.
- Be professional, honest, and clear when speaking with parents/guardians.
- Ensure that parents/guardians are informed about BOTH positive and negative behaviours that occurred throughout the day.
- Work alongside parents/guardians to meet the needs of the child and to develop a plan together.

The following behaviors are not acceptable and may result in the immediate and indefinite removal of a Program participant:

- Using threatening language, or threatening participants, staff or volunteers.
- Behaviors that endanger the health and safety of children, staff and volunteers.
- Stealing or damaging the property or facility.
- Leaving the Program without permission.
- Continuous disruption of the program with consistent disrespect.
- Refusing to follow the Mapleton Code of Conduct and/or Program rules.
- Acting in a lewd manner.

- Inflicting intentional physical harm towards another child will result in immediate dismissal from the program with no warning. This includes such things as hitting, kicking, biting, punching, slapping, etc.

- If a participant is dismissed from Program two days in one week, the participant will not be allowed to return the remaining days of that week and no money will be returned to the parent/guardian.

- All incidents requiring a warning will be documented and parents will be informed at the end of the day or at immediate dismissal following the third offence. Each day starts with a clean slate, the warnings issued the previous day are erased.

- Children who are asked to leave the Program, or whose illness prohibits participation must be picked up within 60 minutes of notification. The Township of Mapleton reserves the right to modify, repeat, accelerate steps or not use the outlined processes as the situation demands. No Refunds will be issued for children who are asked to leave the Program.

Program Entrance

The safety of children, their families and staff members is important to us. We also have a Safe Arrival Policy in place with school staff to ensure a safe transition at the end of school bell.

Escorts

All escorts picking children up from the Program must be over the age of 18 years and listed on the family profile as having pick up permission. Children are not permitted to depart the school program unattended and must be signed out in adherence to our End of Day Pick Up Policy. Visual contact with program staff at pick up is mandatory. This ensures communication with staff, children, their families and staff members is important to us. We also have a Safe Arrival Policy in place with school staff to ensure a safe transition at the end of school bell.

Use of Taxi

Releasing children to a taxi and/or volunteer driver is not a regular practice and is only considered in extenuating circumstances and when approved by the Manager of Community Services or designate. In approved situations, children will be released to a taxi or a volunteer driver only if a parent/guardian has provided this direction. Please note that program staff are required to meet ratios and may not be able to accompany your child to the taxi. Parents are required to contact us that the taxi is coming and to confirm that they are waiting to receive their child.

Custody Arrangements

If your child has a formal custody arrangement which you would like us to support, you must provide the Manager of Community Services with a copy of the court order for your child's file. Program staff will notify the police in situations where a 'non-authorized' person is persistent that they are to pick up a child.

Program Closures

The Before & After School program will operate from September through to June. The program is closed on school P.A. Days and statutory holidays. The program will also follow the lead from the school on bad weather days, If the school is closed because of weather i.e., snow day, the program is also closed. School closures can be heard on the local radio stations. The program will still run if only buses are cancelled due to weather.

Fees and Payments

Fees are charged based on the days of care requested in advance.

FULL TIME (Before & After School, 5 days per week)
- $26/day per child

ONLY MORNINGS
- $13/day per child

ONLY AFTERNOONS
- $15/day per child

Fee payments will be based on registration and not on attendance.

Invoices are given to families monthly on or around the 20th of each month. Late payments will be charged interest.

Payments can be made at the Mapleton Township Office by cash, cheque, or debit. Cheques are payable to Mapleton Township. Payments are entered into our billing system and you will be given a receipt to confirm payment. Staff will not be responsible for any missing cash.

Online payments via Interac e-Transfer can be sent to: ar@mapleton.ca

You will be charged for days that your child misses because of illness, vacations, etc.

You will be charged for any NSF cheques. You will receive a letter from the Township of Mapleton.

If you arrive after closing, you are required to sign a Late Pick-Up Form. A late fee of $5.00 for up to the first ten minutes and $1.00 for every minute after that will be charged.

Receipts are not issued for late fines. Please keep all receipts for your income tax return.

Late Pick Up

Routines and consistency are important to your child and to the operation of the program. If you are unable to pick up your child as planned, please make alternate arrangements for your child to be picked up by a listed escort. Please remember to notify the Township's Recreation Department so staff can let your child know who is on their way.

You are expected to arrive in time to leave the program by the time it closes. To help you, the staff will start to prepare the children fifteen minutes before the program ends.

If your child is not picked up as planned, the program staff will begin calling to see if there is a change in your pick-up plans. If the staff do not receive appropriate arrangements for your child's pick up, your emergency contacts will be notified. At no time will your child be left unattended.

