



Where a Love of Learning
Starts to Grow

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PARENT HANDBOOK
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Program Statement

St. Philip's Community Preschool is a community-based, non-profit school program dedicated to the child, the family, and the community. Our aim is to provide an early childhood education program which will foster optimal learning and development for children aged 2 to 4 years. We engage in child initiated, Teacher supported play based learning and use the guidelines of the *How Does Learning Happen? Ontario's Pedagogy for the Early Years Document (2014)*.

St Philip's meets and exceeds all health and safety requirements of the Ministry of Education. Snacks are nutritious and child friendly, and toys and equipment are cleaned and disinfected on a regular basis. All staff have been trained in CPR and had a valid first aid certificate

We understand that the first step in establishing and nurturing health, safety and wellbeing for children in our school is through the connections they make with the teachers. St Philip's strives to promote a sense of belonging for children and their families in our program by creating positive interactions and collaboration of families. We believe that families are experts on their children and sharing knowledge is integral to the success of the child.

Our program also supports children's self-regulation, their 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 modulate their emotions, pay attention, ignore distractions, inhibit their impulses and understand the consequences of their actions. We are continually learning about how to create learning environments and programming that helps support children's self-regulation—to help children remain or return to a state of calm.

Play is responsive to each child's unique learning style and capitalizes on his or her innate curiosity and creativity. Since we know that children learn best by pursuing their personal interests and goals, they shape and form the direction of the curriculum. As they pursue their interests, children explore, ask and answer questions, solve problems, and interact with peers and program staff.

Our program focuses on active, play-based child initiated and adult supported learning, as that is the way that children naturally learn best. It is their natural response to the environment around them. When children are manipulating objects,

acting out roles or experimenting with different materials, they are engaged in learning through play. Play allows them to actively construct, challenge, and expand their own understandings by making connections to prior experiences, thereby opening the door to new learning. Intentional play-based learning enables children to investigate, ask questions, solve problems, and engage in critical thinking.

We understand the importance of taking children's stages of development into consideration. For each child, their stage of development is an individualized and complex interplay between developmental factors and their unique family, community, and life experiences. In each case, we aim to integrate all areas of the child's development into our program in a holistic way.

Teachers will plan for and create positive learning environments and experiences in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans.

We involve parents and other important adults in various events and activities at our school. This connects them to their children's early development, and enhances the child's learning. In addition to the daily interaction with teachers, we, St Philip's has an open door policy with parents. We work to foster a positive relationship through the Seesaw app. Phone calls, emails, and Parent/Teacher meetings.

St Philip's is committed to working collaboratively with all of our community partners as we work together on the mutual goal of providing the best possible child care service to families.

All teachers are Early Childhood Educators and are registered with the College of Early Childhood Educators. They make daily 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. Teachers are given time to engage in collaborative inquiry using "How Does Learning Happen," they are to continue their learning through the CPL program offered by the College of ECE, as well as other workshops.

Documentation serves as a form of reinforcement of the learning process for our educators, families, and children. Pedagogical documentation is used as a tool for review, reflection, and discussions. Staff will present, articulate and embed their own wonderings and inquiries they possess about children's thinking and development within the documentation.

St Philip's program is set up to be consistent with the Ministry of Education pedagogy that reflects the view of children as competent, capable, curious and rich in potential. We view each child as a unique individual who brings his/her own abilities to the program and deserves the encouragement and space to try new things, explore new ideas, and develop their own unique creativity. We believe that every child deserves a safe and caring environment in which to grow and develop to their maximum potential.

Our Program

St Philip's board of Directors had decided to opt out of the Canada-wide early learning child care system.

Age Requirements

St. Philips Community Preschool is licensed to service children between the ages 2 to 4 years, with no more than four students under the age of 30 months on any given day.

Our **Daily Schedule**, although flexible, is developed within the following time frame.
Time

9:00 - 10:00	creative art, water play, science, sensory, math+letter activities
10:00 - 10:15	music circle
10:15 - 10:30	washroom
10:30 - 10:45	snack
10:45-11:30	gross motor activities, blocks, dramatic play, sand play
11:30 - 11:45	story circle, dismissal

EXTENDED DAY SCHEDULE (Tuesday Wednesday and Thursday)

11:45 – 12:00	Washroom routine
12:00 – 12:30	Lunch
12:30 – 1:10	Program (cooking, science, gross motor games etc.)
1:10 – 1:20	Story
1:20 – 1:30	Dress for home

Self-help is a vital part of our program. Children are encouraged to use the washroom, wash their own hands, dress themselves, put away toys, etc. While we foster these competencies at school, it is important that we are supported in our

efforts by follow-up at home. In this way, your child can build self-esteem while developing important age-appropriate skills.

Free Play time

During the first component, children have the opportunity to participate in several activities, such as easel painting, gluing, markers, scissors, hole punchers, playdough and other sensory materials, water play, math and letter activities. There is also a science and a teacher facilitated creative activity planned for each day.

During the second component, children are free to experiment with and experience a wide variety of centres including sand play, dramatic play, puppet theater, blocks and other construction toys and gross motor activities (balancing skills, trampoline, bikes, balls etc).

* floor toys, books and puzzles are available to children at all times throughout the morning

Circle times take on several dimensions. Stories are told through books, puppets, props, flannel board, drama, interactive dialogue, etc. They can endure for as little as five minutes or as long as half an hour, depending upon the dynamics of the group on any given day. Other circle times involve songs, finger plays, music and movement, show and tell, dances, instruments, discussions, etc.

Once a week the children are encouraged to participate in specialized **music classes**. These classes (eight children at a time) offer half an hour of interactive music and movement with a music specialist.

Once a week the children are encouraged to participate in specialized **French classes**. These classes (eight children at a time) offer half an hour of interactive French with a French teacher. French is taught in a repetitive method where children learn through songs, games and creative movement.

School Curriculum

On a daily basis, teachers observe and document using the SeeSaw application. This is a free download for parents and gives them access to their child's portfolio. Based on these observations, teachers then develop a curriculum that is child initiated, reflects the children's interests, is flexible and is constantly developing. With this approach to curriculum planning, teachers act as facilitators, using what they see and

hear, and provide the opportunity for children to discover more and expand their knowledge base in a non-threatening and fun-filled way.

Management of the School

A voluntary Board of Directors composed of parents and the school supervisor, work together to help ensure the success of our school. Parents serve in positions including chairperson, co-chairperson, parent/teacher liaison, lawyer, registrar, treasurer, secretary/librarian, maintenance liaison and fund-raising committee members.

The Board of Directors meets once a month. The supervisor of the school attends this meeting to present, discuss, and review the activities and concerns of the past month. The meeting provides a forum for assessing whether or not the philosophy and goals of the program are being met and for resolving any matters of concern.

