

St George Mini School

Parent Handbook

25 Mallard Road, Unit 2
North York, On
M3B 1S4

141 Bond Ave
North York, On
M3B 1M1

33 Mallard Road
North York, On
M3B 1S4

Updated: January 2, 2026

	<u>Table of Contents</u>	
Welcome		page 3
Our Philosophy		page 3
Program Statement		page 4- 8
Board of Directors		page 8
Hours of Operations		page 9
Programs		page 9
Program Goals		page 9
Parent Communication and Involvement Policy		page 10
Meals and Snack Policy		page 10
Extra Clothing Policy		page 10
Wait List Policy		page 11
Admission Policy		page 11-12
CWELCC, Base and Non Base Fees		page 13 -14
Drop off and Pick up Policy		page 14
Late Fee Policy		page 15
Escort Policy		page 15
Withdrawal Policy		page 15-17
Field Trips		page 18-19
Sleep Room Supervision Policy		page 19-21
Sun and Smog Alert Policy		page 21
Playground Safety Policy		page 22
No Smoking Policy		page 22
Transportation Policy		page 22 - 23
Sanitary Practices Policy		page 23 - 24
Health Policy		page 24-25
Anaphylactic Policy		page 26
Medication Policy		page 27
Access and Equity Policies		page 28
Behaviour Management Policy		page 28
Child Abuse Policy		page 29
Supervision of Volunteers and Students Policy		page 29
Serious Occurrence Policy		page 30
Parents Issues and Concerns Policy		page 31-34
Emergency Management Policy		page 34- 47
Parent App		page 47
Safe arrival and Dismissal Policy		page 48-50

Welcome to St. George Mini School

Throughout the following sections, the Parent Handbook will outline the main policies and procedures, which are essential to the successful transition of your child from home to childcare.

Please Note: The policies and procedures enclosed within this handbook are only summaries of the originals. The policies and procedures in their entirety may be accessed through the Supervisor's office as well as our parent information table.

Our Philosophy

St. George Mini School pursues an educational philosophy centred on excellence and Christian values. We believe that the first few years of a child's life are the most crucial years in developing his/her intellectual, social, emotional, physical and spiritual growth. This is why we are committed to providing high quality care in an educational environment, exposing children to a stimulating curriculum and allowing them to progress at their own pace.

Our Vision: The vision for St. George Mini school is not only to refer to the ministry policy statement on program and pedagogy, but to also offer a stimulating and creative Christian early learning environment that is designed to support positive and responsive interactions among the children, parents and staff as we meet the physical, spiritual, social, emotional, and intellectual needs of each child as a whole.

Our Mission: The mission at St. George Mini School is to provide high quality care in an educational environment. The children are exposed to a wide variety of stimulating curriculum that will allow them to progress and succeed at their own pace. These experiences will refine the children's self image which we believe to be the most important element in a child's development. Making children feel good about themselves will help them in a multitude of ways as they become their own person.

Our Core Values: At St. George Mini School, we value each child as a unique individual, each with their own special qualities and abilities. By providing children with daily experiences that showcase positive and life-long values, the children will follow by example as they learn about God's love.

Program Statement

Through this program statement, St. George Mini School is providing a written commitment to our families, educators and children outlining what we are striving to achieve through our program. This statement clearly informs families, educators and others of our goals and what measurable and observable approaches are put in place to achieve these goals on a daily basis. Our program statement reflects the Ministry Policy Statement on Program and Pedagogy, utilizing it as a guide for our programming and practice. Our statement is also organized around the foundations of belonging, well-being, engagement and expression of children as it is consistent with the How Does Learning Happen (HDLH) guidelines and the supporting principles of Early Learning for Every Child Today (ELECT).

The following are our program goals and implementation action plan which reflect our belief that all children are competent, capable, curious and rich in potential while educators are play partners, architects of the play space, planners, recorder and communicators.

Goal: to promote the health, safety, nutrition and overall well being of the children in our care;

First and foremost, we ensure that the physical property and learning environment for the overall well being of the children in our care, is in compliance with the regulated health and safety standards, building code and other related regulatory requirements for a valid Ontario childcare license including but not limited to by laws pursuant to the planning act, fire protections and prevention act and the safe drinking water act. In addition, all recommendations related to health and safety to ensure the overall well being of our children in our care are completed in a timely manner. Our daily practices and procedures take measures to protect children's health, safety and nutrition and overall well being by providing a clean and safe environment, nutrition based on the Canada's Food Guide that has been designed and approved by a registered dietitian, access to drinking water throughout the day, limited transitions, environments free of any environmental issues that may cause undue stress to the child, unnecessary disruptions to play and reducing hazards that may cause injury. Furthermore, educators will familiarize themselves with all information concerning any medical conditions, exceptionalities, allergies, food restrictions, medication requirements, and parental preferences in respect to diet, exercise and rest time.

Goal: to support positive and responsive interactions among the children, parents and staff:

We strive to provide an open and positive setting that is welcoming to everyone. It is our responsibility to be responsive to parents and their children by providing them with a learning environment where they feel safe, acknowledged and included. This can only be achieved through respect. We understand the importance of respect in relation to being supportive of families and providing positive interactions. We are respectful of all families, cultures, traditions, child rearing practices, etc. Being a Christian centre, we model Christian values such as empathy, trust, respect, honesty, love, and peace which are key in building and maintaining positive relationships. For children, these feelings of acceptance gained through caring relationships and connections will help them develop a sense of belonging among and between peers, adults and the world around them. In terms of parents, our positive responsiveness allows us to work collaboratively as a team to support their child. We strive to build a sense of community and work in unison with parents to assist their

child so that they can reach their full potential. For staff, we model supportive and responsive behaviour for children and parents through daily interactions with each other which not only provides our families with hands-on experiences but also allows for a positive and responsive environment for all employees.

Goal: to encourage the children to interact and communicate in positive ways and support their ability to self regulate;

We as educators, use our position to help children develop socially and emotionally by teaching them how to identify their feelings, communicate effectively, self regulate and have positive interactions with peers and adults. We acknowledge children's emotions and work with them so they understand that it's okay to feel how they feel, while at the same time, we teach them how to express their emotions in an appropriate manner. We strive to provide learning environments that are focused on encouraging self-expression, communication, self-regulation and an ability to deal with stress. We believe that as children learn how to remain and return to a state of calm in stressful situations, they are better able to control their emotions and understand the consequences of their actions. We assist children in recognizing and labelling their feelings and then through our support, children work through their feelings by identifying the source of the emotion and expressing that emotion in appropriate ways. We use a variety of strategies to achieve positive experiences such as redirecting, explaining logical and natural consequences, setting appropriate limits and boundaries, implementing clear and appropriate expectations and looking for patterns or trends and then taking that information and planning and preparing the environment for positive interactions, communication and behaviour. In addition, being a collaborative centre, we have access to extra support through resource consultants who not only provide opportunities to role model and equip staff with strategies to assist in redirecting behaviour but who also model to children on how to manage their emotions effectively in a social environment.

Goal: to foster the children's exploration through play and inquiry opportunities;

We use a play-based learning approach to create the best environment for children to learn and grow. We believe that every child is an active and engaged learner who explores the world with their body, mind, and senses and we must help each child realize their full potential by indulging their capabilities and curiosities. Therefore, our program provides an environment that engages children in active, creative, and meaningful exploration, play, and inquiry. In order to build on their strengths and abilities, our physical set-up meets a child's need to become independent and self-reliant by allowing free choice of play materials, and with the exception of routines, free use of these materials within limits. We encourage each child to choose and pursue activities of their own interest, giving them the opportunity to be creative and innovative as they learn. We embrace children's natural curiosity as they try new things and explore new ideas, all while, learning and developing at their own pace. We embrace the children as they direct their own learning and provide support to make their exploration meaningful and relevant in their lives. To ensure that children have access to a wide variety of learning experiences, we have toys and other learning material on rotation so that we can always provide stimulating materials that offer new exploratory learning opportunities as well as ensure that our program truly reflect the interests and needs of the children of our care.

Goal: to provide child-initiated and adult-supported experiences;

We follow the ELECT principles that require educators to be play partners, architects of the play space, planners, recorders and communicators. Thus, our educators provide an enriched curriculum and an appropriate environment to interact with and support children in their play. Our educators do not direct the children's play and take more of a back seat approach. This allows the children to have a voice in decision making and a choice as they take ownership over their learning through self initiated play. We know that inquiry-based play provides foundations for further learning and development, therefore our educators provide a hybrid environment that combines stimulating play opportunities and authentic learning experiences by ensuring that the resources available both indoor and outdoor allow for the children to learn through exploration, investigation, critical thinking and problem solving. Our programming is developed to coincide with the interests of the children as our educators make a series of decisions in response to the child-initiated interests and support them in their learning by expanding their interests through new material, scaffolding, asking questions, providing new challenges and ideas and implementing activities that the children can master but be challenged at the same time.

