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Section 1 **Welcome!**

On behalf of the Management team and its' staff members of Victoria Education Centre, we would like to extend a warm welcome to you. We hope that this Parent-Student Handbook will acquaint you with our centre and help you to understand more about our policies and our curriculum.

Mission Statement

At Victoria Education Centre we offer children from the Toddler to the Preschool level the learning experience of a lifetime. Our goals are simple, yet extremely important.

Our goals:

“To bring out the best in each child and to help each child reach their true potential”

Our progressive teaching methods, sound curriculum developmental strategies and effective classroom management styles, all work in unison to help challenge our students toward reaching these objectives.

Our Philosophies

The early years are a crucial time for children's development. Victoria Education Centre provides a blended approach to teaching the whole child that incorporates the **Ontario's Pedagogy for the Early Years Act – 2014**, and the **Montessori** methods. Students are engaged in active learning with the use of hands-on experiences with people, materials, events and ideas. Students will become independent thinkers and doers that will help them develop the necessary skills required in the later years.

Section 2

Program Statement

We believe that children are competent, capable, curious and rich in potential. Our goal is to support positive and responsive interactions among the children, parents and staff. Partnership between families and the centre is essential for the optimal growth and development of young children. We welcome ongoing discussions with parents about their child's progress – social, emotional, cognitive – and their daily life at the centre. Our staffs are knowledgeable, empathic, skilled, and caring educators who provide a curriculum based on ongoing observation of the children's play, work and interactions which correlate into quality childcare. We plan for a creative, positive and nurturing environment in which children's play is fostered through exploration, and inquiry. This approach facilitates positive learning and skill development. The staff at Victoria Education Centre has an ongoing commitment to professional growth and learning.

Our strategies to achieve our Program Statement are guided by the work done on Ontario's Pedagogy for the Early Years ("How Does Learning Happen"). We understand that learning and development happens within the context of relationships among children, families, educators, and their environments. We understand that for children to grow and flourish, the four following foundational conditions need to exist:

- ✓ A sense of Belonging
- ✓ A sense of Well-Being
- ✓ Opportunities and support for Engagement, and
- ✓ Opportunities and support for Expression.

We will adopt the following 11 strategies to create these conditions:

- 1) Promote the health, safety, nutrition and well-being of the children
- 2) Support positive and responsive interactions
- 3) Encourage the children to interact and communicate in a positive way
- 4) Foster the children's exploration, play and inquiry
- 5) Provide child-initiated and adult-supported experiences
- 6) Plan for and create positive learning environments and experiences
- 7) Incorporate indoor and outdoor play as well as active play, rest and quiet time

- 8) Foster the engagement of and ongoing communications with parents
- 9) Involve local community partners
- 10) Support staff in relation to continuous professional learning
- 11) Document and review the impact of the strategies set out in #1-10 on the children and their families

Goals and Approaches:

1. Goal - Promoting Health, Safety, Nutrition and Well-Being of the Children:

We understand that the first step in establishing and nurturing health, safety and well-being for children in our programs is through the connections they make with the program staff, volunteers and students on placements. Here are also some specific ways we will promote well-being in our programs.

Health---We are a licensed child care centre and has met all health and safety requirements of the Ministry of Education and local government bylaws.

Our approach will be:

- 1) The Public Health Inspector visits the centre throughout the year to monitor safe food handling and hygiene
- 2) Symptoms if ill health is maintained in the children's files to monitor, reduce, and report communicable diseases and any risks of potential outbreaks

Safety---Staff will operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all.

Our approach will be:

- 1) A third party independent inspector inspects our outdoor play area and playground equipment annually, to ensure the equipment and outdoor area are maintained in accordance with the Canadian Standards Association (CSA) Standards.
- 2) Children are supervised at all times

Nutrition---We will strive towards educating young children and their families on nutrition and healthy child development.

In support of this:

- 1) Healthy eating choices will be provided by our catering company Yummy Catering, their menus follow Canada's Food Guide and are culturally sensitive
- 2) We accommodate dietary or religious food restrictions for children in our programs

Well-being---We will create a visual environment through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children which will promote a sense of well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24).

Our approach will be:

- 1) We will create a visual environment through displays of the children's artwork
- 2) We will incorporate opportunities and time to practice self-help and self-care skills based on each child's capabilities throughout the daily routines and activities

2. Goal - Supporting positive and responsive interactions among the children, parents and staff:

Our program aims to support positive and responsive interactions among the children, parents, and staff by building collaborative and co-operative relationships.

Our approach will be:

- 1) We will recognize that each child as having equal rights to participate in all program activities
- 2) Our Program staff will be aware of the many languages children use to communicate

3. Goal - Encouraging children to interact and communicate in a positive way and support their ability to self-regulate

Our positive learning environments and experiences encourage children's communication, self-expression and self-regulation. We will strive to foster, support, encourage, respond to and document the many ways in which children express themselves.

Our program supports children's self-regulation. This is the ability to deal with stress and remain calm, alert and ready to learn. When children are calmly focused and alert, they are best able to control their emotions, pay attention, ignore distractions, inhibit their impulses and understand the consequences of their actions. Self-regulation develops over time with maturation, experiences in the environment and nurturing adult support.

Our approach will be:

- 1) Our staff will use language to help children identify and express their feelings and emotions
- 2) Our staff will create learning environments and give opportunities to promote and practice self-regulation (i.e. taking turns, group activities and etc.,)

4. Goal - To foster children's exploration, play and inquiry

We will ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well being through sport play; children can learn taking turns, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipments will be in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg 19).

Our approach will be:

- 1) We will schedule outdoor play time twice a day for one hour in the morning and afternoon (weather permitting)

- 2) Our daily schedule and weekly program plans are posted by each classroom and are designed to offer time for planned outdoor activities that engages the body, mind and senses

5. Goal - To provide child-initiated and adult-supported experiences

We believe that children learn best when they are engaged and interested in experiences provided for them. Our program staff will listen and observe the children to develop a deeper understanding of the children's interest and perspective. The role of the program staff is to enhance the children's interest, to support their ideas, to provide resources and materials to help them reflect on what they know and think as well as provide emotional support and engagement.

Our approach will be:

- 1) We will provide a daily schedule and weekly program plans for indoor and outdoor activities for active/quiet individual small/large group and child/staff initiated activities
- 2) We will provide open ended materials that allows for exploration and discovery

6. Goal - To plan for and create positive learning environments and experiences

We strongly believe that **children are competent, capable, curious and rich in potential**. By observing the children's interaction and language, we will learn about their interests, experiences, and needs. By recognizing and acting upon teachable moments, the program staff will engage children in planning activities that are meaningful and relevant to their world.

Our approach will be:

- 1) Program Staff will choose projects that will generate sufficient amount of interest and curiosity to provoke children's creative thinking and problem solving
- 2) By allowing the children to open up to different avenues of exploration through interaction and language

7. Goal - To incorporate indoor and outdoor play, as well as active play, rest and quiet time

Our programs have been designed to meet the needs of the children and provides for a balance of activities throughout the day. We incorporate indoor and outdoor play on a daily basis. Quiet time is available during the program; children can sleep or have an activity in the quiet areas of the classroom.

Our approach will be:

- 1) Our daily schedule will promote active play, rest and quiet time, giving consideration to the individual needs of the children in our care
- 2) Through an active indoor gym and/or outdoor playground children will utilized their whole bodies which supports the development of healthy body and minds

8. Goal - To foster the engagement of and ongoing communication

Victoria Education Centre aims to foster the engagement of and ongoing communication with families about our program and their children's learning experiences. The needs of each child are considered in the context of their family composition, values, culture, and language. This approach enriches relationships between early childhood settings, families, and their communities.