Parents who want to become involved at the board level are invited to speak directly to a board member or the school supervisor at 416-782-8026. Alternative parent involvement is encouraged in the form of assistance in the classroom or on field trips, purchase of snacks or juice, collection of “beautiful junk” or the sharing of a special hobby or career.

Parent Participation is a very important part of the success of our school. Although St. Philip’s Pre-school is not a co-operative pre-school, we do have an open door policy where parents can come in for a morning to participate. If you are interested in spending a morning at school, just talk to your child’s teacher about setting up a time. It is recommended that parents wait until November, to give the children time to settle in.

Staff

Staff ratio is 1:8 minimum at all times. Each teacher is a registered with the College of Early Childhood Education and has a valid standard first aid with CPR. Upon hiring and every five years after all staff member must pass a Police Reference check. St. Philip’s also serves as a training school for college and co-op students.

Hours of Operation

The school is open from 9:00 a.m. to 11:45 a.m., Monday to Friday, from the beginning of September to mid-June. We are closed on the following holidays: Labour Day, Thanksgiving Day, Family Day, Good Friday, Easter Monday and Victoria Day.

The school will also be closed on two additional days for staff first aid and parent/teacher interviews. The school will be closed for two weeks over the Christmas and New Year period, as well as one week during Spring Break.

Wait list

If desired, applicants for whom a place cannot be found will be placed on a waiting list. The wait list is on a first come first serve basis. To be placed on the list or to find out where you are on the list please contact the director, as the list is confidential. Our experience is that accepted students sometimes have to withdraw prior to September and places often become available in the summer months. As soon as a space becomes available, you will be contacted. There is no cost to being on the wait list.

Arrival and Departure

Please bring and pick up your child on time. When children arrive late, they are sometimes uncomfortable walking into a group, where the children are already engaged in play.

When children are picked up late, they sometimes worry that they have been forgotten. While occasionally there are extenuating circumstances, we request your cooperation in this matter. If siblings are brought to the school during these times, please do not permit them to run free in the classroom. As soon as your child has been brought to his/her teacher, parents are asked to say good-bye and depart. Please do not leave your child at the school before 9:00 a.m. as teachers are busy with important preparations for the day.

If a child will be arriving late or not at all, we ask that you **please inform us each day that your child will be absent**. There is an answering machine at the school that can take your message if a teacher is unavailable or you may email the school.

Drop off and pick up procedures:

There is absolutely no parking in the church parking lot please follow the procedures as outlined below.

Drop off

If you have one of the 10-minute parking spots or you walked to school you can bring your child in.

Pick up

Please wait outside the school with the **door closed** until a teacher is ready to dismiss the children. If you were unable to get a 10-minute parking spot, wait and a teacher will bring your child to your car.

A few things to keep in mind with these procedures:

- Please ensure that all outside clothing is at your child's hook (mitts, hats etc. are in sleeve)

Please do not bring unnecessary items to school (knapsacks etc.) as teachers cannot bring these things upstairs

Authorized Pick-ups

Child Release: To ensure the safety of each child, the school requires written notification of the names of all people to whom your child may be released, including next of kin, as well as written communication of changes in usual pickup. If someone "unexpected" will be picking up your child, please pin a note to him/her and provide us with the name and relationship of the person. Please explain the sign-in/sign-out procedure to the replacement person. Also, please be specific about our hours of operation and pick up time.

If you wish to send a note to school, please pin it on the back of your child's shirt where it is visible after all outer clothing has been removed. Notes are required if your child will be going home with a class-mate or any other person who has not previously been designated in writing. This procedure must be followed every time an alternative arrangement is made. Please do not rely upon verbal instructions to your child's teacher. In cases of custody disputes, a legal document must be given to the school.

Transportation and Car Pool Information

Car Pool arrangements are the responsibility of individual parents. While the registrar may provide some help in terms of names and telephone numbers of families in your neighbourhood, for the most part, the school is not involved. Please complete the pick-up authorization form and ensure that the Supervisor is aware of any changes throughout the year.

Food and Nutrition

Each morning at approximately 10:15, a nutritious snack is served to our children. These snacks consist of a fruit or vegetable, crackers, bread or cookies (butter, cheese, cream cheese) and juice. We discuss food groups and encourage children to try all snacks and help with clean up. Please inform the Director if your child has any food allergies or restrictions. As well, please do not bring food into the school unless it is for a special celebration and is to be shared with the entire class. Please note that the school is a nut-aware environment.

Extended Day - Lunch program

St Philip's offers an extended day to those families that are interested in a longer day. The program runs until 1:30 pm and includes a hot lunch supplied by Alphabet Kids and follows Canada's food guide.

Nut Awareness Policy

St. Philip's Preschool aims to provide a safe environment for all of its students and families. Following this principle, St. Philip's has adopted a nut awareness policy to minimize the risk to its students who have life-threatening food allergies.

We ask that all children/staff wash their hands before coming to school (especially if you have come into contact with peanut butter or other nut products). This simple and easy practice considerably minimizes the risk to anaphylactic students.

We ask that any foods containing peanut, nuts or nut products not be brought into the school (for lunch, snacks or otherwise) even if there is no allergic child in your child's classroom. To further minimize risk, if you are sending a lunch with your child, we ask that your child not share their food with others.

Any food brought to school for the entire class (i.e. birthday parties) must be:

- Purchased from a bakery that has been approved of for the purpose of this policy (i.e. Amazing Donuts, Richman's, 2 Moms Baked goods, Lollicakes); or
- Baked from a baking mix package (Betty Crocker) that has been approved by the school

Clothing

Each child is requested to bring a full change of **LABELED** clothing, which should be replaced after each use and changed seasonally. All runners, jackets, hats, mittens, boots, snowsuits, etc. should be labeled for easy identification. A spare pair of Velcro closure runners should be left at the school.

Please dress your child suitably for creative play. While we do encourage the wearing of smocks during art activities, do not be surprised if your child comes home dirty or with washable paint on the clothing. Smocks are provided for water play and must be worn.

Diapers and wipes are to be sent to school with any child who is not toilet trained. We do encourage every child to use the toilet so pull-ups are a great idea if your child is capable of remaining dry for a two-hour period. At some point, your child's teacher may request that the child be sent to school in underwear. Several changes of clothing would be needed at that time.

Special Celebrations

Birthdays are a very special event at St. Philip's. Parents are requested to contact their child's teacher to make arrangements for their school party. (All summer birthdays are celebrated sometime in June.) The parent may bring in a special snack, and parents and siblings are invited to join in the festivities.

