

Registration Package

2021-2022 School Year

Toddler – Preschool – Before/After School Care (School-Age) – Special Needs

18 Months – 12 Years of Age



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Introduction

Toddler – Preschool - Before/After School Care (School-Age) – Special Needs

18 Months to 12 Years – All children are welcome!

“Thank you for helping to make Hayden’s first nursery school experience a great one!”

Colwell Parent.

“Colwell is a special place filled with extraordinary teachers, and we are grateful for the experience Dylan and Cole have had in it’s wonderful environment. Thank you!”

Colwell Parent.

“Kendra was my first child to experience Colwell’s second- to-none education over 8 years ago. The reinforcement of the staff provided Kendra with careful guidance, appropriate redirection, and a strong feeling of respect for others. Currently 11 years old, she has gone on to accomplish wonderful things as a direct result of the confidence building skills that Colwell offered, and still offers, our young ones.”

Colwell Parent.

Our programme emphasises the development of positive self-esteem and decision-making. Through play, the children learn to take responsibility for their actions. We offer a pleasant atmosphere and consistent standards and expectations. Children are taught according to their individual levels of development. Social skills are emphasized.

Mathematics, language, science, French, physical education, creative arts, tactile experiences, stories, educational toys and games are all part of our programme. Guided discovery, problem-solving, task and question-and-answer methods are used to enhance learning- both individually and in groups. Variety in programming keeps children’s interest high and, as a result, few discipline problems arise.

Qualified staff are carefully selected for their experience and abilities. They work in teams of three, offering a low teacher-student ratio and allowing time for individual attention.

For more information, or for an appointment to visit the school, please call: (905) 839-0074.

Half-Day 2-1/2 Hours 9:00am to 11:30am 1:00pm to 3:30pm	Extended Half-Day 4 Hours 9:00am to 1:00pm 11:30am to 3:30pm	School Day 6 Hours 9:00am to 3:00pm	Full-Day 6+ Hours 7:00am to 6:00pm	Before/After School 7:00am – 9:00am 3:00pm – 6:00pm
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Programme Options

Toddler – Preschool - Before/After School Care (School-Age) – Special Needs

Half-Day | Extended Half-Day | School Day | Full-Day | Before/After School Care

Half-Day Programmes: 2, 3, or 5 days per week, AM or PM

9:00am – 11:30am

1:00pm – 3:30pm

Colwell Nursery School and Kindergarten has been providing the Pickering area with unparalleled early years enrichment since 1988. We offer **half-day** nursery school and kindergarten programs at both the junior and senior levels, weekday mornings and afternoons, at two and a half hours per programme. Students enrolled in our two day a week programme attend on Tuesdays and Thursdays, three-day a week students on Mondays, Wednesdays, and Fridays, and our five-day a week students from Monday to Friday inclusive.

Extended Half-Day Programmes: 2, 3, or 5 days per week

9:00am – 1:30pm

11:30am – 3:30pm

Moving from a half-day to a school-day programme can be an intimidating step for some children, and so Colwell offers an **extended half-day** program, at 4 hours per day, to soften the blow. Children enrolled in our extended half-day programmes attend a half-day, either in the morning or the afternoon, and our lunch programme.

School -Day Programmes: 2, 3, or 5 days per week

9:00am – 3:00pm

In response to strong demand, Colwell offers programmes designed to prepare children for the rigors that they will face in a full-day grade-one classroom in the public system, in a safe and supportive environment. Students enrolled in **school-day** programmes begin at 9:00am, and are dismissed at 3:00pm each day, in accordance with ministry regulations. Full-day students attend both our AM and PM half-day programmes, and enjoy a nutritious lunch, followed by lunchtime activities during the lunch period.

Full -Day Programmes: 2, 3, or 5 days per week

7:00am – 6:00pm

Our **full-day** programmes are designed to provide our working families with the hours that they would expect from a daycare, while maintaining the structure, routine, enrichment, and curriculum that they would expect from a nursery school / kindergarten. Our full-day students also enjoy outdoor playtime during the day, and a rest/nap period following lunch if needed. Lunch, snacks, etc. are all provided!



Programme Options

Toddler – Preschool - Before/After School Care (School-Age) – Special Needs

Lunch | Before/After School | Special Needs

Lunch Programmes: 2, 3, or 5 days per week

11:30 – 1:00pm

Colwell has partnered with *Wholesome Kids Catering Inc.*, in order to offer our families a nutritious, cost effective, **lunch programme**, available 2, 3, and 5 days a week. Students enjoy hot meals consisting of a variety of seasonal fresh fruit and vegetables. Meals are prepared in accordance with the Day Nurseries Act, Metro criteria, and are approved by a registered Dietician. Menus are offered on a four-week seasonal cycle to provide variety, and accommodate most allergy requirements and religious/dietary restrictions. Lunch is followed by various planned activities, delivered by the Colwell staff.

Before/After School Programmes: 2, 3, or 5 days per week

7:00am – 9:00am

3:00pm – 6:00pm



3 – 12 Years

Colwell offers **Before and after School** options to those working families with children attending another programme elsewhere. Is transportation an issue? We can help! Ask about our shuttle service.

Special Needs

For nearly 45 years, Colwell has been teaching children with speech and language delays, learning difficulties, social difficulties, behavior difficulties, and adjustment difficulties. At Colwell, we believe that all children, of all backgrounds and abilities, deserve the opportunity to learn and grow in a stimulating and supportive environment. It is our mandate to facilitate the inclusion of children with special needs by providing them with the support and resources they need in order to participate in the regular programme. Enhanced Staffing Support Teachers are placed in each classroom to ensure that our special needs students receive the extra attention they need to build their self-esteem, and a positive attitude towards learning.

Often times, Colwell is the first point of contact for our families in Durham Region regarding the development and well-being of their children. We have access to many organizations and services in our community, and we can quickly and seamlessly access those services that your children may need. Special needs Resource Agencies are funded through the Regional Municipality of Durham, and the Ministry of Education to support licensed child care programs, to provide inclusive environments for our children and families.



