



A PLACE TO PLAY

Nursery School of Bloor West Village

Parent Handbook of Policies and Procedures

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Introduction

On March 2, 1987, **A Place to Play Co-Operative Nursery School of Bloor West Village** (“A Place to Play” or “AOTP”) opened in Runnymede Presbyterian Church, which is located at 680 Annette Street.

The school was founded and continues to operate on a two-fold philosophy.

To provide a place where children can...

- discover through play
- interact with other children
- explore new environments and gain new experience
- learn to share
- develop social, motor, arts, crafts and music skills
- learn to accept rules

To provide a place where parents can...

- share their child’s experiences
- develop their skills in parenting by learning from a trained educator
- share special skills with other children
- be involved with programs
- meet other parents

**A Place to Play is committed to placing each child
comfortably in their program**

Our semi-structured format is intentional. We recognize that our children have differing ages, temperaments, attention spans and developmental levels. We believe in providing a variety of flexible activities, enabling the children to develop skills in area of personal interest. We emphasize responsibility, respect and co-operation in a group.

We would like to thank our founding members:

Sandra Ashby, Chris Ballantyne, Jane Lott, Anne Marie Muir and Paula Snider

Section One - General

Teachers and Parents

At A Place to Play, ECE-qualified teachers, teaching assistants, and parents work together, in a co-operative fashion, to ensure the best possible care and education for the children. Parents are expected to be responsive and to respect the professional and personal requirements of the teachers.

It is worth keeping the following points in mind as you work to develop a positive relationship with the teacher:

- Recognize that the teacher's first consideration is to your child
- Address your concerns about your child and/or the program at an appropriate time and to the appropriate person (ie. liaison, teacher in confidence, suggestion box)
- Voice criticisms constructively
- Be a willing and supportive co-op member

Program Development

Programs are re-evaluated regularly to reflect changes to the *Child Care and Early Years Act, 2014* (the "Act") and ideologies on early childhood education. Both the teacher and assistant teacher are provided with professional development funding, on an annual basis, to help to improve and build upon the nursery school's program.

Registration of Children with Special Needs

At A Place to Play, we encourage an environment of diversity and acceptance among our preschoolers and their families. Although our facilities are not modified for "barrier-free" access and our teachers are not specifically trained to deal with children who have severe disabilities, we are committed to seeking out resources in the community to assist a child with special needs in our program. The decision to enrol children with physical or developmental disabilities must be made in co-operation with the teacher and the Board of Directors. This decision will be based upon an assessment of the physical accessibility of the facilities as well as the resources available to help the child function within the group in accordance with our philosophy, programming structure, bylaws, policies and procedures. We encourage full disclosure of a child's disability to the nursery school staff and Board, and welcome any literature, specialists, therapists, or guest speakers the parents feel may be helpful. We are willing to accommodate at-home treatment plans into the nursery school environment, provided they fit within the program structure. We will also provide training and development opportunities for our teachers and staff where it is considered helpful in dealing with a particular child's disability, and advantageous to the school as a whole.

Family Obligations

In the spirit of a co-operative, members are expected to participate in activities that enable to school to run smoothly, including: 'Duty Days' for the A.M. programs where they prepare snack & help in the classroom; 'Snack Days' for the P.M. programs where they provide snack; a 'Family Job' which they do throughout the year; occasional toy wash nights; social activities. The list of family jobs can be found in the section entitled **Family Jobs Overview**.

The co-operative is overseen by a Board of Directors. Board members are exempt from toy wash. The remaining Family Jobs are structured with a list of tasks associated with each job.

Members may declare their preferences for family job to the Registrar, during the registration process, particularly if family members have specialized skills. The list of tasks identified may change as needed over the course of the school year.

There are two General Meetings during the year for which the Board of Directors is required to give a minimum notice of eight weeks. Attendance at the fall General Meeting is **mandatory** for all families. Attendance at the spring General Meeting is mandatory for all families attending in the subsequent school year. Families may send a proxy (e.g., a nanny or caregiver) if unable to attend and compassionate leave can be negotiated with the Board of Directors with prior written notice. **A penalty of \$25.00** will be imposed on any family that fails to attend a general meeting and has not arranged compassionate leave in advance. There is no childcare provided at these meetings.

Maintaining “Member in Good Standing” Status

Without limiting the generality of the foregoing, members are expected to:

1. Abide by policies, procedures and by-laws
2. Fulfill duty days and toy wash as scheduled & provide snack when scheduled
3. Attend General Membership meeting(s)
4. Participate in school-wide events
5. Participate actively in assigned Family Job responsibility
6. Respect the leadership of the teacher and all members of the school community
7. Comply with the co-operative spirit and philosophy of the school
8. Treat all members of the school community with courtesy and respect
9. Pay all fees in full and on time

Failure to Meet Obligations

If family obligations are not met to the satisfaction of the Board, the Board reserves the right to require a family to withdraw from the program.

“The Board of Directors”

The co-operative has a Board of Directors who meet monthly and run the two General Meetings. All Board members are parents of children enrolled in the current year’s program.

Licensing and Affiliations

A Place to Play is a registered charity that is fully insured and fully licensed by the Ministry of Education under the *Act*.

Section Two – Procedures & Administration

Admission Policy

There are three separate programs at A Place to Play: 2 morning programs (two-day and three-day) and an 'Afternoon Enrichment Program'. All of these programs have 16 spaces. Present members and alumni are given early opportunity to register for the following school year. The Registrar will set a cut-off date by which present members and alumni must advise of their intention to return to the nursery school. Following this, acceptance into the co-op is on a first come, first serve basis.

The morning programs are for children between the ages of 2 years to 5 years (however there are limited spots for children between 2 and 2 ½ years). Due to the younger children in the morning program, there will be two teachers (at least one of whom is a certified ECE) and a duty day parent in the classroom.