Birthday Invitations will be distributed at school or put in art bags unless every child in the class is invited to your child's' party

In-school special days may include a visit from a community worker or a special theme day such as Hat Day, Backwards Day, Pajama Day, etc.

Special Holidays of many cultures are celebrated in a traditional, non-religious manner, while maintaining respect for the individual.

Community Open House, which occurs in the third week of October, is for viewing the school and picking up a registration package applications are then accepted the following week. Parents who are already in the school and have been given priority registration need not attend.

Parent Night in the Fall is intended to familiarize parents with the routine of the school and to experience their child's school-world. An action-packed slide show is set to music. Parents can watch their children immersed in school activities, socializing with peers, experimenting with new ideas and generally being children. This evening is for parents only. No children please.

General Information

Art Bags Your child will be given a canvas art bag with their name on the outside. Art bags are required at the start of each week and are sent home at the completion of each week. They will contain your child's precious creations, as well as notices, calendars, newsletters, Scholastic book orders, etc. Please be sure to go through the bag thoroughly each week.

Show and Tell When we ask for "Show and Tell", please send one non-violent article. Guns, swords and other weapons will not be permitted in the classrooms. Please label all items to ensure a safe return. Toys are not to be brought to school unless requested by the teacher for show and tell.

Friendships are a very important aspect of school. We encourage you to plan at-home play times with your child's classmates. You may ask your child's teacher if you are not sure with whom your son or daughter plays.

A Monthly Newsletter is sent home at the beginning of each month. . Please post it on your refrigerator so that your child can see what will be going on during the month. A detailed weekly program is posted on the Parent Bulletin Board to enable you to discuss the events of the day with your child.

Confidentiality is an important issue, which we are sure you will respect. Please do not approach your child's teacher to discuss any children other than your own. It is best to call the school (416-782-8026) between 8:00-9:00 a.m. or after 11:45 a.m. to speak with a staff member regarding any concerns you may have. If your child's teacher deems it necessary to discuss a matter of importance with you, you will be asked to remain behind at 11:45 a.m. or you will be called at home in the evening.

Interview and Reports: When necessary, your child's teacher will call you to discuss your child's progress. In February, interviews will be held with (staff and) parents to discuss their child and to set goals. In June, an informal progress report will be sent home. Although St. Philip's Pre-school is not a co-operative pre-school, we do have an open door policy where parents can come in for a morning to participate. If you are interested in spending a morning at school, just talk to your child's teacher about setting up a time. It is recommended that parents wait until November as to give the children time to settle in.

Class Lists including names, addresses, emails and telephone numbers are provided to enable parents to make contact with other families to arrange for play dates, car-pools, etc.

Personal Information must be updated throughout the school year. If you experience a move, change of telephone number at home or work, addition of a new member to your immediate family, a change of physician, etc., please inform the supervisor immediately. Children's files must be current at all times.

Field Trips and community outings are part of our school program. Field trips may include a few short excursions throughout the year; these trips are not possible without adult volunteers. We attempt to maintain an adult-child ratio of 1:2 on all field trips. Parents will be required to sign a permission form for all outings.

Fire Drills are conducted on a monthly basis, enabling children to learn to evacuate the school on cue. A whistle is blown twice, signaling the fire drill. This is a precautionary measure to ensure their safety should an emergency arise. The entire

process is explained to the children and their teachers assure them that although it is only pretend, it is still necessary to follow all the rules.

Busing Policy

It is the policy of St. Philip's Community Pre-School that when attending a trip with the school, all children must ride on the school bus. This is so staff can keep track of all the children and ensure their safety.

While all parents are welcome to assist, we are only able to take a certain number of parents on the bus. Any parent who is not going on the bus may follow in their car and are responsible for any expenses incurred. All children ride on the bus, even if their parent is driving their own car.

All field trips requiring a highway drive will make use of a bus with seatbelts. For trips where highway driving is not required, regular buses without seatbelts will be used. Children may not participate in field trips if they do not travel on the bus with the school.

Fundraising Events

Scholastic Book sales allow the school to order books at no cost, depending upon the number of books ordered by the students. This has been a wonderful source for creating an extensive school library for both student and teacher use.

Past fundraising Events

Parent Night, Silent Auction, Raffle tickets, Movie Night and Wrapping Paper have all proven to be successful because of the generosity of parents and members of the community. Fund-raising suggestions and participation are welcome.

Monitoring the Program Statement and Prohibited Practices

Staff, students and volunteers are required to read the Program Statement and sign a review sheet to indicate that they have done so. This must be done prior to employment or prior to interacting with children, and when the statement has been modified, and/or on an annual basis.

The Director or a member of the Board will review the program statement with all staff, students, and volunteers and sign the review sheet to indicate that the process

has been completed. The Director must be confident that the staff, volunteer or student is fully aware and understands the Program Statement and its implementation.

As part of staff annual evaluations there will be a check list on prohibited practices and program implementation to ensure that staff have a full understanding of those practices and are in compliance.

Teachers will maintain the Seesaw app. to support their understanding of the program statement. Copies of the documentation, relevant to the children, will be shared with all parents or guardians of the children in the program.

The Director will meet on a regular basis with each staff member to establish a clear understanding of the schools program statement and prohibited practices to support staff in their delivery of the Program Statement and to aid the staff in self-reflection.

The Director will view each staff as competent and able, and give them time to be heard and respected, and to reflect on their own performance and their contributions to the environment and the development of each child in their care. The Director will monitor all staff/students/volunteers on a regular basis using observations, interactions and conversations.

Contravention

When a staff member is in contravention of the Program Statement the following steps will be followed.

The first offence staff will be given a verbal warning. Second offence will be a written warning, staff will be required to re-read the policy and meet with the director and discuss them in-depth. The third offence staff will be required to take a workshop or additional training. All contraventions will be documented using the written program statement monitoring form.

Prohibited Practices

It is the policy of St. Philip's Community Preschool to set limits for the children in accordance with the Child Care Early Years Act, which will ensure a safe and secure environment while demonstrating respect for individual developmental needs of the child.

This provision forbids physical punishment and other harmful disciplinary practices to protect the emotional and physical well-being of children. It sets out clear direction regarding prohibitive practices to support the overall well-being of children. These practices are never permitted in the preschool.

Therefore, under no circumstances may a child be subject to:

- (a) corporal punishment ;
- (b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the school for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- (d) use of harsh or degrading measures or threats or use of derogatory language directed at, or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- (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

Contravention

When a staff member is in contravention of the prohibited practices the following steps will be followed:

1. In contravention number a, b, c, e, or f the staff member will be dismissed with pay and employment will be terminated immediately.
2. In contravention of d, the first offense will be suspension and the second offense will be dismissal.