Our approach will be:

- 1) There is daily interaction between the program staff and parents, we also offer many opportunities for parent feedback and involvement for example, parents can volunteer on field trips, concerts and the advisory board
- 2) By scheduling formal and informal parent-teacher interviews and meeting with parents

9. Goal - To involve local community partners

We will ensure collaboration with local community partners and to engage those partners in supporting our children, families and staff. "Opportunities to engage with people, places, and the natural world in the local

environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It will foster a sense of belonging to the local community, the natural environment, and the larger universe of living things” (HDLH p19.).

Our approach will be:

- 1) Victoria Education Centre will invite community members to our classrooms (firefighter, police officer, dentist & etc.) to contribute to and participate in the program and provide opportunities for children to participate and make meaningful contributions to the community on an ongoing basis
- 2) Victoria Education Centre will build connections between the home and our program by communicating with families through documentation, suggestions and feedback through the parent Advisory Board

10. Goal - To support staff in continuous professional learning

We will support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the important things is to achieve a high quality program is to “provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth”.

Our approach will be:

- 1) Our staff will actively participate in workshops offered by the centre to further enhance their skills
- 2) The Supervisor will have monthly staff meetings to facilitate information sharing, problem solving and open discussion

11. Goal - To document and review the impact of the strategies set out in goals #1-10 on all children and families

We understand that pedagogical documentation is a way for our program staff to learn about how children think and learn. Our staff will make observations of children in the program and use this information to inform

their future planning. Our intention is to move beyond reporting of children's behaviour, in order to find meaning in what children do and experience.

Our approach will be:

- 1) Our program staff will document children's experiences that will help them to reflect back on those experiences and what the child has been learning
- 2) The child's portfolio will be shared with their families at the end of the school term
- 3) Feedbacks from families will be provided to the centre through surveys, and the impact of the strategies will be reviewed and discussed with all staff

Prohibited Practices

Our staff/volunteers/placement students are not permitted to engage in the following Prohibited Practices

- a) corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);
- b) physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);
- c) locking the exits of the child care centre for the purpose of confining the child or confining the area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the centre's emergency management policies and procedures;
- d) use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine their self-respect, dignity or self-worth;

- e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- f) inflicting any bodily harm on children including making children eat or drink against their will.

Section 3

Administration

Program Fee Schedule

An updated and current program fee schedule can be obtained from the office.

Hours of Operation

The Centre is opened from 7:00am to 6:00pm from Monday to Friday.

Age Group Served

The age group served is from 18 months 6 years old.

Admission Process

- 1) The child can be admitted to the centre and proceed with the registration if there is a spot available in the centre.
- 2) If there is no immediate spot available or if the child is not age appropriate according to the program applied for, then the child's name will be placed on the waiting list.
- 3) The waiting list record will be updated every three months. For parents who would like to keep their child's name on the waiting list, they are required to inform the office in writing every three months. Otherwise, the child's name will be taken out from the waiting list.
- 4) A registration fee of \$250.00 is required at the time a space is offered and accepted. This registration fee is non-refundable and non-transferrable and will not go towards the monthly tuition payments.

Lunch Program

- 1) Whole day fee includes lunch & two snacks.
- 2) Lunch for half-day student adds \$120.00/month or \$6.00 /day.
- 3) A late snack will be available for students staying for the longer hours.

Registration and the Last Month's Deposit

- 1) The registration fee as well as the first month's tuition and the last month's deposit are due at the time of registration.
- 2) The registration fee, and the first month's tuition fee is **non-refundable** and **non-transferable** even with one month's notice.

Update of the Last Month's Deposit

- 1) The last month's deposit will have to be updated to reflect the current monthly tuition fee at the time of discharge.

Student Information Update

- 1) Parents must provide accurate and updated contact information in case of an emergency.
- 2) Should there be any changes of the address, telephone number, student emergency contact or health information such as allergy or diet restriction, please inform the **office immediately**.

Payment of Tuition

- 1) Tuition fee is due on the first day of the month.
- 2) We collect posted-dated cheques dated the first day of each month from September to August during the first week of September.
- 3) Parents who are receiving fee assistance are required to submit payments as per notices.
- 4) Method of payment: **Cheque or Cash**.
- 5) For payments under \$20 (CAD), only cash will be accepted.
- 6) If a full year payment or half year payment is made in any school year, it is **non-refundable** and **non-transferable**.

- 7) Anyone who may wish to make changes to the enrollment of his/her child or apply for a vacation should not opt for the full year or half year payment option and should pay on a monthly basis.
- 8) There will be no refund or transfer for holidays, sick days, discharge without proper notification, or days missed for any other reason throughout the school year.
- 9) **Victoria Education Centre reserves the right to adjust all fees and change policies.**

NSF cheques

- 1) A flat rate of \$50.00 will be charged for each NSF cheque payable immediately to the office.

Re-enrollment

- 1) Every February we will do the re-enrollment for existing students for the new school year.
- 2) The tuition fee for the month of September of the new school year is due at the time of re-enrollment and it is **non-refundable** and **non-transferable** even with one month's notice.

Tax receipts

- 1) Official receipts will be issued every February.

Wait list Policy

Purpose:

This policy is effective from September 1, 2016.

Under the authority of the Child Care and Early Years Act, 2014 (CCEYA) prescribed in section 75.1 of the Ontario Regulation 137/15, this policy is intended to reflect the flexibility required to effectively manage our wait list, while recognizing that parents benefit from having wait list procedures that are transparent and clearly communicated.

Victoria Education Centre is a licensed child care centre since 1999, and accepts children from the Toddler age group (18 months to 30 months), Preschool age group (30 months up to 6 years).

Procedures:

- 1) If you are interested to place your child's name on our wait list, you can call the office at (416) 422-5550 to pick up an application form or download one from our website at www.victoriaeducationcentre.com. Victoria Education Centre does not charge a wait list fee.
- 2) You can drop off the completed application form to the office or email to woodbine@victoriaeducationcentre.com, a copy of the completed application form and the wait list policy will be provided to the parent. The original application form will be filed in the office in a binder.
- 3) If there are any changes to your contact information or email address, please contact the centre to update your file.
- 4) Your child's name will be placed on a wait list for acceptance according to the birth year and in the order received at the centre.
- 5) Our wait list is comprised of two categories, and they are the Toddler and the Preschool Program.
- 6) We will not accept any application form to go on the waiting list if a child is not yet born.

- 7) Victoria Education Centre has a **first-come, first-served policy**, however, a priority is given to siblings of already enrolled students, these children are placed to the top of our waiting list in their age group and then highlighted as a sibling. Priority is also given to the children of staff working at Victoria Education Centre.
- 8) The waiting list record will be updated every 3 months. For parents who would like to keep their child's name on the waiting list, they are required to inform the office in writing every three months by sending an email to woodbine@victoriaeducationcentre.com or regular mail addressed to Victoria Education Centre, 1038 Woodbine Avenue, Toronto, ON, M4C 4C4. Otherwise, the child's name will be taken out from the waiting list.
- 9) If a child withdraws from the centre during the course of the year, we will try to fill the spot with a child from the same birth year. Therefore, the next child on the waiting list from that year will be offered the spot until the spot is taken.
- 10) Families will be contacted through the email system when there is a vacancy at the centre. They will have 2 days to respond to the email message to indicate their interest in accepting the spot. If there is no response after two days, the child's name will be removed from the waiting list.
- 11) If a family declines a spot when offered, the child's name will be removed from the waiting list and they must re-apply. Their application will be placed at the bottom of the waiting list when it is received.
- 12) Once you accept a spot, a registration appointment will be made to answer questions and to complete enrolment forms prior to the admission date. A registration fee of \$250.00 is required at that time. **This registration fee is non-refundable and non-transferrable** and will not go towards the monthly tuition payments.

