

# Tavistock Little Pre-School



A Positive Beginning to Learning

## Parent Handbook

131 WETTLAUFER STREET  
TAVISTOCK, ON  
N0B 2R0  
Phone: (519) 655-3934

## TABLE OF CONTENTS

Title Page.....	Page 1
Table of Contents.....	Page 2
Program Statement.....	Page 3
Philosophy.....	Page 4
Goals and Approaches Introduction.....	Page 5
Programs Goals to Support Pedagogy.....	Page 6-7
Contravention of Program Statement and General Information.....	Page 8
Ratios and Licensing, Fees and Arrival at School.....	Page 9
Footwear, Fundraisers, Field Trips, Community Partners Misc. Information.....	Page 10
Parking, Educators, Instructional Method, Role of Families, Typical Day at Pre-School or School Age and Summary.....	Page 11-12
 <b>Policies and Procedures:</b>	
Admission, Discharge, Withdrawal and Waitlist Practices.....	Page 13-14
Supervision of Volunteers and Students Practices.....	Page 14-15
Police Record Check and Vulnerable Sector Check Practices.....	Page 15-17
Parent Issues and Concerns Practices .....	Page 17-18
Behaviour Management Practices.....	Page 19-20
Fire Plan and Emergency Management Practices .....	Page 21-22
Anaphylaxis Allergy Practices .....	Page 22-25
Sanitary Practices .....	Page 26-28
Health Practices .....	Page 29
Medication Practices.....	Page 30-31
Serious Illnesses.....	Page 32
Smoke Free Policy.....	Page 33
Social Media Policy Practices .....	Page 34
Pick Up and Drop Off for School Age Program.....	Page 35
Fee Schedule for Current Year.....	Page 36

## **TAVISTOCK LITTLE PRE-SCHOOL PROGRAM STATEMENT**

*Tavistock Little Pre-School is a place where families, teachers and volunteers work co-operatively to provide a learning environment, which fosters creativity and fun. It is a place where each child is recognized as a capable & competent learner in his or her own unique way, where children can explore and learn. It is a place where parents can share their culture, skills and interests to benefit and help the school progress and it is a place where lasting friendships are formed.*

*We strive to offer a high quality, family centered, diverse educational program that is developmentally appropriate to support the needs of the whole child. We offer an environment that fosters positive self-image, respect for others and emergent curriculum, that fosters curiosity with a love for learning. We understand that children are capable and competent learners and facilitate child-initiated learning, but also include teacher-sparked interest.*

*Our approach to learning is to build relationships with all children and their families to co-learn together as the children naturally follow their interest. Learning happens when children are the focal point to everything we do and this is reflected in the overall layout of the room. Educators observe the children's play and reflect on the learning and strive to provide additional provocations to engage the children's curiosity. Sharing this information with parents allows for families and educators to work together to build a rich learning environment for every child.*

*Mental health and self-regulation are vital for a healthy life. Our trained educators provide empathy, conflict resolution and problem-solving skills that will create strong children in the future. With the assistance of community partners, such as ChildInÜ Oxford (previously A Child First) and Small Talk, a positive learning environment is created for all children's learning and personal development is supported.*

*Tavistock Little Pre-School recognizes that children are citizens who have a right to develop their own ideas and are individual learners. We believe that quality care means unhurried time to explore materials through play and also through the interactions of the people around them. We also believe that expression of ones self can be shown through various ways.*

*Educators use the document How Does Learning Happen? to guide their pedagogy, which refers to the process of understanding and supporting learning. The document is meant to promote deeper reflection on how to create places and experiences where the child, families and educators explore, question and learn together. The document Early Learning for Every Child Today (ELECT), promotes greater understanding of children's skill development and is used for documentation purposes.*

*Educators follow the guidelines set out by the Ministry of Education, Southwestern Public Health and Canada's Food Guide. Educators perform daily child health checks (through observation at drop-off time and communication with parents), safe supervision of children, sanitation and disinfection procedures, and emergency procedures. Every employee has a Criminal Reference Check (Police Record Check) on file, including Vulnerable sector Check and is trained in Standard First Aid and CPR. Every employee reads the Policies and Procedures Manual annually and signs a declaration that they have read and understood the material.*

## **PHILOSOPHY**

**At Tavistock Little Pre-School, we believe that every child is entitled to a warm, safe and secure environment with nurturing staff and stability of routine, rest and playtime. We foster positive emotional, social, physical and intellectual development through their daily activities and experiences.**

### **Learning Through Play:**

Learning is the heart of the pre-school curriculum. Through play, a child is learning to develop independence, initiative, resourcefulness, curiosity, creativity, and responsibility. Children need hands-on experiences and freedom to reach their potential. Developing a sense of self-worth is a priority. At pre-school he/she plays independently, in an atmosphere where nurturing adults are close at hand if help is needed. We provide a learning environment for your child that enhances their development.

Toys and activities are visible and accessible for the children to choose from, thus empowering them to make decisions and choices by themselves. We believe in child self-directed activities, including problem solving, freedom of expression and making choices.

Play promotes socialization, co-operation and an opportunity for problem solving. An active learning environment stimulates curiosity and nurturing that bonds it all together.

### **Learning Centers:**

Materials such as paints, glue, scissors, play dough, toys - including puzzles, books, educational toys, dramatic play and dress-up, blocks, climbing equipment, sensory bin play are all part of their daily routine. These materials help develop cognitive, fine and gross motor skills, social, intellectual, emotional and language skills. Group time consists of group games, songs, exercises, Second Step Empathy Training, number and letter recognition, Letterlinks, Math concepts, etc.

### **Developmentally Anti-Bias Curriculum**

High quality child care provides an atmosphere that supports the “whole child”, which is the physical, emotional, mental, cultural and spiritual needs while also taking into account any special developmental needs a child may have. It is important to respect the cultural, religious and regional differences of every child. Therefore, we will model anti-bias methods, treating each individual child uniquely and equally.

### **Documentation**

The Director and Educator’s will use varying techniques for documenting the impact of our program statement on the children and families enrolled in our program. Photos, learning stories, written documents, etc, will be shared with families throughout the year. Staff will also participate in team meetings to reflect on individual observations and documents to make adaptations where needed to better reflect our program statement, philosophy, goals and approaches.

## GOALS AND APPROACHES

In order to provide an environment congruent with our philosophy of early childhood education and emergent curriculum, it is important to clearly identify goals and objectives for the children, staff and parents. In doing so it can be made clear the path the program will take which will encompass all aspects of the whole child, as well as provide a method for measuring the quality of the program with regards to the philosophy.

While we understand and agree with the benefits of emergent based curriculum and will base our program around those goals, we also respect the wishes of the parents who enroll their children in our program. Those wishes clearly identify the need for their children to learn the structure-based day provided in an elementary school setting, in order to prepare their children for the upcoming transition into the school system. Therefore, we choose to provide a program that is both emergent curriculum and structure based to provide all the benefits that both of these can offer to children.

### Ministry of Education Definition of Pedagogy

Pedagogy is “the understanding of how learning takes place and the philosophy and practice that support that understanding of learning”.<sup>3</sup> Curriculum (the content of learning) and pedagogy (how learning happens) in early years settings are shaped by views about children, the role of educators and families, and relationships among them.

Pedagogy is organized around four foundational conditions that are important for children to grow and flourish: These foundations, or ways of being, are a vision for all children’s future potential and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are aligned with the Kindergarten program. They are conditions that children naturally seek for themselves.

- **Belonging** refers to a sense of connectedness to others, an individual’s experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.
- **Well-Being** addresses the importance of physical and mental health and wellness. It incorporates capacities such as self care, sense of self, and self-regulation skills.
- **Engagement** suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.
- **Expression or Communication** (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

## PROGRAMS GOALS TO SUPPORT PEDAGOGY

<p><b><u>Cognitive</u></b></p> <p>Goal – We will support children in exploration and manipulation of their environment.</p>	<p><u>Approaches</u></p> <ol style="list-style-type: none"> <li>1) We will offer stimulating opportunities for the development of problem-solving skills</li> <li>2) Activities which promote reasoning abilities will be offered</li> <li>3) Through manipulation of their environment, children's understanding of cause and effect will be enhanced</li> <li>4) Staff will provide a variety of learning materials for the child's use.</li> <li>5) Staff will focus on children's interests to provide materials to support their self-regulated learning</li> <li>6) New learning materials will be purchased as needed to support children's interests</li> </ol>
<p><b><u>Social</u></b></p> <p>Goal – We will provide an environment rich in opportunities for the development of socialization skills both expressive and communication.</p>	<p><u>Approaches</u></p> <ol style="list-style-type: none"> <li>1) Staff will support both solitary play and group interactions</li> <li>2) Staff will model appropriate conflict resolution techniques</li> <li>3) Staff will model and reinforce appropriate behaviour within the group</li> <li>4) Staff will support non-aggressive play and social interactions</li> <li>5) Staff will reinforce co-operation, sharing and turn-taking skills</li> <li>6) The play space will be kept as open as possible while still dividing centers to allow for easy visuals of the whole room for children and staff to see all activities and others</li> <li>7) Staff will encourage friendships within the group among all the children</li> </ol>
<p><b><u>Emotional</u></b></p> <p>Goal – Our program will foster the development of positive and healthy self-concepts within each child.</p>	<p><u>Approaches</u></p> <ol style="list-style-type: none"> <li>1) Staff will offer process-oriented activities</li> <li>2) Staff will support children through positive reinforcement</li> <li>3) Staff will respect every child's individual needs and person</li> <li>4) Staff will model appropriate means for expression of emotions</li> <li>5) Staff will help children label emotions being expressed</li> <li>6) Staff will help child to use the words to express emotions</li> <li>7) Staff will teach children to recognize emotions of others during conflict resolution and by</li> <li>8) teaching the Second Step Empathy Training Curriculum</li> <li>9) Staff will respect children's fears and work towards helping children to cope with those fears</li> <li>10) In a safe and healthy manner</li> </ol>
<p><b><u>Physical</u></b></p> <p>Goal – We will offer an environment which will enhance and challenge the child's physical development.</p>	<p><u>Approaches</u></p> <ol style="list-style-type: none"> <li>1) Indoor practice of gross motor skills will be offered through climbing equipment during play time and intentional exercise activities during group time</li> <li>2) Resources will be provided for the development of fine motor skills</li> <li>3) The program will foster children's awareness of their bodies through Second Step Empathy Training Curriculum</li> <li>4) The program will offer child sized furniture and equipment to foster self-help skills</li> </ol>