Goal: to create and maintain positive learning environments and experiences in which every child's development is supported;

We understand that each child is unique and their development differs in pace and that factors such as family, community and life experiences influence their overall progress. Our inclusive programming is consistent with viewing each child as an individual and treated them as such as it covers a wide variety of developmental stages by allowing children to learn in a way that is most appropriate for them. We aim to integrate all areas of development into our program in an all-inclusive way as we acknowledge that some children need more support than others in certain areas. Our positive teaching environment provides opportunities for a collaborative culture of trust and appropriate risk taking so that it improves the overall learning experience and individual development of all involved. Through our stimulating learning experiences, interactive environments and daily support, the children will make strides in their social, emotional, cognitive, physical and language development. Our program offers a variety of age appropriate planned and spontaneous activities as well as small group learning so that no child is overlooked. These high quality interactions support the children by allowing them to accomplish each task at their own pace and facilitate individual learning which encourages confidence and self esteem.

Goal: to incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving childcare;

Our program has designated times for each child to experience indoor activities, two hours of outdoor play (weather permitting), free play and quiet times to sleep and rest that are strategically integrated into our daily schedule all while being mindful of each child's needs and parental direction. Our programs are intended to cater to all children in the classroom and each child is given individual attention during the day and special attention should he or she need it. To take each child's needs into account, we provide inclusive programming for all children by fostering development in all domains. We plan for a variety of daily activities that are focused around language, literacy, numeracy, music and movement, science, sensory, nature, technology, blocks and construction, creative arts and fine and gross motor skills. Our outdoor play space is available as an

extension of our classrooms and staff bring or encourage children to bring indoor materials outside to enrich and extend their learning and development. For children with special needs, we work closely with their parents and our community partners to make sure that the appropriate supports and resources are in place to ensure optimum success for the child.

Goal: to pursue ongoing communication with parents about the program and their children's experiences, learning and overall development;

We highly value daily communication with parents as we take advantage of all opportunities to engage meaningfully with parents throughout the day. We see families as experts who know their children better than anyone else and are the first and most powerful influence on learning and development. We believe that childcare is a shared responsibility between parents and staff and encouraging families to get involved in our centre is something that we are consistently working towards. It is important to have parents engaged in the program and in their child's learning experiences because it provides families with a sense of closeness and allows them to get to know our educators as well as their children do. We aim to create a team that consists of parents and educators who work collaboratively to support each child's learning, development and overall success through setting common goals. Having a positive rapport with parents assures them that their child is in good hands and promotes honest communication in regard to their child. Sharing information is key in teamwork, thus parents have access to multiple resources including but not limited to, ELECT, How Does Learning Happen and Think Feel Act. We also network with parents through sharing developmental binders, observations, photo documentations, look-see development records, creative art and written documentation to ensure families are able to take part in the experiences with their children. Our practice of ongoing sharing, communication and open-door policy allow parents to be actively involved in their child's experiences, learning and development which is integral to their child's success.

Goal: to involve local community partners to assist in supporting the children, their families and staff;

We recognize that families are the primary caretakers and a child's best teacher, however we also understand how important the role of community partners play in supporting children and their families. We are committed to involving and working collaboratively with community partners to support our children, families and staff. Currently, we are an active member of the Association of Christian Schools International (ASCI) and have a continued partnership with Adventure Place. Both partners provide support to our children, families and staff through workshops and trainings. In addition, our resource consultant at Adventure place works with our staff, families and children to assist in creating and implementing individual program plans (IPP). Furthermore, through visits and meetings with our consultant, our staff are provided with strategies, suggestions, resources and techniques to utilize in the classroom. We also support volunteers and placement students from the community by providing learning opportunities and practical work experience. Such volunteers and students enhance our care through the unique talents they bring as well as the ability to provide more individual attention to the children. Our open door environment is filled with communication between families, staff and community members to ensure we are engaging and supporting the whole child. By working with these community partners and organizations, we are enriching our atmosphere of collaboration so that our children can see an active network of adults working together for their benefit.

Goal: to support staff, specifically in relation to continuous professional learning;

We see educators as knowledgeable, reflective, resourceful and rich in experience, thus we provide a non-discriminatory hiring process in which all employees are respected, supported and treated fairly. We know that staff enter employment with varying levels of knowledge, skill and experience and because we value high quality programs and the professional development of our educators, we require them to make a commitment to continuous professional development. Their participation in trainings and workshops will provide them with opportunities to acquire new information, upgrade and continue to improve their skills, knowledge and approaches. We fully support all staff and assist them in furthering their professional development as we offer in-house trainings and information on multiple other trainings and workshops available in our community. We are a collaborative organization and strive to always work as a team. To support our team of staff, we have a designated space for planning, conversation, reflection, collaboration and discussion. Through all of our workshops, trainings and collaborative efforts, our goal is to communicate to our community that we are current in our knowledge, skills and practice and that we highly value ongoing professional learning.

Goal: to document and review the impact of the strategies set out in our goals;

This statement will be reviewed frequently to ensure that we are diligently improving our program statement and keeping in line with creating an organization that values children's experiences and helps them to reflect back on those experiences in their learning environment, learns together with the children involving meaningful adults in their life, reflects and monitors appropriate development as the children grow, co-plans with children about learning, keeps an open and ongoing dialogue with families about children's experiences, participates in continuous professional learning and promotes positive and responsive relationships.

All staff, students and volunteers must adhere to our program statement and will review and sign off on it prior to working with the children and annually thereafter or upon any changes or modifications made to our statement.

Board of Directors

St. George Mini School has been operating since 1997. It is operated through the St. George & St. Rueiss Coptic Orthodox. St George Mini School is a non-profit childcare sponsored by the Church under a Board of Directors selected by the Church.

Hours of Operation

The centre will be open from 7:30 A.M. to 6:00 P.M. from Monday to Friday. The centre will be closed on the following Statutory Holidays: New Year Day, Labour Day, Canada Day, Victoria Day, Thanksgiving Day, Christmas Day, Good Friday, Family Day, Civic Holiday and Boxing Day. Parents are charged full fees for closed days and statutory holidays.

For Christmas Eve and New Year's Eve the centre will close at 12:00 pm. If a statutory holiday falls on a weekend, we will be closed the following Monday.

Programs

Program	Program Offered – Capacity	Child’s Age	Child/Teacher Ratio
Infant program	25 Mallard Road – 10 infants 33 Mallard Road – 10 infants	0 - 18 months	3:1
Toddler program	25 Mallard Road – 45 toddlers 33 Mallard Road – 15 toddlers 141 Bond Ave. – 10 toddlers	18 - 30 months	5:1
Preschool program	33 Mallard Road – 48 children 141 Bond Ave. – 40 children	2.5 – 6 years	8:1

The weekly program plans are posted on the boards outside each classroom and parents are encouraged to contribute to the program by bringing in books, games, videos, etc. related to the theme. They are also welcome to share their expertise with us by being our speaker or arranging a visit to their workplace.

Program Goals

Our aim is caring for and educating the whole person, including the child’s intellectual, social, emotional, physical and spiritual development. Therefore, our schedules and program activities are implemented according to the needs and interests of the child, including:

- *Circle Time:* Telling stories, playing games, singing songs, etc. When children sit together with the teacher and learn about a theme, this enhances their language, emotional, social and intellectual development.
- *Program Time:* Doing arts & crafts, puzzles, games, toys, dramatic play, block play, sensory play, fine-motor play, etc.
- *Make-Believe Games:* Allows for dress-up and pretend games and lets children act out their everyday experiences, which enhances their social and emotional skills.
- *Sensory Play:* Learning through manipulation of sensory materials e.g., water and sand, etc. Learning through senses about nature and science refines their intellectual development.
- *Gross Motor Time:* Using large muscle for activities, such as climbing, jumping, running, etc which enhances their physical and gross motor development.
- *Routine Time:* Washroom and napping routines enhance their self-help skills.
- *Lunch & Snack Time:* Children and teachers eat together and learn about table manners and self-help skills.

Parents' Communication and Involvement Policy

We value daily communication with parents as we take advantage of all opportunities to connect with parents throughout the day. We always encourage parents to communicate any concerns they may have about their children to our staff and vice versa. Furthermore, staff will complete weekly observations as well as complete Look See Records at specified developmental milestones to share with parents. All children will receive daily reports via 'Parent App' for parents to follow throughout the day. We also have an open-door policy where parents can come to the centre at any time to visit and/or observe their child(ren) in the classroom. St. George Mini School also participates in monthly Newsletters to parents which allows for another form of frequent communication.

Meals and Snack Policy

We offer meals that go above and beyond the recommendations of the Canadian Food Guide. We follow seasonal menus that are developed and approved by a certified dietitian. Snacks and lunches are prepared on the premises. The menu is posted outside the kitchen and are available upon request. Please notify St. George Mini School if your child has any food allergies or restrictions before commencing at the Centre.

Please ensure that all food is eaten or discarded prior to entering the centre. Lunches and/or snacks from home must be nut free and only with acceptance of dietary needs the centre cannot provide. Bringing food from home must be discussed with the Supervisor. If your child forgets their lunch or snack the parent will be notified and will have to bring in their child's meals. Daycare lunch and/or snack can only be a substitute if it is within the child's dietary needs.