- 13) Parents can call the centre or visit the office to ask about their child's status on the wait list. To protect personal information, the wait list cannot be photographed, videotaped or copied in any form by any Parent/Guardian.
- 14) VEC will provide that the waiting list will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected persons or families.
- 15) Victoria Education Centre has the right to refuse admission to anyone at the discretion of Management.

Discharge Policy

- 1) A written notice must be given **one month** in advance prior to discharging from the program.
- 2) All fees will be applicable until the written notice has been received.
- 3) The last month deposit **will not** be refunded should a notice not be given.

Vacation Policy

- 1) Students who plan to go on a holiday for an extended period of time should notify the office **one month** in advance.
- 2) A student can only take one leave without paying tuition fee per school calendar year for a maximum of one month or four consecutive weeks.
- 3) Parents who are making the half year or the full year payment will not qualify for a vacation, even if one month's notice is given.
- 4) Failure to inform the centre in advance or students who take more than a one month holiday will be required to pay the full tuition fee beyond the first month.

Termination Policy

- 1) Victoria Education Centre may decide at its sole discretion to suspend or terminate a student's enrollment from the centre at any time.
- 2) We can suspend or terminate an enrollment if a student or parents are:-
 - Physically hurting other students or staff members
 - Being verbally abusive towards other students or staff members
 - Being rude, using obscene language or inappropriate behavior or attitude directed towards students or staff members
 - Using violent conduct, harassing or bullying other students or staff members
 - If a student or parents constantly disrupt the daily operations of the classroom and the centre
 - If parents are consistently late in picking up their child.
- 3) **Victoria Education Centre may terminate the services if policies are not followed or fees are not paid in advance.**

Section 4

Program Expectations

First Day of School

- 1) Parents are welcome to accompany their children in the classroom on the first day of school for half an hour.

Daily Schedule

- 1) Class begins promptly at 9:00am every day and all students should arrive before then.
- 2) Parents **will not** be allowed in the classroom after 9:00am to avoid disruption of the class routine.

Attendance

- 1) If a student is going to be absent, late or he/she is sick, please call to inform the centre.
- 2) If a student is absent due to illness, vacation or any other reasons, there is no tuition fee refund or make up class.

Drop-off and Pick-up Policy

- 1) Children will **only** be released to parents or the authorized person(s) who are designated on the child's Emergency Contact information.
- 2) Please notify the school (in writing or a phone call) if there is a change in the authorized person picking up your child or the dismissal routine. Photo ID of the person picking up your child must be presented and copied before the child is released.
- 3) Upon drop-off and pick-up, please make sure that the teacher on duty is aware of your child's arrival and dismissal.
- 4) Parents will not be allowed in the classroom for pick up before 3:45pm. You can pick up your child from the office.

- 5) Drop-off and pick-up times are not the appropriate times to discuss your child's progress with the staff. Staff must be able to supervise the children properly at all times.
- 6) You can make an appointment with the office to discuss any concerns or issues you may have.
- 7) Do not engage in discussions with other parents/teachers/students in the hallway or school premises and leave your child unattended.

Late Pick-up Policy

- 1) If parents are late to pick up their child, a **late fee** of **\$1.00 for every minute** per child will be charged.
- 2) Extended care **will not** be provided after the closing time.
- 3) If there is a possibility that a parent cannot pick up the child on time, please notify the School immediately so that the Administration can make the appropriate arrangement.
- 4) If there is no notification of a **late pick-up**, and a child is not picked up by the parents or the persons authorized on the pick-up list one hour after the closing time of the School, then the Police and the Children Aid's Society will be contacted.

Parking Lot Courtesy

- 1) The parking lot of the School is only for drop-off and pick-up purposes. It is **very busy** at arrival and dismissal time.
- 2) Please be considerate when dropping off or picking up your child.
- 3) Avoid lengthy conversations with parents and do not block other people's car even if you think it is going to be for one minute.
- 4) Always be aware of children in the parking lot and of cars pulling out of parking spaces.
- 5) Please remain with your child at all times, do not leave your child unattended in the parking lot.

Dressing appropriately

- 1) All students must be appropriately dressed for the different seasons.
- 2) During the winter months your child must have proper winter jacket with a hood, snow pants, winter boots, scarf and mittens/gloves. Waterproof gloves are recommended as all students have to be outdoors twice daily (weather permitting).

Extra clothes

- 1) Extra clothes stored at school are not restricted to just uniform pieces.
- 2) Parents/guardians are responsible to make sure that their child comes to school each day properly dressed.
- 3) The student's name must be written on all uniform and additional clothing.
- 4) Students must always have enough items of clothing so as to always have clean clothes to wear (seasonally appropriate) including socks.
- 5) Victoria Education Centre will not be responsible for any lost or misplaced items.

Indoor/Outdoor footwear

- 1) All students should have a pair of indoor shoes. White or black comfortable closed toe shoes or running shoes are recommended. Black shoes are required for formal events for students aged 2 1/2 and up.
- 2) White running shoes with Velcro straps are recommended for outdoor shoes. Snow boots are required in the winter season.
- 3) **Crocs, flip flops and open toe sandals** are not suitable for the classroom or outdoor activities. However, these items can be worn for water play days **only** during the summer months.
- 4) **Socks must be worn** at all times indoors and outdoors.

Outdoor Play

- 1) The Child Care Early Years Act – 2014 states that each child attending a program that runs for more than six hours, must spend at least two hours outdoors each day, weather permitting, unless a physician or parent of the child advises otherwise in writing.
- 2) We utilize our outdoor time as an opportunity to extend learning, this will allow the children to make choices and encourage exploration, play and inquiry.

Accident Reports

- 1) When an accident occurs at the centre, an accident report will be made describing the circumstances of the injury and any first aid administered.
- 2) Parent(s)/guardians(s) will be provided with a copy of the accident report.

Water bottles/sippy cups

- 1) All students must bring their own water bottle/sippy cup to class.
- 2) All students must bring their own water from home. If your child needs more water while at school they will be provided with filtered/boiled water.
- 3) The water bottle/sippy cup must be taken home to be cleaned at the end of every day, and returned back the following day.
- 4) Label your child's water bottle/sippy cups.

Diapers/wipes

- 1) Parents will need to supply their own diapers/pull-ups, wipes and diaper rash cream if needed for the toddler room.

Nap/Rest/Quiet time

- 1) Toddlers and Preschoolers will take a nap for no longer than two hours after lunch, or they can have a rest period on a cot or be engaged in quiet activities, and this will depend of the individual needs of each child.
- 2) A fitted cot sheet is required and it can be purchased from the office or Sonsuh Educational Supplies (416) 499-3088.
- 3) A blanket from home must be provided for nap time.
- 4) The cot sheet and the blanket must be taken home every Friday to be cleaned, or whenever soiled during the week.
- 5) The cot sheet and blanket must be placed in the child's cubby when cleaned.
- 6) Any lost or damaged cot sheet will have to be replaced by the parent.

Nap/Rest/Quiet time - KG

- 1) The students in the kindergarten room will have a nap/rest period on a cot or be engaged in quiet activities, and this will depend on the individual needs of each child.
- 2) A fitted cot sheet is required and it can be purchased from the office or Sonsuh Educational Supplies (416) 499-3088.
- 3) A blanket from home must be provided for rest time.
- 4) The blanket and the fitted cot sheet must be taken home every Friday to be cleaned, or whenever soiled.
- 5) The blanket and the fitted cot sheet must be placed in the child's cubby when cleaned.
- 6) Any lost or damaged cot sheet will have to be replaced by the parent.