<p><b><u>Language</u></b></p> <p>Goal – Development of body and verbal language skills.</p>	<p>5) The play space will be kept as open as possible while still keeping centers divided</p> <p><u>Approaches</u></p> <ol style="list-style-type: none"> <li>1) Staff will model correct word pronunciation</li> <li>2) Staff will encourage children to verbally communicate with each other</li> <li>3) Staff will provide learning around body language skills, eg. Second Step Empathy Training</li> <li>4) Staff will encourage proper use of words in resolutions</li> <li>5) Age appropriate materials will be provided such as books</li> <li>6) Staff will teach the concept of personal space and respecting other's personal space</li> <li>7) Staff will interact with children, asking questions to encourage curiosity and verbal skills</li> </ol>
<p><b><u>Basic Needs</u></b></p> <p>Goal – Staff will provide a healthy and secure environment.</p>	<p><u>Approaches</u></p> <ol style="list-style-type: none"> <li>1) Healthy snacks will be provided following the Canada Food Guide</li> <li>2) Staff will monitor/protect children from allergenic and toxic substances</li> <li>3) Materials will be cleaned/sanitized on a regular basis</li> <li>4) Individual space for each child's belongings will be provided</li> <li>5) Equipment and materials will be inspected for safety</li> <li>6) Children will be monitored for signs of illness</li> <li>7) Quiet area in the book centre has been provided for times a child would like to rest</li> <li>8) Staff will follow the behavioural management policy</li> <li>9) Staff will follow anaphylactic policy guidelines and will participate in training</li> <li>10) Supervisor will post an allergy list and review this list with supply teachers and volunteers</li> <li>11) Staff will teach children the importance of fire safety at school and in the home</li> <li>12) Staff will initiate monthly fire drills</li> </ol>
<p><b><u>Community</u></b></p> <p>Goal – To work in partnership with members of the community to enhance the learning environment and make children aware of the world around them.</p>	<p><u>Approaches</u></p> <ol style="list-style-type: none"> <li>1) Staff will attend events and workshops to keep informed and current</li> <li>2) Events will be hosted at the pre-school for parents and members of the community to attend, eg. Community Literacy Evening</li> <li>3) Community members will be brought in to the pre-school to teach the children different skills</li> <li>4) Children are taken on field trips around the community such as the fire/police station, the pizza shop, ice cream shop, grocery store, various types of farms around the area, etc.</li> <li>5) Parents are asked on registration form if they have any special skills to share with the children eg. Music, drama, fire fighting, etc.</li> <li>6) the pre-school will participate in community events, eg. Santa Claus parade and the Fall Fair</li> <li>7) volunteer parents assist at the pre-school for duty days and on committees such as a       <ol style="list-style-type: none"> <li>a. parade committee, toy washing committee, etc.</li> </ol> </li> <li>8) Staff create learning stories to share</li> <li>9) Director makes herself available by providing cell phone number and email address at anytime</li> </ol>

## **CONTRAVENTION OF PROGRAM STATEMENT**

At Tavistock Little Pre-School, we are dedicated to providing as seamless a day as possible for all children within our care. Staff, students/volunteers, community partners and all other persons are held to a high level of professionalism. In the event that any of the above statements are contravened, the director will review said policy with staff, to ensure complete understanding. If the individual continues contravening the program statement, the director will issue a verbal warning, before **two** written warnings. It is at this time that if the individual is not complying, that their position will be terminated at Tavistock Little Pre-School.

## **GENERAL INFORMATION**

### **PRE-SCHOOL:**

#### **Schedule and Hours of Operation:**

Our school year runs from September to June. Morning classes are available Monday-Thursday with most children attending 2 or 4 days per week.

- Monday/Wednesday from 9:00 to 11:30 a.m.
- Tuesday/Thursday from 9:00 to 11:30 a.m.
- Some children attend all four mornings and some children only attend one morning a week

(Afternoon classes are only offered if morning classes are full and there is enough interest to fill a class.)

### **BEFORE AND AFTER SCHOOL PROGRAM:**

#### **Schedule and Hours of Operation:**

The Before and After School program runs from September to June following the Thames Valley District School Board calendar. The program **does not** operate on P.A. days or during March Break.

- Before and After School from 7:00-9:00 a.m. and 3:30-6:00 p.m.
- Before ONLY from 7:00-9:00 a.m.
- After ONLY from 3:30-6:00
- Full-time (Mon-Fri) or Part-time availability. (Part-time is based on 12 days per month).

### **Statutory Holidays:**

Tavistock Little Pre-School will be closed for all statutory holidays during the months of September to June, including boxing day and Easter Monday. The following Stat holidays will be paid as per federal regulations:

New Years	Labour Day
Family Day	Thanksgiving
Good Friday	Christmas
Victoria Day	

The Pre-School closed for two weeks over Christmas break and a week in March for March break. These are unpaid days.

## **Ratios and Licensing:**

Ratios will be closely monitored and will not be modified or changed from the regulations set down by the Ministry of Education.

<b><u>Group</u></b>	<b><u>Age Range</u></b>	<b><u>Ratio</u></b>
Preschool	2 ½ -5 yrs	1 staff to 8 children
School Age	44 month or older but younger than 13	1 staff to 13 children

## **PRE-SCHOOL:**

Within our license, a 20% ratio of children between the ages of 24 months to 2 ½ years can be included in our pre-school ratio.

- One teacher per 8 children -preschool approved at 30 months up to and including 5 years of age
- Maximum grouping of children for Tavistock Little Pre-School is 24 children
- 20% ratio allows an exception to provide care for children the age of 24 months to 30 months in the grouping.
- Each grouping of children must have one R-ECE or a person otherwise approved by the Director

## **SCHOOL AGE:**

Our license for school age is mixed age grouping. To comply with ratios the lowest age group must be used to calculate the staff to child ratio.

- One teacher per 13 children
- Maximum grouping of children for the School Age program is 13 children.
- A second educator will be on premise during the school age program when 6 or more children are present to remain compliant.

**\*Reduced Ratios does not apply to our program.**

## **Fees**

The registration fee is refundable based solely on non-acceptance and is to be paid at time of registration, **along with first month's tuition fee.** (A copy of the current fee schedule can be obtained upon request.)

The remaining monthly tuition fees are to be paid by **nine post-dated cheques** (dated October 1 – June 1) made payable to **Tavistock Little Pre-School.** These are to be handed in at the general meeting in September. For alternative payment arrangements (Eg. Cash, E-transfer) please speak directly to Sadie Harrett. A service fee of \$25.00 for all N.S.F. cheques will be levied. Income tax receipts will be issued at the end of December upon request.

## **Arrival at School**

Upon arrival, assist your child in finding their hook to place their coat and backpack on and put their boots under. Before entering the pre-school room, assist your child in washing their hands in the bathroom sink. Then bring your child into the classroom, ensuring to make verbal contact in with a teacher so they are aware of the child's presence in the classroom. Be sure to share any pertinent information with the teachers at this time.

## **Footwear and Clothing**

Children should be dressed in washable, practical play clothing. Paint shirts are offered for children to wear during painting activities, though it is still possible for paint to get on clothing. **Running shoes or soft-soled shoes** are preferred in the classroom. Absolutely **no flip-flops, crocs or socked feet** are allowed on any of the indoor large motor equipment. It is advisable to have a **minimum 1 extra full set of clothing** to be labelled and left in your child's backpack in case of any toileting or classroom accidents. Children **do not have toilet trained** to attend Tavistock Little Pre-School.

## **Fundraisers**

To assist in keeping enrollment fees to a minimum, participation in fundraisers is appreciated greatly. Fundraiser generally occur during the fall months.