Pre-made bottles and breast milk must be labelled and dated; if the bottle has been drunk out of, it will be used that day only and then it is disposed. Refrigerated breast milk lasts 4 days and will be disposed after; any unused breast milk that is still good will be returned to the parent. All products are disinfected upon arrival.

Extra Clothing Policy

Parents are asked to provide appropriate outdoor/indoor clothing for their children.

During the winter months, we ask for:

- Snow suit with a hood, preferably water-proof one for playing in the snow
- Warm hat
- Neck warmer
- Winter boots
- Mittens/Gloves, preferably water-proof ones for playing in the snow

During the summer, we ask for:

- A sun hat, preferably one with a large brim
- Sunscreen: parents are responsible of putting on the child in the morning. Our staff will do so in the afternoon.
- No open toe shoes. If you decide to bring in sandals/slippers/flip flops, please ensure that you child has closed toe shoes for outdoor play.

Wait List Policy **Updated January 2nd, 2026**

St. George Mini School recognizes the existing shortage of childcare spaces within the community and the often lengthy waiting periods to access these services. Our waitlist policy is designed to be transparent, consistent, and provided at no charge. To enroll your child on our waitlist, parents/guardians are required to contact the center via email, telephone, or in person to provide all necessary information. At the time of registration, parents will be informed that inclusion on the waitlist does not ensure a guaranteed placement for their child.

It is important to note that the priority for waitlist placement is allocated as follows:

- Staff children
- Siblings of currently enrolled children
- Siblings of previously enrolled children
- Families on the waitlist

Families are required to remain on the waitlist until a space is offered by St. George Mini School. When a space becomes available, the family at the top of the waitlist will be contacted, irrespective of whether the space is designated for full-time or part time enrollment. Should the parents choose not to accept the offered space, it will be extended to the next eligible family on the waitlist.

Upon request, families may access information regarding their waitlist status in a manner that ensures the protection of personal information by contacting the center. Additionally, after the initial point of contact, parents are afforded a period of 10 days to follow up with requested information: failure to do so will result in a change of their waitlist date to the subsequent point of contact. Furthermore, parents must specify the desired months of enrollment at the initial contact; any modifications or additions to these months will result in a reassignment of the waitlist date to the new specified period.

Once a child is registered in the program, it becomes feasible to accommodate more specific needs, such as transitioning from a part-time to a full-time enrollment status and transferring to the next age group.

Admission Policy **Updated January 2nd, 2026**

To help our parents/guardians understand our policies, every new parent/guardian, prior to admission, is provided with our Parent Handbook that outlines many of our policies and procedures relevant to parents. An orientation is required prior to enrollment to ensure St. George Mini School can accommodate the needs of the child and the family. A visit/tour of the Centre must be conducted, and when enrollment is offered, parents/guardians must disclose any health and safety concerns of the child which includes Dietary restrictions, Medical conditions, Special needs, etc. Medical plans and ISPs (Individual Support Plans) must be put into place prior to enrollment to ensure the success and health and safety of the child.

Families will receive a parent package which includes,

- ✓ Registration form
- ✓ Emergency records
- ✓ Medical form
- ✓ Photo and social media consent
- ✓ Over-the-Counter Consent
- ✓ Parent app consent (mandatory with enrollment)
- ✓ Agreement
- ✓ Immunization records or Affidavit required
- ✓ Questionnaire to learn about your child's interests, dietary needs, your family's approaches to learning, your child's developmental needs, and your concerns and goals for your child.
The staff will incorporate this information into ongoing classroom planning.
- ✓ What to Bring
- ✓ Parent handbook

There is no registration fee required once a spot is guaranteed. Fee-paying parents/guardians are required to make online payments via TUIO by debit or credit card. Cheques and Cash are not accepted. If a child is unable to attend the centre due to illness or holidays, families are still responsible for the full payment of fees for the month. Part time families, who are not in correlation with full time families, will either have to switch their days to accommodate an existing part time family, be offered a full-time spot, or be given a 2-week termination notice.

Childcare Fee Subsidy is provided through the municipal government to help families with the cost of licensed childcare. A parent/guardian who qualifies for a fee subsidy will pay the rate directly to St. George Mini School. It is the parents/guardians responsibility to apply for Childcare Fee Subsidy. Childcare Fee Subsidy provides families with a set number of absent days each year, with a maximum of 50 consecutive days absent. Once these days have been exceeded, the absents days must be paid at the full rate of the childcare cost. Parents/guardians will be notified, in writing, when they are nearing their allotted absent days; 25, 38 and 50. It is advised to contact your Subsidy Caseworker, who can potentially provide extra days if needed.

Three days prior to the 1st of the month, parents will receive their invoices via email from TUIO. Parents/Guardians are required to make a payment to St. George Mini School within 3 business days of the beginning of the month. TUIO provides automatic payments, once received, it will be applied to the invoice. An NSF fee of \$30 will be applied to any non-sufficient payments.

For any outstanding invoices, a physical copy will be provided and a discussion with the parent/guardian will take place weekly if the fee remains outstanding. After on the 10th business day, a letter will be provided as a reminder of payment. If a payment cannot be made by the 20th business day, a meeting will be conducted to come up with a payment plan and will be signed by both parent/guardian and the Supervisor. If the payment is not met, there will be a 2-week termination letter provided. St. George Mini School will work with parent/guardian to help assist with the best solution possible prior to termination.

If there are discrepancies in payments, at the discretion of the supervisor, refunds and/or credits will be provided.

CWELCC, Base and Non Base Fees

CWELCC

St. George Mini School is enrolled in the Canada-Wide Early Learning and Childcare (CWELCC) system which supports quality, accessibility, affordability and inclusivity in early learning licensed childcare serving eligible children (6 and under). Currently, all families, including those with a fee subsidy have access to the CWELCC program. CWELCC is a five-year plan and will be implemented in stages with fee reductions increasing year after year until an average fee of \$10/day is achieved.

CWELCC will:

- o Reduce fees for eligible licensed child care for eligible children on an incremental basis until an average of \$10/day child care is achieved at the end of the 2025-2026 fiscal year
- o Create more affordable, quality licensed child care spaces
- o Support early childhood workers through enhanced compensation, training, and professional learning opportunities; and
- o Improve accessibility by addressing barriers to providing inclusive and flexible child care.

Base Fees

141 Bond

Classroom	Base Fee	CWELCC Fee
Toddler 18 months to 2.5 years	\$58.50	\$22
Preschool 2.5 years to 6 years	\$48	\$22
Before and After school 3.8 years to 6 years	\$38	\$18.55

25 Mallard

Classroom	Base Fee	CWELCC Fee
Infant 0 months to 18 months	\$78.00	\$22
Toddler 18 months to 2.5 years	\$67.00	\$22

33 Mallard

Classroom	Base Fee	CWELCC Fee
Infant 0 months to 18 months	\$78.00	\$22
Toddler 18 months to 2.5 years	\$67.00	\$22
Preschool 2.5 year to 6 years	\$52.00	\$22

Non-base fees

St. George Mini School does not charge a fee upon registration.

Late fees, in the event where a parent is late picking up his/her child(ren), a fee of \$1.00 per minute is charged to the family. For more information about our late fees, please refer to the Late Fee Policy on pg. 14.

Drop off and Pick up Policy

When dropping off your child, please do not leave the childcare before you make sure that the teacher on duty is aware of your child's presence. Likewise, when you pick up your child, make sure you notify the teacher. In order for children to receive the full benefit of the program to drop your child off by 9:30 am latest. Children coming in late disrupt the program and other children. Parents should avoid dropping children off during nap time. Children are resting at that time and a child coming in late who will not be napping may wake up the other children.

Should your child be coming in late due to a doctor's appointment, you are obligated to inform the teachers the day before or call in the morning. This helps teachers prepare the day with your child in mind.

Please ensure that your child's file has current pick up and emergency contact information. This information is vital if there is ever an emergency, and we can not reach the parent. It is the parent's responsibility to update all information.

No children will be released to anyone other than those specified on the escort section in the child's emergency record. We expect that children be picked up on time, no later than 6:00 pm. St. George Mini School reserves the right to withdraw a child who is picked up late on an ongoing basis.

Late Fee Policy

In the event where a parent is late picking up his/her child(ren), a fee of \$1.00 per minute is charged to the family. Payment is to go directly to the evening staff. If unable to pay the staff immediately, then the family will need to give payment to the Supervisor within one week. If the family is later than 7:00 pm and we do not receive any notice, we will have to contact the Toronto Children's Aid Society and the Police services.

Escort Policy

St. George Mini School ensures that children in our care will only be released to persons authorized on the registration form. In the event you must send an alternate person not listed to pick up your child(ren), you must send a note providing the Centre with the name and physical description of the person. This letter must be signed and dated.

Please bring the note to the Supervisor/Designate.

- The individual will need to supply us with valid identification.
- If you find it necessary to have an alternate person pick up and are not able to supply a note, you must call the supervisor and give all of the pertinent information.
- If you have sole custody of your child(ren), please supply the centre with a copy of the custody papers to be retained in their confidential file.
- Please note that for the safety of your child(ren), these policies will be strictly adhered to. Your child(ren) will not be released without your permission.
- Changes in custody agreement must be written and signed by both parents unless it is a court order.