Labeling of personal items

- 1) All personal items including clothing and footwear **must be clearly labeled.**
- 2) Victoria Education Centre will not be responsible for any lost or misplaced items.

Items from home

- 1) Toys from home are not allowed in the classroom unless they are for special themed days e.g. “show and tell”.
- 2) Parents will be informed in advance whenever there are special themed days.
- 3) If your child insists in bringing any special toy from home on a regular day it must be left in their cubby.
- 4) Students will only be allowed to nap/rest with a small soft plushy toy.
- 5) Electronic devices are not allowed unless specified by the teacher on special events.
- 6) Students are not allowed to bring valuables to school.

Metal/Sharp Hair Clips/Pins

- 1) The use of any metal or sharp hair clips/pins is strictly prohibited.
- 2) If a child is discovered wearing any metal or sharp clips/pins, then it will be taken away from the child, as this can cause serious injury.

Lost and found

- 1) Please check the Lost and Found Box located at the front of the school for any missing personal items.
- 2) Unclaimed items will be donated to a charitable organization every three months.

Section 5 **Uniform Policy**

The purpose of the School Uniform Policy is to encourage our students to experience a greater sense of school identity and belonging, to encourage a high level of program participation and to improve and expand academic excellence. Uniforms are mandatory starting from Toddler to the Kindergarten levels.

Formal Uniform on Mondays

All students are expected to be in formal uniform on Mondays. However, they are welcome to wear formal uniform on all school days.

Casual Uniform

Preschool to Kindergarten students are welcome to have casual uniform from Tuesday to Thursday.

Uniforms are **not** required on Friday.

Toddlers

Toddlers have the flexibility to come to school in regular casual clothing from Tuesday to Friday.

March Break and Summer Camp

Uniforms are **not** required during March Break and summer camps (July and August).

Field trips

All students are required to wear uniforms on field trips unless otherwise permitted.

School Uniform Guidelines

Boys uniform – Preschool to Kindergarten

Formal Uniform

Crested White Polo shirt S/S or L/S w/Navy Trim

Crested Navy V-neck vest

Crested Navy cardigan (winter time)

Navy dress pants

White or navy socks

White running shoes or black shoes with non-marking soles

Black shoes with non-marking soles are required for all formal events and picture day

Casual Uniform

Crested White Polo shirt S/S or L/S w/Navy Trim

Crested Navy V-neck sweatshirt

Crested Navy crested sweatpants

Navy pant

Navy walking shorts

White running shoes or black shoes with non-marking soles

Girls uniform – Preschool to Kindergarten

Formal Uniform

Crested White Polo shirt S/S or L/S w/Navy Trim

Crested Navy Cardigan

Crested Side pleated navy tunic

Navy dress pants (winter only)

White or navy socks

White running shoes or black shoes with non-marking soles

Black shoes with non-marking soles are required for all formal events and picture day

Casual Uniform

Crested White Polo shirt S/S or L/S w/Navy Trim

Crested Navy V-neck sweatshirt

Crested Navy sweatpants

Crested Navy V-Neck vest

Navy pant

Navy skort

Mock fly navy walking shorts

Knee high navy socks, ribbed navy socks or girls' navy tights

White running shoes or black shoes with non-marking soles

Toddlers uniform – Boys & Girls

Formal Uniform

Crested White Polo shirt S/S or L/S w/Navy Trim

Crested Navy V-neck sweatshirt

Crested Navy junior sweatpants

White socks

White running shoes or black shoes with non-marking soles

Black shoes with non-marking soles are required for all formal events and picture day

Optional choices for toddlers

Crested Navy Cardigan

Crested Navy V-neck vest

Navy pants

Navy walking shorts

School Uniform Distributors - InSchoolWear:

Richmond Hill store

1550 16th Avenue Bldg A
Unit 15, Richmond Hill ON
L4B 3K9

Tel: (905) 737-3031

Fax: (905) 737-3025

Toronto Store

209 Wicksteed Avenue
Suites 38, 39 & 40
M4G 0B1

(416) 423-3032

www.inschoolwear.com

Section 6

Health

Student Illness Policy

- 1) If a student is ill or has a fever higher than 100°F/ 38°C, while he/she is at centre then a parent will be called to pick up the child as soon as possible.
- 2) If a student is ill or has a fever higher than 100°F/ 38°C, he/she must stay at home.
- 3) The student may return to school only after he/she has been **symptoms free for 24 hours without taking any fever reducing medication.**
- 4) If the student has a severe cold, bad cough, diarrhea, vomiting, virus etc., parents must keep the sick child at home. The child may return to school only after he/she has been **symptoms free for 24 hours.** This is to ensure the health and safety of the other children and staff.
- 5) A child who has any communicable disease, e.g. pinkeye, chicken pox, measles etc., **shall not** come to school. Parents will have to inform the school immediately and keep the sick child at home. Parent can follow the exclusion period for communicable diseases as outlined by the York Region Health Department. The guideline for communicable diseases is posted at the front of the School.
- 6) A doctor's note should be presented to the classroom teacher or the office **after 2 or more days absence** from school due to an illness.
- 7) If a student is suspected of any infectious disease, he/she will be isolated and a parent will be informed to pick up the child as soon as possible.
- 8) If a student is not well enough to participate in every aspect of the program (including outdoor activities) then he/she should stay at home.
- 9) If a student appears sick upon arrival at school, then the teacher has the right to refuse admittance.

Medication Administration Policy

- 1) Students staying at the School for 4 hours or more will be allowed to have prescription medication.
- 2) All **non-prescription/over the counter medication**, (e.g. Tylenol, cough mixtures, creams) has to be accompanied by a doctor's note that includes the recommended dosage and administering instructions.
- 3) Parent must complete a Medication Authorized Form for all medication to be administered.
- 4) Medications are to be given directly to the classroom teacher upon arrival.
- 5) **Medications must not be left in the student's cubby or school bag.**
- 6) All medications must be delivered to the centre in the original container, be clearly labeled with the child's name, the name of the medication, and the instructions for administration and storage.
- 7) Head Teacher in each class will be responsible for administering and recording of all medication.
- 8) Any left-over medication or surplus of medication will be returned in the original container to the parent of the child or discarded with parental permission.
- 9) Victoria Education Centre does not permit children to **self-administer** or carry their own asthma medication or emergency allergy medication. However, puffers, and epinephrine will be stored in each classroom outdoor bag, so it is easily accessible and can be administered quickly by the teacher whenever needed.

Anaphylactic Policy

Strategy

- 1) The Centre is posted with peanut free warning.
- 2) **No nuts or nut products** are allowed in the centre as they may cause anaphylactic shock to children who are allergic to them.
- 3) If you have given your child any **nut products** before coming to School, please have your child rinse their mouth out with water and wash their hands thoroughly before entering the classroom.
- 4) The Anaphylactic Policy, the allergy/dietary restriction list and the communication plan with the child's picture is posted in every room and the kitchen.
- 5) The Epipen is always stored in the outdoor bag of the child's classroom.
- 6) An individualized plan for each child who is anaphylactic will be completed by the supervisor. This will include: input from the parent/guardian and physician.
- 7) All students that require an Epipen will have an individualized plan in a separate file in a binder, and the student's file.
- 8) To reduce the risk of exposure to anaphylactic causative agents other than food, this centre will not use any craft or sensory materials if a child has a particular allergy to these materials.
- 9) The Supervisor will obtain information from the parent about their child's medical condition, including whether the child is at risk of anaphylaxis. This information will be obtained from the parent when they are asked to fill in the emergency form prior to the child being admitted to the centre. The Anaphylactic form will be provided at that time to the parent to take to the child's doctor to be completed.