The 'Afternoon Enrichment Program' is for pre-kindergarten children (3 to 5 years old). Only the two teachers are needed in the classroom, and no duty days are required! Parents instead are assigned days where they are the 'Snack Parent', and must provide the food for snack, which will be prepared by the teachers.

Application Procedures

The following must be given to the Registrar prior to commencing the program:

1. Completed student registration forms
2. Confirmation of a complete review of the *Parent Handbook*
3. Completed Duty Day Person forms (if applicable)
4. Individual Anaphylaxis Emergency Plan (if applicable)

Before first duty day attend an orientation session which shall include duty day training, and training on emergency procedures to be followed in the event of a child having an anaphylactic reaction

Fees

- See attached schedule B for this year's fees.
- A non-refundable deposit is due at time of registration of one month's tuition plus the one-time membership fee of \$50. This non-refundable deposit will be applied against the June tuition. Post-dated cheques dated for the first of each month beginning in September must be issued for the remainder of the year and received by the Registrar before the child starts school.
- NSF (non-sufficient funds) charges are required to be repaid within one week of receiving notice from the Treasurer. If more than two NSF cheques come from one family in one fiscal year, the Treasurer may request that the remainder of the tuition payments must be made in cash payments each month prior to the first of the month in which the payment is due.
- Interest at the rate of 5% per annum interest will accrue from the first day of late payment.
- Members who are two months in arrears may be required to withdraw subject to Board review
- Tuition increases may be approved by the Board as necessary and reasonable. Membership will be given sufficient notice.

Withdrawal Policy

A withdrawing family shall give written notice of intended withdrawal to the Registrar, at least one full calendar month prior to departure.

Example #1: Family gives notice on November 30th. Child remains enrolled and tuition is due through December 31st.

Example #2: Family gives notice on November 2nd. Child remains enrolled and tuition is still due through December 31st.

This ensures that the school maintains complete enrollment to meet its budget and that the Registrars have sufficient lead time to fill openings.

The initial non-refundable deposit will not be returned. Any remaining post-date tuition cheques will be returned to the withdrawing family, or destroyed at the family's written request.

Comfort Level Assessment

On an as-needed basis, the teacher may perform a Comfort Level Assessment to determine the child's ability to adjust to the program. A comfort level assessment will involve parent and teacher in a meeting to help clarify the problem areas and to develop an action-plan that is mutually understood and agreed upon.

Arrival, Pickup and Absence Procedures

Upon arrival, children and parents must wash their hands in the bathroom prior to entering the classroom. Parent/Guardian should sign-in child on attendance sheet and ensure a teacher is aware of the child's arrival. Parent should regularly check the bulletin board, weekly schedule and the School Calendar for updates. Please ensure to keep a complete set of clothes at school including a pair of shoes, appropriate outdoor wear and, if applicable, spare diapers/wipes in the child's basket. Ensure child's clothing, coat and boots are labeled, and take artwork from your child's cubby home.

At pick up, ensure the teacher knows when each child is leaving. Please inform the teacher, preferably in writing, if another person is picking up your child.

- Morning arrival should be between 9:00 and 9:15 a.m. Outside door is locked at 9:30 a.m.
- Morning Pick-up is promptly between 11:30 and 11:45 a.m. and note that all two-day families are responsible for helping to return toys to the storage area.
- Afternoon arrival should be between 1:00 and 1:15 p.m. Outside door is locked at 1:30 p.m.
- Afternoon Pick-Up is promptly between 3:30 and 3:45 p.m. and note that all families are responsible for helping to return toys to the storage area.

Adherence to the arrival and pick-up times is expected. Following two written late warnings, a late fee penalty of \$1.00 per minute will be charged for late pick-ups.

Please call the school and notify the teacher if a child will be absent or has an on-going or communicable illness.

Grievance Procedure

If you have a concern regarding your child, please first arrange to speak with the teacher or a class liaison. If you have a concern regarding the program, policies, or the failure of any teacher or co-operative member to fulfill their responsibilities, please inform the Board of Directors in writing. The Board is authorized, at their discretion, to take all steps necessary to remedy the situation.

Section Three – Health & Safety

Immunization

No child will be permitted to attend the program until a completed immunization form or “Statement of Conscience or Religious Belief in Regards to Immunization of Children” has been submitted (see below).

Immunization Details:

- All staff and each family member assuming duty-day responsibilities must be fully up-to-date with immunization requirements and tested clear of tuberculosis
- If staff has any contact with TB, repeated testing for infection is required
- All medical forms are kept in the school in a confidential file

Exemption from Immunization:

Families who choose not to immunize their child for reasons of conscience or religious belief will be required to fill out a “Statement of Conscience or Religious Belief in Regards to Immunization of Children” in lieu of providing immunization records. In the event of an outbreak or threatened outbreak of a designated disease at the school, the child who is not immunized is required by the Medical Officer of Health to be excluded from attendance at school unless proof of immunization or of immunity from said disease is furnished to the Medical Officer of Health.

Child Illness/Injury

A sick child should not be sent to school. If a child in the school develops symptoms of illness, the parent (or the alternate person designated by the parent on the medical form) will be notified. If it is impossible for a child to return home, he/she may be separated from the other children and supervised in a quiet area. Symptoms of a child’s illness will be recorded by the teacher and reported at the time of the child’s departure to the parent/caregiver.

Please let the teacher know if your child will be absent. If we do not hear from you, the teacher will call after your child has been absent for several days in a row.