Withdrawal Policy

Updated August 10th, 2023

The withdrawing parent/guardian must provide a written note or email to the Supervisor at least two weeks before the date of withdrawal. The parent/guardian will be responsible for all final payments through the end of the notice period, whether in attendance or not.

For families with fee subsidy, the parent/guardian must also contact their caseworker to notify them of the withdrawal. For children that are involved with an outside agency (such as Lumenus Community Services, Toronto Speech and Language, etc.), that agency must be notified by the parent/guardian as well.

St. George Mini School reserves the right to deny attendance and/or withdraw families from our programs for the following reasons:

- ✓ Non-payment and/or recurring late payments of childcare fees
- ✓ Consistent disregard for the hours of operation for picking up a child after closing time
- ✓ Continuous absence of a period of two weeks without written notification or payment

- ✓ Parent/guardians not in-compliance with our Code of Conduct towards staff, another parent or child or their own child, which includes but not limited to verbal or physical abuse, threatening, swearing, etc.
- ✓ Failure to abide by the policies in the Parent Handbook.
- ✓ Enrollment package and immunization records are incomplete and/or not updated.
- ✓ Outdated medication (Epi-pen, Salbutamol): Children can be denied access until up-to-date medications are provided for the health and safety of the child
 - Example: if a child is anaphylactic and requires an epi-pen, a valid epi-pen must be provided with a prescription label attached. When they are nearing the expiration date, the parent/guardian will be notified and must provide an up-to-date epi-pen. If a new epi-pen is not provided by the expiration date, for the health and safety of the child, they will not be permitted to the centre until a valid epi-pen is provided.
- ✓ Enrollment
 - There is no guarantee that the Centre will be able to accommodate a child moving to the next age group based on the availability of space at the time. The parent/guardian will be responsible for paying the fees of the classroom the child is enrolled in and not based on their age.
 - All efforts will be made to ensure children are accommodated and move from one age group to the next
 - Part time families, who are not in correlation with full time families, will either have to switch their days to accommodate an existing part time family, be offered a full-time spot, or be given a 2-week termination notice
- ✓ Inability to adapt to program
 - The Centre cannot meet the physical, mental, or emotional needs of the child
 - The child threatens the safety, health and/or well-being of themselves or others
 - If a child experiences difficulty in adapting to the Centre's environment or abiding by the Centre's rules of behaviour, the following actions will occur;
 - Staff will inform the Supervisor of the concerns involving the child and keep records of specific incidents and observations
 - The Supervisor will observe the group and document their observations
 - The parent/guardian will be notified by the Supervisor regarding the challenges/ behaviours that have been documented
 - The Supervisor will request a meeting with the parent/guardian to review the challenges/ behaviours, request feedback and propose an initial plan of action and ISP (Individual Support Plan) to assist the child.
 - Should the parent/guardian refuse to meet, the Supervisor will:
 - Document the refusal and collect the to-date documentation regarding challenges/ behaviours

- Inform the Children’s Services Consultant and/or caseworker, if the child is with fee subsidy
- Advise the parent/guardian in writing that due to concerns for other children at the Centre, should they not be willing to meet to attempt an action plan to deal with the challenges/behaviours of the child, their child will have to be withdrawn
- Should the parent/guardian not agree to meet to attempt a resolution, a withdrawal letter will be provided
- Action plan / ISP (Individual Support Plan)
 - Includes short and long-term goals, resources and aid if needed
 - Documented and communicated with the parent/guardian and staff
 - The Supervisor will be responsible for ensuring ongoing communication between staff members and monitor the ISP is being implemented.
 - The action plan will be reviewed on a regular basis and updated based on achievement of goals and/or added support required
 - Staff will retain detailed notes on progress made and/or challenges experienced between room meetings
 - Support Services through the City of Toronto - we may acquire assistance/support from our Resource Consultant connected through Lumenus Community Services (ECB - Every Child Belongs)
 - Progression meetings will occur until the child achieves their goals or it is determined that St. George Mini School is unable to meet the needs of the child
- After exhausting all resources available, St. George Mini School reserves the right to withdraw the child if they continue to display harmful behaviour which jeopardizes the health, safety or emotional well-being of themselves, the other children or staff
- A parent who wishes to appeal a withdrawal from St. George Mini School may do so by arranging a meeting with the Board of Directors
- The decision would not be overturned unless it is shown that there was an act of biased or unprofessional manner during the withdrawal process

Prior to St. George Mini School’s inability to accommodate the child’s needs or family circumstances, we will follow all procedures and exhaust all options prior to withdrawing families. Every effort will be made to support the child while in care at St. George Mini School.

Field Trip

Updated August 10th, 2023

St. George Mini School organizes both fun and educational trips which will incorporate learning opportunities, enhance children's development and relate to the children's interest. We will be reducing our ratios to ensure the safety of the children. Students, volunteers, and families are welcome to participate. Families will only be responsible for their own child when on a field trip unless a Vulnerable Sector Screening has been completed and a copy has been provided to the Supervisor, as per the requirements of the Ministry of Education. Site Supervisors will be in attendance during field trips.

Field trips will be approved by the site Supervisor. Prior to the field trip, the Supervisor will be responsible to thoroughly investigate to ensure the suitability of the trip which includes accessibility to washrooms, short resting areas, child friendly facility and appropriate distance from the centre. The route to and from the excursion will be provided and followed to ensure the safest and fastest way to and from the centre.

Prior to leaving St. George Mini School, the children will be required to wear coloured identification labels to maximize visibility which will include the centre's name and telephone number. A picture of the children will be taken prior to departure. All staff, students and volunteers will be debriefed prior to departure; the route, emergency meeting point, restrooms, resting areas, etc. The staff will be taking their emergency bags which include a first aid kit, children's medication (Epi-pen, Suboptimal, etc.), allergy/food restriction list, the children's emergency records and water. Children are expected to wear weather permitted clothing. Staff will take extra diapers, wipes, sunscreen and necessary extra clothing. If the facility does not accommodate meals, the cook will prepare picnic like lunches for the children. Parents are not permitted to provide food/snacks due to allergies and inclusiveness of the other children.

During the trip, staff will be responsible for surveying the surrounding area for any hazards such as strangers, escalators, stairs, spills, caution while crossing the street, etc. Staff will be responsible for their group of children and positioned accordingly to be able to survey the children and the surrounding area. Head counts will be conducted prior to leaving the centre, when changing locations and before returning.

In the event of an emergency, staff, students, volunteers, and families are to remain calm. All staff have valid First Aid/ CPR training certificates.

For a lost child,

- Staff are to conduct a brief search of the area
- Notify the nearest employee or security guard
- Check the designated meeting area
- Provide a description of the child and the clothing they were wearing; show the photo of the child.
- If the child is not found, notify the police, then the parents and follow the serious occurrence procedure

- Ensure the other children are safe and make a decision to remain on site or return to the centre

Injured child or staff

- A staff member will administer first aid
- If the injury is severe, a staff member will call 911
- Parents will be notified
- The supervisor will accompany the child to the hospital, until their parents/guardians arrive
- Ensure the other children are safe and make a decision to remain on site or return to the centre
- Serious occurrence procedure will be followed

Parents/guardians will be notified well in advance and a written permission forms will be required for each trip. If you do not want your child not to participate on the excursion, alternate care will be provided at centre. Our goal is to have an inclusive field trip where all children are welcome to participate.

Sleep Supervision Policy

Date Policy and Procedures Updated: January 30th , 2025

The sleep supervision policy will be reviewed at least annually by the licensee to ensure that it is current. This policy will be reviewed by staff, students and volunteers before beginning their employment or placement, at least annually after the first review and after any changes are made. A record of review will be signed by each person who conducted or participated in the review and will be retained in a secure location for three years.

This policy outlines the measures taken to follow the Joint Statement on Safe Sleeping: Preventing Sudden Infant Deaths in Canada. St. George Mini School ensures that all children who are younger than 12 months are placed for sleep in a manner consistent with the recommendations set out in the Safe Sleeping document.

St. George Mini School also ensures that;

- Staff will be present during sleep time and will follow the reduced ratios of each room (Infant 1:3, Toddler 1:8 and Preschool 1:12)
- All children attending are assigned to an individual cot or crib that is labelled with their name
- Staff will perform frequent and direct visual checks of each sleeping child and look for indicators of distress or unusual behaviour such as change in skin colour, change in breathing and signs of overheating and act as required.