It is the responsibility of all members of the staff to report any incident that conflicts with the school's policy and report it to the director or staff liaison. If the director is in contravention of the policy it must be reported to the staff liaison, if a staff member is in contravention it must be reported to the director. The director shall be responsible for all staff members and the board is responsible for the director.

In the event that the director/staff liaison observes or is made aware of any practice that is not supported, they will address the issue with the staff member according to the strategies outlined above. All records pertaining to monitoring of our Program Statement will be kept on file for three years.

Additionally, all Early Childhood Educators have made a commitment to abide by the standards of their profession as set out in the College of Early Childhood "*Educators Code of Ethics and Standards of practice*". All Early Childhood Educators hold themselves accountable, and will use the Code of Ethics, the Standards of practice, and the CCEYA to guide their decisions and practice.

Medication and Illness Policy and Procedures

Medication

It is the policy of St. Philip's Community Pre-school that no medication be given to any child other than Epipen which is a lifesaving medication used only in emergency situations, and provided by the parents of the allergic child for the child's exclusive use.

Illness

Upon arrival at school staff will assess children to ensure that each child is well enough to attend. This policy is designed to ensure that the health of the children in the school is safeguarded.

We ask that you please keep your child at home for 24 hours if he/she has, or is suspected to have, any of the following:

- A fever
- Diarrhea (two or more loose bowel movements)
- Vomiting
- Red puffy eyes and/or yellow or green discharge from eyes, or ears

- Contagious disease (until a doctor declares the child to be no longer contagious)

The above signs and symptoms are fairly obvious and indicate that the child is ill. Unfortunately, there are other times when it is difficult for a parent to determine if the child should be at the school. A slight cold or the end of an illness are two examples. In such instances, a general rule to determine whether the child is well enough to be at the school is if the child can participate in all areas of the program.

Parents will be notified if their child becomes ill or if, for some reason, their child is unable to participate in the program. It will be the decision of the Director and the staff on such occasions as to whether the child should be sent home. When we contact you please understand that the staff has the health and welfare of your child as their primary concern. Parents will be asked to pick up their child if he/she develops a temperature.

Outbreak

An outbreak is defined when an unusual amount of children contract the same communicable disease. Any outbreak in the school shall be dealt with in the following manner.

- Any child or staff showing symptoms shall be isolated in the office
- Parents will be notified immediately to pick up their child
- Public Health will be notified 416-392-7411
- Sanitary Practices and Procedures will be stepped up

Children will be excluded from the program if they are suspected to have a communicable disease. A child who has been excluded will need a doctor's note stating, that the child is fit to return to school without the threat of creating further outbreaks.

Non-discrimination Policy

It is the policy of St. Philip's Community Pre-School that we will provide a culturally appropriate, racially sensitive and non-discriminatory environment for staff, parents, and children to promote employment and service equity.

Any breach of this policy will be put in writing and submitted to the Board of Directors of St. Philip's Community Pre-School.

Dismissal Policy

At St Philip's Community Pre-School we hope that our program is set up to meet the needs of every child in the school. However, St. Philip's reserves the right to terminate the stay of any child if, in the opinion of St. Philip's Community Pre-School, it is in the best interest of the child or of the school. In a case where the child is dismissed, all monies for the remainder of the school year will be returned.

Serious Occurrence Policy and Procedures

Purpose

The purpose of this policy and the procedures within is to provide clear instructions for staff, students and volunteers to follow for how to identify, respond to and report a serious occurrence. It ensures that there is a plan to deal with any serious incidents that may affect the health, safety and well-being of children and those working directly with children, and that these serious incidents are reported, tracked and followed up on.

This policy requires that an annual review be conducted of serious occurrences that took place over the last calendar year for an opportunity to reflect on the incidents that took place and consider approaches that will be implemented to minimize the chance that the incidents will occur again in the future.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures with respect to serious occurrences for child care centres.

Policy - Identifying a Serious Occurrence

- Under the *Child Care and Early Years Act, 2014*, serious occurrences are defined as:
 1. the death of a child who received child care at a child care centre,
 2. abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a child care centre,
 3. a life-threatening injury to or a life-threatening illness of a child who receives child care at a child care centre,
 4. an incident where a child who is receiving child care at a child care centre goes missing or is temporarily unsupervised, or

5. an unplanned disruption of the normal operations of a child care centre that poses a risk to the health, safety or well-being of children receiving child care at the child care centre.

Reporting a Serious Occurrence

- Staff will notify the supervisor or designate of a serious occurrence as soon as they become aware of the incident.
- All serious occurrences will be reported to the Ministry of Education in the Child Care Licensing System (CCLS) within 24 hours of the licensee, supervisor or designate becoming aware of the occurrence.
- Identifying information such as children or staff names will not be included in the serious occurrence reports.
- If CCLS cannot be accessed (e.g. where CCLS or an internet connection is unavailable), the supervisor or designate will notify the program advisor (PA) assigned to the licence by email or by telephone within 24 hours of becoming aware of the occurrence. A serious occurrence report will be submitted in CCLS as soon as the system can be accessed.
- Where a Ministry of Education PA cannot be reached by telephone, a voicemail message will be left to notify the PA of the incident.
- All updates to serious occurrences will be reported in CCLS through update reports until the serious occurrence has been closed by the Ministry of Education.
- Where the Ministry of Education requests updates to a serious occurrence in CCLS, these will be provided as soon as possible through update reports.
- Serious occurrences reported to the Ministry of Education will be documented in the daily written record.

Posting a Serious Occurrence Summary (Notification Form)

- Within 24 hours of becoming aware of a serious occurrence, the director will complete a Serious Occurrence Notification Form in either CCLS or using the form available in file..

- The form will provide a summary of the serious occurrence and of any action taken by the child care centre.
- The summary will not include identifying information (e.g. names and ages of children, staff, or program rooms) and will contain gender-neutral language.
- The summary will be posted on the parent board for a minimum of 10 business days, regardless of the serious occurrence type and the status of any related investigation.
- All updates to the serious occurrence will be added to the posted summary, and the summary will remain posted for an additional 10 business days each time any updates are added.
- All serious occurrence summaries will be retained for 3 years from the date they are created or last updated (whichever date is most recent).

Annual Analysis of Serious Occurrences

- An annual analysis of all serious occurrences that occurred in the previous calendar year will be completed by the director.
- The annual analysis will be used to identify issues, trends and actions taken.
- The analysis and record of actions in response to the analysis will be kept on file for Ministry of Education review and retained for 3 years from the date the analysis and record of actions were created.