Guidelines for keeping your child at home:

- If your child has an excessively runny nose (not clear)
- If your child has diarrhea
- If your child has vomited within the last 24 hours
- If your child has a croupy cough and/or a sore throat
- If your child has a fever
- If your child has undiagnosed red spots or rashes
- If your child has a contagious disease (i.e. pinkeye, lice, chickenpox etc.)
- If your child is overly tired

Guidelines for returning to school after an illness:

- If your child had diarrhea: when there are no loose stools for 24 hours
- If your child had a fever: after being fever free for 24 hours
- Any other illnesses such as chickenpox, lice, pinworms, open sores (impetigo) etc., the child should only return when a doctor confirms that the child is recovering and not contagious. Please notify the teacher if your child has come down with these highly contagious conditions.

If your child is taking any medication, we require a note from your child’s doctor giving us permission to administer the medication. The medication must have instructions clearly marked on the bottle.

If your child is taking medication at home or if there are changes within your child's family (births, family deaths, illness or parental separation) please inform your child's teachers so that they can best help your child.

Injury

- First aid will be given, the parent contacted, or the child transported to the hospital as appropriate.
- The school will abide by the Ministry of Education's guidelines in all matters relating to serious occurrences, as defined under the *Child Care and Early Years Act*.

Fire Drills and Emergencies

A procedure approved by the local Fire Chief has been established and must be followed in case of fire. This procedure is posted on the bulletin board in the nursery school room. Parents are strongly encouraged to review this procedure on their first duty day, and from time to time thereafter. Fire drills will be conducted monthly. Emergency numbers are posted on the bulletin board as well as emergency procedures for injury and illness. An updated First Aid Kit is kept on the premises, as well as an emergency fund (in emergency file box).

Parents must also be aware of the following items located on the bulletin board in the classroom:

- Address of closest parent's house to be used in case of evacuation (referred to as the Safe House)
- Address and phone numbers of staff members and co-op members
- Phone numbers for the Fire Department, Police, Ambulance, local hospital and a taxi service

The school will abide by its lockdown policy and hold regular drills.

Door and Gate Closures

- The outdoor access gates must **always** be latched and bolted
- Classroom doors and all access doors (stage, hall, and kitchen) remain closed.
- Parents must ensure that the classroom door is securely closed as they enter and exit the classroom.
- As the children move from one room to another, the adult at the end of the line ensures that the doors are closed behind.

Leaving the Classroom

- Children must be escorted by one of the teachers when leaving the room.
- During school hours the teachers are responsible for keeping track of all the children.

Hand washing – children, parents and staff must wash their hands:

- Prior to entry into the classroom in the morning
- Prior to snack time
- After using the toilet
- After changing diapers
- After blowing/wiping noses

Toileting – during school hours, (other than taking your own child to the toilet), only the teacher or assistant teacher are authorized to assist children for toileting

Soiled Diapers – must be deposited in a plastic bag and placed in a garbage bin

Missing Child

- In the event a child goes missing, a teacher will immediately conduct a thorough search of the premises and inform any Church personnel present, while another teacher remains with the children.
- If the child is not found, the police and parent are called immediately
- A report is filed with the school and the Ministry of Education.

Allergies

Please note that the parents of any child with a life-threatening allergy or condition are required to complete an Individual Anaphylaxis Emergency Plan for those children and post it in the classroom.

The following anaphylactic causative foods are not permitted on school premises or at school social events: **peanuts, tree nuts, sesame and shellfish** regardless of whether an allergic child is enrolled.

Please see Schedule D for complete details of our Anaphylaxis Policy.

Food Safety

Public Health Guidelines for Food Preparation are to be strictly followed and instructions given during orientation. No coffee or outside food is permitted in the classroom other than the snack food outlined during orientation and listed in the Snack Guideline.

Morning Program Snack will be provided and prepared by the Duty Day Parent. Afternoon Program Snack will be provided by the 'Snack Parent', but will be prepared by the teachers.

Section Five – Morning Programs

Duty Day Responsibilities

Duty Days are calculated according to the number of times per week a child attends the school. Families with two children enrolled in the school will be required to fulfill “double duty”. Duty Day parents must be at the school 15 minutes before the start of the program to set up and must stay to assist in cleanup.

- If a duty person wishes to switch a scheduled duty day, it is the responsibility of the family to find a replacement from the membership list and arrange for an exchange of duty.
- Any changes to the duty day schedule must be made to the schedule posted on the parents’ notice board and emailed to the Duty Day Scheduler.
- A family with other children must make arrangements for the care of that child.

Duty Day Procedures

Parents are required to perform Duty Day responsibilities on a rotating basis, which involve classroom cleanup and snack preparation. You will receive a detailed description of duty day responsibilities during the orientation that is provided when your child begins school.

Snack Preparation by Duty Person

The Duty Day person will bear the cost of the snack for that day. A form is provided in the classroom for the daily snack to be recorded.

Health regulations stipulate that no snack be prepared at home (e.g., home baking, etc.). All snack foods must be brought to the school and be prepared by the duty day person in the church kitchen.

Personal snacks are not permitted at the school. The following anaphylactic causative foods are not permitted on school premises or at school social events: **peanuts, tree nuts, sesame and shellfish**, regardless of whether an allergic child is enrolled.

Recommended Foods for Snacks – General Rules

- Make sure you have consulted the latest Snack Guidelines (see Appendix C), which are also posted in the classroom
- Always be aware of any food allergies and prepare snacks in accordance with the school’s Anaphylaxis Policy (see Appendix D)
- Snacks should be interesting, nutritious and fun. You will receive a list of recommended snacks in your orientation package including a list of permitted crackers (depending on allergies)
- Provide enough for 16 children plus four adults

Cleanup Procedures by Duty Person

Please follow approved guidelines when completing cleanup duties. It is particularly important that you follow all posted health regulations when sanitizing eating areas and cleaning the classroom.