- 10) The catering company (Yummy Catering Services) and the kitchen staff will be informed of the food/causative agents not to be used in food preparation for the centre and appropriate food substitutes to be provided, whenever there is a child that has a particular allergy to certain foods.
- 11) Any unlabelled food will not be allowed in the centre.
- 12) When a new student attends the Centre, all staff, students and volunteers will be informed about the medical condition of the student.
- 13) The Supervisor will advise all parents, staff, students and volunteers that there are children attending the centre who are at risk for potentially life threatening allergies and the foods and/or causative agents to be avoided.
- 14) The Anaphylactic Policy and the individualized plans will be reviewed by all staff, students and volunteers prior to commencing care and guidance of the children, and annually thereafter or whenever any substantial changes are made.

Training

- 1) Where a child has an anaphylactic allergy, all staff, students and volunteers will be provided with training from a physician or a parent.
- 2) Training will include the procedures to be followed in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer the medication.
- 3) Any new staff, student and volunteers, who commence employment or placement after the initial training, will be given the training by the director/supervisor or a parent. The parent will give authorization for director/supervisor or a designate to train new staff, students or volunteers.

- 4) Volunteers and Students are not permitted to administer medication unless under extreme circumstances (e.g. staff member is unconscious).
- 5) Staff will conduct a check to confirm child (ren) have their required medication with them before each transition (e.g. moving from the class to the gym, leaving the school etc.,
- 6) The staff will be required to sign and date that they have received training.

Emergency Procedure for an Anaphylactic Reaction

If a child with an Epipen in your class reacts severely, which means he or she has:

- ✓ Trouble breathing
 - ✓ Hives
 - ✓ Fainted
 - ✓ Flushed appearance
 - ✓ Swollen face, neck and throat
 - ✓ Vomiting
 - ✓ Any unusual behavior
- 1) Staff **one** should get the Epipen from their outdoor bag and administer it quickly. Stay close and monitor the child. If needed, perform CPR (rescue breathing)
 - 2) Staff **two** notifies the office to call 911 and then takes the group of children to a different place.
 - 3) The Supervisor or his or her designated person will go to the hospital with the child in the ambulance and stay with the child until a parent arrives at the hospital.
 - 4) The office will call the child's parent(s).

Food from home

- 1) Do not bring any food from home for your child.
- 2) Gum, candy, chocolates are not allowed.
- 3) Food from home is only permitted with the approval from the Supervisor in order to accommodate any special dietary restrictions.

Other Allergies

- 1) Parents must inform the office immediately if their child is having any form or symptoms relating to allergies before entering the classroom.
- 2) Some allergies could be detrimental and must be handled with special care to ensure that students are kept away from what may induce the allergy.
- 3) Do not put on any cream/ointment with strong aroma/odors that might affect other students with allergies.

Section 7 Additional Policies

No Smoking Policy

Purpose:

Child care centres are required to comply with the rules that prohibit smoking tobacco in certain locations under the *Smoke-Free Ontario Act*.

The *Smoke-Free Ontario Act* prohibits smoking or holding lit tobacco in a child care centre and requires that licensees notify all employees that smoking is prohibited, post signage indicating that smoking is prohibited, ensure that there are no ashtrays inside the child care centre and ensure that any individual who refuses to comply with the requirements does not remain in the child care centre.

Intent:

Under the *Smoke-free Ontario Act*, **SMOKING** is prohibited at all times in this centre. This specific requirement of the *Smoke-free Ontario Act* is to ensure the health, safety and well being of children, staff, volunteers and other adults on site.

This Policy is to advise all staff, parents, volunteers and visitors that smoking or the handling of cigarettes is prohibited in the centre, entrances and the washrooms at all times. Smoking is also prohibited in the playground area whether children are present or not.

Each staff member and students/volunteers will be informed and review this “No Smoking Policy” prior to commencement of their employment or placement. A review of this policy will be done annually.

Child Abuse Policy

1) Victoria Education Centre follows the Child and Family Services Act, which states that anyone dealing with children in a professional relationship who suspects a child has been abused, whether suggested by the physical condition or from something the child says, is obliged to call Children’s Aid and then to follow their instructions.

- 2) Similarly, if a parent, staff or others' accuses a staff member of abuse, it is the duty of the staff, student, or volunteer in the School to report the accusation to the Children's Aid Society immediately and follow the instructions given.

Supervision for Volunteers and Students

Purpose:

Victoria Education Centre has developed and implemented a policy for the supervision of volunteers and placement students. This policy will help support the safety and well-being of children attending the Centre.

The Policy Statements are as follows:

- 1) Volunteers and students are not counted in staffing ratios.
- 2) A volunteer or student is **not** permitted to provide direct unsupervised care (i.e. child alone with an adult) if they are not an employee of Victoria Education Centre.
- 3) No child is supervised by a person (including volunteers and students) under 18 years of age.
- 4) A clear Vulnerable Criminal Sector Check is required for all volunteers and students having direct contact with children at Victoria Education Centre **prior** to providing care and guidance.
- 5) All volunteers and students must have a Health Assessment conducted **prior** to providing care and guidance at the Centre.
- 6) All volunteers and students must have a current Standard First Aid and CPR Level C including Infant and Child certificate **prior** to providing care and guidance at the Centre.

Expectations of all Students and Volunteers:

- 1) All volunteers and students must abide and follow all of the legislated Policies, Procedures and Individualized plans.

- 2) All volunteers and students must conduct themselves in a professional manner and follow the Staff Code of Conduct of Victoria Education Centre.

Roles and Responsibilities of the Supervisor:

- 1) The Supervisor is responsible for the implementation, review and evaluation of this policy.
- 2) The Supervisor will designate a Registered Early Childhood Educator with the relevant training and experience to provide effective supervising and mentoring for all placement students.
- 3) All staff members, volunteers and students will be made aware that the Supervisor is responsible for the implementation of this policy.
- 4) All volunteers and students will be supervised by the Supervisor or a designated Registered Early Childhood Educator while at the Centre.

Orientation Procedures for all Volunteers and Students:

- 1) All volunteers and students will be provided with an orientation session by the Supervisor to familiarize themselves with the Centre's Policies, Procedures, Program Philosophy and needs of individual children prior to providing care and guidance.
- 2) All volunteers and students will be provided with a copy of the Staff Handbook and a copy of the Parent/Student Handbook, prior to their volunteer experience/placement at Victoria Education Centre.
- 3) All volunteers and students will be given copies of the relevant Child Care Early Years Act - 2014 manual sections for review (if applicable).

Serious Occurrence Notification Form

- 1) If a Serious Occurrence occurs at the centre the licensee/supervisor will complete and post a summary of each Serious Occurrence in a place that is visible and accessible to parents within 24 hours of becoming aware of the occurrence for a minimum of 10 business days, including any allegation of abuse or neglect.
- 2) In the event that the licensee/supervisor is unable to access CCLS within the required 24 hour time period, the licensee/supervisor shall inform their assigned Program Advisor directly by telephone or email and complete a Serious Occurrence report in CCLS as soon as the system becomes available.
- 3) The Serious Occurrence Notification Form shall be updated as new information is obtained.
- 4) The Serious Occurrence Notification Forms are to be kept for at least three years (or for two years if the incident took place while the *Day Nurseries Act* was in force).
- 5) The licensee/supervisor must ensure the information posted in the Serious Occurrence Notification Form protects personal information and privacy
- 6) To help support the protection of privacy and personal information, no child or staff names, initials, and age or birth date of a child are to be used on the Serious Occurrence Notification Form.
- 7) No age group identifiers are to be used, e.g. preschool room; toddler room.