Concerns about the Suspected Abuse or Neglect of a Child

- If any person, including a person who performs professional duties with respect to children, has reasonable grounds to suspect that a child has suffered, or is at risk to suffer, physical or emotional harm or sexual exploitation or molestation inflicted by the person having charge of the child, the person will report the suspicion directly to a children's aid society (CAS).
- Suspected abuse or neglect that will be reported will include physical, emotional and sexual abuse and/or neglect.
- Where a parent expresses concerns that a child is being abused or neglected, the parent will be advised to contact their local CAS directly. The person who

becomes aware of these concerns is also required to report the concerns to the local CAS.

Procedures to Respond to a Serious Occurrence -Steps to Follow for All Serious Occurrences

Steps for Staff, Students and Volunteers to Follow:	Steps for the Supervisor/Designate to Follow:
<p>1. Immediately:</p> <ul style="list-style-type: none"> • Ask for assistance from other staff, students, or volunteers. • Provide immediate medical assistance, if applicable, according to Standard First Aid and CPR training, where applicable. • Call emergency services and follow direction from emergency services personnel, where applicable, • Ensure that other children are removed from the scene and do not have access to the area, where applicable. • Address any risks to the health or safety of the child and/or other children present to prevent the risk of further harm. • Notify the supervisor/designate. <p>2. Ongoing and after the incident:</p> <ul style="list-style-type: none"> • Follow any direction provided by third-party authorities (e.g. police, CAS, public health, etc.) • Ensure that children are supervised at all times. <p>3. Within [insert timeframe]:5 hours</p> <ul style="list-style-type: none"> • Document the incident in: <ul style="list-style-type: none"> a. the daily written record; b. the child’s record of symptoms of illness, if applicable; and/or c. in an accident report, if applicable. • Where an accident report is created, provide 	<p>1. Immediately:</p> <ul style="list-style-type: none"> • Provide assistance to children, staff, students, volunteers and families. • Provide immediate medical assistance, if applicable, according to Standard First Aid and CPR training. • Call emergency services and follow direction from emergency services personnel, where applicable. <p>2. Within 24 hours of becoming aware of the incident:</p> <ul style="list-style-type: none"> • Collect all pertinent information to report the incident to the Ministry of Education as a serious occurrence, including: <ul style="list-style-type: none"> ○ A description of the incident; ○ The date, time, place where it occurred, actions taken and outcome; ○ The current status of the incident and child/parties involved; and ○ All other parties notified (e.g., emergency services, CAS, parents). <p>3. Report the serious occurrence in CCLS, or notify the Ministry of Education program advisor by telephone or email where CCLS is not available. Note: Where CCLS is not available, a serious occurrence report will be submitted in CCLS as soon as it becomes available.</p> <p>4. Post a summary of the serious occurrence and of any action taken by the child care centre on the parent board.</p> <p>5. Ongoing and after the incident:</p> <ul style="list-style-type: none"> • Follow any direction provided by third-party

Steps for Staff, Students and Volunteers to Follow:	Steps for the Supervisor/Designate to Follow:
a signed copy to a parent of the child.	<p>authorities (e.g. police, CAS, public health, etc.)</p> <ul style="list-style-type: none"> • Maintain confidentiality at all times. • Update the serious occurrence report in CCLS, as required. • Conduct an internal review of the serious occurrence with staff, students and volunteers to establish next steps and reduce probability of repeat occurrences. • Provide children, parents, staff, students and/or volunteers with supports, if needed. • Review with staff, students and volunteers the child care centre’s program statement policies and procedures that set out prohibited practices and expectations of promoting the health, safety, nutrition and well-being of all children.

Steps to Follow According to Specific Serious Occurrence Categories

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
Death of a Child	<p>Death occurs while a child is receiving child care:</p> <p>See ‘Steps to Follow for All Serious Occurrences’ for staff, students and volunteers.</p>	<p>See ‘Steps to Follow for All Serious Occurrences’ for the Supervisor/Designate and</p> <p>a) Death occurs while a child is receiving child care:</p> <p>1. Immediately, upon becoming aware of the incident:</p> <ul style="list-style-type: none"> • Contact a parent of the child, or where a parent cannot be reached, contact the child’s emergency contact. <p>b) Death occurs while a child is not receiving child care:</p> <p>Within 24 hours of becoming aware of the incident:</p> <ul style="list-style-type: none"> • Contact local Children’s Aid Society

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
		(CAS) or police services to find out if there is an investigation. If an investigation is ongoing, conduct an internal investigation after CAS or police services have completed their investigation, if applicable.
Allegation of Abuse and/or Neglect	<p>‘Steps to Follow for All Serious Occurrences’ for staff, students and volunteers, and</p> <p>Where there is a concern about the abuse or neglect of a child by any person:</p> <p>1. Immediately:</p> <ul style="list-style-type: none"> • Report concerns to the local Children’s Aid Society (CAS) as per the duty to report obligations under the <i>Child and Family Services Act</i> (CFSA). • Document the conversation with CAS and follow their recommendations. • Notify the supervisor/designate of the incident and the report made to CAS, where appropriate. • Refrain from discussing the allegation with others. • Maintain confidentiality at all times. 	<p>See ‘Steps to Follow for All Serious Occurrences’ for the Supervisor/Designate, and</p> <p>Where there is a concern about the abuse or neglect of a child by a staff, student or volunteer, or where a person has otherwise reported alleged abuse/neglect concerns to the supervisor/designate:</p> <p>1. Immediately:</p> <ul style="list-style-type: none"> • Notify the person who reported concerns about their duty to report obligations under the <i>Child and Family Services Act</i> (CFSA). • Report the concerns to the local Children’s Aid Society (CAS) as per the duty to report obligations under the CFSA, unless it is confirmed that a report has already been made to CAS. • Document the concerns. • Contact and notify a parent of the child, where appropriate. • Based on the nature of the allegation and/or the direction of CAS and/or internal policies, determine next steps such as disciplinary measures and additional actions, such as an internal investigation to protect children in care. • Determine whether the individual

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
		<p>alleged to have abused/neglected a child is registered with a professional regulatory body (e.g. College of Early Childhood Educators, Ontario College of Teachers, etc.). If so:</p> <ul style="list-style-type: none"> ○ Report the allegation of abuse to the appropriate regulatory body; ○ Report to the College of Early Childhood Educators when the employment of a registered early childhood educator (RECE) is suspended or terminated or if the RECE resigns. <ul style="list-style-type: none"> ● Refrain from discussing the allegation with others. ● Maintain confidentiality at all times. <p>2. Once all external investigations are complete (e.g. by police and/or CAS), if applicable:</p> <ul style="list-style-type: none"> ● Update the serious occurrence report in CCLS, as required. ● Update all other authorities to whom the allegation was reported (e.g. College of Early Childhood Educators, Ontario College of Teachers, CAS, etc.).
<p>Life-threatening Injury or Illness a. Injury or Illness</p>	<p>See ‘Steps to Follow for All Serious Occurrences’ for staff, students and volunteers.</p>	<p>See ‘Steps to Follow for All Serious Occurrences’ for the Supervisor/Designate.</p>
<p>Missing or Unsupervised Child(ren) a. Child was found b. Child is still missing</p>	<p>‘Steps to Follow for All Serious Occurrences’ for staff, students and volunteers, and</p> <p>1. Immediately, upon becoming aware that a child or children are missing:</p>	<p>See ‘Steps to Follow for All Serious Occurrences’ for the Supervisor/Designate, and</p> <p>1. Immediately, upon becoming aware that a child is missing:</p>