## **Field Trips**

Tavistock Little Pre-School is fortunate to have such a beautiful space that allows families from our community and surrounding area to access childcare services. Due to it being a shared space, the pre-school room is unavailable for use the first Tuesday of every month. TLP-S does its very best to schedule a field trip within the community or just a short drive from Tavistock. If a field trip cannot be arranged, class will take place on the Thursday/Friday of that week.

Families are greatly encouraged to participate in these field trips, but it is not mandatory. **A Police Check is required for all participating family members and will be kept on file at TLP-S.**

Parent/guardians are able to drop-off their child with the teachers and pick-up them up at the conclusion of the program. Field trips do change yearly, however annually we make trips to McCully's Farm and Wildwood Conservation Area, both located on the outskirts of St. Mary's, ON. We also attend the local Retirement home for a Halloween costume parade.

## **Community Participation**

It is with great pride that Tavistock Little Pre-School participates in annual community events such as a display at the Fall Fair and a float for the Santa Claus Parade. A committee is put together annually of volunteer families for purposes of planning and decorating according to chosen theme.

## **Other Miscellaneous Information:**

- All immunization records or a legal letter of exemption are required from each child and volunteer prior to the first day of attendance.
- In your child has a severe cold, fever, cough or sore throat, he/she should not attend pre-school until the period of infection is over. A child may be sent home at an educator's discretion if any illness is apparent. Please call the pre-school to inform us of your child's illness or absence.
- If your child contracts a communicable disease or head lice, you are required to notify the pre-school immediately. The director will ensure all families are notified, while maintaining strict confidentiality of the notifying family.
- A volunteer with a cold or infection should trade their volunteer date with another parent if possible.
- Please call the pre-school for any reason if your child is going to be absent from pre-school.

## **Parking**

Parking for the pre-school is located **at the rear of the church**. Parents are asked not to block to driveways leading to the back church parking lot. The handicap spots located in the front can be used for drop-off **ONLY**.

## **Educators/Staff of Tavistock Little Pre-School**

The educators and staff of Tavistock Little Pre-School are committed to your child's enrichment through play and educational activities, and have been chosen for their dedication to quality childcare. We respect each child as a special individual, thus modeling the acceptance of other for who they are. We continually participate in workshops and seminars to enhance our knowledge.

In addition to quality educators providing quality childcare, we also have a Resource Consultant (free of charge) available to help children (and families) who have special needs such as speech, learning difficulties, behavioural concerns, separation anxiety, etc.

## **Instructional Method**

Educators offer indirect guidance, acting as facilitators, asking open-ended questions to promote problem-solving. Staff qualities include respect for others, patience, nurturing, caring, flexibility, enthusiasm, as well as good communication skills.

## **Roles of Families**

Educators will work with parents as partners in providing the best environment for growth and development of the children. We appreciate your feedback, experience, and sharing of talents. We keep families informed through monthly newsletters and posted notices on the parent information board. If you have any concerns about the program or your child, please talk to one of the teachers. If you have questions regarding the administration of the pre-school, speak to Sadie.

## **A Typical Day at Tavistock Little Pre-School**

9:00-9:15: Arrival – hang up items, wash hands, enter room, sign-in with letter-links

9:00- 10:25: Free Play – sensory, creative, dramatic play, large motor, literacy, fine motor, block play, loose parts, puzzles

10:25- 10:35: Tidy-Up Time – upon completion gather on the carpet

10:35-10:45: Washroom Break and Handwashing for Snack

10:45- 11:00: Snack Break – upon completion re-gather on carpet for physical activity

11:00-11:15: Physical Activity – opportunity to get the children moving; often includes rhythm sticks, bean bags, scarves etc.

11:15-11:30: Group Time – focused activity lead by the educators; introducing concepts such as letters, reading, numbers, counting, colours etc.

11:30: Dismissal – children are dismissed one-by-one from the carpet to their parent/guardian

## **A Typical Day at the Before and After School Program:**

### **Morning Program:**

7:00 – Centre Opens – children begin arriving, washing hands before entering the room  
7:00-8:10 – Free Play → 7:15-8:00 – Open Snack  
8:10-8:25 – Tidy Up and Group Time (consists of second 2<sup>nd</sup> Step Empathy Training, communication etc.)  
8:25-8:30 – Get dressed for travel  
8:30 – Depart Pre-School  
8:30-8:45 – Travel to Public School (2 educators will travel with group; 1 leads, 1 follows)  
8:45 – When the 8:45 bell rings at the public school, 1 educator will depart back to meet pre-school ratios  
9:00 – Once the final bell rings and children are lined up, the 2<sup>nd</sup> educator will depart

### **Afternoon Program:**

3:30 – Bell rings and children meet educators on tarmac outside of the primary and kindergarten doors  
3:35 – Final attendance is taken before departing for the Church  
3:35-3:50 – Travel to the Church  
3:55-4:00 – Undress, hang bags on hooks and wash hands before entering the room  
4:00-4:15 – Group Time (consists of 2<sup>nd</sup> Step Empathy Training, communication time, group games etc)  
4:15-5:40 – Free Play → 4:20-5:00 – Open Snack  
5:40-5:50 – Tidy Up  
5:50-5:55 – Get dress for home and final dismissal  
6:00 – Centre Closes

### **Summary**

Our most important goal is to provide your child with a loving, warm, trusting, safe and secure environment. We are dedicated to filling your child's time with laughter, fun and positive experiences.

## POLICIES AND PROCEDURES

### Admission of Child

The registration fee is refundable based solely on non-acceptance and is to be paid at time of registration, **along with first month's tuition fee**. Upon return of all the above-mentioned items, the Director of Tavistock Little Pre-School will confirm first day of attendance for the new child being registered. The remaining monthly tuition fees are to be paid by **nine post-dated cheques** (dated October 1 – June 1) made payable to **Tavistock Little Pre-School**. These are to be handed in at the general meeting in September. For alternative payment arrangements (Eg. Cash, E-transfer) please speak directly to Sadie Harrett. A service fee of \$25.00 for all N.S.F. cheques will be levied.

### Discharge of Child

Tavistock Little Pre-School reserves the right to discharge a child/family from the program for any reason deemed appropriate by the Director of the pre-school. Examples of reason to discharge are not limited to:

- failure to make payment repeatedly
- failure to pick-up child at dismissal on-time repeatedly
- any aggressive or threatening behaviour from parent/guardian towards educators/staff/children etc.

### Withdrawal of Child

If it becomes necessary to withdraw a child from the pre-school, the parent is required to give notice to the Director, one month prior to the withdrawal. If this withdrawal is after April 30th, a replacement is not recommended for the last six weeks of the pre-school year.

### Waiting List

#### Policy:

- It is Tavistock Little Pre-School's policy to accommodate families in the preschool program as soon as space becomes available where maximum capacity has been reached.
- There is no charge to parents/guardians for placing a child on the wait list, however we do require a registration fee upon enrollment.
- Requests for space availability and management of the waitlist will be the responsibility of the Director.

#### Procedures:

- The Director will place children on the list in chronological order, based on the date the request was received.
  - Upon their request, the Director is able to reveal a prospective family standing on the waiting list by covering any and all confidential information of all other families on the list.
- Families who are already registered with Tavistock Little Pre-School will be considered first in line for registration of a sibling.
  - Additionally, children of staff members get immediate priority to open spaces.
- Families will be notified by the Director via phone when a space becomes available in the class they have selected.

- Families have 72 hours from the time of contact to respond to the offer before the space will be offered to the next child on the wait list.
- All administrative requests including child's position on the waitlist and estimated timeframe of potential enrollment can be directed to the Director, Sadie Harrett.
- Names of other children or families and/or their placement on the waitlist will not be shared with other individuals, with the potential exception of staff members.

## **SUPERVISION POLICY FOR STUDENTS AND VOLUNTEERS**

Tavistock Little Pre-School welcomes both volunteers and students into our program. Volunteers and students play a valuable role in supporting educators in the day-to-day tasks of the operation. We are very fortunate to be able to mentor those who want to gain experience in the field. This policy will provide all staff, volunteers and student a clear understanding of their roles and responsibilities.

### **General:**

- No child is to be supervised unattended by a person under 18 years of age.
- Only employees and support staff will have direct unsupervised access to children (i.e. Volunteers and students are not able to assist in washroom routines).
- Volunteers and students will **not** be counted in child to staff ratios.

### **Roles and Responsibilities**

The Director will ensure that:

- Students and volunteers have reviewed and signed off on the Policies and Procedures annually.
- All volunteers and students have completed a Police Record Check and Vulnerable Sector Check; and that both the Police Record Check and Vulnerable Sector Check is suitable for the student/volunteer to supervise children. The Police Check and Vulnerable Sector Check will be conducted every 5 years. Annually between the 5 years an Offence Declaration will be signed by all staff, students and volunteers.
- All volunteers or students are trained on each child's individualized plan.

Educator will ensure that:

- Volunteer or students are never left unsupervised.
- Volunteer or students are never counted in child to staff ratios.
- Volunteer or students are provided with an environment that is inclusive, supports learning and professional development.
- Introduce volunteer or students to parent/guardians.
- Provide feedback to volunteers or students.