Section 8

Program Delivery

Staffing

- 1) Our professional and caring staff is selected through an interview process. Candidates are reviewed and references checks are completed. Approval by the Ministry of Education for the Supervisor is required. All new staff participates in a thorough orientation process and must obtain a current immunization record and a clear Vulnerable Sector Check screening prior to employment.
- 2) All of our Early Childhood Educators are registered with the College of ECE's and are in good standing.
- 3) All of our trained Montessori teachers hold a MACTE accredited Diploma and they are approved by the Ministry of Education.
- 4) All of our staff members hold a current valid Standard First Aid certificate which includes infant/child CPR-Level C, from an agency that is approved by WSIB.

License

Victoria Education Centre is a licensed Child Care Centre, and has met all health and safety requirements of the Ministry of Education and local government bylaws. Our licensed decal is posted at the main entrance. The current license is posted in a conspicuous place at the main entrances for parents and visitors to view.

Specialized Services

Victoria Education Centre serves a diverse group of children with differing abilities. We will, however, look at the individual situation and the availability of community resources to determine our ability to provide the services required for each child.

Field trips

- 1) Offsite field trips will be planned for Pumpkin Picking, Indoor Play Ground, Touring of a Fire Station, Playing Indoor Golf, and Tour of a Library.
- 2) Students will have to be fully three years old before going on a school bus for a field trip.
- 3) Parents will be notified in advance of any trips or indoor program enhancement and any fees involved.
- 4) We will require a signed permission form allowing your child to participate. The permission form will outline the date, time, fee involved, means of transportation and destination.
- 5) When special visitors for in house program enhancements are scheduled, parents will be notified in advance.
- 6) All students are required to wear uniforms on field trips unless otherwise permitted.

Victoria Education Centre will be closed on the following holidays

New Year's Day	Family Day
Good Friday	Victoria Day
Canada Day	Civic Holiday
Labor Day	Thanksgiving Day
Christmas Day	Boxing Day

The centre will also be closed on the

- 1) Last week of August
- 2) December 25 to January 1 (inclusive)

Early closure

- 1) The centre will close early at 1:00pm on December 24
- 2) The monthly tuition fee still applies.
- 3) Please refer to the school calendar for more details.

Snow days, power outages or other emergencies

- 1) Victoria Education Centre will make every effort to remain open during a severe snowstorm. However, we will not risk the safety of our children and staff during severe weather conditions or other emergency situation.
- 2) If there is a severe snowstorm, please call the school and listen to the recorded message after 6:00am before proceeding with your child to school.
- 3) If there is a power outage lasting for more than an hour, parents will be called to pick up their children earlier than the regular dismissal time.
- 4) If an emergency situation arises that is deemed unsafe or unhealthy for the students to continue the program, parents will be called to pick up their children earlier than the regular dismissal time.
- 5) There will be no tuition refund or make up class for a snow day closure, a power outage or any other emergency situation.

Emergency Expenses

If any expense is incurred in handling an emergency illness of any student, the cost will be the responsibility of the parents(s)/guardian(s) of the student.

Birthday Celebration

- 1) It is recommended that parents donate a book(s) to VEC library or \$20 to the school to purchase book(s) on behalf of the student. The student's name will appear at the front of the book.

- 2) Loot bags are not recommended, however, if you wish to provide loot bags, they will have to be **approved by the Supervisor** before it can be given to the classroom teacher to distribute. Kindly leave all loot bags at the office.
- 3) If you wish, your child can celebrate their birthday at school with their classmates.
- 4) If you will be bringing cake/cupcakes for your child then it must be bought from a **nut-free facility**.
- 5) Contact the office for more information regarding **nut-free** bakeries in the community.
- 6) If you would like to bring in ice-cream, then it must **only** be the Chapman's peanut free brand.
- 7) Please inform the office **prior** to bringing in any item for your child's birthday.
- 8) Parent will have to record the store name, telephone number, and address, date of purchase and list of ingredients at the office.
- 9) If you are planning a birthday celebration for your child to be held elsewhere, do not put any birthday invitations in the school's cubby without the **approval from the Supervisor**.

Special Events

- 1) There are special events and school parties arranged during the school year.
- 2) Notices will be given to parents prior to these special events.

Students Code of Conduct

“A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. (www.edu.gov.on.ca)”

All members, including students, parents and staff, of the school community must:

Respect and comply with all applicable laws;

- 1) demonstrate honesty and integrity;
- 2) respect differences in people, their ideas and opinions, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- 3) treat one another with dignity and respect at all times
- 4) respect the rights of others;
- 5) show proper care and regard for school property and the property of others;
- 6) take appropriate measures to help those in need;
- 7) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- 8) respect all members of the school community, especially persons in positions of authority;
- 9) respect the need of others to work in an environment that is conducive to learning and teaching;
- 10) not swear at a teacher or at another person in a position of authority;

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behavior. Respect and responsibility are demonstrated when a student:

- 1) Comes to school prepared, on time, and ready to learn;
- 2) Shows respect for himself or herself, for others, and for those in authority;
- 3) Refrains from bringing anything to school that may compromise the safety of others;
- 4) Follow the established rules and takes responsibility for his or her own actions.

Expectations when you are in the classroom:

- 1) Follow instructions at all times
- 2) Walk always
- 3) Raise your hand before answering/asking a question
- 4) Do assigned work quietly and cooperatively
- 5) Come on time with all necessary materials

Expectations at lunch for Kindergarten Students:

- 1) Try to finish the food on your plate; ask with good manners for seconds
- 2) Clean up your area after you finish your lunch
- 3) Put garbage, recycle, and green bin items in their correct bins
- 4) Get ready for outdoors by dressing yourself appropriate and independently
- 5) Make sure all of your belongings go in your own cubby
- 6) Play and treat others fairly and respect at the playground

Parents

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- 1) Show an active interest in their child's school work and progress;
- 2) Help their child be neat, appropriately dressed, and prepared for school;
- 3) Ensure that their child attends school regularly and on time;
- 4) Promptly report to the school their child's absence or late arrival;
- 5) Encourage and assist their child in following the rules of behavior;
- 6) Assists school staff in dealing with disciplinary issues involving their child.

Harassment and Bullying

Harassment or bullying of students or staff is an extremely serious violation of the Student Code of Conduct.

“Harassment” means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or employee that:

- 1) Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property
- 2) Has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits
- 3) Has the effect of substantially disrupting the orderly operation of school.

"Bullying" means systematically and chronically inflicting physical hurt or psychological distress on one or more students or school employees. It is unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; is carried out repeatedly and is often characterized by an imbalance of power; or unreasonably interfere with the individual’s school performance or participation; and may involve but is not limited to:

- Unwanted teasing or taunting
- Social exclusion
- Threat
- Intimidation
- Stalking
- Physical violence
- Theft
- Sexual, religious, or racial/ethnic harassment
- Public humiliation
- Destruction of property

Violations of this policy should be immediately reported to the Supervisor as soon as possible after the alleged incident. The Supervisor will promptly investigate reports of bullying or harassment. If the investigation finds an instance of bullying or harassment has occurred, it will result in prompt and appropriate remedial and/or disciplinary action.