Age Grouping

Toddler – Preschool - Before/After School Care (School-Age) – Special Needs

Ages	Teacher : Student Ratio	Maximum Class Size	Capacity
Toddler (18 months to 30 months)	5 : 1	15	15
Preschool (30 months to 6 years)	8 : 1	24	64
School-Age (6 years to 12 years)	15 : 1	30	30



Programme Information

Toddler – Preschool - Before/After School Care (School-Age) – Special Needs

School Term:

School Year: September to June

Summer Programme: July, August

School Hours:

Full- Day Programmes:	7:00am – 6:00pm	Extended Half-Day Programmes:	9:00am – 1:00pm 11:30am – 3:30pm
School-Day Programmes	9:00am – 3:00pm	Half-Day Programmes:	9:00am – 11:30am 1:00pm – 3:30pm
		Before/After School Programmes	7:00am – 9:00am 3:00pm – 6:00pm

School Holidays:

All statutory holidays as well as Christmas break
There are no P.A. Days

Tuition Fees:

Our annual fee is divided into ten equal payments, which are due in September and July, in the form of post-dated cheques for the first of each month. Your tuition fee reserves your child a space in the class, and therefore no credit is given for absent days.

Withdrawal:

One-month notice is required for withdrawal from the programme.

Important Dates: 2020–2021 School Year

Labour Day- Mon. Sept. 6/21-School Closed

First Day of Regular School Year (School-Age)
Tues. Sept. 7/21

Thanksgiving- Mon, October 11/21 –School Closed

Winter Break- December 20/21 to December 31/21

Family Day- February 21/22 - School Closed

Easter Holidays- April 15/22 and April 18/22

Victoria Day Holiday- May 23/22- School Closed

Last Day of Regular School Year (School-Age)
Wednesday June 29/22

Canada Day- July 1/22- School Closed

Civic Day- Aug. 1/21- School Closed

Toddler – 18 Months to 30 Months

MONTHLY FEES

		2 Days Per Week	3 Days Per Week	5 Days Per Week
Bronze Level	<i>Half – Days</i>			
2- ½ Hours Per Day	9:00am – 11:30am <input type="checkbox"/> 1:00pm – 3:30pm <input type="checkbox"/> Includes Snacks	<input type="checkbox"/> \$239.00	<input type="checkbox"/> \$306.00	<input type="checkbox"/> \$482.00
Silver Level	<i>Extended Half – Days</i>			
4 Hours Per Day	9:00am – 1:00pm <input type="checkbox"/> 11:30am – 3:30pm <input type="checkbox"/> Includes Lunch and Snacks	<input type="checkbox"/> \$416.00	<input type="checkbox"/> \$549.00	<input type="checkbox"/> \$848.00
Gold Level	<i>School Days</i>			
6 Hours Per Day	9:00am – 3:00pm Includes Lunch and Snacks	<input type="checkbox"/> \$506.00	<input type="checkbox"/> \$665.00	<input type="checkbox"/> \$952.00
All Inclusive	<i>Full – Days</i>			
6+ Hours Per Day	7:00am – 6:00pm Includes Lunch and Snacks	<input type="checkbox"/> \$610.00	<input type="checkbox"/> \$799.00	<input type="checkbox"/> \$1036.00

Please place a checkmark in the appropriate box(es) above to reserve a space in your desired program for the 2020-2021 school year. Please return this form, along with a post-dated cheque (dated: **September 1, 2020**), to the school at your earliest convenience.

Preschool – 30 Months to 6 Years

MONTHLY FEES

		2 Days Per Week	3 Days Per Week	5 Days Per Week
Bronze Level	<i>Half – Days</i>			
2- ½ Hours Per Day	9:00am – 11:30am <input type="checkbox"/> 1:00pm – 3:30pm <input type="checkbox"/> Includes Snacks	<input type="checkbox"/> \$196.00	<input type="checkbox"/> \$251.00	<input type="checkbox"/> \$396.00
Silver Level	<i>Extended Half – Days</i>			
4 Hours Per Day	9:00am – 1:00pm <input type="checkbox"/> 11:30am – 3:30pm <input type="checkbox"/> Includes Lunch and Snacks	<input type="checkbox"/> \$341.00	<input type="checkbox"/> \$451.00	<input type="checkbox"/> \$696.00
Gold Level	<i>School Days</i>			
6 Hours Per Day	9:00am – 3:00pm Includes Lunch and Snacks	<input type="checkbox"/> \$416.00	<input type="checkbox"/> \$546.00	<input type="checkbox"/> \$781.00
All Inclusive	<i>Full – Days</i>			
6+ Hours Per Day	7:00am – 6:00pm Includes Lunch and Snacks	<input type="checkbox"/> \$499.00	<input type="checkbox"/> \$656.00	<input type="checkbox"/> \$855.00
Before School Care	Kindergarten	<input type="checkbox"/> \$156.00	<input type="checkbox"/> \$210.00	<input type="checkbox"/> \$318.00
Children Attending School Elsewhere	School Age- 6yrs – 12yrs	<input type="checkbox"/> \$141.00	<input type="checkbox"/> \$189.00	<input type="checkbox"/> \$289.00
After School Care	Kindergarten	<input type="checkbox"/> \$141.00	<input type="checkbox"/> \$210.00	<input type="checkbox"/> \$318.00
Children Attending School Elsewhere	School Age- 6yrs – 12yrs	<input type="checkbox"/> \$138.00	<input type="checkbox"/> \$189.00	<input type="checkbox"/> \$289.00

Please place a checkmark in the appropriate box(es) above to reserve a space in your desired program for the 2020-2021 school year. Please return this form, along with a post-dated cheque (dated: **September 1, 2020**), to the school at your earliest convenience.



Frequently Asked Questions

Toddler – Preschool - Before/After School Care (School-Age) – Special Needs

Q. Is the school licensed?

Yes. Colwell Nursery School and Kindergarten is licensed, and in good standing, with the Ministry of Education.

Q. What is the teacher to student ratio at Colwell?

Please refer to page 5 of this handbooks for ratios in relation to the various age groupings.

Q. My Child is allergic to Peanuts. Is Colwell a nut-free centre?

Yes. No peanut or tree nut products are permitted at school at any time. Policies and procedures in relation to allergies and Anaphylaxis are contained in The Colwell Nursery School Anaphylactic Policy Document.