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
	<ul style="list-style-type: none"> • Alert the supervisor/designate, and all staff, students and volunteers; • Search the child care premises, including outdoor areas (e.g. hallways, washrooms, playground, outdoor classrooms, etc.); • Ensure that remaining children are supervised at all times. <p>a) Where the child or children are <u>not found</u> after being deemed missing.</p> <ul style="list-style-type: none"> • Continue to search the premises. • Update the supervisor/designate. <p>b) Where the child or children are <u>are found</u> after being deemed missing.</p> <ul style="list-style-type: none"> • Update the supervisor/designate. <p>2. After the child or children have been found, after being deemed missing:</p> <ul style="list-style-type: none"> • Document the incident in the daily written record. 	<ul style="list-style-type: none"> • Assist with searching for the missing child(ren). <p>a) Where the child or children are <u>not found</u> after being deemed missing:</p> <ul style="list-style-type: none"> • Call emergency services and follow direction from emergency services personnel. • Contact the child(ren)'s parent(s), or where a parent cannot be reached, contact the child's emergency contact. <p>b) Where the child or children are <u>are found</u> after being deemed missing:</p> <ul style="list-style-type: none"> • Update the child(ren)'s parent(s), or where a parent cannot be reached the child(ren)'s emergency contact(s).
<p>Unplanned Disruption of Normal Operations</p> <ul style="list-style-type: none"> a. Fire b. Flood c. Gas Leak d. Detection of Carbon Monoxide e. Outbreak f. Lockdown g. Other Emergency Relocation or 	<p>'Steps to Follow for All Serious Occurrences' for staff, students and volunteers, and</p> <p>a) Where the incident is suspected to be an <u>outbreak</u>:</p> <p>1. Immediately:</p> <ul style="list-style-type: none"> • Notify the supervisor/designate on site of concerns. • Separate children who are showing symptoms of illness from other children. • Follow the child care centre's 	<p>See 'Steps to Follow for All Serious Occurrences' for the Supervisor/Designate, and</p> <p>a) Where the incident is suspected to be an <u>outbreak</u>:</p> <p>1. Immediately:</p> <ul style="list-style-type: none"> • Contact the local public health department. <p>b) Where the incident is deemed an outbreak by public health:</p> <p>1. Immediately:</p>

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
<p>Temporary Closure</p>	<p>sanitary practices policy and procedures.</p> <p>2. Within [insert timeframe]:5 hours</p> <ul style="list-style-type: none"> • Record symptoms of ill health in the affected child(ren)'s records, • Document the incident in the daily written record. <p>a) Where the incident is not an outbreak (all other disruptions of normal operations):</p> <p>1. Immediately:</p> <ul style="list-style-type: none"> • Follow the child care centre's fire safety and evacuation plan and/or the emergency management policies and procedures, as applicable. <p>2. Within :5 hours</p> <ul style="list-style-type: none"> • Document the incident in the daily written record. 	<ul style="list-style-type: none"> • Follow instructions from the local public health department. • Contact the parent(s) of the affected child(ren) and ensure the affected child(ren) are picked up by their parent(s) and/or taken to hospital. • Obtain an outbreak posting from the local Medical Officer of Health and post in an area easily accessible for parents. <p>Note: Outbreaks must be reported as a serious occurrence only if deemed an outbreak by public health.</p> <p>2. Within :5 hours</p> <ul style="list-style-type: none"> • Notify all parents of children enrolled at the child care centre of the outbreak. <p>a) Where the incident is not deemed an outbreak, follow sanitary practices policy.</p> <p>b) Where the incident is not an outbreak (all other disruptions of normal operations):</p> <p>1. Immediately:</p> <ul style="list-style-type: none"> • Follow the child care centre's fire safety and evacuation plan and/or the emergency management policies and procedures, as applicable. <p>Note: a hold and secure (an external threat in the area) is not a reportable serious occurrence.</p>

Lice(Pediculosis)Policy

It is the policy of St. Philips Community Pre-School that children found with head lice may not attend school. If any child is found with lice, they will have to leave the school immediately. A letter will automatically go out to all parents and attached to the letter will be an information sheet, as well as a copy of the school lice policy.

It is the parent's responsibility to check their child and notify the school immediately if their child has contracted lice.

The supervisor of St. Philip's Community Pre-School will check children upon returning; children must be free of nits before they may return. It is in the best interest of the child (children) that every precaution is taken to alleviate the problem as soon as possible.

Anaphylactic Policy and Procedures

It is the policy of St. Philip's Community Preschool to reduce the risk to any child with an allergy by adhering to the following procedures.

An anaphylactic allergy is a serious allergic reaction. It can be life threatening. Food is the most common cause of anaphylaxis, but insect stings, medicine, latex or exercise can also cause a reaction.

1. The school shall meet with the parent and find out about specific details about the allergy and develop a strategy to keep the causative agent out of the school. This strategy will then be put into a plan and implemented by the school.
2. All parents are informed of an anaphylactic allergy by letter explaining the allergy and what they can do to help keep the causative agent out of the school environment. Signs are posted throughout the school informing all what the allergies are with a special note for an anaphylactic allergy.
3. Staff are required to have Standard First Aid, where anaphylactic allergies are discussed and they are shown the use of an EpiPen.

4. All staff, students and volunteers will be trained by the parent on the emergency plan for every child with an anaphylaxis annually, when there is a new plan, or if there is a change in the plan.
5. Parents must sign an EpiPen permission form giving staff permission to administer an EpiPen, which is carried at all, times by staff in a pouch around the waist.
6. Parents are required to keep the school informed of any new allergies or of any changes to existing allergies.
7. The school is required to devise an emergency and communication plan with input from the parent and the child's doctor. The emergency plan will consist of the following elements: a description of his/her allergy as well as a description of him/her while exposed to a reactive agent, a functional strategy to reduce the risk of an anaphylactic reaction and emergency contact. The final plan must be approved by the child's doctor.