A late fee of $5.00 for up to the 10 minutes and $1.00 for every minute after that will be charged. This is payable to the Township of Mapleton receipts are not issued for late fees

Withdrawal from the Program and Changes in Dates

Families who have a change in their days of care must provide notification to the Manager of Community Services and receive approval prior to changing their dates of care.

If you plan to withdraw your child from the program you are required to give the Township of Mapleton notice in writing. Notice must be sent to the Manager of Community Services. Full fees will be charged for the month following notification of withdrawal.

Parent/guardians and/or the Township of Mapleton may terminate care with two weeks written notice.

Supporting Inclusion

It is our belief that every child holds rights as equal and essential members of our community.

Families are viewed as the expert on their child. You play an important role in your child's experience. Your advice, support, suggestions, and input help to inform our programs and support staff in creating environments that reflect the unique and diverse characteristics of every child.

Illness and Care for your Child

When a child is not well, they will often require additional support, attention, and supervision. Recognizing that every staff member is required to meet proper teacher-child ratios, we are not able to provide the additional supervision an ill child requires.

Please do not send your child to school if they are not well. If your child becomes ill during the program, you will be called to pick up your child. If you are not able to pick up your child, you must have another person pick up your child. Should the staff be unsuccessful in contacting you, they will contact the person(s) you have listed as your emergency contacts.

Your child cannot attend the program with the following ailments:

- Fever.
- Unexplained Diarrhea – 2 or more bouts, or in combination with other symptoms (i.e., rash or fever).
- Vomiting – 2 or more bouts, or in combination with other symptoms.
- Any contagious sickness/symptom (i.e., rash, sores). Doctor's note may be required.
- Any sickness that prevents your child from participating in all aspects of the program.
- If your child needs more care than the staff can provide without compromising the needs of the program.

As per the directions of the Public Health Unit, children experiencing unexplained diarrhea or vomiting must be free of these symptoms for 24 hours before returning to the childcare program. In situations where the Program has been deemed in a pending or confirmed outbreak, staff and children experiencing diarrhea or vomiting may be required to remain home until they are symptom free for 48 hours.

Snacks

There will be a snack bin at the program. Children will be permitted to consume a maximum of two snack bin items at the program daily. The sealed bin is inspected and logged by staff on Mondays to ensure no items are expired. No prepared food is served at the program.

Children that arrive to the program with food from home are asked to have it labeled. Labeled containers will ensure that the program staff knows who it belongs to. Please remember all food that is brought to a program, needs to be nut free and nutritious.

Allergies and Food Restrictions

It is important that we are aware of any food allergies or dietary restrictions your child has.

From time to time, the Children's Programs Coordinator may post restricted foods or allergens that are not permitted at the program. This will occur when a child or staff member has a life-threatening allergy. During such times, everyone (i.e., parents, children, staff) are required to adhere to the posted food or allergy restrictions.

If your child has an allergy that requires medical considerations (i.e., epipen, inhalers) the Children's Programs Coordinator will work collaboratively with you to develop an Individualized Health Plan. This plan will be shared with all staff, students, and volunteers to help ensure the well-being of your child.

Medications

As per the Administering Medication Policy, the program staff can only give children prescription medication or medicine directed in writing by a medical practitioner (i.e. Child's physician or Registered Nurse).

All medication must be in the original container and labelled with the pharmacy prescription.

A completed Drug/Medication Administration Authorization Form, including your signature, is required to permit staff to administer medication. Staff may not administer medication without this.

Additionally, you may request staff to apply creams, lotions and/or lip balm to your child. In these circumstances, your signed consent is also required. These items must be labelled with your child's name.

Children's individual Health Plans

Your child's health and well-being are important to us. You are required to assist in the development of an Individual Health Plan for your child if she/he has a medical and/or health concerns which could pose a life-threatening concern for your child. Examples of life-threatening conditions are,

- History of seizures.
- Respiratory conditions i.e., severe asthma.
- Cardiovascular conditions i.e., fainting or collapsing.
- Diabetes.
- Anaphylactic allergy.

These Individual Health Plans will be reviewed by all staff, students and volunteers and posted in areas where they are easily accessible. These measures are to help ensure the well-being of your child.

Media

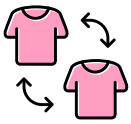
Due to the type and duration of our program, we do not use any form of visual media; age-appropriate music may be played from time to time for active games.

Outdoor Play

Your child will have a minimum of one hour of play on a daily basis, preferably outdoors, weather permitting. This may include time on playgrounds and school green spaces and tarmac.

Program staff complete a check of the outdoor play space each day to ensure the safety of toys, equipment and surfaces. Indoor gross motor activities are provided on days that weather does not permit the children to play outdoors.