Q. When does registration begin?

The Colwell Nursery School and Kindergarten operates year round. Student registration typically occurs in the January-February time frame for the upcoming school year, commencing each September. However, children are welcome to begin at any time during the school year provided space is available.

Q. How do I register?

You've already taken the first step by learning a little bit about who we are and what we do here at Colwell. You've probably heard about Colwell from a friend or neighbour, and may already be somewhat familiar with our programme; however, the best way to know that this is the right place for your child is to experience the programme first hand. **If you haven't already, contact us to book an appointment to visit the school, and take a tour. Please plan to bring your child along with you.** This is their opportunity to explore and discover their classroom, their teachers, and their classmates. They learn that school is a safe place and a fun place, and helps to smooth the transition on their first big day.

Enrolment forms are included as part this package available in hardcopy format at the school, as well as in softcopy format on our website. Applicable forms should be filled out and returned to us prior to your child's first day, accompanied by post-dated cheques from September 1st to June 1st. Cheques will be deposited on the first of each month as the school year progresses.

Q. Where will my child be placed?

Before beginning at Colwell each child is placed based on the length of their day, their age, and the availability of space. In general, our part-day children are placed in our downstairs classroom and our full-day children are placed in our upstairs classroom but each situation is different so please talk to us about your child's individual placement during your initial visit to Colwell. School Age Children have a separate area on the lower floor of the building

Q. What is your Waitlist policy?

Spots are given to families on a first come-first served basis. Colwell Nursery School maintains a waitlist for all programs that we offer, for circumstances where program demand exceeds available spots. To gain access to the waitlist, registration forms must be filled out and returned to the school. There is no charge to gain access to the waitlist, although a one-time \$25 registration fee is applicable to new registrants upon acceptance into the program.

Q. Should my child be potty-trained before he/she can attend?

Not at all! We've been number one in the number two business for almost two decades! We do ask however, that if your child is not potty-trained, they have spare clothes and diapers, if applicable, in their nap-sac. If your child is in the process of training, we try to continue what's being done at home, while the child is at school, in an attempt to provide them with a sense of consistency.

Q. What will my child need on his/her first day of school?

Your child should bring a bag or nap-sac to school each day to carry home creative work. A change of clothing should be included for children who have occasional "accidents". We request that indoor shoes be left at school, which are worn in the classroom on rainy or snowy days. No sandals, flip flops, slippers, or *Crocs* please. Children will need appropriate footwear for Pys. Ed.

Labelling of Belongings- Please label all clothing, including coats, boots, hats, and mittens

Medication- Please do not send medication unless pre-arranged with staff. Colwell has special procedures in place in relation to Epipens and asthma inhalers. Please ask a staff member for further details if your child has either.

Q. What is your policy regarding school closures due to poor weather?

In nearly 20 years of operation, Colwell Nursery School and Kindergarten has not closed due to weather. However, in the case of extreme circumstances, notification of closure will be made to affected families by telephone and/or email, in addition to being posted on our website.

Q. Do children go on field trips?

Due to the wide array of program options available at Colwell, the co-ordination and scheduling of off-premise activities is unpractical. We instead bring outside activities into the classrooms, so that all children, regardless of program duration or schedule, are able to enjoy the experience.

Q. My child is ill, can they still come to school?

Colwell is regulated by the Durham Region Health department and we comply with all guidelines in regard to contagious diseases. In most cases, once your child is 24 hours symptom free, well enough to participate fully and, if applicable, has been on medication long enough to ensure that they are no longer contagious, they are allowed to return to school. In some cases, a doctor's note is required to ensure the health and safety of other children and families as well as our staff. If your child requires medication after returning to school, we must have all of the required documentation to accompany the medication before accepting it for administration. Please contact us before your child returns to ensure a smooth transition back to our program.



Important Information for Parents:



Shoes should be left at school for rainy or snowy days. No sandals please for safety reasons



Please do not send medication unless pre-arranged with staff.



All teaching is done in the classrooms. There are no field trips.



Your child should bring a bag to school each day to carry home creative work. A change of clothing is recommended, especially for any children who have occasional “accidents”.



Please **label** all clothing, including coats, boots, hats, and mittens.



Please do not send food with your child. A snack is provided each day at school. Sampling food is an important part of our health and nutrition teaching.



A child may **not** leave school with anybody but the parent, unless the school has been notified.



Program Statement

Toddler – Preschool - Before/After School Care (School-Age) – Special Needs

Here at Colwell, we believe that each child is a capable and competent learner with an abundance of gifts to share and build upon in the classroom environment. We see each question, each moment, each challenge, and each idea as an opportunity for growth and development for both the children and their teachers.

Here at Colwell, we believe in:

Promoting Health, Safety, Nutrition, and Well-Being

One of our most important goals is to ensure safety and security in our environments at all times because by providing a safe and healthy environment, we set our children up for their best successes.

Here at Colwell, we make use of door chimes, safety gates, and other implements to ensure that each classroom is secure and every entry/exit is monitored. We also ensure that proper health and safety checks are completed. These include but are not limited to daily playground and classroom checks, monthly fire drills, classroom cleaning logs, and fridge and freezer temperature checks. These practices ensure that the environment is constantly monitored and maintained in the best possible condition for the children and staff.

We believe in providing the healthiest nutritional support for each child and family based on their individual needs and goals.

All of our meals and snacks are adjustable based on individual food requirements including allergies, religious beliefs, personal or family restrictions, and any other required accommodations. We post all substitutions with our menus and keep records relating to group and individual substitutions to ensure that all information is available and accessible to parents and families.

We aim to connect parents and families with any resources required to support their child's healthy development.

We have many available resources regarding health, wellness, active lifestyles, nutrition, child development, and much more and they are available in multiple languages for any families looking for more information regarding their child's health and well-being



Supporting Positive and Responsive Interactions among the Children, Parents, Child Care Providers, and Staff

We believe in the importance of face to face interaction with parents and caregivers and aim to offer this communication time as often as possible



At drop off and pick up time there is always a designated teacher to greet parents and answer any questions. Having this teacher available is our way of ensuring that parents have an open line of communication to start and end each day. We believe that scheduling this time as a designated greeting time helps us to make sure the communication is positive, responsive, and not rushed. The available teacher will rotate each week to make sure that every staff involved in the classroom will be introduced and familiar with the families we work with.