Special Considerations Regarding Duty Days

- Well in advance, families can discuss with the duty day scheduler the timing of duty days in order to accommodate special situations (e.g. pregnancy, new baby.) However, the fulfillment of the same number of duty days is still required. A Place to Play's license does not permit babies to stay during classroom time.
- There is a quiet room available across from the classroom where a 'babysitter' may stay with your young infant, to allow you to nurse or care for your baby immediately following duty.
- Other family members or caregivers may complete duty days provided they submit complete paperwork (police check, TB test, etc.)

Section Five – Afternoon Program

Snack Parent Responsibilities

Snack Parent Days are calculated according to the number of times per week a child attends the school. Families with two children enrolled in the school will be required to fulfill “double days.”

Snack Parent is required only to provide enough food for that day’s snack, at the beginning of the program (by 1:15 p.m.), so the snack can be prepared by the teachers. The Snack Parent will bear the cost of the snack for that day.

Health regulations stipulate that no snack can be prepared at home (e.g., home baking, etc.). All snack foods must be brought to the school, so they can be prepared by a teacher in the church kitchen.

Personal snacks are not permitted at the school. The following anaphylactic causative foods are not permitted on school premises or at school social events: **peanuts, tree nuts, sesame and shellfish**, regardless of whether an allergic child is enrolled.

- If a Snack Parent wishes to switch a scheduled day, it is the responsibility of the family to find a replacement from the membership list and exchange of Snack Days.
- Any changes to the Snack Day Schedule must be made to the schedule posted on the parents’ notice board and emailed to the Snack Day Scheduler.

Recommended Foods for Snacks – General Rules

- Make sure you have consulted the latest Snack Guidelines (see Appendix C), which are also posted in the classroom
- Always be aware of any food allergies and prepare snacks in accordance with the school’s Anaphylaxis Policy (see Appendix D)
- Snacks should be interesting, nutritious and fun. You will receive a list of recommended snacks in your orientation package including a list of permitted crackers (depending on allergies)
- Provide enough for 16 children plus four adults

Section Six

Family Jobs Overview

The Family Jobs are organized into the Board of directors, committees and other jobs. Each family job has a description outlining the expectations and responsibilities of the role. Either or both parents may fulfill the duties, it not have to be the duty day parent. Depending on the job, duties may be completed during school hours, in the evenings or on weekends.

Board of Directors

- Coordinator
- Assistant Coordinator
- Treasurer
- Secretary
- Registrar

Social Committee

- Social Committee Chair
- Social Committee Members

Fundraising Committee

- Fundraising Committee Chair
- Fundraising Committee Members

Program Liaisons

- 2-day AM Liaison
- 3-day AM Liaison
- 3-day PM Liaison

Registration

- Assistant Registrars
- Family Jobs Coordinator

Classroom Maintenance

- Maintenance Coordinator
- Maintenance Team Members

Toy Wash

- Toy wash Coordinator
- Toy wash Team Members

Communications

- Book Club Coordinator
- Duty Day / Snack Scheduler
- Website Coordinator
- Newsletter Coordinator
- Calendar Coordinator

Finance

- Assistant Treasurer

Program Support

- Crafts Assistants
- Playdough Maker
- Community Events and Special Programming
- Special Projects
- Purchaser
- Safety Officer / Allergy Coordinator

APPENDIX A

BEHAVIOUR MANAGEMENT POLICIES

When a child presents with difficult or aggressive behaviour in the nursery school, the teachers will employ a number of strategies to prevent the behaviour as well as deal with it in a constructive manner. These strategies may include:

- Keeping the child busy and active to release energy.
- Reinforce and praise non aggressive and appropriate behaviour
- If the child seems frustrated in a play situation, redirect the child to another activity
- Teach children to assert themselves in preventing incidents through verbal expression
- Try to identify times or activities in which the difficult behaviour is most likely to occur. Make attempts to avoid these activities or provide the child with extra support during difficult times.

Aggressive Incidents:

When a child behaves aggressively at nursery school the teachers at A Place to Play will respond in one or all of the following manners:

1. Comfort any children who have been injured and apply appropriate first aid, if necessary.
2. Tell the child who exhibited the aggression that his/her behaviour was inappropriate.
3. Redirect the child to a positive play situation.
4. In some cases it may be necessary to isolate the child from the group for a few minutes. Wherever possible, however, the child will remain in the classroom.
5. Under no circumstances will a parent who is performing a duty day physically restrain a child.
6. All injuries or accidents are documented on a form entitled "Minor Accident Form". The parents of the child who demonstrated the difficult behaviour are asked to sign this form.
7. All injuries or accidents are document in a confidential incident book. This book is confidential and accessible only to the teachers at A Place to Play and the members of the Board of Directors.
8. Any aggressive behaviour that draws blood must be reported to the local Public Health Department in keeping with statutory requirements.
9. If medical attention is required it will be reported to the Ministry of Education as a serious occurrence.

Behaviour Management Policy Statement

A Place to Play Nursery School strives to provide an environment that is physically and emotionally safe for all children. If aggressive or acting-out behaviour threatens the children's safety the successful functioning of the group and cannot be addressed within the confines of the program, A Place to Play reserves the right to require that a child be withdrawn from the program on either a temporary or permanent basis.

Please see the *Child Care and Early Years Act* for more details.