Severe behavior that does harm to others may result in immediate in school suspension and/or out of school suspension

- Bullying
- Vandalism
- Fighting, spitting, other aggressive behavior
- Stealing
- Leaving the school grounds and/or classroom without permission
- Possession of dangerous or illegal items

In severe behavior cases the following steps will be followed to address the problem.

- Parents are called to meet with the Supervisor
- Incident Report is written and filed in the office
- Parent, Supervisor, Teacher and child meeting will be held prior to return to classroom or school.
- Apology and/or behavior plan is developed and agreed upon

Section 9

Academics

Report cards

- 1) Our teachers are dedicated to keeping parents in the loop, providing two report cards and having two parent-teacher interviews each year.
- 2) Parent-teacher interviews are scheduled for January and May of each school year. Teachers will report on your child's study progress in details at the meeting.
- 3) Parents are welcomed to discuss other information or concerns with the teachers by appointment.

Homework

Preschool - Kindergarten

- 1) Parents should read with your child every day whether it is English, French, Chinese or other languages for pleasure and to build a strong language foundation that is crucial to future success in learning.
- 2) Written homework helps to reinforce the concepts that a child learns during the week.
- 3) Written homework is assigned every Friday to children in Preschool and Kindergarten classes.
- 4) Parents should review with your child. Assigned homework is marked with a date on the page.
- 5) All workbooks should be returned to the class teachers every Monday.
- 6) There is an additional fee for workbooks and writing books.

Section 10 Communication

Parent involvement

- 1) Our door is always open to parents' suggestions. We believe that clear communication between parents and our staff is very essential.
- 2) Parents are welcome to provide feedback or concerns to the Supervisor or the Administration by appointment or by email.
- 3) Check your child's school bag and cubby area daily for notices either from the classroom teacher or the Administration.
- 4) A calendar will be provided to parents outlining our themes and special events.
- 5) Emails will be sent out to parents regarding any related information from the classrooms or the centre by the Administration.
- 6) Newsletter will be sent out to parents every season.
- 7) Whenever there is doubt or uncertainty regarding any notices, clarification from the office should be obtained.
- 8) Parent volunteers are welcome. If you would like to assist on field trips or share a skill within your child's classroom, a current Vulnerable Sector Check is required.

Addendum

Section 11 New Policies

1) Parent Issues and Concerns Policy and Procedures

Policy Statement:

Victoria Education Centre supports fostering the engagement of an ongoing communication with parents about our program and their children's participation in our program. Moreover, we are also committed to an open and harmonious relationship with all families of students enrolled at the Centre.

Parents/guardian(s) are encouraged to take an active role in our child care Centre and regularly discuss what their child are experiencing in our program. As stated in our program statement, we support positive and responsive interactions amongst the children, parent(s)/guardian(s), and staff; and foster the engagement of and ongoing communication with parents/guardian(s) about our program and their children.

We are dedicated in finding a resolution to any potential conflict and would like to provide a procedure for concerns to be brought forward to the appropriate party. The purpose of this policy is to provide a transparent process for parents/guardian(s), the licensee and staff members to use when parent/guardians bring forward issues/concerns.

All issues and concerns raised by parent(s)/guardian(s) are taken seriously by the site supervisor 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 details 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/guardian(s) 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 parent(s)/guardian(s), 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).

All parties must respect the importance of choosing an appropriate time and venue to raise concerns in order to maintain confidentiality.

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. We strive for open and respectful communication and a collaborative approach to problem-solving.

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 the 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>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related</p> <p>E.g.: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the site supervisor. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - Arrange for a meeting with the parent/guardian within 5 business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern;
<p>General, Centre- or Operations-Related</p> <p>E.g.: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to the</p> <ul style="list-style-type: none"> - administrator <p>or</p> <ul style="list-style-type: none"> - the site supervisor or licensee. 	<ul style="list-style-type: none"> - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 5</p>

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly or - the site supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the site supervisor as soon as parents/guardian(s) become aware of the situation.</p>	<p>business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
Student- / Volunteer-Related	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student or - the site supervisor - <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the site supervisor as soon as parents/guardian(s) become aware of the situation.</p>	

Escalation of Issues or Concerns: Where parents/guardian(s) 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 President.

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

2) Emergency Management Policy and Procedures

Purpose

The purpose of this policy is to ensure Victoria Education Centre is prepared for and can effectively respond to and recover from any emergency, to mitigate the long-term effects of an emergency on our operations and mission. In addition, this policy is to provide clear direction for staff and licensee to follow and deal with any emergency situation. The procedures set out steps for staff to follow in order to support the safety and well-being of everyone involved.

Clear policies and procedure will support all individuals to manage the responsibilities during an emergency, resulting in the safest outcomes possible.

Definitions

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations

Authority: A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the licensee).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole child care Centre (e.g. child-specific incidents) and where 911 is called.

Emergency Services Personnel: persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

Meeting Place: the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the child care Centre if an evacuation is not necessary.

Evacuation Site: the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care Centre.

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 staff, supervisor).

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

Policy

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response;
2. Next Steps during an Emergency; and
3. Recovery.

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: **Victoria Education Centre Preschool Playground Site (Playground closest to Woodbine Avenue)**

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: **Danforth Mennonite Church, 2174 Danforth Avenue East York, ON, M4C 1K3 Phone: 416-422-2406**

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 an emergency situation happens that are not described in this document, the site supervisor or licensee will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If an emergency situation results in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in details by the on duty staff and supervisor in the daily written record.

Additional Policy Statements

A regular monthly fire drill will be conducted with the children and the staff for training/practice purposes. The emergency outdoor bag must be taken when practicing the monthly fire drill, and when an evacuation has been ordered.

Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p>Lockdown When a threat is on, very near, or inside the child care Centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3) Staff inside the child care centre must: <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services is not yet aware of the situation • gather all children and move them away from doors and windows; • take children’s attendance to confirm all children are accounted for; • take shelter in closets and/or under furniture with the children, if appropriate; • keep children calm; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions.

<p>Lockdown</p>	<p>4) If possible, staff inside the program room(s) should also:</p> <ul style="list-style-type: none"> • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. <p>5) Supervisor or/and designated person will immediately:</p> <ul style="list-style-type: none"> • close and lock all child care centre entrance/exit doors, if possible; and • take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>
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<p>Hold & Secure When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<p>1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.</p> <p>2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.</p> <p>3) Staff in the program room must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children's attendance to confirm all children are accounted for; • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions.
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<p>Hold & Secure</p>	<p>4) Supervisor or/and designated person must immediately:</p> <ul style="list-style-type: none"> • close and lock all entrances/exits of the child care centre; • close all blinds and windows outside of the program rooms; and • place a note on the external doors with instructions that no one may enter or exit the child care centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>
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<p>Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<p>1) The staff member who becomes aware of the threat or Supervisor or licensee must:</p> <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services is not yet aware of the situation; • follow the directions of emergency services personnel; and • take children’s attendance to confirm all children are accounted for. <p>A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</p> <p>B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p> <p>C. If necessary, staff on duty will evacuate all children from the building, staff members need to take the attendance and outdoor and leave the building.</p>
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Disaster Requiring Evacuation

A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.

1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. **If the disaster is a fire, the fire alarm pull station must be used** and staff must follow the Centre's fire evacuation procedures.

2) Staff must immediately:

- remain calm;
- gather all children, the attendance record, children's emergency contact information, outdoor bag any emergency medication;
- exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions; (**only in disasters in which time permits-safety is paramount**)
- escort children to the meeting place; and
- take children's attendance to confirm all children are accounted for;
- keep children calm; and
- await for further instructions.