Volunteer and Students will:

- Submit all employment documents to licensee prior to commencing placement.
- Review the policies and procedures annually and sign off on them.
- Review all individualized plans, allergies and dietary restrictions.
- Maintain professionalism with children, families and staff at all times.
- Ensure that they respect the child's rights and privacy at all times.
- Only the staff, including the Program Assistant and Resource Consultant will assist children unsupervised.
- All volunteers and students will be supervised by the staff.

## **The Policy**

- a. Will be reviewed annually
- b. Will be reviewed with staff before they begin their employment and annually afterwards
- c. Will be reviewed with volunteers/students who will be providing care or guidance, before they begin providing that care or guidance and annually afterwards
- d. Staff, providers, volunteers and students need to sign and date after each review of the Policies and Procedures

## **Police Record Check and Vulnerable Sector Check**

### **Policy**

All agencies licensed by the Ministry of Education, and providing direct services to children, are required to have a Police Record and Vulnerable Sector Check policy and procedures in place. As a licensed agency, Tavistock Little Pre-School is required by law to enforce a Police Record and Vulnerable Sector Check Policy. A Police Record and Vulnerable Sector Check is a nation-wide computer search for criminal records of the person being searched. It is a precautionary measure designed to identify any history of relevant criminal charges and convictions, which could potentially make staff/volunteers unsuitable for certain positions of trust. Police Record and Vulnerable Sector Checks must be applied to all persons having direct contact with the children. As a result, all successful candidates for full and part-time staffing positions and all volunteers at Tavistock Little Pre-School must have a Police Record Check and Vulnerable Sector Check search completed by the police department and have it on file at the pre-school.

### **Annual Offence Declaration**

An annual offence declaration will be signed by staff and volunteers who are returning the following school year. According to the CCEYA Regulations (Section 62 (2)) an Annual Offence Declaration has to be obtained 15 days after the anniversary date of the previous Police Record and Vulnerable Check. If the anniversary date is during the summer months when the pre-school is closed, the Director will ensure that all Annual Offence Declarations are signed on or before the first day of duty.

### **Attestations**

An attestation is to be obtained for all other individuals who provide childcare or other services to the children at Tavistock Little Pre-School. All attestations will be from the person's employer or the person entity who retained the services (e.g. a child's parent). The attestation will be received and reviewed by the licensee prior to the start of their services and will be kept on file for 3 years from the date of creation.

### **Using Information Revealed in a VSC, OD and/or Attestation and Confidentiality**

No individual will be hired as an employee, accepted as a volunteer or student, or be allowed to otherwise interact with children at Tavistock Little Pre-School if their VSC, OD and/or attestation reveals any of the following findings:

Any conviction for an offence under the CCEYA;

Any conviction under the following sections of the *Criminal Code* (Canada):

Section 151 (sexual interference);

Section 163.1 (child pornography);

Section 215 (duty of persons to provide necessities);

Section 229 (murder); and/or

Section 233 (infanticide);

In addition, a person with other convictions under the Criminal Code (Canada) for offences that pose a high risk to the health, safety and well-being of children, families and other representatives of the child care centre will not be hired or kept as an employee, accepted or kept as a volunteer or student, or be allowed to otherwise interact with children at the child care centre. These include, but are not limited to:

- Physical or sexual abuse or assault;
- Manslaughter;
- Indictable criminal offences for child abuse;
- Convictions for any violent offence, whether or not it involved weapons;
- Offences which indicate a pattern of behavior which could create risk in terms of the role the individual is expected to play; and
- Current prohibitions or probation orders forbidding the individual to have contact with children under 16 years of age.

### **Persons Under The Age of 18**

Persons under the age of 18 are not required to provide a PRC. If a person turns 18 years old while in a position where he or she interacts with children receiving child care, the licensee shall obtain from that person, within one month after the person turns 18 years old, a statement that discloses every previous finding of guilt of the person under the Youth Criminal Justice Act (Canada), if the person received an adult sentence. Documents pertaining to the disclosure of findings or non-findings will be placed in the individuals staff file.

If any person working at Tavistock Little Pre-School should turn 19 years old while in a position interacting with children, the licensee will ask the individual to apply for a PRC/VSC. This will take place no later than one month after their 19<sup>th</sup> birthday. That person will be responsible for providing evidence that they have submitted the application.

### **Conditional Job Offer**

If it is necessary for the individual to commence work during the time period that the Police Record and Vulnerable Sector Check is being processed, the employee will have only supervised access to the children. The Director reserves the right to terminate the employee/volunteer considering it appropriate once the results have been received.

If a staff member leaves employment/volunteer position, via quitting their position or is terminated, then returns to employment/volunteer position, a new Police Record and Vulnerable Sector Check must be completed if the time period is six months or more from the date of leaving employment/volunteer position.

### **Storage of Police Record Checks** – in Cabinet #2 in the pre-school room

Staff and volunteers checks are kept in the individual staff files. Parent checks are found in their child's file. Student checks are found in their student/school file. Students under the age of 18 are not required to provide one. Police record checks are to be submitted every September and before a parent/guardian begins their volunteer days in the classroom or helps at any event involving children. However, if the child is a returning student, the parents will be required to sign an Offense Declaration form that must be signed within 15 days after the date of the original police record check – unless the date falls during the summer months when the pre-school is closed, then the form must be signed prior to the first volunteer date.

### **Procedures:**

The Police Record and Vulnerable Sector Check search must be done in person by the parent/volunteer at the police station in the town, or township that you reside in. You will need to show photo

identification such as a driver's license. All women will be required to provide their maiden name, plus all surnames they have had in the past. The cost to have a Police Record and Vulnerable Sector Check done may vary depending on the police department in your area. The licensee is responsible for ensuring it is received prior to interacting with children, meets the outlined policy and filed for 3 years.

Offence Declarations are to be readily available at the centre and signed no more than 15 days after the anniversary date. The licensee is responsible for ensuring it is completed on time and filed for 3 years.

Attestations are to be requested by the licensee prior to "other persons" interacting with children. Upon receiving the document, it is to be reviewed for completeness and filed for 3 years.

## **PARENT ISSUES AND CONCERNS**

Tavistock Little Pre-School is dedicated to their relationships with all of the children and families alike. The purpose of this policy is to provide a transparent process for parents/guardians, the director and staff to use when parents/guardians bring forward any issues/concerns.

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

All issues and concerns raised by parents/guardians are taken seriously by the Director/Staff and will be addressed within 24 hours of said concern being raised. 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.

### **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).

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

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

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

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

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children's Aid Society](#) (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

## **Procedures**

<b>Nature of Issue or Concern</b>	<b>Steps for Parent and/or Guardian to Report Issue/Concern:</b>	<b>Steps for Staff and/or Licensee in responding to issue/concern:</b>
<b>Program Room-Related</b> E.g: schedule, toilet training, indoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom staff directly or - the Director	- Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian within two business days. Document the issues/concerns in detail. Documentation should include: <ul style="list-style-type: none"> <li>• the date and time the issue/concern was received;</li> <li>• the name of the person who received the issue/concern;</li> <li>• the name of the person reporting the issue/concern;</li> <li>• the details of the issue/concern; and</li> <li>• any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul> 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 two business days 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.
<b>General, Centre-or Operations-Related</b> E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the Director	
<b>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</b>	Raise the issue or concern to - the individual directly or - the Director  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 Director as soon as parents/guardians become aware of the situation.	
<b>Student- / Volunteer-Related</b>	Raise the issue or concern to - the Director  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 Director as soon as parents/guardians become aware of the situation.	

## **Escalation of Issues or Concerns**

Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may address the issue or concern verbally or in writing to The Ministry of Education's Child Care Quality Assurance and Licensing Branch. Other relevant regulatory bodies include, the local Public Health Department, Police/Fire Department, Ministry of Education, Ministry of Labour, College of Early Childhood Educators, etc.

## **BEHAVIOUR MANAGEMENT**

### **Prohibited Practices**

“No licensee shall permit, with respect to a child receiving child care at a child care center it operates or at a premises where it oversees the provision of child care,

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

**Participation in any of the above-mentioned forms of discipline could result in termination of employment or termination of the participating adult agreement.**

### **Contravention of the Behaviour Management Policy**

#### **Teacher**

Upon observing the incident, the observing adult must then tell the acting teacher that their action is unacceptable and against school policy.

1. The Director must be notified of the incident within 24 hours.
2. The Director will take the following actions depending on the severity of the incident:
  - ◆ Verbal or Written warning
  - ◆ Suspension
  - ◆ Termination of Employment
- The Director will have an interview with the Teacher within 24 hours upon notification, to discuss the situation and possible action.
- Depending on the severity of the contravention, the Teacher might receive a verbal or written warning, suspension or termination of employment.
- A qualified substitute teacher will be appointed temporarily until a replacement is hired.
- The Ministry of Education, Child Care Quality Assurance and Licensing and Child Protection Services and The College of Early Childhood Educators will be contacted if the misconduct falls under “Serious Occurrences” within 24 hours of the incident.

#### **Supervising Adult/Volunteer other than the Teacher**

Upon observing the incident, the Teacher or observing adult must tell the supervising adult that their action is unacceptable or against school policy.