We understand that not every parent or caregiver will have the opportunity to attend drop off or pick up times so we offer flexibility and options for any parents wishing to communicate with their child's teachers. We host an adult only open house each year in addition to offering phone or in person meetings whenever required to make sure that every parent/caregiver has access to open lines of communication.

We aim to foster positive and responsive communication with each child based on their individual personalities, strengths, needs, and abilities.

We believe in taking the time to get to know each child when they begin with our program. Through initial visits to the centre, communication with parents and caregivers, parent/caregiver questionnaires, and introductory weeks each September, we hope to get a good picture of each child in our class and how they best respond to various situations. This practice helps us to communicate with them in the best way possible and help them integrate into the classroom seamlessly.

We aim to always maintain a positive attitude and reframe each challenge as an opportunity. This practice helps us to always approach situations with love, understanding, and unlimited possibilities. We understand that the way we approach difficulties is communicated to the children and we believe in supporting their development of positive communication skills through role modelling and demonstration.



Colwell hosts a diverse population of children, families, and staff. The staff here speak a few different languages themselves and we are always eager and willing to learn new words and phrases from other languages to help children and families feel more comfortable. In the past we have learned and used American Sign Language, Hungarian, French, Spanish, Urdu, Portuguese, and many others to help us communicate with children who use English as a second language or are more comfortable communicating in language from home. Even a few small phrases from home can help the children connect with their friends and teachers and we believe that each small connection is an important one.

Encouraging Children to interact and communicate in a positive way and supporting their ability to self-regulate

We firmly believe that children learn what they live so we strive to be positive role models through demonstrating positive communication and interactions.



Each member of our staff understands the impact that our attitudes can have on the classroom environment and on the children. We ensure that our approaches and methods are formed from a place of respect and positivity so that we are able to expect the same from the children as well. When children are shown understanding and respect, they can develop a more thorough understanding of the importance of positive and productive communication and will begin to incorporate these practices into their daily interactions as well.

We believe in supporting children to develop their ability to regulate their own emotions and learn a multitude of problem solving skills.



Our classroom environments are safe spaces where all emotions are accepted and respected. The development of self-regulation skills is so important at this age so we begin to support self-regulation through open communication and discussions about emotions, challenges, and strategies for problem solving and self-calming. Every success, challenge, quarrel, celebration, and even every drop off and 'boo-boo' is a chance to help introduce the necessary skills and abilities to cope with a range of emotions. We also maintain books, displays, and activities that incorporate basic and complex emotions into play based learning experiences to help further exposure and understanding of what these feelings mean and how each can be handled, celebrated, and incorporated into everyday life.

In addition to our daily practices, a few times a year emotions and feelings come up as an emergent topic of interest. We like to take these opportunities as a chance to introduce a range of emotions and add to the children's repertoire of coping mechanisms and self-regulation skills. We find that extending their learning on this topic helps to boost not only their self-regulation skills but their understanding and empathy for others. The more they understand about their own feelings and emotions, the more they seem to empathize with their peers, teachers, and families which helps add to our positive and nurturing atmosphere.

Fostering the Children's exploration, play, and inquiry

We believe in allowing each child the ability to fully realize their ideas and explore the world around them without limitations but within an environment structured to meet all their learning needs.

All of our schedules are structured as daily flows instead of rigid timelines. We believe that this allows for more fluid and full learning experiences. Each section of the day is enriched with choices and opportunities so each child can co-design their learning and take the time to fully realize each idea, activity, creation, and learning experience.

We believe in approaching each learning opportunity without bias and with an open mind and allowing the children to learn and discover with their teachers instead of simply being told the correct methods and ideas. There are times when facts need to be included such as numbers, letters, and other pre-academic skills; but even these can be introduced in such a way that the children take the lead as explorers and co-learners with their peers and teachers.

The underlying belief that children are capable and competent learners helps guide our actions throughout our programming and this enables the children to fully explore their thoughts, questions, and theories in a positive and nurturing environment.

Providing Child-Initiated and Adult-Supported experiences

We see learning as a co-operative journey and the children here are at the forefront of our curriculum. We are here to support and encourage their learning journeys through developmentally appropriate program planning.



Our emergent, play based programs are designed to encompass the children's needs and interests. Our weekly program topics are based on the general or individual interests in the classroom and our ELECT based learning goals are geared towards individual needs and developmental goals. Each week our program plan explains how the topic came about and asterisks are used to indicate which goals and learning outcomes are based on individual needs and observations. These connections can be linked directly back to our weekly observation logs which are dated to indicate when each observation is being converted into programming. This practice helps us to ensure that all of our learning experiences are guided and purposeful as well as all being based around the children's interests to capitalize on their



ability to teach and learn in their own unique ways.

We believe in using each teachable moment to its full potential and building on spontaneous activities throughout the day.

Along with our planned curriculum activities, we like to take every opportunity for spontaneous learning as well. Each question, idea, and challenge can be taken as a teachable moment and used as a tool for learning enrichment and building on the children's abilities and aptitudes. These teachable moments can be as simple as a child's question or can be more in depth such as letting the children lead circle, big room activities, or other daily activities when they demonstrate interest. Spontaneous games, experiments, activities, songs, and learning opportunities help add fullness and a sense of well-rounded learning to our classroom environments.



Planning for and creating positive learning environments and experiences in which each child's learning and development are supported

We believe in planning individualized curriculum around each child's developmental needs and goals

Through our emergent planning we ensure that our group program is reflective of individual goals but, to go beyond that, each child is provided with academic work, activities, and learning opportunities that are geared to their personal strengths and needs. The outdated idea of 'one size fits all' teaching can leave many children either bored or left behind; our low staff to student ratios allow us to customize learning for each child based on their abilities so we can work on achieving their personal developmental goals in a positive,



inclusive, and supportive environment.