- Visual checks will be performed throughout each sleep room for Infants in 15-minute intervals and Toddlers in 30-minute intervals. All checks will be recorded via the app. The tracking sheet will record each child's name, start of nap time, wake up time, time of checks, staff signature and a section for notes where the staff can record any concerns and/or observations. If a child did not nap, it will be recorded as no nap.
- There will be sufficient lighting (no curtains will cover full windows) in the sleeping area to conduct such visual checks
- Parents will be consulted in respect to their child(ren's) sleeping arrangements at the time the child is enrolled or at any other appropriate time. At such times, the observance of any significant changes in a child sleeping pattern or behaviour during sleep will be communicated and any adjustments that need to be made to sleep time will be acted upon
 - All children who are younger than 12 months of age will be placed on their own backs to sleep, unless other instructions are provided in writing by the child's physician.
 - Infants who have their own sleep schedule will not have a maximum nap of 2 hours; no time restrictions
 - Naps are a maximum of 2 hours and is encouraged during the designated nap period for children aged 1.5 years to 4 years old
 - Children at 3.8 years do not require a nap, only if it is requested
 - A rest period is a time during which children are sleeping, resting, or engaging in quiet activities
- Parents will be advised of this policy and procedures regarding their child's sleeping arrangements

St. George Mini School will follow the recommendations set out in the most current version of the Joint Statement of Safe Sleep which states that children, up to their first birthday, must be placed on their backs for sleep. However, it is important to note that once infants are able to roll from their backs to their stomachs or sides, it is not necessary to reposition them onto their backs. Parents will be informed of this policy at registration and a copy of the Joint Statement of Safe Sleep will be available upon request. The requirements for an infant sleep position may only be waived if a physician recommends an alternative in writing.

25 Mallard

Furthermore, other than a firm mattress and a fitted sheet, there should not be any extra items such as pillows, duvets, blankets and bumper pads in the crib. If a blanket is used, only a thin blanket of breathable fabric should be used. These provisions have been added to reduce risks of harm and/or injury, including death while infants are sleeping. In addition, there is a velcro system implemented, there is one poster located in front of the sleep room door, in the classroom, that indicates which children are in the sleep room. These records will be changed accordingly.

Further, Infant and Toddler staff will also follow the child's individual daily schedule that is provided and signed off by parents. A copy will be provided and updated with comments every 2 months for Infant and 4 months for Toddlers. If the child's sleeping patterns change, it will be communicated through the child's individual daily schedule.

33 Mallard

Furthermore, other than a firm mattress and a fitted sheet, there should not be any extra items such as pillows, duvets, blankets and bumper pads in the crib. If a blanket is used, only a thin blanket of breathable fabric should be used. These provisions have been added to reduce risks of harm and/or injury, including death while infants are sleeping. In addition, there is a velcro system implemented, there are two posters; one outside the hallway door of the sleep room and one inside the classroom on the sleep room door, that indicates which children are in the sleep room. These records will be changed accordingly.

Further, Infant and Toddler staff will also follow the child's individual daily schedule that is provided and signed off by parents. A copy will be provided and updated with comments every 2 months for Infant and 4 months for Toddlers. If the child's sleeping patterns change, it will be communicated through the child's individual daily schedule. Further, the Preschoolers sleeping habits will be recorded through main communication and confirmed on the app which is accessible to parents.

Bond

Further, Toddler staff will also follow the child's individual daily schedule that is provided and signed off by parents. A copy will be provided and updated with comments every 4 months. If the child's sleeping patterns change, it will be communicated through the child's individual daily schedule. Further, the Preschoolers sleeping habits will be recorded through main communication and confirmed on the app which is accessible to parents.

Sun Safety & Smog Alert Policy

At St. George Mini School, children's health and safety are our top priorities. Our staff will take every effort to make sure that our children are safe from the sun and smog.

The following procedures will be taken to ensure safety against sun and smog:

- Listen to the news for any heat or smog alert or call the City of Toronto Air Quality Information Line, which provides daily information on the smog alert status for the City. Call 416-338-SMOG (7664) for the most up-to-date information on Toronto's air quality.
- Take the children to the gym instead of the playground when there is a heat or smog alert.
- Schedule outdoor playtime before 11:00 am and after 4:00 pm during hot weather.
- Put sunscreen (at least SPF 15) and sunhats on children before going outside; parents will sign off.
- Encourage children to play in shaded areas.
- Let children drink water every 15 to 20 minutes during outdoor play.
- Watch for any symptoms of difficulty of breathing, heat cramps, headache, nausea, dizziness, confusion and/or weakness.
- Let the sick child stop exercising, remove excess clothing, move them to a cooler place, give them cool water and call the parents or seek medical help, if conditions don't improve.

Playground Safety Policy

Outdoor play provides wonderful opportunities for children to have fun and exercise when safety is considered. In fact, playgrounds are made for children and they are vital for their physical, emotional, social and psychological growth. Therefore, this policy statement is intended to enhance safety and create awareness of safety procedures.

St George Mini School will ensure that;

- Teacher/child ratios are met: 1 to 3 infants, 1 to 5 toddlers and 1 to 8 preschoolers.
- Staff are strategically stationed around the playground and away from each other so that all children's activities can be easily observed
- Staff are interacting with children to enhance play and to be alert for any potential problems
- Staff are continuously supervising and are present in all play areas at all times
- All drawstrings or cords on hoods, hats, jackets, or mittens are tied up or tucked in as well as scarves tucked in to prevent accidents due to loose clothing
- Staff always have their emergency backpack that contains; daily attendance, list of all the children's emergency numbers, allergy list, first aid supplies and a cell phone

No Smoking Policy

St. George Mini School adheres to the Smoke-Free Ontario Act, which came into place on May 31, 2006 and ensure the following:

- Smoking is prohibited at all times in a day nursery, including washrooms, playground & parking lots, whether children are present or not.
- No person is smoking or holding a lighted cigarette.
- “No Smoking” signs are posted everywhere, including washrooms, playground & parking lot.
- All staff, parents, volunteers, students, etc. are notified.
- Any person who refuses to comply is in contravention of the Smoke-Free Ontario Act and may will receive a fine of up to \$5000
- This policy will be reviewed with all staff/student/volunteers prior to commencing employment or placement
- Policy will be reviewed with all parents before enrolling their children.
- No ashtrays remain in the enclosed workplace or designated place or area.

It's the staff and/or parent's responsibility to report to the Supervisor if anyone is found smoking on the daycare premises. The Supervisor must then report to the contravention to Toronto Public Health.

Transportation Policy

If your child attends our before and after school program as well as being registered for kindergarten in our school region, it is expected that your child will attend school every day. It is not possible for your child to remain at the daycare when he/she should be in school except in severe weather conditions. Children too sick to be at school are too sick to be at the daycare. In the event of severe

weather, the daycare will keep the children at the centre and inform the school that the children will not be attending that day. This decision is based on the entire group and not just for an individual child.

The bus picks up and drops off our children in front of the Logos Fellowship Centre. Our staff provides an escort service to and from the bus stop. Parents are expected to drop their child off at our daycare well before the bus service time. If parents miss the bus, they are responsible to escort their child to the school or arranging someone else to do so. If you choose to take your child to school or pick him/her up yourself on certain days, please contact Supervisor.

Sanitary Practices Policy

The sanitary practices policy will be reviewed at least annually by the licensee to ensure that it is current. This policy will be reviewed by staff, students and volunteers before beginning their employment or placement, at least annually after the first review and after any changes are made. A record of review will be signed by each person who conducted or participated in the review and will be retained in a secure location for three years.

In a childcare setting, children come together from different environments and share the same toys, equipment, floor space and air space, thus producing breeding grounds for viruses and illnesses. To stop the spread of germs and keep illness from infecting everyone, a clear set of sanitary procedures and practices must be established and followed. Further, if Toronto Public Health provides any requests or recommendations, set out by the public health inspectors, we follow as such.

St. George Mini School uses the following methods to ensure a sanitary environment:

1. Hand-washing: Hand washing is the number one weapon in germ fighting. Thus, hands must be washed:

- before and after any food is handled
- before and after washroom routine
- after every diaper change
- after each nose wiping, sneezing or coughing
- hand sanitizer can be used instead of soap and water if unavailable

2. Diapering routines: Some infections are transmitted via bowel movements when something like food or toys are touched by contaminated hands. Diapering and the way it is performed have a lot of effect on those infections.

- 1) Thoroughly wash hands after each diaper change
- 2) Sanitize diaper changing area after each change
- 3) Dispose soiled diapers in a tight container away and out of reach of children

3. Washroom Routine: We teach children to wipe, flush the toilet and wash their hands thoroughly after each toilet use. Clean the facility daily with a bleach solution.

4. Food preparation and serving:

- Hands must be washed thoroughly before food is handled
- Food preparation equipment must be clean and dry
- Cutting board must be free of cuts and cracks which are a refuge for germs
- Store perishable food items in the fridge in a tight sealed labelled container
- Never thaw food at room temperature; it should be left in the fridge to thaw or in a microwave oven
- Tables, chairs and highchairs must be wiped and sanitized before serving lunch or snacks
- Avoid using hands directly. Use tongs instead

When you suspect an outbreak, YOU SHOULD

- Isolate all ill children in Supervisor's office (or send ill staff home).
- Notify parents or emergency contacts to pick up ill children as soon as possible (within 2 hours).
- Record all names, symptoms and the date/time children/staff became ill.
- Contact Toronto Public Health Regional Office to report the outbreak (or contact the Communicable Diseases Surveillance Unit at 416-397-7359)
- Increase bleach (prevention) water solution to 1 -10 from 1-100 for cleaning and disinfecting toys and equipment.
- Suspend sensory activities.

Reinforce the importance of good hand washing with staff and children.