APPENDIX B

SCHEDULE OF FEES AND POST-DATED CHEQUES

	Date of cheque	Cheque amounts payable					
		New family (<i>see note A</i>)			Returning family (<i>see note A</i>)		
		2-day program	3-day program	Afternoon Program	2-day program	3-day program	Afternoon Program
Non-refundable deposit (<i>see note A</i>)	Current date	\$195	\$245	\$265	\$145	\$195	\$215
September tuition	September 1 st	\$145	\$195	\$215	\$145	\$195	\$215
October tuition	October 1 st	\$145	\$195	\$215	\$145	\$195	\$215
November tuition	November 1 st	\$145	\$195	\$215	\$145	\$195	\$215
December tuition	December 1 st	\$145	\$195	\$215	\$145	\$195	\$215
January tuition	January 1 st	\$145	\$195	\$215	\$145	\$195	\$215
February tuition	February 1 st	\$145	\$195	\$215	\$145	\$195	\$215
March tuition	March 1 st	\$145	\$195	\$215	\$145	\$195	\$215
April tuition	April 1 st	\$145	\$195	\$215	\$145	\$195	\$215
May tuition	May 1 st	\$145	\$195	\$215	\$145	\$195	\$215
June tuition **(see note B)	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Note A: A one-time administrative fee of \$50 applies to new families and is included in the non-refundable deposit. Siblings of previous students are not required to pay this fee.

Note B: The non-refundable deposit is applied against the June tuition. Please refer to the “withdrawal” section of the school handbook for procedures regarding the withdrawal of a family from A Place to Play.

APPENDIX C

GUIDELINES FOR SNACK PREPARATION

IMPORTANT ALLERGY INFORMATION: There are children with possible life-threatening allergies in the classroom. Please follow these guidelines carefully, specifically those in respect of the grain products.

General

- **CHECK FOR FOOD ALLERGIES (as indicated on roster)**
- Snacks should be interesting, nutritious and fun
- Health Canada recognizes four food groups. These are: grain products (or starchy foods, like crackers, breads, bagels), vegetables and fruit, milk products (yogurt, milk, cheese) and meats and alternatives (or protein foods)
- Please bring one “choice” from each food group
- Provide enough for 16 children, 2 teachers and 2 duty people
- Examples of appropriate snacks could include:
 - apple wedges, cheese cubes & whole wheat crackers
 - cream cheese on bagels & cucumber slices

Grain Products (or Starchy Foods)

- any packaged cracker that is manufactured in North America and whose ingredient list contains no mention of peanuts, tree nuts or trace amounts of either peanuts or tree nuts
- any packaged bread or bakery item that is similarly peanut-free and tree nut-free. You MAY NOT bring bulk items from the bakery (e.g. items from bins or that are served loose on a tray/cookie sheet) as they may be cross-contaminated with nuts.
- please use good judgment when choosing your grain product. Choose items with minimal amounts of sodium (ideally less than 5 percent daily recommended allowance per serving) and similarly minimal amounts of sugar, fat and preservatives. Avoid sweet items such as donuts, cake or cupcakes and instead choose crackers, buns, pretzels, plain mini rice cakes or small pita breads.

Vegetables and Fruit

- Fresh or dried wedges of apples, pears, oranges, peaches, plums, etc. Try to bring what is in season
- If bringing grapes, cut in half to decrease the risk of choking
- Try dried and pitted fruits such as raisins, apricots or prunes
- Cut carrots, cucumbers, peppers, zucchini, etc into thin strips to avoid choking
- Avoid celery as it is too stringy
- Try canned chick peas or fresh peas, melon, berries etc.

Meats and Alternatives (or Protein Foods)

- Hard cheese such as, cheddar, mozzarella, brick, havarti, goat cheese
- Yogurt
- Cream cheese

Milk/Juice

- Water may be served daily, however if you wish to serve juice, please bring only 100% pure fruit or vegetable juices. **Do not bring** fruit punches e.g. 5 Alive, 'fruit drink', Snapple etc.
- Dilute all juices – 1/2 juice to 1/2 water
- Apple juice free of alar preferred (check ingredients)
- Consider other juices such as orange, cranberry or grape
- Milk should be 2%

Important Information about Allergies/Health Regulations

Health Regulations stipulate that **NO** snacks be prepared at home (i.e. home baking). Snacks **MUST** be store-bought or purchased from a licensed establishment.

ALWAYS CHECK THE INGREDIENT LIST AND DO NOT BRING ITEMS WITH PEANUTS, TREE NUTS, SHELLFISH OR TRACE AMOUNTS OF ANY OF THESE ALLERGENS INTO THE CLASSROOM.

APPENDIX D

ANAPHYLAXIS POLICY

Anaphylaxis is a serious allergic reaction and can be life-threatening. The allergy may be related to food, insect stings, medicine, latex, exercise, etc. This Anaphylaxis Policy is intended to provide information on anaphylaxis and awareness to parents, staff, volunteers and visitors to the school.

All families, regardless of whether their own child has allergies, must comply with the requirements of the school's Anaphylaxis Policy.

Identification of Children at Risk and Individual Allergy Plan, including Anaphylaxis Emergency Plan

It is the responsibility of the parent to inform and alert the school, teachers and registrar of the child's allergy at registration and prior to the child attending the school. The following guidelines will assist in the gathering and presenting of information as it applies to the child with an allergy:

1. During registration in the spring of the preceding year, the Registrar will request information from parents regarding any medical conditions including those related to allergy prior to their school attending school.
2. Registration forms will advise parents of their ongoing responsibility to advise the registrar if their child develops an allergy and requires medication, of any change to the child's individual plan or treatment or if their child has outgrown an allergy and no longer requires medication.
3. Once the child is identified as having an allergy, the parent is given a personal copy of these guidelines.
4. The Registrar will then provide the allergic child's parent with the Individual Allergy Plan. If the child has an anaphylactic allergy, an Individual Anaphylaxis Emergency Plan must be signed by the allergic child's doctor/allergist and submitted to the Registrar prior to the child attending the school. The consent portion of the form, which expressly authorizes any adult in the classroom to administer the Epi-Pen, must also be completed by the parent.
5. The allergic child's parent must complete an Individual Anaphylaxis Emergency Plan and include a photograph of their child. This plan will be given to the Registrar or 'Safety / Anaphylaxis Team' member, who will ensure all sections are complete and will post it on the main bulletin board next to the poster entitled "How to Use the Epi-Pen Auto-Injector".
6. Parents must ensure that their child's name is added to the allergy list on the bulletin board.
7. If a child requires an Epi-Pen it must be posted on the bulletin board in a clearly marked Ziploc bag next to the child's Anaphylaxis Emergency Plan. It is the responsibility of the allergic child's parent to ensure that Epi-pens are replaced prior to their expiration date.
8. The Registrar will encourage the parent, although not require, that the anaphylactic child wear a Medic-Alert bracelet that states the allergy.
9. Parents of children with allergies may be asked to be on the 'Safety/ Anaphylaxis Team' for their Family Job.