We base our individual planning on the idea that we can plan for one child but invite the group. All of our activities are available and presented at different levels to suit every need in our diversely aged classrooms. This ensures that every child can feel included and supported on their learning journey. Modifications can be as simple as offering personalized academic work at each child's level or changing regular games to include visuals or props to help younger children understand rules. Other adaptations could include enriching matching and sorting games to include categorization, functions, and features for children who need an extra challenge. Using these simple strategies ensures that each child is able to participate in every opportunity if they so choose.

We aim to provide a wholly inclusive environment that celebrates diverse abilities

Children with special needs can grow and flourish when connected with peers as role models. Whether the needs are found in speech and language development, social skill building, motor skills, eating difficulties, or anything in between, having peers to demonstrate skills and serve as role models and junior teachers is a great foundation for early learning and development. However, truly inclusive environments don't just happen overnight, they take careful planning, coordination, and support. Here at Colwell, we design Individualized Support Plans for children with special needs based on parental and professional feedback regarding each child's needs and abilities. We also continuously maintain partnerships with families and professionals to ensure that each child gets the most out of our programming.

We believe whole heartedly that an inclusive early learning environment is not only beneficial for the children with special needs supported within, but rather it is beneficial for everyone involved. Positive and supportive inclusion programs allow firsthand experience with diverse abilities and afford opportunities to build understanding of what acceptance, patience, and appreciation look like and for early learners these social skills are important building blocks.



Beyond our actions, our classrooms are designed and maintained to reflect diversity, celebrate differences, and appreciate inclusion. We host a broad range of activities, toys, pretend play items, dolls, and displays that reflect multiple cultures, diverse abilities, and a broad range of languages so that every child can feel reflected and appreciated in our environment.

Incorporating indoor and outdoor play as well as active play, rest, and quiet time into the day and giving consideration to the individual needs of the children

We believe that children flourish in a structured but flexible environment and we aim to provide each child with the opportunity to help co-design their day within a guided framework



All of our classroom schedules are fluid and allow for change and accommodation. We schedule periods for indoor, outdoor, free, and academic play as well as nap or quiet time and children are able to flow through the structure of the day while making decisions about their routine. These decisions can include options such as whether to do art or big room first, whether to complete academic work before or after structured free play, or whether to participate in shake break or choose from other appropriate activities. By allowing children the freedom to choose within a structured environment, we help them take ownership of their learning and afford them the opportunity to guide their scheduling to maximize their play based learning.

All of our schedules are adjusted seasonally and are completely flexible depending on individual needs. We offer different opportunities for gross motor play such as outdoor play, big room time, and shake break and the option for either a nap period or quiet play time for those children who no longer nap or who wake up from their nap early. Along with our planned art activities, we have an open art shelf available at all times for children who would prefer different or additional creative arts. This encourages children who may not enjoy messy art such as finger painting to express themselves with tools of their choice on days when the planned art doesn't work for them and it also provides endless opportunities for creative expression throughout the entire day.

Each classroom's daily schedule is written and posted for parents to view on our parent board. In addition, a visual schedule is available in each classroom for the children and upcoming activities and any changes made are also often verbally communicated so that each child is able to understand the schedule in their own way and become comfortable with the flow of their day.



Fostering the engagement of and ongoing communication with parents about the program and their children

We believe in the importance of open communication with parents and families and we aim to foster an informed and welcoming school community.

Here at Colwell, we believe in partnering with parents and families to provide the best early childhood education. A big part of this partnership is communication about our program, daily happenings, developmental progress, changes, and so much more. We use multiple methods of individual and group communication and below are just a few examples.

Program Plans: Each classroom posts a documented program plan outlining all of the activities and developmental goals they have set out for the week. This program is in line with the ELECT document as well as *How Does Learning Happen* and copies of all pertinent information about our curriculum is readily available for parents to view in hard copy or online.

Daily Charts: Each classroom fills out a large flip chart throughout the day that includes daily news, exciting parts of the day, academic work being completed, samples of



artwork from the day, and so much more. This board is displayed at pick up times and acts as a spring board for communication with the children about their day and the learning that took place.



Communication Sheets: For families who prefer more detailed and personal information about their child's day, we offer individual parent/teacher communication sheets. Each morning families have an opportunity to drop a sheet with information such as how their child slept, what they ate for breakfast, who will be picking them up, and any other information that may have an impact on their mood or participation throughout the day. On the reverse side is a sheet for the teachers to fill out including information about what they worked on, anything exciting that happened during the day, what they ate for lunch or snacks, and if your child naps it would include how long and how well they slept. These sheets can help foster better communication between parents and staff, especially if there are different people at drop off and pick up time or if there isn't a solid chance every day to communicate directly. It can also help keep a record of sleeping and eating patterns and academic observations over time.

Progress Reports: Twice a year in January and June we complete reports regarding the progress of each child in the classroom. These reports focus on their strengths and accomplishments from the term and their goals or 'next steps' moving forward. The reports cover all of the important building blocks for transitioning to public school and beyond.

Parent Open House: Each November, we host an adults-only open house where families can come and meet their children's teachers and learn more about the classrooms and programming. This time can be used to discuss goals and challenges, curriculum questions, program structure, and any other questions that may have come up in the first months of the semester.

Above and beyond these various methods for continued communication, our staff members are available for over the phone or in person consultations with families regarding their child's development, progress, or participation in the program. This can be especially helpful for parents who are unable to do drop off and pick up themselves as it gives them direct contact with their child's teacher to discuss any questions or concerns.



Involving local community partners and allowing those partners to support the children, their families, and the staff

We believe that partnering with other professionals in the community will help the staff, the children, and their families we work with get the most out of their early learning experience.