Communication Plan

“Anaphylaxis (*anna - fill -axis*) is a serious allergic reaction. It can be life threatening. Food is the most common cause of anaphylaxis, but insect stings, medicine, latex, or exercise can also cause a reaction. The commonest food allergens are peanuts, tree nuts, seafood, egg and milk products.”¹

A person having an anaphylactic reaction might have any of the following signs and symptoms:

Skin: hives, swelling, itching, warmth, redness, rash

Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing

Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea

Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock

Other: anxiety, feeling of “impending doom,” headache

¹ Anaphylaxis Canada, “Anaphylaxis Is...,” July 2007, 31 January 2008
<http://www.anaphylaxis.org/content/whatis/anaphylaxis_is.asp>

The school is required to devise a communication plan with input from the parent and the child's doctor. A meeting shall take place with parent and staff as to get info and develop a strategy as well as to develop a plan.

This communication plan should include the following:

- An individual plan
- Child Identification
- Description of allergy
- Authorization for use of EpiPen (or other medication)
- Strategy for minimizing the chance of exposure to causative agent
- Procedure to undertake if and when the child has a reaction
- Description of reaction
- Emergency contact information

Flushing for Lead - Safe drinking water act

All plumbing that is used for drinking will be flushed daily by the kitchen staff person.

Policy Smoke Free Centre

1. No person is allowed to smoke or hold a lighted cigarette in the school.
2. No smoking signs are to be posted throughout the centre and in all washrooms.
3. Every staff/student/volunteer/parent/visitors are to be informed that smoking is prohibited.

Enrolment and Payment of Fees

We are licensed to admit children aged 2 to 4 years. Before admission, each child must submit the required medical forms. We accept children who are not toilet trained.

A two-week priority is given to children who are already in the school if forms are received before general registration is opened. Siblings of students presently or formerly at the school are given one-week priority. A general admissions mailing

occurs in mid-October and applications are then accepted on a first-come, first-served basis.

Withdrawal

It is essential that we ensure that the people who register at the school are serious about enrolling their child, so we charge a non-refundable registration deposit at the time of registration. Three post-dated cheques for the upcoming year's tuition are due no later than a designated date in March. All registration cheques are cashed on their due date and, once cashed, are non-refundable.

Policy and Procedures for Volunteers and Students

It is the policy of St. Philip's Community Preschool that all volunteers/students must be over the age of 18. They cannot have unsupervised access to the children and may not be counted in the staff child ratio. Every volunteer/student will be supervised by a teacher at all time and no volunteer or student is permitted to be alone with a child.

Volunteers/students will meet with the Director and are provided with a review of the following procedures and policies (to be signed by students and volunteers). In addition to the policies they are required to read the parent handbook.

Policies:

- Program Statement
- Monitoring the program statement
- Child abuse policy and procedures
- Medication and illness policy and procedures
- Criminal reference check policy and procedures
- Serious occurrence policy and procedures
- Procedures for enhance serious occurrence reporting
- Emergency plan and Fire policy and procedures
- Sanitary policy and procedures
- Prohibited practices policy and procedures
- Anaphylactic policy and procedures
- Smoke free policy
- Flush for lead policy and procedures
- Busing policy

- Lice policy
- Dismissal policy
- Non-discrimination policy
- Student and volunteer policy
- Code of Conduct
- Special needs support plan
- Staff training and development
- Children with medical needs

The teaching staff and the Director supervise volunteers. One teacher will assume the responsibility of supervisor for a student. Their institution and their personal goals while participating in the centre activities will determine duties of the student. Student/volunteers will follow the same guidelines as staff. Volunteers are encouraged to undertake a variety of roles such as classroom participation, board work and committee work. They will work under the direction of the Director, and under the guidance of the staff, requirements and responsibilities will vary with the situation.

Emergency Management Policy and Procedures

Purpose

The purpose of this policy is to provide clear direction for staff to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

Clear policies and procedures will support all individuals to manage responses and 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).

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).

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 evacuation is not necessary.

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 the front on the building on the sidewalk.

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: 368 Melrose Avenue

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

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

If any emergency situations happen that are not described in this document, the director will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

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

All emergency situations will be documented in detail by the head teacher in the daily written record.

Fire Drill Procedure

The purpose of a fire drill is to ensure that the children and staff are totally familiar with emergency evacuation procedures resulting in an orderly evacuation with efficient use of exit facilities. Fire drills are conducted at least once a month.

1. Whistle is blown twice
2. Teacher gathers children and attendance and goes to nearest exit
3. Supervisor brings emergency cards, checks all areas and closes doors

Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, the director 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.

List of Emergency Contact Persons: (list is located in the front of the Emergency card binder)

Local Police Department: 416-808-2222

Ambulance: 416-489-2111

Local Fire Services: 416-221-3444

Site Supervisor: Rebecca Badger

Licensee Contact(s): Chairperson

Child Care Centre Site Designate: Rebecca Badger

- 4) The Director 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.
- 5) Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.
- 6) In situations where injuries have been sustained, staff with first aid training will assist with administering 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 who have assisted individuals with medical and/or special needs with 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) The Board of Directors 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, the director 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, The director must provide a notice of the incident to parents/guardians by email. 3) If normal operations do not resume the same day that an emergency situation has taken place, Click here to enter text. 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	<ol style="list-style-type: none"> 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

	<p>evacuation site, or the site determined by emergency services personnel.</p> <p>2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site.</p> <p>3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site.</p> <p>4) The director 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.</p> <p>5) Upon arrival at the evacuation site, staff must:</p> <ul style="list-style-type: none"> • 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.
<p>Communication with parents/guardians</p>	<p>1) Upon arrival at the emergency evacuation site, teachers will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.</p> <p>2) Where possible, the director 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.</p>

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

Procedures for Resuming Normal Operations	Teachers to work with the Board of Directors to determine how best to resume normal operations depending on the type of emergency. The Director shall notify the Ministry, Insurance company, cater and any media inquiries.
Procedures for Providing Support to Children and Staff who Experience Distress	Teachers and Board of Directors to work together if additional support is needed for any staff or children who have experienced distress during the emergency.
Procedures for Debriefing Staff, Children and Parents/ Guardians	Teachers to debrief children, parents about the emergency in an appropriate manner.

Staff Training and Development Policy

Policy Statement:

St Philip's Community Preschool is committed to continuous learning and development for teachers. The school recognizes the value of professional development and training in motivating and retaining staff and in developing a high quality, effective child care program.