Clothing for Playing Indoors and Out



Outdoor play provides a wonderful opportunity for your child to play, explore and develop large motor skills.

Providing your child with appropriate clothing for outdoor play i.e. sunhats, rain boots, winter clothing will assist your child in staying warm and dry while they participate fully in the program. Please provide clothing that will allow your child to play and explore.

Staff and families work in partnership to communicate any clothing or needed program supplies.

Please label all clothing to help us return lost articles to their proper owner.

Access to Water

Children in the program may not have access to any standing bodies of water (ie. ponds and recreational in-ground /above ground swimming, portable/"kiddie"/ inflatable wading type pools).

Accident Reports

Staff will complete a written report when any accident or incident occurs that could affect the health, safety or well-being of your child. You will be provided with a copy of this Accident/Incident report.

In the event that your child is picked up by an escort on the day that an Accident/Incident report is completed, the report will be provided to the escort person in lieu of you. It will be the responsibility of the escort to ensure that you receive this report.

Duty to Report - Suspected/Allegations of Abuse

We all have an obligation to report suspected child abuse or neglect. All staff who know or suspect a child is or may be in need of protection are obligated by law to personally report such information to Family and Children's Services. In the event that an investigation occurs, we will work collaboratively with F&CS to support the child and family through this process.

Under the Influence

If someone comes to pick up your child who appears to be under the influence of drugs or alcohol, program staff will request someone else from your escort list to pick up the child. Their cooperation is expected however, if they are not, the program staff are obligated to call the police and Family and Children's Services for assistance.

Duty to Report - Serious Occurences

A serious occurrence could include a serious injury to a child, use of a prohibited practice, fire or other disaster on site. To support increased transparency and access to information, Serious Occurrence information will be posted at the program for 10 days.

Concerns and Conflict Resolution

You are invited to share any questions, concerns or advice you may have at any time. Ideally, this would occur with the most appropriate person according to the issue i.e. concerns regarding your child's development might be raised with your child's teacher while concerns pertaining to your account would be best addressed with the Children's Programs Coordinator. At any time, you may bring forward any concerns and questions with the person you feel is most appropriate and/or with whom you are most comfortable. In turn, staff will forward the question/concern to the appropriate person - as applicable, within 24 hours. This will occur in a confidential manner and with the intent to support communication, maintain positive relationships and to obtain a resolution.

NOTE: At any time, parent/guardians may bring questions/concerns to the Manager of Community Services
T: 519.638.3313 x037
E: agrose@mapleton.ca

Concerns regarding the approaches used to guide, support, or redirect children, must be reported to the Manager of Community Services within 24 hours of becoming aware of the concern.

Route for Resolution

We are committed to resolve issues and concerns in a timely manner and will include the individual(s) best able to assist with this process as per the Parent Issues and Concerns Policy.

Appeal Process

If a resolution cannot be reached following the last step and/or if the parent/guardian wishes to appeal a decision, they may forward their appeal to the Township of Mapleton Manager of Community Services.

Closure Policy - Inclement Weather and Emergency

We understand that our families depend on our services for childcare. The program will stay open for our regular hours unless we cannot meet the requirements of the Child Care and Early Years Act, 2014, or if Public Health or any other regulation entity requires the program to close.

In inclement weather, staff will try to make their way to the program safely. The program will also follow the lead from the school on bad weather days, If the school is closed because of weather i.e. snow day, the program is also closed. School Closures can be heard on the local radio stations. The program will still run if only buses are cancelled due to weather.

Emergency Management and Service Continuity

If we are unable to provide safe supervision of children due to an urgent or pressing situation and/or if we are not able to maintain legislative requirements, we may leave the premise and provide temporary care at our Emergency Shelter location. These decisions can have a critical impact on services. As such, decisions will be made by the CAO of Mapleton Township or their designate.

Should a decision to relocate be made, you will be immediately notified by phone and will be required to pick up your child from the Emergency Shelter. In the event the centre is unable to reach you, your emergency contact person(s) will be notified and required to pick up your child. Additionally, a notice indicating that the centre has moved to its temporary Emergency Shelter will be posted at the school.

As part of the recovery process, you will be contacted as soon as information is available, including information regarding the reasons for the evacuation, plans for remedying the situation, timelines, processes for supporting children and families as well as steps and expectations for returning the program to operational and legislative requirements.

Emergency Medical Treatment

In the event of a serious accident or illness involving your child while attending the program, program staff will make every effort to contact you and/or your emergency back-up designate. If your child needs emergency medical treatment, staff will seek medical assistance (i.e., call 911). This may include transportation for emergency treatment by ambulance.

We can’t wait to share a great school year with all our Before and After School Care families!