Strategy to Reduce Risk of Allergen Exposure

Minute amounts of certain allergenic foods, when ingested, can be life-threatening. Since contamination of food can easily occur on an accidental basis, the following guidelines will help reduce, but not eliminate, allergen exposure.

- An anaphylactic child must never be given any food or drink unless they have their Epi-pen present in the classroom.
- The following anaphylactic causative foods are not permitted on school premises or at school social events: **peanuts, tree nuts, sesame and shellfish**, regardless of whether an allergic child is enrolled. See Guidelines for Snack Preparation for further information.
- The duty day parent responsible for snack will show the teacher the contents of the day's snack upon arrival in the classroom to ensure that it complies with the guidelines for snack preparation. Any portion of the snack that does not comply will not be served and should be immediately removed from the premises.
- Personal snacks of any kind are not permitted on school premises, apart from the snack belonging to the anaphylactic child (see below).
- Parents of the anaphylactic child must bring the child's complete snack from home on a separate plate.
- No trading or sharing of foods, food utensils and food containers is to be allowed during snack or at school social events. The teachers are to ensure this through close supervision of the allergic child.
- All children, duty day parents and teachers must wash hands prior to entering the classroom in the morning and again before snack is served.
- Surfaces such as tables, chairs, toys, etc. will be washed with a bleach and water solution in accordance with health regulations and the school's toy wash procedure, as outlined in the school's handbook and duty day procedures.
- Use of food in crafts and play-dough may need to be restricted depending on the allergies of the children.
- If, by accident, an allergenic substance enters the classroom, it is to be removed before it is handled by anyone. If it has already been ingested by those other than the allergic child, the teacher's assistant must remove the allergic child and ensure that their parent is notified that the child should be picked up. The other children are to wash hands and faces after snack and before making contact with anything.

Insect Allergies:

Avoidance is more difficult to achieve for this type of allergy but certain precautions by the school may be helpful:

- removal of insect nests on school property
- proper storage of garbage in well-covered containers
- ice packs or sodium bicarbonate soaks may be applied to the affected area
- those children identified as being allergic to insect stings should avoid using strong scents in body products, including suntan lotions; avoid wearing brightly-coloured clothing, as such colours seem to attract insects; always wear shoes; and, if possible, keep arms and legs covered.

Communication Plan

1. The following documents will be posted in the classroom on the main bulletin board:
 - i. A complete copy of this policy
 - ii. An allergy list of all allergic children enrolled in the school (whether anaphylactic or not) and their specific allergies
 - iii. The completed Anaphylaxis Emergency Plan of each anaphylactic child
 - iv. A poster describing the signs and symptoms of anaphylaxis and the use of the Epi-pen

2. All families, regardless of whether their own child has allergies, will receive a copy of this policy and must comply with its requirements in respect of anaphylactic allergies and, in particular, the school's strategy to reduce the risk of exposure to anaphylactic causative agents.
3. Each volunteer in the classroom will be provided with a copy of the Individual Plan and Individual Emergency Plan for each allergic child prior to their volunteering in the classroom which will also be explained during classroom orientation. Proof of the communication of these documents and information will be recorded on an Anaphylaxis Training Form.
4. It is the responsibility of the parents of the allergic child to personally discuss the child's Individual Plan and Emergency Plan prior to the child starting school. Medical and anecdotal information about the child's condition, along with any information about previous episodes, needs to be shared. The teacher will be trained by the parent in the use of the Epi-pen and recorded on the Anaphylaxis Training Form.
5. Once the appropriate forms are provided to and completed by the parent of the allergic child (prior to commencing school), the Registrar will advise the teacher and the Board Liaison that a child with an anaphylactic allergy has been registered in the program.
6. The Board Liaison (or 'Safety / Anaphylaxis Team' member) will meet with the families of any children with anaphylactic allergies at the beginning of the school year and prior to the classroom orientation session so they can formulate a concise presentation based on this policy and the child's Individual and Emergency Plan. The Board Liaison will make arrangements that the orientation for all classroom volunteers include training on the procedures to be followed in the event of a child having an anaphylactic reaction (training to be provided by the parents of the allergic child). Parents absent from the orientation session must be informed as well.
7. The Anaphylaxis Policy will be addressed on the agenda of the school's spring and fall Annual General Meetings, regardless of whether a child with allergies is enrolled.
8. The school's social committee will ensure that families are reminded that all food served at the social events respects the Anaphylaxis Policy as it pertains to reducing the risk of exposure to anaphylactic causative agents.
9. Parents of the allergic child will review the Individual Plan and Emergency Plan with the teacher prior to any school trip (i.e. transportation of Epi-pen, snack). The parent of the allergic child is to accompany that child during the field trip (the field trip is hectic and the potential for delay in action is great).