1. The Director must be notified of the incident within 24 hours.
2. The Director will take the following actions depending on the severity of the incident:
  - ◆ Verbal or Written warning

- ◆ Suspension
- ◆ Termination of Employment

- The Board of Directors will have an interview with the supervising adult/volunteer to discuss the situation and possible action.
- If the action continues, the supervising adult/volunteer contract will be terminated.
- The Ministry of Education, Child Care Quality Assurance and Licensing and Child Protection Services will be contacted if the misconduct falls under “Serious Occurrences” within 24 hours of the incident.

### **Behaviour Management Implementation Plan**

1. All children are individuals, and capable, competent learners. They are to be treated by all adults with kindness, patience and respect.
2. Teach by modeling appropriate behaviour (i.e. if you always say please and thank you, then children usually imitate that behaviour).
3. Observe the children doing something positive. (i.e. “I like the way you put the glue back on the shelf”, or “Great sharing!”). We are quick to speak if we see actions that are inappropriate, but we should also use positive reinforcement.
4. Be consistent.
5. Use positive words even when correcting behaviour (i.e. “Please use your walking feet in school” or “I am afraid that you will fall if you stand on the chair. Please sit down.”). Words such as “bad” boy or “bad” girls should never be used. Avoid any verbal recriminations, which humiliate or embarrass a child.
6. Please offer choices if there is a choice available. (i.e. “It’s time to get your coat on now.” Not “Would you like to get your coat on now?”).
7. When you have to say no, give a reason, as it usually is for safety reasons.
8. Go to the child and speak to him/her. Always use a pleasant, quiet voice. Speak briefly, simply, distinctly and directly to the child. Speak only when you have his/her attention. Sit or squat so you can face the child on its own level.
9. When a conflict occurs try not to judge it for the child. You may not know all the facts. Encourage the children to work out the problem themselves. With a little guidance they can often solve the problem themselves. Make it a learning experience.
10. A common problem that often arises concerns sharing. Discuss with the children involved various alternatives for solving the problem. Let them decide, if possible, how they will share the toy, e.g. By taking turns, playing jointly with it, or by one child waiting until the other child is finished with the toy. If the toy becomes a distraction in a problem-solving strategy, the adult can hold the toy while the children problem solves.
11. If a child continues inappropriate behaviour (i.e. hitting, pushing) after one or two warnings, in order to prevent them from harming themselves or others, they will be guided through the rest of the activity with one-on-one educator's assistance. After a couple of minutes, the teacher will discuss it with the child and give them guidance towards problem solving and conflict resolution.
12. When assisting the teacher at small group time, participate in the activities and be alert to situations that could arise. If a child needs comforting, they are allowed to sit in your lap. Often a little personal contact is all that is necessary. Be aware that the teacher cannot lead the activities in small group and constantly deal with issues as well. If, for example, the teacher asks a child to stop doing something during story time and the child persists in the behaviour, step in to deal with the problem. If a child continues to disrupt a group activity after being warned his behaviour is unacceptable, the child should be removed from the group by a parent or teacher and directed to some other activity.
13. If you are unsure of how to deal with a certain situation or child, ask for assistance.

## **FIRE SAFETY PLAN AND EMERGENCY MANAGEMENT** **TAVISTOCK LITTLE PRE-SCHOOL – EMERGENCY PLANNING**

- At the sound of the whistle all children line up behind the teacher and go to the safest exit. The parent on duty helps to line up children and holds the door open.
- Teacher checks the washroom, kitchen and stairs.
- Teacher retrieves the file box and attendance book and does head count.

**Evacuation place is GRACE UNITED CHURCH, 116 Woodstock Street South, Tavistock,  
Contact: Minister Mary Stewart 519-655-2151 or 519-655-2992.**

### **Staff Assignments in Case of Emergency Situation**

#### **Teachers:**

The teachers are responsible for directing site emergency response activities, including oversight of the parent helper.

- Direct and co-ordinate emergency response activities
- Determine the need for and request outside assistance
- Interact with and assist first responders with requests for information and access to facility
- Report information on facility damage, injuries and other response issues
- Responsible for the safety of children

#### **Supplies and Equipment:**

- Cell phone (s)
- Copy of Emergency Plan

### **Communication with Parents in Case of Emergency Situation:**

Should we be required to evacuate the preschool facility, we will need to inform parents. This can be done by pre-drafting messages for your message for phone calls to parents for instructions to pick up students and signs to post on the door of your facility. You can also use this message for your school voicemail if you have the time before leaving the facility.

#### **Sample Relocation Notice to Parents:**

*Hello, this message is from the **Tavistock Little Pre-School.***

*Due to an emergency situation that has occurred we have evacuated to Grace United Church at 116 Woodstock St. S. in Tavistock. We are all safe and no one is hurt.*

*Please pick up your child at this location as soon as possible.*

#### **EVACUATION:**

##### **Evacuation Assembly Point:**

- An area outside the facility that is designated for assembly of adults, children and visitors.
- An alternate site within walking distance of your facility. These facilities must agree to serve as short-term hosts for your staff and children until the parents are able to pick up their children.

### **Location:**

Evacuation place is: **GRACE UNITED CHURCH, 116 Woodstock Street South, Tavistock,**  
**Contact: Minister Mary Stewart 519-655-2151 or 519-655-2992.**

### **Fire Drill Policy:**

Fire drills will be practiced once a month to familiarize all the children, and adults, with the routine for emergency evacuation.

1. One of the teachers will blow the whistle to conduct a spontaneous drill monthly for each class.
2. The Teacher, Duty Parents and students will follow steps 1-4 of the Emergency Exit Procedures for the fire drill.
3. The teacher will log all fire drills.

### **Recovery of an Emergency Situation:**

Tavistock Little Pre-School has policies and procedures set out for all areas of emergency management, but hopefully we will never find ourselves in a major emergency situation. Staff are trained and prepared to respond to emergencies that may arise including but not limited to fire, lockdown, evacuation etc.

In the event that any major emergency does happen during operating hours, all families from the centre will be provided with a written statement of incident within 48 hours of the occurrence. The written statement will include but is not limited to; what the occurrence was, procedures followed, and outcome. If Tavistock Little Pre-School does not resume normal operations that day, or has to close the centre causing a disruption to services, the Director will notify parents within 24 hours of when and how the centre will re-open.

After an emergency situation has been considered resolved, children, families and staff experiencing any distress will be invited to a support night hosted by Tavistock Little Pre-School at a local venue (eg. Quehls, D&D's etc.). This event will give all parties an opportunity to discuss their experiences, ask any questions pertaining to the circumstance, and to speak with community resources such as counsellors. A counsellor specifically trained in the debriefing process can be brought in, if needed.

## **ANAPHYLACTIC ALLERGIES**

**\*\*\*\*IF AT ANY TIME DURING THE SCHOOL YEAR YOUR CHILD DEVELOPS A NEW ALLERGY, OR HIS/HER MEDICAL CONDITION CHANGES, PLEASE CONTACT THE DIRECTOR\*\*\*\***

### **Definition:**

Anaphylaxis (anna - fill -axis) or "allergic shock" is a severe systemic allergic reaction (overreaction of the body's immune system to a triggering agent) which can be fatal, resulting in circulatory collapse or shock.

## **Symptoms:**

Symptoms of anaphylactic shock tend to develop rapidly although the initial presentation can be delayed and/or deceptively mild. The common symptoms can present in any combination and will be different for every person. Any combination of the following symptoms indicates a reaction:

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

## **Common Triggers (Allergens):**

Allergic reactions can be caused by many things, the most common are:

- Food (peanuts, tree nuts, seafood, egg, wheat, soy and milk products)
- Insect stings
- Medicine
- Latex
- Vigorous exercise (rarely)

## **Treatment:**

Minimal amounts of an allergen can trigger a reaction. Immediate treatment in the form of an injection of epinephrine can be lifesaving. Each child will react in a unique way and will have an individual treatment plan tailored to their reaction.

Tavistock Little Pre-School accepts the reality that despite our best efforts, accidents may occur and exposure to an allergen could happen. It is our expectation that once reasonable precautions have been implemented that our Teacher, Duty Parents, Students and other Volunteers should not feel responsible for the accidental exposure and to that end appropriate emergency response procedures will be in place and acted upon immediately.

In order to provide the best possible safe environment for a person with anaphylaxis, Tavistock Little Pre-School will adhere to the following policy with respect to Information and Awareness; Avoidance and Emergency Response. Every Anaphylactic Student and Staff member shall be subject to the following policy in order to attend/participate with our Pre-School. This policy has been developed with the emphasis on the safety of our young students.

### **1. Identification of Anaphylactic Students**

It is the responsibility of the parents/guardians of anaphylactic children to identify their child's condition to the Supervisor and to provide the relevant information for the student's Individual Medical Emergency Plan.

- I. Information needed for the Individual Medical Emergency Plan:
- II. The allergen(s) that cause their child's reaction
- III. A treatment protocol, signed by their child's physician (including the medication that their child is currently taking)

- IV. Any changes in their child's condition as soon as the change is identified.
- V. A review of the child's IMEP every six months, and at the beginning of a new pre-school year.