Connecting with community partners helps to guide our staff in individual teaching strategies and helps to overcome any challenges individual children have with participation in our program. Here at Colwell, we have a long list of community partners and supports. We have worked in the past with agencies including but not limited to:

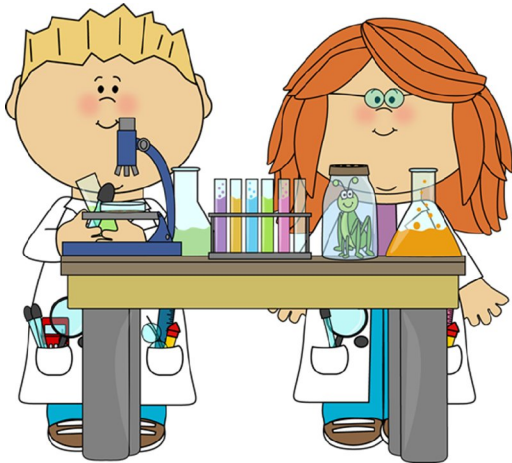


- Grandview Children's Centre
 - o Preschool Outreach Program
 - o Speech and Language
 - o Occupational Therapy
 - o Physical Therapy
- Resources for Exceptional Children and Youth
- Durham Behaviour Management
- ABA/IBI Therapists
- Private Speech Pathologists and Occupational and Physical Therapists
- Holland Bloorview

We are open to working with qualified individuals already involved with families or reaching out with families on behalf of their children to involve any required professionals to help them thrive throughout their early learning journey.

Supporting all staff who interact with the children on their journey of continuous professional learning

We believe in that supporting continuous learning for our staff is an important building block for success and aim to help each member of our team on their individual learning journey.



Throughout the years we have had the ability to attend local workshops and information sessions regarding various elements of child development such as speech and language development, Attention Deficit/Hyperactivity Disorder, and Autism Spectrum Disorder. The partnerships we maintain with community agencies such as Grandview have allowed us to continuously upgrade our approaches through these workshops and through individual consultations where general strategies and also suggestions for particular children are discussed. Communication of learning from these workshops, information sessions, and meetings is consistently communicated among staff and typically documented in writing as well so that every member of the team can benefit from each opportunity and new staff entering our environment have access to a wide general knowledge base to help them align with our strategies and practices.

With the support of the College of Early Childhood Educators, all RECEs also have the opportunity to participate in the continuous professional learning initiative which gives access to online and in person learning modules to help support continuous learning and skill upgrading. This initiative has opened a world of opportunities for individuals to explore relevant areas and areas of further interest on their professional learning journey.

We believe in continuously monitoring the goals and approaches set out in our program plan to ensure that we are providing the best possible early learning opportunity for the children and families we serve.

We regularly conduct staff performance reviews in accordance with our policies and monitor compliance with our program statement and practices. This is especially helpful for new staff or when adding new goals or approaches to our program as it helps guide everyone in the same direction and increases consistency throughout our educational environment.

We host quarterly staff meetings at minimum and encourage feedback, information, and any necessary topics to be discussed and worked through as a team. The strengths and needs in each of our classrooms is constantly evolving and as such, our program statement is an ever changing and evolving document as well. The suitability of our goals are assessed and reviewed at one or more of these meetings and our approaches are evaluated to ensure their continued effectiveness and if any changes or amendments need to be made to increase our efficacy they are discussed and worked into our overall plan.

Through continued communication and feedback from staff and families in conjunction with our progress reports, observations, and staff meetings, we ensure that the goals and approaches we outline have a positive impact on the children and families we serve.





Volunteer and Student Policy

Infant – Toddler – Preschool - Before/After School Care (School-Age) – Special Needs

Colwell Nursery School does not allow volunteers in the classroom to participate in the classroom programs. We do however allow ECE students in the classroom to fulfill the required practical portion of their ECE degree. Students are assigned a designated Colwell ECE teacher to supervise for the duration of the student's work term.

1. Only employees of Colwell Nursery School will have direct unsupervised access to children- Students do not have unsupervised access to children.
2. No child is left unsupervised at any time, or is supervised by a person under 18 years of age.
3. Colwell Nursery School is responsible for the implementation, review and evaluation of this policy
4. Colwell Nursery School is responsible for orientation procedures to help students to understand the operation of the program and the expectations for their placement experience. Behaviour Management, Confidentiality and Professional Conduct, Anaphylactic, and Reporting Child Abuse Policies are reviewed and signed upon commencement of a student's work term.
5. Students are not counted in staffing ratio
6. In respect of volunteers and students, CCEYA also provides that:
 - Behaviour management policies and procedures are reviewed with volunteers or students who will be providing care or guidance at the day nursery before they begin providing that care or guidance and at least annually afterwards.
 - There is a written procedure for monitoring the behaviour management practices of volunteers or students who provide care or guidance at a day nursery or at a location where private-home day care is provided.
 - The individual plan for a child with anaphylaxis and the emergency procedures are reviewed by volunteers and students who will be providing care or guidance at the day nursery or private-home day care location before they begin providing that care or guidance and at least annually afterwards.
 - Vulnerable Sector Checks are required for all volunteers and students (over 18 years of age) having direct contact with children in licensed child care programs and for all persons usually on the premises of the private-home day care location.



Waitlist Policy

– Preschool - Before/After School Care (School-Age) – Special Needs

Colwell Nursery School admits children on a first come-first served basis. We maintain a waitlist for all programs that we offer in the case that demand exceeds available spots. To gain access to the waitlist, registration forms must be filled out and returned to the school. There is no charge to gain access to the waitlist, although a one-time \$25 registration fee is applicable to new registrants upon acceptance into the program.

Access to a copy of a privacy protected waitlist is available to allow the position of a child on the waitlist to be ascertained by the child's family. Upon request, the privacy protected waitlist will be granted to an individual within 24 hours from the time of request.

A Few Things to keep in Mind

- Some programs/classrooms have longer waitlists than other
- Information regarding the waitlist will update and change frequently but families will only be contacted when there is an available space for them. If any information is required on an ongoing basis, contact the main office at 905-839-0074 for further communication options.