Training on Emergency Procedures for Anaphylactic Reaction

1. Training on procedures to be followed in the event of an anaphylactic reaction will be provided to teachers before they begin their employment and annually thereafter.
2. Such training will also be provided to all duty day volunteers prior to their volunteering in the classroom and emergency procedures will be reviewed during orientation. It is the responsibility of the parent of the child with the anaphylactic reaction to provide such training personally or to arrange for such training by the child's physician. Proof of training will be documented on the Anaphylaxis Training Form.
3. It is important to understand the following about an anaphylactic reaction:
 - i. a person having a reaction might have any of the signs and symptoms listed;
 - ii. early recognition of the symptoms and immediate treatment could save a child's life, so ACT QUICKLY. The first signs of a reaction can be mild, but symptoms can worsen very quickly;
 - iii. the Epi-pen will not hurt a child if unnecessarily administered. A severe reaction WILL;
 - iv. the Epi-pen is the only drug that should be used in the emergency management of a child having a potentially life-threatening reaction.

To respond effectively during an emergency, the following routine, which will have been established and practiced by the teachers and duty day parents, must be followed:

1. have someone call 911 for an ambulance **immediately**
2. duty day parents and teachers must closely observe and listen to the anaphylactic child for any sign that a reaction is occurring and immediately report any symptoms to the teachers;
3. an adult stays with the child at all times;
4. the teacher retrieves the child's Epi-pen, the Epi-pen instructions and a copy of this plan from the bulletin board;
5. in the meantime, the remaining two adults in the classroom bring the other children to a separate area;
6. the teacher administers the Epi-pen, as per the instructions, into the muscle of the outer thigh until it "clicks" and holds it in this position for 10 seconds (it is preferred that the injector is used on bare skin, but if necessary can be administered through clothing);
7. note the time of administration;
8. after the Epi-pen dose has been administered, bend back its protruding needle and place used Epi-pen in case and place out of reach of children;
9. the child must be transported to the nearest emergency room even if symptoms have subsided. Symptoms may reoccur hours after exposure to an allergen;
10. have someone inform the parents or, if the parents cannot be reached, the emergency contact person. Inform them of the status of the situation and that an ambulance has been called;
11. if the ambulance has not arrived in 15-20 minutes from the time the Epi-pen was administered and breathing difficulties are still present (i.e. wheezing, coughing, throat-clearing) and/or the child has a decreased level of consciousness, given them a second Epi-pen if available. This additional Epi-pen, if not used, must be made available during transportation to hospital;
12. one calm and familiar adult must stay with the child at the hospital until a parent or guardian arrives.

APPENDIX E

PROHIBITED PRACTICES AND CONTRAVENTION POLICY

Before commencing any volunteer duties in the classroom, you must read this policy and discuss it with a representative of the school (a board member or teacher), who will then act as witness when you sign it.

The teacher will monitor all duty day volunteers during the course of the school year to ensure they adhere to the policy.

Behaviour Not Allowed Under Any Circumstances:

1. Do not use any form of corporal (physical) punishment, such as hitting, spanking, kicking, pushing, shoving, grabbing, squeezing arms or ears, etc.
2. Deliberate harsh or degrading treatment that would humiliate a child or undermine his/her self-Respect.
3. Abusive language such as swearing, yelling or screaming.
4. Children must not be deprived or denied any basic needs, i.e. food, shelter, clothing. Food should not be used to discipline children at snack time.
5. Physical restraint of the child, such as confining the child to a chair stroller or to the device for the purposes of discipline or in lieu of supervision, unless for the purpose of preventing self-injury or someone else
6. Children must not be confined or locked in any room or dark area for any reason. (If a child has to be removed, a staff person must stay with him/her.)
7. Children must not be left alone except in a crisis situation and then only for a few minutes.
8. Inflicting any bodily harm on children including making them eat or drink against their will

Contravention of Behaviour Management Policy:

1. Any individual observed using inappropriate disciplinary measures shall be reported immediately to the Board of Directors, who will take immediately steps to investigate the alleged incident.
2. A designated board member will immediately speak privately to the individual involved. The incident will be documented and a copy placed in the school file. A letter of warning will be sent to the individual.
3. If a second incident is reported, this will also be investigated and a meeting called with the individual and designated board members.
4. The outcome of the meeting will be based on whether returning the individual to the classroom places the children at risk.
5. Any further incident shall result in dismissal from the school.
6. Documentation must be kept at each step.

Name: _____

Signature: _____

Date: _____

School Representative: _____

Signature: _____

Date: _____

APPENDIX F

Parent Issues and Concerns Policy and Procedures

Name of Child Care Centre: A Place to Play Nursery School

Date Policy and Procedures Established: June 08, 2017

Date Policy and Procedures Updated:

Purpose

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

Definitions

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

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

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 by Place to Play 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 5 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/childrensaidthereportingabuse/index.aspx>

APPENDIX G

PROGRAM STATEMENT

'How Does Learning Happen?' (HDLH), Ontario's pedagogy for the early years is a learning resource for those working in the childcare sector. This document supports program development and is shaped by views of children, the roles of families and educators and the relationships among them. HDLH is grounded in new research and practices from around the world.

At A Place to Play Nursery School we use the document 'How Does Learning Happen?' as an educational tool for educators and families. We use the framework to inspire critical reflection and discussion among educators and families. HDLH provides strong emphasis on creating positive relationships, which are critical for quality early years programs. A Place to Play uses the main foundations of HDLH; belonging, well-being, engagement, and expression at the forefront for creating a program that will benefit children, families and educators.

At A Place to Play (APTP), it is our goal to provide a warm, nurturing and inviting space where children can have a sense of belonging and connection to others through discovery, play and interactions with other children and their families. APTP promotes each child's natural curiosity, sense of discovery and exploration by providing a learning rich environment filled with opportunities for each child to express and discover their individuality, creativity, self-awareness and regulation and sense of community. APTP encourages parent involvement in programs, duties and events that cultivate relationships and connections between parents, their children and the community.