Definitions of Professional Development and Training:

Refers to all learning opportunities that occurs both inside and outside of the formal education system, this may include courses, workshops, conferences and e-learning. All staff members are required to complete at least one professional development every school year as well as complete the Continuous Professional Learning as outlined by the College of Early Childhood Educators. Staff will be compensated for any cost incurred with the exception of First Aid training, which is required for their employment. All staff are required to have a valid Standard First Aid with CPR level C from an organization that is approved by WSIB . It is each individual staff's responsibility to ensure that their qualifications do not lapse.

Resources:

The Ministry of Education's "How Does Learning Happen?"

The College of Early Childhood

The Early Years Portal website is a valuable resource for all individuals involved in providing licensed child care. The website provides an overview of licensing standards and should be used along with the CCEYA to help develop a comprehensive understanding of the requirements for and expectations of licensed child care programs.

Staff members are encouraged to engage in individual reflection about pedagogy and daily practice, as well as collaboration among staff.

Special Needs and Individualized Support Plan

Special Needs is defined as: Children who, due to emotional, familial, physical, behavioural, developmental, cognitive, communicative or emotional factors, are at risk of not maximizing their potential.

Special needs encompasses children who require support and assistance with daily living, whether formally diagnosed or not, and whether a diagnosis is short or long term in nature.

Staff will adapt the environment and individual programming for each child to ensure full inclusion in every aspect of the program.

All information pertaining to individual children and their families must be kept in the strictest confidence. Prior to any information being shared with outside agencies, schools and professionals, informed consent will be obtained from the parents/guardians. All documentation of consent to share information will be kept in the child's file at the centre. If the parent/guardian does not consent to have an

individualized support plan (ISP) in place, the parent/guardian will sign the “Consent for the Refusal to the Development of an Individualized Support Plan.”

The school will foster partnerships and work collaboratively with families and community supports in order to meet the needs of the children. The school, with parental/guardian consent, will make referrals for appropriate supports (i.e. Speech and Language Services, Occupational Therapy) to ensure children obtain all the supports/services they need.

St. Philip’s Community Preschool will ensure that an updated (ISP) is in place for each child with special needs enrolled and will ensure that the program is structured so that it will accommodate the individualized support plan of each child with special needs while ensuring that the program is inclusive of all children. If a special need is identified during the course of the school year, the parent/guardian will be informed about the Individualized Support Plan (ISP) policy of the centre.

In preparation for the ISP Meeting, the RECE and Director will review available records, program observations and documentations to identify the child’s strengths and needs.

A meeting will be scheduled with the parent/guardian. An invitation to attend the meeting, with parental consent, will be provided to any regulated health professional or other person who works with the child in a capacity that would allow the person to help inform the plan.

The parent/guardian, in conjunction with centre staff, will complete the initial ISP form. The plan will include:

- A description of how the childcare centre will support the child to function and participate in a meaningful and purposeful manner while in attendance.
- A description of any support or aids, or adaptations or other modifications to the physical, social, and learning environment.
- Instructions relating to the child’s use of the supports or aids or, if necessary, the child’s use of or interaction with the adapted or modified environment.

The plan will be signed by the parent/guardian of the child to indicate their participation in the plan. Plans will be reviewed by the Director. The plan will be filed in the child’s file as per the centre’s record keeping policy.

The strategies identified on the plan will be embedded into the room programming. Information from the plan may be utilized in documentation posted in the room without identifying information. If requested, a copy of the plan may be provided to a service provider with parent/guardian written consent. The plan will be reviewed at one (1) month and six (6) months from the date of the ISP Planning Meeting.

Parent Issues and Concerns Policy and Procedures

Purpose

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

Policy

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

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

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

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

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

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

Procedures

Parents are encouraged to phone the school or schedule an appointment with teachers to discuss any matter or concern regarding their child. Parents are also welcome to email their child's teacher. Please note that teachers cannot take phone calls during class time, but will be more than happy to arrange a mutually convenient time to speak to you.

Emails and voice messages will be answered within 2 days.

Individual conferences may be held at either the request of the parent or teacher. Similarly, either party may request the involvement of the school's Board of Directors in dealing with Parent concerns.

If you have any comments or concerns, please feel free to contact your child's classroom teacher first, then if necessary, a member of the Board.

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

Code of Conduct

A *Code of Conduct* has been adopted by St. Philip's Community Preschool. The *Code* provides us with a framework of ethical principles, obligations and standards that guide us in how our work is to be performed and how we should conduct our relationships with others.

The guiding principle is that all members of the school community are to be treated with respect and dignity. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

The *Code* acknowledges, upholds and promotes basic human rights. Application of the *Code of Conduct* shall take account of the requirements of the law.

The Educator and Learners

An Educator:

- approaches the learner with personal respect and encourages mutual respect among learners
- respects the dignity, beliefs and rights of learners which includes the right to privacy and confidentiality (unless disclosure is required by law)
- acknowledges the individuality and needs of each learner, and guides and encourages learners to reach their potential
- does her or his best to imbue learners with values consistent with the *Canadian Charter of Rights and Freedoms*
- uses respectable language and behaviour, and acts in a way that will earn respect from learners
- develops and maintains professional relationships with learners based upon the best interests of those learners and caters to the varied learning needs of diverse learners

The Educator and Parents

An Educator:

- establishes and promotes open, honest and respectful relationships with parents, recognizing them as partners
- uses respectable language and behaviour, and acts in a way that will earn respect from parents
- involves parents in decision-making about the care and education of their children
- respects the rights of parents to meaningful information about their children and keeps parents informed of a learner's progress
- respects the privacy of parents and keeps information about learners and parents confidential (unless disclosure is required by law)

The Educator and the Community

An educator:

- recognizes that St. Philip's serves the community, and accepts the different customs, codes and beliefs that exist within the community
- endeavors to familiarize her or himself with these customs, codes and beliefs

The Educator and Colleagues

An educator:

- treats colleagues and associates with respect, working with them co-operatively and collegially to promote learning
- uses respectable language and behaviour when communicating with colleagues
- contributes to the development of an open and reflective professional culture
- is truthful when making statements about her or his qualifications and competencies
- contributes to the development and promotion of sound educational policy
- respects the privacy and confidential information of colleagues (unless disclosure is required by law)
- uses proper procedures in cases of professional incompetence or misbehaviour and speaks out if the behaviour of a colleague is in breach of this *Code*

The Educator and the Profession

An educator:

- keeps abreast of educational trends and developments
- regards her or himself as a learner and engages in continuing professional development

Violations of the *Code of Conduct*

Failure to conform to these standards of conduct will be grounds for disciplinary action ranging from a verbal warning to immediate discharge depending solely upon the judgment of the St. Philip's board of directors of the seriousness of the offence on a case-by-case basis. While the *Code* does not necessarily include a progressive discipline or prior warning requirement, the board of directors will reasonably measure any breach and may adopt a progressive solution should the situation warrant it.