Prohibited Practices

Toddler – Preschool - Before/After School Care (School-Age) – Special Needs

Here at Colwell, we respect the rights of each child and family we serve. We use redirection and aim to support positive coping and emotional regulation skills through understanding, compassion, and empathy. We employ a variety of strategies such as:

- Redirection to another activity
- Additional supports to integrate such as a modified seating at circle times or fidget toys for group times
- Involving children in decisions about the structure of their day such as which group they would like to attend big room in or when during our art period they would like to participate
- Positive reinforcement of prosocial and constructive behaviours
- Encouragement and co-decision making

As licensed members in good standing with all regulatory bodies, we comply with all CCEYA regulations and the following procedures and methods are strictly prohibited as part of our daily practice:

- corporal punishment of the child;
- physical restraint of a child such as confinement to a highchair, car seat, stroller, or other device for the purpose of discipline or in lieu of supervision unless the physical restraint is for the purpose of preventing a child from hurting themselves or someone else, and is only used until the risk of injury is no longer imminent
- deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect;
- depriving the child of basic needs including food, shelter, clothing or bedding;
- locking the exits of the child care centre or home child care premises for the purpose of confining the child; or
- using a locked or lockable room or structure to confine the child if he or she has been separated from other children.

PARENTAL CONSENT FOR ADMINISTRATION OF POTASSIUM IODIDE

Dear Parents / Guardians:

In the event of a serious accident at the (Darlington or Pickering) Nuclear Generating Station, radioactive material may escape from the station. One type of radioactive material that may be released is radioiodine. If radioiodines are inhaled, they are absorbed by the thyroid gland (a small organ located at the front of the neck, at the base of the throat). Ingestion of a potassium iodide (KI) pill will minimize the amount of radioiodine taken up by the thyroid.

It is expected that there will be plenty of time to close our school and evacuate your child before any radiation exposure occurs. However, a decision has been made to pre-distribute potassium iodide (KI) pills to all schools within a 10 kilometre radius of the nuclear generating stations.

CONSENT FORM

The use of KI pills is voluntary. For questions regarding thyroid blocking and potassium iodide, please contact Durham Region Health Department at (905) 723-8521.

The provincial Nuclear Emergency Response Plan approved doses for thyroid blocking (65mg. Pills) are based on the current World Health Organization, Health Canada and Canadian Nuclear Safety Commission (CNSC) Group of Medical Advisors recommendations. They are:

- | | |
|---|---------|
| <input type="checkbox"/> Birth through one month | ¼ pill |
| <input type="checkbox"/> 1 month through 3 years | ½ pill |
| <input type="checkbox"/> 3 to 12 years | 1 pill |
| <input type="checkbox"/> 12 to 18 years (less than 150lbs.) | 1 pill |
| <input type="checkbox"/> 12 to 18 years (over 150 lbs.) | 2 pills |
| <input type="checkbox"/> 18 years and over | 2 pills |

(12 to 18 year olds who are approaching 150 lbs and unsure of their weight should take 2 pills. No adverse affect will occur with this age group/dose combination.)

Note: Larger doses than those prescribed above will increase the risk of side affects and are not recommended by the World Health Organization.

If directed by the Province of Ontario or Emergency Management Ontario,

I GRANT permission for my son / daughter _____ to be administered potassium iodide (KI) in the prescribed dose.

I DO NOT GRANT permission for my son / daughter _____ to be administered potassium iodide (KI).

My child _____ is allergic to iodine.

Date: _____ Signed: _____
(Parent or Guardian)

Colwell Nursery School and Kindergarten Student Enrollment Form

Student Last Name		First Name		Middle Initial	Sex (M/F)	Date of Birth			
Street Address (Include apartment #, etc.)				City/Town	Postal Code	Home Telephone Number ()			
Email Address						<p style="text-align: center; margin: 0;">Office Use Only</p> <p style="margin: 5px 0;">Placement: _____</p> <p style="margin: 5px 0;">Date of Admission: _____</p> <p style="margin: 5px 0;">Date of Discharge: _____</p> <p style="margin: 5px 0;"><input type="checkbox"/> Enrollment Form</p> <p style="margin: 5px 0;"><input type="checkbox"/> Health History Form</p> <p style="margin: 5px 0;"><input type="checkbox"/> Immunization Record</p> <p style="margin: 5px 0;"><input type="checkbox"/> (KI) Administration Form</p> <p style="margin: 5px 0;">Notes:</p> <p style="margin: 5px 0;">ATTENDING ANOTHER SCHOOL? Y / N:</p>			
Mother's Last Name		First Name		Middle Initial					
Mother's Home Address			City/Town	Postal Code					
Name and Address of Employer		Mother's Home Phone ()	Mother's Business Phone ()						
Father's Last Name		First Name		Middle Initial					
Father's Home Address			City/Town	Postal Code					
Name and Address of Employer		Father's Home Phone ()	Father's Business Phone ()						
Family Physician's Name		Street Address		City/Town	Telephone Number ()				
Emergency Contacts (other than parents)				Relationship to Student		Daytime Telephone Number			
1.						()			
2.						()			
Names of Persons to Whom Child May Be Released				Relationship to Student		Daytime Telephone Number			
1.						()			
2.						()			
3.						()			

Name of Parent/Guardian

Signature

Date of Registration

Medical Release: In the event of an accident or illness, I hereby give to the staff of the Colwell Nursery School and Kindergarten the authority to give or secure the necessary attention.

Signature

Date



PHOTO CONSENT FORM

Child's Name: _____

We are working hard to continually improve our program to provide your child with the most enriching experience possible. We imagine, we tweak, we tinker, and yes..... we want to share a little more of the magic that bubbles up every day in our classrooms with you. With your permission, we would like to take pictures of our students in action, and display them around our rooms, on our boards, or on the school website. Please take a moment to fill out the below form.

Thank You!



____ I **give permission** for my child _____ to be photographed while at Colwell Nursery School and Kindergarten, and for images to be displayed in print or on the school website

____ I **do not wish** my child _____ to be photographed while at Colwell Nursery School and Kindergarten.

Parent/Guardian Signature: _____ Date: _____

General Product Use Consent

Throughout the year, we use many different health, hygiene, and special activity products which are either provided by us or sent from home, some of which used to require special consent. This form is to be used as a general consent in lieu of individual forms for certain products. Please fill out the form below and return it to your child's teacher. If bringing in any of these items for personal use, please keep in mind that we have staff and students who are sensitive to scents and opt for perfume free where available.