The following goals and approaches to achieving the goals sets out our plan for success in creating an environment rich in opportunities for children to form solid foundations in all domains of their learning and allows them to discover their world at their own pace.

- a) Promote the health, safety, nutrition and well-being of the children.
 - use Canada's Food guide as a resource for healthy choices and options
 - provide a snack preparation guide for parents and staff with suggestions for options
- b) Support positive and responsive interactions among the children, parents, child care providers and staff.
 - promote an open dialogue and encourage feedback during drop off and pick up times
 - encourage and provide opportunities for communicative turn taking
 - engage in active listening
- c) Encourage the children to interact and communicate in a positive way and support their ability to self-regulate.
 - use gentle guidance strategies and suggestions to promote appropriate and respectful ways to communicate feelings, emotions and needs and/or wants
 - provide guidance and encouragement to promote communicative turn taking
 - seek opportunities to engage in one on one interactions
 - model positive communication by actively listening and being responsive
- d) Foster the children's exploration, play and inquiry.
 - provide opportunities rich with discovery possibilities
 - provide learning experiences based on the interests of the children using observations
- e) Provide child initiated and adult-supported experiences.
 - provide a variety of open ended activities and materials
 - alternate activities are stored at child level to be accessible and provide opportunities for freedom of choice
 - provide different daily activities in each area
- f) Plan for and created positive learning environments and experiences in which each child's learning and development will be supported.
 - use of observations
 - knowledge and practices from resources 'How Does Learning Happen' and 'Early Learning for Ever Child Today'
- g) Incorporate indoor and outdoor play, as well as active play, rest and quiet time into the day, and give consideration to the individual needs of the children receiving child care.
 - use of a daily schedule with opportunities for all areas
 - arrangement of furniture provides and allows for areas of active play, quiet time and rest at the children's choosing throughout the program

h) Foster the engagement of ongoing communication with parents about the program and their children

- availability of teacher for spontaneous dialog at drop off and pick up times
- monthly newsletter sent out to families and posted in the classroom
- monthly calendar
- Fall and Spring interview opportunities
- weekly programming posted with the ELECT document available

i) Involve local community partners and allow those partners to support the children, their families and staff.

- visits from local establishments such as Fire Department, Police Department, veterinary, dentist, dance studio etc.
- field trips around the community
- general interest letters posted about education and learning, local events and programs, markets and gatherings

j) Support staff, home care providers or others who interact with the children at a child care centre or home child care premises in relation to continuous professional learning

- information about workshops and seminars available
- learning documents are available at all times: 'How Does Learning Happen' and 'Early Learning for Every Child Today'
- annual review of all policies and procedures and when updated
- regular meetings to provide information and updates

k) Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families.

- written observations
- provide pictures for addition to the monthly newsletter
- documentation boards and/or learning stories

APPENDIX H



Statement of Emergency Procedures Policy

A Place to Play Nursery School strives to provide a safe environment for all children, staff and volunteers. In the event of an emergency or hazardous situation A Place to Play follows the Emergency Management Policy and Procedures as outlined in the detailed policy document.

If such an event occurs the Supervisor and Staff will contact all parents and guardians by phone using the emergency contact information on the contact sheets as soon as possible.

APPENDIX I

Supervision of Volunteers and Students Policy

1. To meet the requirements as outlined in the Childcare and Early Years Act for the development and implementation of the supervision of volunteers and placement students at A Place to Play Nursery School.
2. Only employees of A Place to Play Nursery School will have direct unsupervised access to children, except in the case of this cooperative nursery school where, by policy, two participating parents may take the place of an unqualified staff.
3. Volunteers, program assistants and students may not be counted in the staffing ratio.
4. Volunteers and students do not have unsupervised access to children.
5. No child is supervised by a person under 18 years of age.
6. A Place to Play Nursery School is responsible for the implementation, review and evaluation of this policy
7. A Place to Play Nursery School is responsible for orientation procedures to help participating parents, students and volunteers understand the operation of the program and the expectations for their placement/volunteer experience
8. The orientation will include the required policy and procedure reviews set out in the O. Reg. 262 under the CCEYA
9. This policy aligns with the College of Early Childhood Educators Code of Ethics and Standards of Practice and O. Reg. 223/08 under the *Early Childhood Educators Act, 2007*, Professional Misconduct.

Procedure:

1. The Supervisor will be the designated person to supervise participating parents, volunteers and placement students.
2. *Staff, Participating Parent, Volunteer and Student Area of Supervision and Duties* are posted in the classroom and reviewed at the beginning of each session.
3. To fulfill ratio requirements, One Registered Early Childhood Educator (Supervisor) and One teaching assistant and One participating parent are present during each session.
4. The two areas of supervision will be staffed by a staff member (Supervisor/Teacher or Teacher) and a participating parent.
5. The Supervisor/Teacher and Teacher are responsible for the provision of effective orientation and mentoring of the participating parents, volunteers and students in their area of supervision.
6. The parent handbook, including the policy for the supervision of volunteers and placement students will be reviewed at the Parent Orientation meeting held prior to the commencement of classes in September.
7. Staff, participating parents, volunteers and students will be required to sign and date the review of the policy on an annual basis.

Policies and Procedures under the CCEYA Applicable to Volunteers and Students

In respect of volunteers and students, O. Reg. 26 under the 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.
- Criminal reference checks are required for all volunteers having direct contact with children licensed child care programs and for all persons usually on the premises of the private-home day care location.
- The ministry criminal reference check policy does not apply to students placed in the child care program by an educational institution; however criminal reference checks are routinely required by community colleges and universities prior to students beginning a placement in child care.