This identification should be completed through the registration process. Should a student develop this condition while they are registered with TPS, or if the student's condition changes it is the responsibility of the parent to notify the Supervisor immediately. It is the responsibility of the Parent/Guardian to ensure that the information in their child's IMEP is current, and includes the medication that the child is currently taking.

## **2. Identification of Anaphylactic Students to the Volunteers**

Consideration should be given to identifying students suffering life-threatening allergies to all students and parents in the school, and enlisting their co-operation. This should be done in a way that is considerate of our students' age and maturity without creating fear and anxiety, with consultation of the anaphylactic child's parents/guardians.

- i. All Pre-School families and students must be made aware that a child with anaphylaxis is attending our school and the child must be identified before the child starts. This could be accomplished by an announcement at a General Meeting and a newsletter sent home with each child.
- ii. The detailed policy and IEMP will be made available to all volunteers and external support staff (Resource Teacher, Enhanced staff etc.) that will be participating in any way within our program.
- iii. The IEMP will include the child's photograph and a copy will be filed in the student's individual file and posted in each classroom.
- iv. Instructions on the use of the epinephrine auto-injector, along with a list of symptoms and emergency procedures, should be posted in a clearly visible place in the class.

## **Training for Teachers and other "Staff"**

- i. The child's parent will be required to participate directly in training staff in emergency response and the use of the epinephrine auto-injector, either as part of formal in-service, or in brief, one-on-one sessions with individual staff.
- ii. The child's parent could provide the Pre-school with a video of such emergency response procedures to then be made available to any new volunteer parents, volunteers or Supply Staff to review before such staff would come on Duty.

## **3. Avoidance of Allergen**

It is the Pre-School's policy to provide a safe environment for children who are susceptible to anaphylactic reactions, but it is not possible to reduce the risk to zero. The following procedures and resources will be adapted to the individual needs of the child, and avoidance of the allergen that triggers reactions. Precautions may vary depending on the properties of the allergen (i.e. peanut butter poses additional cross-contamination and cleaning concerns due to its particular viscosity.)

## **Providing Allergen-Free Environment**

### **1. Food Allergens**

- 1. Tavistock Little Pre-School is a Nut Free Facility and therefore provide a nut free snack to the children.
- 2. Not all allergic reactions to food are a result of exposure during snack time. The Teacher will be aware of any allergens present in craft materials or play materials and will remove the item from our classrooms for the duration of the anaphylactic child's enrolment with our program. (I.e. cornmeal, bird seed etc.)

## **2. Latex or other tactile allergens**

1. Where possible any objects made of tactile allergens will be removed from our classrooms for the duration of the anaphylactic child's enrolment.
2. Where possible objects made from tactile allergens will be prohibited from our program as rewards for any student. (I.e. balloons) and a suitable substitute used instead.

## **3. Field Trips**

1. The parent of the anaphylactic child or their designate will be required to attend all field trips with their child, and assume responsibility for their child's supervision.
2. TPS will ensure that there is at least one operating cell phone present for each field trip or excursion off of our property, including walks and trips to the park.
3. For walks and/or trips to a park, the anaphylactic child will be able to attend with just the Teacher and Duty Parents, provided that the Teacher assumes direct responsibility for the child.
4. The child or the teacher will carry the child's epinephrine auto injector, in accordance with the instructions on the child's IEMP.

## **Action: Emergency Response Protocol**

Anaphylactic children usually know when a reaction is taking place. Staff should be encouraged to listen to the child. If he or she complains of any symptoms, which could signal the onset of a reaction, they should not hesitate to implement the emergency response. There is no danger in reacting too quickly, and grave danger in reacting too slowly. Epinephrine is a relatively harmless drug and is best administered when you suspect a reaction.

## **Emergency Plan**

Administer the epinephrine auto injector (Blue to the sky and orange to the thigh)

1. Call 911 and inform the operator that a child is having an anaphylactic reaction.
2. Staff must not transport the child to the emergency room.
3. Telephone the parents/guardians
4. Continue to monitor for signs/symptoms of relapse
5. Assign a staff member to accompany the child to the ER until a parent/guardian arrives.
6. This incident is considered a SERIOUS OCCURANCE and those additional procedures should be followed within 24 hours of the incident.

## **Location of Epinephrine Auto-Injectors**

1. The auto injectors will be located either in a safe unlocked place out of reach of the children, or on the individual child as directed by the IEMP.
2. The parents are responsible for providing an up to date supply.
3. All staff should know the location of all the injectors and notice of their location posted prominently – **in meds box on top of Cabinet #1 at entrance of pre-school room.**

## **Review Process**

1. This policy shall be reviewed annually as well as any Individual Plan of a child with an Anaphylactic Allergy.
2. This policy will be reviewed with staff and members at the orientation meeting, and individually with new members should they start after orientation.
3. Individual Emergency Management Plans shall be reviewed annually at the start of the pre-school year. Should any changes be necessary, the changes will be reviewed by every member at the next general meeting, or individually before the member's next duty day.

## SANITARY PRACTICES

Tavistock Little Pre-School and all centres licenced by the Ministry of Education are required to develop policies and procedures with respect to sanitary practices.

- 1.** Toys and play equipment will be washed and disinfected each month during the scheduled monthly cleaning duty, or as they become soiled.
- 2.** Carpets will be vacuumed daily, and floors will be mopped as required.
- 3.** Tabletops will be washed and disinfected daily before and after snack. Washrooms will be washed and disinfected after each session.
- 4.** Potty seats will be made of a smooth, non-absorbent easy-to-clean material.
- 5.** Water table will be emptied and disinfected daily.
- 6.** Play dough will be changed monthly, or immediately if handled by a child with a communicable disease.
- 7.** Children must wash hands before entering the classroom, after using the washroom, and before eating snacks. The volunteer parents and Teacher will do the same.
- 8.** Plastic cups and bowls will be used at snack time. They will be washed and disinfected after each use. (Refer to "Dishwashing Procedures" in this section).
- 9.** A child's clothes will be changed if they become wet or soiled during the day. The child's own spare clothing will be used if available; otherwise a complete change of clothing is kept on the premises. The child's parent is responsible for laundering the Pre-school's spare clothing and returning it, on their next session.

### Kitchen Cleaning:

- Dishes will be washed using the three-sink method with the dishpans (**not** to be washed directly in the sink).
- Dishes are to be used for **food purposes only**, not paint, craft supplies, etc.
- Counters will be washed first with a soap and water cloth, then disinfected with bleach solution.
- Dishpans will be allowed to air dry tipped upside down.

### Three sink method:

- a. First dishpan is filled with hot soapy water.
- b. Second dishpan is filled with hot clear water.
- c. Third dishpan is filled with bleach and water- which is one cap full of bleach to half pan of water. (see chart from Oxford County Board of Health)
  - Dishes must sit in the second and third sink for at least 30 seconds.
  - Dishes must air dry to prevent contamination from a hand towel.

### Bathroom Cleaning:

It is the responsibility of each staff member to ensure that the bathroom is fully cleaned each night before closing the centre. At the end of each day the garbage will be removed from the bathroom and placed in the large garbage receptacles.

- Toilet seats, sink and floor around the toilet will be disinfected on a daily basis using a spray bottle filled with a bleach to water ratio of 1:64.
- Keep the room neat and tidy.

### **Diaper Procedures:**

1. Diapers are to be disposed of in the garbage. Bowel movement diapers to be placed in a plastic bag before disposed of in the garbage.
2. Garbage pail is to be emptied and disinfected every night.
3. Diaper pad to be disinfected with bleach water after each use.
4. Diaper cream/Vaseline, baby powder/cornstarch is **not** permitted.
5. If an emergency arises, immediately leave with the child.
6. Children are to wear a diaper for no longer than a three-hour period.

### **Proper Diaper Procedures:**

1. Assemble all necessary supplies beforehand and wash your hands.
2. Place the child on the surface and remove diaper. Fold the soiled surface inward and set aside.
3. Use a single-use moist towel such as a baby wipe.
4. Wash from front to back. Do not pull back the foreskin of the penis. Use a clean section of cloth for each wipe. Children are to be cleaned at every diaper change.
5. Clean and dry all creases to prevent skin irritation.
6. Use a clean baby wipe to wipe your hands before touching the clean diaper.
7. Place a fresh diaper on the child.
8. Wash the child's hands and return the child to a supervised area.
9. Staff wash their hands.

### **Diaper Disposal:**

Bowel movement diapers closed in a plastic bag before placing in a covered lined garbage can. Wet diapers go directly into garbage after being closed with tapes on diaper.

### **Cleaning the Diaper Area:**

1. Remove any visible urine or stool from the surface with a dry disposable towel and discard in the diaper pail/garbage.
2. Spray the surface with bleach solution and let sit for 30 seconds. Put items away and wash your hands.
3. Dry the surface with a single use towel and dispose it in the diaper pail/garbage.
4. Wash your hands.
5. Report as necessary, any unusual bowel movements.

### **Toy Washing Policy:**

Toys are an important part of the program. Children will play with many different toys on any given day and while they are doing so, they can be depositing or picking up germs. Toy washing is a very important part of keeping illness to a minimum.