Health Policy

Policy and Procedures Updated: October 25th, 2023

St. George Mini School works hard to minimize the spread of illness and disease and parents are asked to abide by the regulations in the best interests of their own children, other children and their parents and staff.

General

- Prior to a child's admittance to the Centre the medical form in the registration package must be completed. The form requests a copy of the child's immunization records. If the parents have chosen not to get their child immunized, then the child's physician must fill out a specialized medical immunization exception form prior to their start date.
- If a child is unable to come to the Centre for any reason, parents are requested to phone the Centre before 9:00 A.M. to inform the staff of the absence and the reason
- On the arrival at the Centre, the staff will initiate a brief health check while the parent is present, to ensure that the child is healthy enough to participate in all aspects of the program, including outdoor play

Sickness/Absence

- Parents must pay the assessed fee for any absence because of the child's illness, parents' illness or any other reason the child may be away

- If a child is away for more than three consecutive days because of the child's illness or parent's illness, a physician's letter may be required for verification and re-admittance
- If a child is away for more than a month, she/he may have to be withdrawn and readmitted when a space becomes available. For extended convalescence a space may be reserved if the parent is willing to pay full fee during the absence. In the case of families receiving subsidy, the city may withdraw subsidy during the extended absence

Re-Admittance after Illness

- Temperature after 24 hours without symptoms
- Vomiting diarrhea and nausea; after 48 hours without symptoms
 - Diarrhea is defined as two or more loose bowel movement within 24 hours
 - Vomiting is defined as two or more within a 24-hour period
 - One or more episodes of diarrhea and one or more episodes of vomiting within a 24-hour period
- Infectious disease (measles, mumps, whooping cough, scarlet fever, chicken pox) as advised by the child's physician in a letter
- Pink Eye (infectious conjunctivitis) normally after 24 hours of medical treatment. A child will not be admitted if the staff feel that the child is still infectious (i.e. discharge continues)
- Impetigo normally after 48 hours, a child with dry lesions will only be admitted if the lesions are properly covered. The child's activities may be restricted by the staff
- Rosella normally after 24 hours of medical treatment. A child with fever will not be admitted
- Hand, foot and mouth disease normally after all of the blisters have dried out and the fever has subsided
- Pediculosis (head lice) a child will not be admitted until all nits are removed. Verification in writing by a physician or public health is required

Emergencies and Illness

- In the case of a child suffering from a temperature, vomiting, diarrhea, nausea or excessive discomfort, parents are required to keep the child at home until they are symptom free for at least 48 hours.
- If a child becomes ill during the day, staff will notify the parent and ask that the child be picked as soon as possible. It is imperative that parents return a phone call specified as urgent within one hour.
- In the case of a serious emergency, the following measures will be taken:
 - Staff will call 911
 - The child will be taken to the nearest hospital of choice, the attendant will be advised
 - Staff will notify the parent, who will be asked to join the child and staff member at the hospital
 - The child's physician will be notified

Anaphylactic Policy

St. George Mini School is committed to taking a pro-active position regarding the prevention of anaphylaxis and uses the following strategies to reduce the risk of anaphylaxis;

- Children with extreme allergies that the centre cannot accommodate will be asked to bring their own food from home
- Food with “May Contain” nut warning will not be served
- Staff purchasing food for the centre must read food ingredients labels every time a product is purchased
- Any person supplying food will be notified of all life-threatening allergies in the centre
- List of allergies will be revised as necessary
- All children and staff will wash hands before and after handling food
- Extra supervision of anaphylactic children during eating (i.e. sitting opposite to the staff)
- Staff will conduct a check to confirm that they have the required medication with them before each transition (i.e. moving rooms, outside)

Individual Plan and Emergency Procedures

Prior to enrolment, parent/guardian will meet with the Supervisor to provide and review their child’s individual plan and emergency procedures. This plan will include but is not limited to:

- Description of the child’s allergy
- Avoidance strategies
- Signs and symptoms of the child's
- Procedures to be followed in the event of a reaction
- Childcare staff roles and responsibilities
- Parent consent for administering allergy medication and sharing/posting of information
- Emergency contact information
- Location of Epi-Pen and back up Epi-Pen
- Physician's signature (indicating the plan was developed by the physician and parents)
- Physician’s note to carry own Epi-Pen (if applicable)

Parents are required to advise the Supervisor if their child develops an allergy, requires medication and/or there are any changes to the child’s individual plan or treatment. Individual Plans will be stored in each child’s file and copies will be located in all emergency bags and posted in every room operated by the childcare, including the office and the kitchen. All products will be labelled and not stored beside the child’s belongings with the allergen including formula, wipes, creams, diapers, latex etc. Pre-made bottles and Breast milk must be labelled and dated; if the bottle has been drunk out of, it will be used that day only and then it is disposed. Refrigerated breast milk lasts 4 days and will be disposed after; any unused breast milk that is still good will be returned to the parent. All products are disinfected upon arrival.

Medication Policy

If a child requires medication a medication administration form must be completed in its entirety. The parents must provide the child's name, name of medication, dosage, administration schedule, doctor's information and any possible side effects and recommendations. Once the form is completed and signed by the parent, staff will check that the written instructions match the instructions printed on the original container. The staff will also confirm that the medication is not expired. Medication will only be administered once this written authorization is complete.

*If indicated on the form that the medication is to be administered on an “as needed” basis, the written instructions must clearly indicate the situations under which the medication should be given. This could include the physical symptoms that must be present, the behaviour the child must be exhibiting or the child’s temperature.

Administration

The Supervisor/designate is in charge of all medications. St. George Mini School will only administer medication to a child from the original container as supplied by a pharmacist or the original package. The container or package must be clearly labelled with the child’s name, the name of the medication, the dosage, the date of purchase and expiration and instructions for storage if applicable. In terms of non-prescription drugs, such as cough medicines, decongestants, tempera etc. They must be accompanied by a doctor’s note that specifies the child's name, name of the medication and the dosage. All over-the-counter medication (sunscreen, moisturizing skin lotion, lip balm, insect repellent, hand sanitizer and diaper cream) must be labelled with the child’s name, stored in accordance with the instructions for storage on the label and administered in accordance with the instructions on the label and the parents authorization.

St. George Mini School will not administer;

- Medication that does not have a completed medication administration form
- Over the counter medication without a doctor's note; excluding sunscreen, moisturizing skin lotion, lip balm, insect repellent, hand sanitizer and diaper cream using a “blanket authorization”
- Medication that has been prescribed to another member of the family
- Expired medication. Any outdated medication will be returned to the parents

Storage

All harmful substances will be inaccessible to children and stored in appropriate medical boxes with medical sign indicators of where medication is kept. Once the prescribed medication is finished the medication administration form must be signed and dated by the staff and the medication must be returned to the parents the same day. The form will then be retained in the child's file which is held in a secure location. The accepted over-the-counter medication will be stored in accordance with the instructions for storage on the label and discarded once finished; if it is no longer needed it will be returned to parents.

In addition to medication, St. George Mini School will ensure that any item that could harm a child, including poisonous and hazardous substance are inaccessible to children and ensure there is a designated storage space for medical supplies, cleaning materials and equipment.

Access and Equity Policies

St. George Mini School takes an active role to promote positive and healthy environments for all children, including those with special needs. Education is a right, not a privilege. It is the right of every family to seek out supports and services to allow their child to develop to their full potential.

We believe that

- Every child should be given the right and opportunities to participate in childhood activities, with peers;
- Every child and every parent is unique, with individual strengths and competencies and special needs;
- An accepting attitude is much needed when dealing with people of diverse needs;
- All children are entitled to attend the childcare in the neighbourhood in which they live;
- Every person is entitled to use community resources to his/her maximum potential.

Behaviour Management Policy

Children need guidance and guidelines with clear age and developmentally appropriate expectations. They should be encouraged to verbalize their feelings and express their emotions in positive ways. Modelling acceptable behaviour must be demonstrated at all times on the playground, during lunch and snacks and in the classroom.

Prohibited practices: The following forms of discipline must not be used.

- Corporal Punishment
- Physically restraining a child or confining a child to a certain space or device for the purpose of discipline or in lieu of supervision
- Inflicting bodily harm on children including forcing them to eat or drink
- Harsh, humiliating, belittling, or degrading responses of any form, including verbal, emotional and physical.
- Depriving a child of basic needs such as food, sleep, water, washroom break, etc
- Locking or isolating a child from other children or adult

When helping children deal with their conflicts, we assist them by:

1. Labelling their feelings.
2. For older children, listening to them and encouraging them to talk about their feeling without telling them that they are wrong. “You are very mad when your friends won't let you play with this toy, right?”
3. Helping them understand their friends’ feelings: “Would you feel angry if your friend grabs your toy? That’s how your friend feels when you grab his toy.”
4. Listing positive ways to deal with their anger: “What else can you do besides fighting for the same toy? How about taking turns?”
5. Helping them evaluate the consequences. “If you fight, the teacher will take the toy away. Then both of you cannot play. But if you take turn, then both of you get to play.”

Child Abuse Policy

The St. George Mini School is committed to taking a proactive position regarding the prevention of child abuse through:

- Ongoing observation of the child in our care;
- Professional education with respect to early identification, effective response and adherence to legal obligations, including reporting;
- Keeping abreast of developments in legislation and relevant issues;
- Communication and support of the child and family; and working with other community service providers.