3) Designated staff will:

- help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and
- in doing so, follow the instructions posted on the special needs equipment or assistive devices during the evacuation.
- If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the waiting area in the main office and ensure their required medication is accessible, if applicable; and
- await for further instructions.

Disaster Requiring Evacuation	4) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.
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Disaster – External Environmental Threat An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.	1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises. If remaining on site: 1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately. 2) Staff must immediately: <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • await for further instructions. 3) Office staff must: <ul style="list-style-type: none"> • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable).
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Disaster – External Environmental Threat	If emergency services personnel direct the child care centre to evacuate , follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.
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Natural Disaster: Tornado / Tornado Warning	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible. 2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately. 3) Staff must immediately: <ul style="list-style-type: none"> • remain calm; • gather all children; • go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways; • take children’s attendance to confirm all children are accounted for; • remain and keep children away from windows, doors and exterior walls; • keep children calm; • conduct ongoing visual checks of the children; and • wait for further instructions.
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Natural Disaster: Major Earthquake	<ol style="list-style-type: none"> 1) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck;
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**Natural
Disaster:
Major
Earthquake**

- find safe shelter for themselves;
 - visually assess the safety of all children.; and
 - wait for the shaking to stop.
- 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop.
- 3) Once the shaking stops, staff must:
- gather the children, take outdoor bag (includes: their emergency contacts and emergency medication); and
 - exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building.
- 4) Individuals who have exited the building must gather at the meeting place and wait for further instructions.
- 5) Designated staff will:
- help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and
 - in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.
 - If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the waiting area in the main office or the area closer to any exits and ensure their required medication is accessible, if applicable; and
 - await for further instructions.
- 6) The Supervisor or site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.

Immediate Emergency Response Procedures for Other Emergencies

Power Outage	<p>In the event that opening staff realized that there is a power outage due to a severe weather condition (snow storm, thunderstorm, ice storm) or for whatever reason, the following procedure must be followed: (1) Staff can use their key to gain entry, using the main door only; (2) Locate the emergency torch lights located at the main and north entrances only; (3) Go to the office and contact the supervisor from the land line or by using your personal cell phone. Always have the supervisor's phone number on hand; (4) Supervisor will then make every effort to contact management and other staff members by phone using Victoria Education Centre calling tree. The supervisor must always have the calling tree information on hand; (5) Classroom teachers and assistants should each have their class list for students in order to call the parents as assigned by the supervisor. If you cannot get to personally speak with the parents, you can leave a voice message on their phone. Remember that the class list is only to be used in an emergency situation, and is prohibited to be shared with any other parties; (6) Staff on site must locate and post out the appropriate notice for closure on all entrances. The notices will be in the office in a specific binder marked "Notices for Closures"; (7) Make sure to check the facility for any damages or any other safety concerns; (8) The supervisor or administrator should access the centre's voicemail and leave a recorded message on the centre's phone about the closure.</p>
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Additional Procedures for Immediate Emergency Response

The kitchen staff will assist the Toddler rooms during a monthly fire drill practice and in an emergency situation.

Phase 2: Next Steps During An Emergency

- 1) Where emergency services personnel are not already aware of the situation, staff member who becomes aware any emergency situation or site supervisor or designated staff must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.
- 4) Where any staff, students and/or volunteers are not on site, supervisor/designated staff must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
- 5) Licensee, supervisor or/and designated staff must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;
 - carry outdoor bag including medication and parents' emergency contacts;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.
- 7) In situations where injuries have been sustained, staff will administer first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

8a) Procedures to Follow When “All-Clear” Notification is Given

Procedures	<ol style="list-style-type: none">1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre.2) Designated staff that has assisted individuals with medical and/or special needs when exiting the building will assist and accompany these individuals with returning to the child care centre.3) Staff must:<ul style="list-style-type: none">• take attendance to ensure all children are accounted for;• escort children back to their program room(s), where applicable;• take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and• re-open closed/sealed blinds, windows and doors.4) Licensee or the Site Supervisor will determine if operations will resume and communicate this decision to staff.
Communication with parents/guardians	<ol style="list-style-type: none">1) As soon as possible, office (administrated) staff must notify parents/guardians of the emergency situation and that the all-clear has been given.2) Where disasters have occurred that did not require evacuation of the child care centre, supervisor or designated staff must provide a notice of the incident to parents/guardians by email or phone call.3) If normal operations do not resume the same day that an emergency situation has taken place, administrated staff must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

8b) Procedures to Follow When “Unsafe to Return” Notification is Given

Procedures

- 1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel.
- 2) Staff must take the attendance to confirm that all children are accounted for, and escort children to the evacuation site.
- 3) Designated staff who have assisted individuals with medical and/or special needs when exiting the building will assist and accompany these individuals to the evacuation site.
- 4) Designated staff will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so.
- 5) Upon arrival at the evacuation site, staff must:
 - remain calm;
 - take attendance to ensure all children are accounted for;
 - help keep children calm;
 - engage children in activities, where possible;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children;
 - keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and
 - remain at the evacuation site until all children have been picked up.

Procedures	
Communication with parents/guardians	<ol style="list-style-type: none"> 1) Upon arrival at the emergency evacuation site, designated staff will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2) Where possible, supervisor will update the child care centre's voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.

Additional Procedures for Next Steps During an Emergency

E.g. documenting children's accidents/injuries, providing water and/or snacks, etc.

If the Centre needs to be evacuated, all of the students and staff will go to our emergency shelter and children will be picked up from there. Staff will ensure that proper supervision to the children is provided and also proper documentation of any issue that arises at the shelter. If there are any accidents that occurred while at the shelter, staff should follow the correct procedure for writing an accident report. During the waiting period for pick up, we will still follow our program schedule to provide water and food to the children. Water will be purchased from outside and food will be provided from either a caterer or an appropriate restaurant. We will ensure that all allergies and food restrictions are followed.

Phase 3: Recovery (After an Emergency Situation has Ended)

Procedures for Resuming Normal Operations E.g. where, applicable,	<ol style="list-style-type: none"> 1) The site Supervisor need to report the emergency situation (if the emergency was reportable as defined under the Serious Occurrence category) as a Serious Occurrence through CCLS within 24 hours of being aware of the emergency. Informing the Program Advisor by leaving a message on the voicemail if there is no internet service. Supervisor will post out a
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<p>reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc.</p>	<p>Serious Occurrence Notification form for 10 days in a conspicuous place (if the Serious Occurrence was reportable as defined under the Serious Occurrence category.) Parents and staff can call the centre at (416) 422-5550 and listen to the recorded message before proceeding to the centre.) Licensee or the site supervisor will follow up with all other related matter.</p>
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<p>Procedures for Providing Support to Children and Staff who Experience Distress</p>	<p>For children that experienced distress who need to be supported, program staff need to document all the issues that brought up by parents. It will be discussed in the classroom together with the children, if the problem cannot be solved, parents will need to refer the case to the child’s doctor. With regards to staff distress, the supervisor will have a meeting with the staff and attempt to provide support. Should staff require additional support, they will be encouraged to seek medical assistance or to contact the Distress Centre at 416-408-HELP (4357)</p>
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Procedures for Debriefing Staff, Children and Parents/Guardians

Include, where, applicable, details about when and how the debrief(s) will take place, etc.

Licensee or supervisor must debrief staff, children and parents/guardians after the emergency.

After the emergency, the centre will debrief staff through a staff meeting and summarize the experience. Program staff can speak about the emergency issue with children in the classroom. Parents/Guardian(s) will receive an email about the emergency situation. If parents have any concerns, we will follow the Parents' Issues & Concerns Policy