### **How Often Should Toys Be Cleaned:**

1. Toys should be cleaned and sanitized at least once a month or during rotation of toys.
2. It is also important to clean soiled toys when visible.
3. Clean and sanitize water toys daily.
4. Avoid the use of toys that cannot be easily cleaned and sanitized. Hard plastic, rubber, wood and other readily cleanable surfaces are recommended.

### **Cleaning and Sanitizing Toys:**

- 1) Use three sink method for small toys
  - First sink- hot water with detergent
  - Second sink-clear hot water
  - Third sink-sanitizer
- 2) Clean and sanitize large toys that cannot be submerged in place, using cloths and bleach water
- 3) Launder stuffed animals, pillows

\*\*Use toy washing time to look for broken or unsafe toys that should be discarded

### **Sensory Bins:**

Water in sensory bins will be changed at the end of every day. The bin must be cleaned and disinfected and dried with paper towels to repel mold growth. Children must be watched carefully for putting the water in their mouth. The bin is to be closed during times of illness and outbreak.

Sand bins must be covered when not in use during the day and again at night. They are to be closed during times of illness and outbreak.

### **Daily Dishwashing Procedure:**

1. The volunteer parent collects the dirty dishes to wash.
2. Please use the 3-sink method for washing dishes. (Water with dish soap, rinse water, and water with bleach) Follow the instructions posted on the wall. Leave the dishes to air dry on the rack, and return to clean up snack table and area.
3. After class return dishes to the cupboard for the next class to use.

### **Monthly Cleaning Procedure:**

1. Members of the toy washing committee should bring their own rubber gloves (if desired) as well as pails and rag.
2. Bleach will be supplied.
3. Keep in mind that we must follow cleaning procedures as set out in the CCEYA or as prescribed by the Board of Health.

### **Hand Washing Procedures (from the Board of Health):**

Hand washing is considered the most effective means of reducing the spread of microorganisms. That means a reduction of colds, flu and stomach viruses. It means a reduction in the spread of hospital-acquired infections. It means you are protecting yourself, our children, your co-workers and your loved-ones.

### **Waterless/Alcohol Based Gels:**

It is fast becoming recognized that hand washing with waterless/alcohol-based gels is the equivalent to soap and water. This movement is based on scientific research that shows that a gel with an alcohol content of 60% or higher, used on non-visibly soiled hands can effectively reduce the micro-biological load to the equivalent of good hand washing.

The gel must be applied liberally enough so that after 10 seconds of rubbing, the hands are still damp. Apply gel to the palm of one hand and rub hands together, covering all surfaces of hands and fingers, until hands are dry. Hand gels work best when hands are not visibly soiled. Hand gels are **not** a replacement for good hand washing.

### **Children Should Wash Their Hands:**

- Upon entry to the pre-school
- Before they eat or drink
- After they use the toilet or have their diaper changed
- After sneezing or coughing. Teach children to cover their mouths when they sneeze or cough

## **HEALTH PRACTICES**

### **Health Procedures**

Each child's health will be assessed upon their arrival. If ill health develops during the day, parents/guardians will be notified immediately. If the staff is unable to contact the child's parent(s)/guardian(s), the person on the Emergency Contact Form will be called.

#### **Note:**

In all matters of Health and Safety we are required by the Child Care and Early Years Act, 2014 to follow the recommendations of:

1. The Local Medical Officer of Health (i.e. Immunization Dept., Public Health Inspector etc.)
2. The Local Fire Chief.

### **HEALTH AND EMERGENCY PROCEDURES FOR PARENTS**

1. If your child should become ill while at school, the staff will call you at the numbers listed on the application to come and pick him/her up. The staff will make the decision to call you based on the best interest of both your child and the health of the other children in the centre. For this reason, it is important that your business numbers and the people listed on the application as alternative emergency numbers, be kept up to date.
2. If your child should have a minor accident while at school, the staff will call you to come and decide on medical treatment. If the injury is deemed serious by the staff, an ambulance will be called for transport to the hospital.
3. In the event of an on-site emergency and we are required to evacuate the building, we will go to the following location first and call you next.

#### **Grace United Church**

**116 Woodstock St S, Tavistock, ON N0B 2R0**

**Phone # 519-655-2151**

\*\*\* From this alternative location, parents will be notified \*\*\*

### **Parental Consent for Emergency Care and Transportation**

(the following statement is found on the registration form and signed by the parent)

If at any time, due to such circumstances as an injury or sudden illness, medical treatment is necessary, I authorize the staff to take whatever emergency measures they deem necessary for the protection of my child while in their care. I understand this may involve calling a physician, interpreting and carrying out their instructions and transporting my child to the hospital via ambulance. I understand this may be done prior to contacting me and that any expense incurred for such treatment, including ambulance fees, is my responsibility.

The above procedures are designed to keep parents informed and reduce concerns should unusual incidents occur.

## **MEDICATION ADMINISTRATION**

If your child has a medical condition, which requires the administration of prescription or non-prescription medication during the Pre-school hours, the parent/guardian are required to complete a written authorization form.

1. No medication will be administered unless it is prescribed by a family physician, in the original container with label. This complies with our Local Public Health Department regulation. PLEASE NOTE: Administration of non-prescription medication is only for the exceptional circumstances, where immediate action or treatment is required, i.e. allergic reaction, which need be accompanied by a note from a doctor.

**PRE-SCHOOL: As we are a half day pre-school program, parents will administer any medications for illness at home before the program begins. In exceptional circumstances where the child's treatment schedule would be affected, medication will be given. It is more likely that a child enrolled in the Before and After School program would have to have medication administered due to schedules. For those children and for those that require emergency medications such as asthma inhalers, or Epi-pens we have the following policy:**

### **Parent/Guardian Authorization:**

In situations where a physician deems it necessary, the parents must provide:

- Written authorization for the Director/Supervisor to administer medications by completing a Medication Administration form.

#### **Note:**

- A separate Medication Administration form must be filled out for every medication.
- Where a medication is to be administered on an "as needed" basis (i.e. no specific time of schedule), the medication must be accompanied by a doctor's note clearly outlining signs and symptoms. Examples may include – when the child has a fever of 39.5 degrees Celsius; when red hives are easily noticed; when the child is wheezing etc.
- Medications prescribed for any other family member will not be administered.

### **Drug and Medication Requirements:**

All medications to be administered to children must meet the following requirements:

- Medication must be in the original container, clearly labeled with:
  - Child's name
  - Name of medication
  - Correct dosage to be given
  - Date of purchase
  - Expiration date
  - Instructions for administering the medication
  - Instructions for storing the medication
  - Name of doctor who prescribed the medication

All information must on the Medication Authorization form must match all the requirements listed above.

- For a child with anaphylactic allergies and Epi-pen, an individualized plan and emergency procedures will be completed by the Director and reviewed with the parents. This plan is to be accompanied by a doctor's note.
- Any medications purchased by staff, students or volunteers will be kept inaccessible to children and will never be administered to children under any circumstance.

### **Drug and Medication Handling and Storage:**

- Non-emergency medications will be in a locked container, out of children's reach in the first kitchen cupboard, or refrigerator.
- Emergency medications (i.e. Epi-pens) will be stored in **an unlocked container** on top of **CABINET #2**.
- All staff, students, and volunteers will be made aware of the location of emergency medications at all times.
- Emergency medications will be brought on all field trips, evacuations and off-site activities.
- Drugs or medication past their expiration date will be returned to the parent/guardian of the child and will be documented on the Medication Authorization form.

### **Drug and Medication Administration:**

Drugs or medications will be administered according to the instructions on the label and only with written parental consent.

- The director/supervisor is in charge of dealing with all drug and medications to reduce potential for error, both on and of premises.
- Where this person is absent, the Educator in charge is responsible for administering all medications. This will be documented on in the daily written record.
- Drugs or medication will only be administered using the appropriate dispenser (i.e. syringe)
- Expired medications will not be given under any circumstance.

**To support the prompt administration of Emergency Medication, any person trained on the child's individualized plan may administer treatment to the child.**

### **Record Keeping:**

Records will be kept of all medication administration. Completed records will be kept in the child's file.

- Where a child is absent on a day that includes a set time for medication administration, the absence will be documented on the medication record. (Not including weekends/holidays)
- If a dose is missed or is late, reasons will be documented on the medication record and parents will be notified ASAP as it may impact the treatment schedule or the child's health.
- Drugs or medications given on an "as needed" basis that are administered to a child for signs and symptoms as described by their Medication Administration form, will be record in the daily written log. Reason for administration will be documented and the child's parent will be notified ASAP.
- Records will be kept on file for 2 years.

### **Confidentiality:**

Tavistock Little Pre-School will keep information about a child's medical needs confidential and every effort will be made to protect the privacy of the child. With exception to information that must be disclosed for the purpose on implementing procedures and for legal reasons (I.e. The Ministry of Education, College of Early Childhood Educators, Law Enforcement, and/or Children's Aid Society).

## SERIOUS ILLNESS

Some illnesses require children or staff to be isolated or excluded from pre-school for a specified amount of time. This is to ensure the illness is not spread among other children and adults within the centre. Isolation means physical separating the child or staff who is suspected of having an infectious disease from the other children, until someone is available to come and pick up that child. Exclusion means to have the child or staff remain away from pre-school for the illnesses infectious period.