Child's Name: _____ Child's Date of Birth: _____

Item	Initial to Indicate Choice	Notes: Allergies, Sensitivities, or Preferences
Hand Sanitizer	<input type="checkbox"/> Personal Only <input type="checkbox"/> Provided (Brand May Vary - Unscented) <input type="checkbox"/> I Do Not Consent	
Sunscreen	<input type="checkbox"/> Personal Only <input type="checkbox"/> Provided (Brand May vary - Minimum SPF 30) <input type="checkbox"/> I Do Not Consent	
Moisturizer	<input type="checkbox"/> Personal only <input type="checkbox"/> Provided (Brand and Availability May vary - Unscented) <input type="checkbox"/> I Do Not Consent	
Vaseline	<input type="checkbox"/> Personal Only <input type="checkbox"/> Provided (Brand and Availability May vary) <input type="checkbox"/> I Do Not Consent	
Lip Balm - Personal only	<input type="checkbox"/> Personal Only <input type="checkbox"/> I Do Not Consent	
Diaper Cream - Personal Only	<input type="checkbox"/> Personal Only <input type="checkbox"/> I Do Not Consent	
Temporary Tattoos	<input type="checkbox"/> I Consent <input type="checkbox"/> I Do Not Consent	
Face Paint	<input type="checkbox"/> I Consent <input type="checkbox"/> I Do Not Consent	
Nail Polish/Nail stickers/Nail Wraps	<input type="checkbox"/> I Consent <input type="checkbox"/> I Do Not Consent	

Parent Signature: _____ Date: _____

Nap Time and Direct Visual Check Procedures

It is the policy of this centre that each child has the opportunity to either nap or engage in quiet activities based on their individual needs and parental requests. During the nap period, alternative activities are provided in an alternate classroom or in the case of children still requiring more significant rest, books or other solitary activities are made available for each child on their individual cot upon request.

As per the Ontario Child Care and Early Years Act we are required to ensure that, if child care is provided for a child who regularly sleeps at a child care centre the licensee operates:

- (a) an employee periodically performs a direct visual check of each sleeping child by being physically present beside the child while the child is sleeping and looking for indicators of distress or unusual behaviours;
- (b) there is sufficient light in the sleeping area or room to conduct direct visual checks; and
- (c) there are written policies and procedures at the child care centre with respect to sleep, and the policies and procedures,
 - (i) provide that children will be assigned to individual cribs or cots in accordance with this Regulation,
 - (ii) provide that parents will be consulted respecting a child's sleeping arrangements at the time the child is enrolled and at any other appropriate time, such as at transitions between programs or rooms or upon a parent's request,
 - (iii) provide that parents of children younger than 12 months will be advised of the licensee's obligation under subsection (1),
 - (iv) provide that parents of children who regularly sleep at the child care centre or home child care premises will be advised of the centre's or agency's policies and procedures regarding children's sleep,
 - (v) provide that the observance of any significant changes in a child's sleeping patterns or behaviours during sleep will be communicated to parents and will result in adjustments to the manner in which the child is supervised during sleep, and
 - (vi) include details regarding the performance of direct visual checks, including how frequently direct visual checks will be performed and how direct visual checks will be documented.

As per these requirements, it is the policy of this centre that:

- Each child is assigned an individual crib or cot
- Dim but sufficient lighting is to be maintained in the room at all times
- During all sleeping periods staff are to remain present in the room in which the children are sleeping at typical ratio (8:1) until the children are settled and on their cots and at a maximum of 2/3 reduced ratio (11:1) when the children are settled in their cots.
- During the sleep period, a Direct Visual Check of each child is to be completed as per the following instructions:
 - Direct Visual Checks are to be performed every half hour
 - The staff completing the check must be physically present beside each child while they are sleeping to perform the check
 - The staff must look for any indicators of distress or unusual behaviours

 - The check must be documented on the Direct Visual Check Record kept inside the attendance
 - Any behaviours out of the norm for the individual child must also be documented in the daily written record and communicated to the child's family (abnormal snoring or breathing, nightmares, night terrors, congestion, etc.)
 - In the case of an emergency identified during the Direct Visual Check, all pertinent emergency protocols will be followed as per written procedures

Parents will be consulted in regards to a child's sleeping arrangements at the time the child is enrolled and at any other appropriate time, such as at transitions between programs or rooms or upon a parent's request. Parents will be consulted in regards to the following:

- Parents of children younger than 12 months will be advised of the following:
 - Every child who is younger than 12 months will be placed for sleep in a manner consistent with the recommendations set out in the document entitled "Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada", published by the Public Health Agency of Canada, as amended from time to time, unless the child's physician recommends otherwise in writing.
 - Parents of children who regularly sleep at the centre will be advised of the centre's or agency's policies and procedures regarding children's sleep.
 - All details regarding the performance of direct visual checks
 - Frequency: each half hour
 - Documentation: Direct visual check record book
 - Procedure: staff must be physically present beside each child to conduct the check each half hour
-

Signing below indicates that I have read and understood the Nap Time and Direct Visual Check Procedures and agree to comply with the policy as written.

Parent Name(s)

Parent(s) Signature

Date

Parent Issues and Concerns Policy

General

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

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

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

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

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

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit <http://www.children.gov.on.ca/htdocs/English/childrensaidd/reportingabuse/index.aspx>

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

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

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

Contacts:

Chris Anthony (Licensee): 905-839-0074

Stacey Freeland-Viarruel (Supervisor): 905-839-0074

Emergency Management Policy

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation. Parents will be contacted by telephone at the earliest opportunity, after it is deemed that it is safe and feasible to do so.

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: Fairport Beach Public School - the fence near parking lot entrance

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: 6705 Sheppard Ave. Scarborough, ON - Malvern Christian Assembly (416) 284-4853

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

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

If any emergency situations happen that are not described in this document, Chris Anthony or Stacey Freeland-Viarruel will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

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

All emergency situations will be documented in detail by Stacey Freeland-Viarruel and a staff designate who witnessed the emergency if applicable in the daily written record.

Additional Policy Statements

Each classroom is to maintain an appropriate emergency bag including the following:

- First Aid Kit
- Red Book with All Emergency Cards
- All Individual Medical Needs and Anaphylaxis Plans and relevant medications (medications must move between bags depending on child's location)