•Duty to Report

In accordance with the *Child and Family Services Act*, it is the responsibility of every person in Ontario, to immediately report to a Children's Aid Society if he or she believes that child abuse has occurred or if there is a risk of abuse. (C.F.S.A. 72(2)). The legislation places additional responsibility on individuals who perform professional or official duties with respect to children, to report his/her suspicions of child abuse or risk of abuse to a Children's Aid Society. This includes any operator or employee of a day nursery (C.F.S.A. 72(3)(4)(b)).

Making a report of suspected child abuse

Suspicions of child abuse must be reported immediately to a Children's Aid Society. If the child's religious affiliation is known, the report can be made directly to the Society of the appropriate religious affiliation. If the child's religious or cultural affiliation is not known, or is Catholic, Jewish or Native, the report can be made to a Children's Aid Society.

- Children's Aid Society 416-924-4640
- Catholic Children's Aid Society 416-395-1500
- Jewish Family and Child service 416-638-7800
- Native Child and Family services 416-969-8510

Supervision of Volunteers and Students Policy

St. George Mini School is committed to providing a high quality, safe and secure environment for all children enrolled in our programs. The safety and well-being of children who are being supervised on our premises is one of St. George Mini School highest priorities.

At all times, volunteers and placement students will

- Be under the direction and supervision of St. George Mini School staff
- Never be left alone with any child(ren)
- Have a valid Vulnerable Sector Criminal Reference Check

Serious Occurrences Policy

The safety and well being of our children is our highest priority while providing a safe, creative and nurturing environment for each child. Despite all the best precautions, serious occurrence can sometimes take place. To support increase transparency and access to information, a “Serious Occurrence Notification Form” will be posted in a conspicuous place within 24 hours for a minimum of 10 business days, including any allegation of abuse or neglect. This will provide information about the serious occurrence about what happened within the centre and outline of follow-up actions taken and the outcome, while respecting the privacy of the individuals involved.

St. George Mini School identifies a “serious occurrence” using the following definitions;

- A) The death of a child who received childcare at a childcare centre, whether it occurs on or off the premises,
- B) Abuse, neglect or an allegation of abuse or neglect of a child while receiving childcare at a childcare centre,
- C) A life-threatening injury to or a life-threatening illness of a child who receives childcare at a childcare centre,
- D) An incident where a child who is receiving childcare at a childcare centre goes missing or is temporarily unsupervised,
- E) An unplanned disruption of the normal operations of a childcare centre that poses a risk to the health, safety or well- being of children receiving childcare at the home childcare premises or childcare centre

Parent Issues and Concerns Policy and Procedures

Name of Childcare Centre: St. George Mini School

Date Policy and Procedures Established:

Date Policy and Procedures Updated: July 3, 2018

Purpose

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

Definitions

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

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

Policy

General

Parents/guardians are encouraged to take an active role in our childcare 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, childcare 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 St. George Mini School 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-modelling for children. Harassment and discrimination will therefore not be tolerated from any party.

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

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

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:
<ul style="list-style-type: none"> Program Room-Related <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 supervisor or licensee. 	<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 1-2 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; 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 [insert number] 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>
<p>General, Centre- or Operations-Related</p> <p>E.g: childcare fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> the supervisor or licensee. 	
<p>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> the individual directly the 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 supervisor as soon as parents/guardians become aware of the situation.</p>	
<p>Student- Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> the supervisor and/or licensee. <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 supervisor as soon as parents/guardians become aware of the situation.</p>	

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

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

Contacts:

Father Rueiss Awad, Chairperson 416-477-0108 ext: 221

Father Raphael Bastawrose , HR 416-554-7378

Ministry of Education, Licensed Childcare Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

Sarah Ashfield - Supervisor 647- 478-6114 – 33 Mallard Rd.

Jinghau “Skylar” Zhou - Supervisor - 647-812-7795 – 25 Mallard Rd. Unit #2

Jenna Wright - Supervisor – 647- 478-6043 – 141 Bond Ave.

Emergency Management Policy and Procedures

Policy and Procedures Updated: December 20, 2021

Purpose

The purpose of this policy is to provide clear direction for staff and licensees 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 childcare 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 childcare 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 childcare centre.

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

Meeting Place: the designated safe place near the childcare centre where everyone is to initially gather before proceeding to the evacuation site or returning to the childcare 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 childcare premises.

Policy

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

- Immediate Emergency Response;
- Next Steps during an Emergency; and
- Recovery.

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

33 Mallard Rd.

For situations that require evacuation of the childcare centre, the **meeting place** to gather immediately will be located at: **North end of the Parking Lot of St. George Mini School, 33 Mallard Rd., North York, ON.**

If it is deemed 'unsafe to return' to the childcare centre, the **evacuation site** to proceed to is located at: **St. George Mini School, - Bond – 141 Bond Ave, North York, ON. 647-478-6043**

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.

25 Mallard Rd.

For situations that require evacuation of the childcare centre, the **meeting place** to gather immediately will be located at: **North end of the Parking Lot of St. George Mini School, 25 Mallard Rd. Unit 2, North York, ON.**

If it is deemed 'unsafe to return' to the childcare centre, the **evacuation site** to proceed to is located at: **St. George Mini School, - Bond – 141 Bond Ave, North York, ON. 647-478-6043**

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.

141 Bond Ave.

For situations that require evacuation of the childcare centre, the **meeting place** to gather immediately will be located at: **front entrance of St. George Mini School, 141 Bond Ave**

If it is deemed 'unsafe to return' to the childcare centre, the **evacuation site** to proceed to is located at:

St. George Mini School, 33 Mallard Rd. 647-478-6114

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 Supervisor will provide directions to staff for the immediate response and next steps. Staff will follow the directions 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 Supervisor in the daily written record.

The Site Supervisor conducts monthly emergency bag preparation and regular drills with staff for training and practice purposes.

Additional Policy Statements

- Site Supervisor will have an emergency preparedness bag ready and available in a common space that is known to staff, documented and accessible.
- All new staff members/student/ volunteers will review emergency management policy. Emergency bags are in an easy to reach area and contain all of the necessary items such as first aid kit, gloves, paper towels, epi-pen (for child it has been prescribed for), children's emergency and medical information and a large blanket.
- Emergency management policy will be reviewed/acknowledged by staff on an annual basis.
- Emergency management policy will be updated as required to reflect changes brought by the day-to-day operation of the daycare.
- A monthly emergency preparedness drill will be conducted and documented to assess staff preparedness.

Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p>Lockdown</p> <p>When a threat is on, very near, or inside the childcare 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 childcare centre must: <ul style="list-style-type: none"> • remain calm; • 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. 4. If possible, staff inside the program room(s) should also: <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. 5. The Site Supervisor will immediately: <ul style="list-style-type: none"> • close and lock all childcare centre entrance/exit doors, if possible; and • take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the childcare centre during a lockdown.</p>
<p>Hold & Secure</p> <p>When a threat is in the general vicinity of the childcare centre, but not on or inside the childcare premises. E.g. a shooting at a nearby building.</p>	<ol style="list-style-type: none"> 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. 2. Staff members who are outdoors must ensure everyone returns to their program room(s) immediately. 3. Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for;

	<ul style="list-style-type: none"> • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions. <p>4. The Site Supervisor must immediately:</p> <ul style="list-style-type: none"> • close and lock all entrances/exits of the childcare 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 childcare centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>
<p>Bomb Threat</p> <p>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 St. George Mini School 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>Disaster Requiring Evacuation</p> <p>A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.</p>	<p>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.</p> <p>2. Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • gather all children, the attendance record, children’s emergency contact information 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; • escort children to the meeting place; and • take children’s attendance to confirm all children are accounted for; • keep children calm; and • wait for further instructions. <p>3. If possible, staff should also:</p>

	<ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>4. Designated staff will:</p> <ul style="list-style-type: none"> • 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 safety and ensure their required medication is accessible, if applicable; and • wait for further instructions. <p>5. If possible, the site designate must conduct a walk-through of the childcare centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p>
<p>Disaster – External Environmental Threat</p> <p>An incident outside of the building that may have adverse effects on persons in the childcare centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>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.</p> <p>If remaining on site:</p> <p>1. Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>2. Staff must immediately:</p> <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 • wait for further instructions. <p>3. The Site Supervisor must:</p> <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 childcare centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air

	<p>conditioning, where applicable).</p> <p>If emergency services personnel otherwise direct the childcare centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
<p>Natural Disaster: Tornado / Tornado Warning</p>	<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.
<p>Natural Disaster: Major Earthquake</p>	<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; • 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: <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of

	<p>aftershock or damage to the building.</p> <p>4. If possible, prior to exiting the building, staff should also:</p> <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>5. Individuals who have exited the building must gather at the meeting place and wait for further instructions.</p> <p>6. Designated staff will:</p> <ul style="list-style-type: none"> • 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 St. George Mini School and ensure their required medication is accessible, if applicable; and • wait for further instructions. <p>7. The Site Supervisor must conduct a walk through of the childcare centre to ensure all individuals have evacuated, where possible.</p>
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Immediate Emergency Response Procedures for Other Emergencies

<p>Emergencies not covered in previous procedures</p>	<p>1. The staff member who becomes aware of the threat/emergency 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.</p> <p>If remaining on site:</p> <ol style="list-style-type: none"> 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
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	<ul style="list-style-type: none"> • wait for further instructions. <p>3. The Site Supervisor must:</p> <ul style="list-style-type: none"> • close and lock all entrances/exits of the childcare 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 childcare centre. <p>If emergency services personnel otherwise direct the childcare centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
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Additional Procedures for Immediate Emergency Response

- **In the case of an accident or injury** during an emergency the individual who observes the accident or injury will immediately inform the Site Supervisor and staff of the emergency.
- The Site Supervisor will ensure that accident/injury is reported to the emergency responders and that their instructions are followed.
- The accident/injury will be documented per daycare centre policy when the emergency procedure allows.
- **In the case of snack and/or water is needed** for the staff and children the Site Supervisor will make the appropriate arrangements and provide them to the staff to distribute, if possible, to the children while maintaining emergency procedures.