Serious illness exclusions include:

**Refer to the following chart when determining whether to exclude staff/students:**

Disease	Exclusion Requirements
<b>Chickenpox</b> (Varicella)	Do not exclude unless too ill to take part in activities.
<b>Diarrhea</b> (e.g. Norovirus, Rotavirus)	Exclude symptomatic food handlers, staff and students until symptom free for at least 24 hours or until a physician determines the diarrhea is not infectious.
<b>E. coli</b>	Exclude symptomatic food handlers, staff and students until two consecutive stool specimens or rectal swabs taken at least 24 hours apart are negative.
<b>Fifth Disease</b> (Parvovirus)	Do not exclude unless too ill to take part in activities.
<b>Hepatitis A</b>	Exclude symptomatic food handlers, staff and students for one week after the start of jaundice or for 2 weeks after the start of illness if no jaundice present.
<b>Impetigo</b>	Exclude until 24 hours after the start of appropriate antibiotic treatment and are feeling well enough to take part in activities.
<b>Influenza</b>	Exclude until well enough to take part in all activities.
<b>Measles</b>	Exclude until at least 4 days after the onset of rash. Non-immune children and staff must also be excluded from 5 days after the first exposure and up to 21 days after the last exposure, unless they: 1) can be immunized within 72 hours from the first exposure; 2) show lab confirmation of immunity or, 3) have received immune globulin.
<b>Meningitis, bacterial</b>	Exclude until 24 hours after the start of antibiotic treatment and well enough to take part in activities.
<b>Mumps</b>	Exclude until 5 days after the onset of swelling of the glands at the jaw line on one or both sides of the face.
<b>Pink eye, bacterial and viral</b> (Conjunctivitis)	Exclude until seen by a healthcare provider. <u>Bacterial pinkeye</u> : Exclude until 24 hours after the start of treatment. <u>Viral pinkeye</u> : Return to school with the approval of a healthcare provider.
<b>Ringworm</b>	Exclude until appropriate treatment has started.
<b>Rubella</b> (German Measles)	Exclude for 7 days from the onset of rash.
<b>Scabies</b>	Exclude until 24 hours after appropriate treatment is first applied.
<b>Strep Throat/Scarlett Fever</b>	Exclude until 24 hours after the start of appropriate antibiotic treatment and are feeling well enough to take part in activities.
<b>Whooping Cough</b> (Pertussis)	Exclude until 5 days after the start of treatment or three weeks from onset of “whooping” cough if no treatment is given.

### **INFECTIOUS DISEASES AND PREGNANCY**

If you are pregnant or planning to become pregnant:

1. Review your immunization status and occupation with your family doctor, preferably before pregnancy.
2. Avoid contact with people who appear ill.
3. Clean your hands often.

## **SMOKE FREE**

In compliance with the Smoke Free Ontario Act

Smoking is prohibited on the pre-school premise - inside and out, including the parking lot and also in a vehicle parked on the lot.

### ***The Smoke Free Ontario Act requirements:***

- To ensure that no person is observed smoking or handling a cigarette on premise
- "No Smoking" signs are posted at all entrances/exits of the pre-school and in each washroom
- Staff, supervisor, volunteers, visitors and parents have been advised that smoking or handling a cigarette is prohibited on the church/pre-school premise.
- Including the parking lot
- Ensure that no ashtrays remain in the enclosed work place
- Ensure that the person who refuses to comply with the regulation does not remain in the enclosed workplace

This smoke free policy will be included in the policy handbook and reviewed with staff at commencement of employment, with the parents prior to enrollment of their children and prior to parents beginning their volunteer helper days.

## **SOCIAL MEDIA**

Social media is defined as forms of electronic communication (as Web sites for social networking and micro blogging) through which users create online communities to share information, ideas, personal messages and other content (as videos)

### **Relevant Social Media**

This policy includes, but is not limited to, the following media:

Twitter

Personal Web sites

Facebook

Online Gaming Sites

My Space

Email

Google and Google + Texting

Snap Chat

Instagram

### **Company Equipment**

The use of any company equipment including computer, Ipads. etc. is solely for the staff to complete the respective employment responsibilities. Use of any personal social media site during work hours is prohibited.

### **Employee Responsibility**

Any information posted online in regards to Tavistock Little Pre-School, is the responsibility of the person who is posting. Staff are encouraged to remember that information shared online, even if done anonymously, violates the confidentiality policy. Any information presented or shared online regarding daily operations is considered confidential. References to children, parents, fellow staff, suppliers, time lines, issues, events in any form on a social medial site will be considered a breach of confidentiality. The use of un-authorized pictures in regards to the operations of Tavistock Little Pre-School, the staff, children or volunteers in any manner is prohibited. Written authorization must be obtained from the parent of the child in the photo. Authorization letter will be filled in each child's personal file.

Any information regarding proprietary decisions, such as terminations, layoffs, reduction of work hours, or other strategic decisions is considered confidential. Any information regarding proprietary decisions that is shared on a social media site will be considered a breach of confidentiality.

If a staff member breaches confidentiality, employment may be terminated.

As our annual Christmas concert and annual graduation ceremonies are considered public events, we cannot prevent the possible posting of photos or videos by attendees. This however still applies to staff members as events are considered "working hours", therefore considered a strict breach of the social media policy.

## SCHOOL AGE DROP OFF AND PICK UP

### D/O and P/U by Parent to the Before and After Program:

- Children must arrive **no later than 8:20a.m.** to allow for ample time to sign child in, toileting and dressing before departing to the public school at 8:30.
- Under **no circumstance** will a child be signed in during morning transit or out during afternoon transit, once the group has departed from either the church or the public school.
- In extreme winter weather conditions, the director will inform parents prior to the centre opening if walking conditions are unsafe for children and educators.
- If the above two statements were to occur, it is the responsibility of the parent to transport their child to the school. In the afternoon the parent must wait until the group arrives at the church to pick up their child if they have not arranged beforehand for their child to be picked up at the school on one of their scheduled days.
- Children **MUST** have appropriate attire for walking to and from the church and public school. Please make sure your child brings what they will need **every day**, as extra supplies are extremely limited.
- In the event a child is picked up early or sent home sick from school parents **MUST** call either the pre-school or Sadie's cellphone to communicate the child will not be there for pick-up.

### D/O and P/U by Educator at the Public School:

- Our group size is 13 children to 1 educator; however, a 2<sup>nd</sup> educator will always be on premise and will accompany the group to and from Tavistock Public School.
- The 2 educators and children will depart for the school at 8:30a.m. with one educator the lead and one educator to follow the group.

### Route of Travel:

**Morning:** Leave Church → Wettlaufer St → Left on William St → Right on Adam St → Right on Maria St → Arrive at the School

**Afternoon:** Leave School → Maria St → Left on Adam St → Left on William St → Right on Wettlaufer St → Arrive and the Church

### **Note:**

Parents are reminded that the children will be walking to and from the public school. It is advisable that parents make sure their children have the proper gear for the walk. Extras are always a good idea. Please ensure all belongings are labelled with the child's name.

A wagon or sled will be pulled by one of the educators so children do not have to carry their bags or for tired walkers.

# **TAVISTOCK LITTLE PRE-SCHOOL**

131 Wettlaufer St., Tavistock, ON N0B 2R0  
(Located in the basement of Tavistock Mennonite Church)

**Contact: Sadie Harrett**

Personal #: (519) 532-2968

Pre-School #: (519) 655-3934

Email: tavistocklittlepreschool@gmail.com

## **2019-2020 SCHOOL YEAR MONTHLY FEE SCHEDULE**

### **PRE-SCHOOL MONTHLY FEES**

#### **VOLUNTEER FAMILIES:**

#### **NON-VOLUNTEER FAMILIES:**

1 HALF DAY CLASS PER WEEK: **\$85**

1 HALF DAY CLASS PER WEEK: **\$100**

2 HALF DAY CLASSES PER WEEK: **\$170.00**

2 HALF DAY CLASSES PER WEEK: **\$195.00**

4 HALF DAY CLASSES PER WEEK: **\$340.00**

4 HALF DAY CLASSES PER WEEK: **\$390.00**

### **BEFORE & AFTER SCHOOL MONTHLY FEES**

#### **KINDERS:**

#### **SCHOOL-AGE:**

FULL-TIME B&A SCHOOL CARE: **\$450.00**

FULL-TIME B&A SCHOOL CARE: **\$410.00**

PART-TIME B&A SCHOOL CARE: **\$260.00**  
(BASED ON 12 DAYS PER MONTH)

PART-TIME B&A SCHOOL CARE: **\$240.00**  
(BASED ON 12 DAYS PER MONTH)

### **BEFORE OR AFTER SCHOOL MONTHLY FEES**

#### **KINDERS:**

#### **SCHOOL-AGE:**

FULL-TIME B OR A SCHOOL CARE: **\$210.00**

FULL-TIME B OR A SCHOOL CARE: **\$190.00**

PART-TIME B OR A SCHOOL CARE: **\$120.00**  
(BASED ON 12 DAYS PER MONTH)

PART-TIME B OR A SCHOOL CARE: **\$105.00**  
(BASED ON 12 DAYS PER MONTH)