Phase 2: Next Steps During the Emergency

- Where emergency services personnel are not already aware of the situation, the Site Supervisor must notify emergency services personnel (911) of the emergency as soon as possible.
- Where the childcare centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 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.

<p>List of Emergency Contact Persons:</p> <p>Local Police Department: 33 Division – 50 UpJohn Rd. Toronto, ON, M3B 2W1 - 416- 808-3300</p> <p>Ambulance: Toronto EMS Station 23 - 115 Pkwy Forest Dr, North York, ON M2J - 4116-392-200</p> <p>North York General Hospital – 4001 Leslie Street. Toronto, ON, M2K 1E1 - 416-756-6000</p> <p>Local Fire Services: Toronto Fire Station 123 – 143 Bond Ave. Toronto, ON, M3B 1M1 - 416-444-9591</p>
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Site Supervisors: Sarah Ashfield – 33 Mallard Rd. North York, ON, M3B 1S4 – 647-478-6114

Jinghau “Skylar” Zhou - Supervisor - 647-812-7795 – 25 Mallard Rd. Unit #2

Jenna Wright - Supervisor – 647- 478-6043 – 141 Bond Ave.

Licensee Contact(s): Crystal Sotelo - 416.931.6117 - crystal.sotelo@ontario.ca

Ministry of Education, Licensed Childcare Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

Board of Directors:

Chairperson: Father Rueiss – 416-477-0108 ext 221

HR: Tamer Bastawrose – 416-554-7378

Secretary: Medhat Shehata - 905-773-2690

Treasurer: John Hanna - 416-889-8014

- Where any staff, students and/or volunteers are not on site, the Site Supervisor 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 childcare centre.
- The Site Supervisor 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.
- 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

7. 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.

8 a) 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 childcare 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 childcare centre.

	<p>3. Staff must:</p> <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. <p>4. The Site Supervisor will determine if operations will resume and communicate this decision to staff.</p>
<p>Communication with parents/ guardians</p>	<p>1. As soon as possible, the Site Supervisor must notify parents/guardians of the emergency situation and that the all-clear has been given.</p> <p>2. Where disasters have occurred that did not require evacuation of the childcare centre, the Site Supervisor must provide a notice of the incident to parents/guardians by the Supervisor.</p> <p>3. If normal operations do not resume the same day that an emergency situation has taken place, the Site Supervisor must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.</p>
<p>8 b) Procedures to Follow When “Unsafe to Return” Notification is Given</p>	
<p>Procedures</p>	<p>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.</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 Site Supervisor will post a note for parents/guardians on the childcare 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

	<p>authorized pick-up persons; and</p> <ul style="list-style-type: none"> • Remain at the evacuation site until all children have been picked up.
Communication with parents/ guardians	<ol style="list-style-type: none"> 1. Upon arrival at the emergency evacuation site, the Site Supervisor will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2. Where possible, the Site Supervisor will update the childcare centre's voicemail box as soon as possible to inform parents/guardians that the childcare 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

- **In the case of an accident or injury** during an emergency the individual who observes the accident or injury will immediately inform the Site Supervisor and staff of the emergency.
- The Site Supervisor will ensure that accident/injury is reported to the emergency responders and that their instructions are followed.
- The accident/injury will be documented per daycare centre policy when the emergency procedure allows.
- **In the case of snack and/or water is needed** for the staff and children the Site Supervisor will make the appropriate arrangements and provide them to the staff to distribute, if possible, to the children while maintaining emergency procedures.

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

Procedures for Resuming Normal Operations	<ul style="list-style-type: none"> • The emergency and response will be documented in the log by the on-site supervisor. • Post emergency, the centre will be inspected by the Site Supervisor to assess and document any damage that occurred as a result of an emergency. • The ministry of education program advisor will be informed of the emergency, outcomes and any injury/damage sustained to the centre, staff/student/volunteers and children. • In the case of damage, a report will be made by the Site Supervisor to the daycare centre board to evaluate the viability of continuing operation. • In the case the centre is deemed unfit to resume operation the procedure in section 8b of communicating with parents/guardians will be followed. Communication will also be sent to the ministry of education program advisor to inform them of the damage. • In the case where repairs are required arrangements will be made with the daycare centre board of directors and communicated and the procedure in section 8b of communicating with parents/guardians will be followed to communicate the disruption to parents. Notification will be also sent to daycare centre insurer. Communication will also be sent to the ministry of education program advisor to inform them of the repairs required.
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	<ul style="list-style-type: none"> • In the case where operations are interrupted the caterer will be informed by the Site Supervisor of the interruption to operation. • Upon return to normal operation signs that were required during emergency procedure will be removed from centre spaces. • The procedure for debriefing staff, children and parents/guardians will be implemented. • An assessment will be made by the Site Supervisor if support is required for children and staff experiencing distress and the Procedures for Providing Support to Children and Staff who Experience Distress will be followed. • The ministry of education program advisor will be informed of the resumption of normal operation by the Site Supervisor.
<p>Procedures for Providing Support to Children and Staff who Experience Distress</p>	<ol style="list-style-type: none"> 1. A report will be made by the Site Supervisor to the daycare centre board to inform of the need of providing support to children and staff who experience distress. 2. The ministry of education program advisor will be informed of the need to provide support to children and staff who experience distress. 3. Arrangements will be made by the Site Supervisor with consultation with the daycare centre board and the ministry of education program advisor to bring in appropriately accredited support staff and counsellors to support the children and staff who experience distress. 4. Space and time will be provided to the staff, parents/guardians and children to allow them to consult with support/counselling staff. 5. Communication will be made to the staff by the Site Supervisor informing them of the availability of the support/counseling to deal with distress from experiencing an emergency situation. 6. Communication will be made to the children’s parents/guardians by the Site Supervisor informing them of the availability of the support/counseling to deal with distress from experiencing an emergency situation following the procedure in section 8b of communicating with parents. 7. Recommendations made by the support/counselling staff will be collected by the site supervisor and documented. The recommendations will also be communicated to the daycare centre board, parents/guardians and the ministry of education program advisor. 8. Recommendations by the support/counseling staff will be implemented in consolation with the daycare centre board, parents/guardians and the ministry of education program advisor.
<p>Procedures for Debriefing Staff, Children and Parents/ Guardians</p>	<ul style="list-style-type: none"> • A staff emergency debrief session will be arranged by the Site Supervisor to debrief the daycare centre staff on the emergency at the earliest convenient time. • The staff debrief session time and location will be communicated to the staff by the Site Supervisor and the daycare centre board. • The Sit Supervisor will facilitate the staff debrief session to debrief the staff on: <ol style="list-style-type: none"> 1. The performance of the staff during the emergency 2. The emergency preparedness of the centre

	<ol style="list-style-type: none"> 3. Concerns observed during the emergency 4. The need for providing the staff and/or children with support for dealing with the distressing experience <ul style="list-style-type: none"> • The staff debrief session will be documented by the Site Supervisor and the outcome will be communicated to the daycare centre board, and the ministry of education program advisor. • A parents/guardians emergency debrief session will be arranged by the Site Supervisor to debrief the daycare centre staff on the emergency at the earliest convenient time. • The parents/guardian’s emergency debrief session time and location will be communicated to the parents/guardians by the Site Supervisor following the procedure in section 8b of communicating with parents. • The daycare centre board, and the ministry of education program advisor will be informed of the parents/guardian’s emergency debrief session time and location. • The Site Supervisor will facilitate the parents/guardian’s emergency debrief session to debrief the parents/guardians on: <ol style="list-style-type: none"> 1. The performance of the staff during the emergency 2. The emergency preparedness of the centre 3. Concerns observed from the emergency 4. The need for providing the staff and/or children with support for dealing with the distressing experience • The parents/guardians debrief session will be documented by the Site Supervisor and the outcome will be communicated to the daycare centre board, and the ministry of education program advisor.
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Parent App

St. George Mini School is using a mandatory app called “Parent App”, which can be downloaded as an app or used by a web browser, free of charge. Parent app updates parents in real time regarding their child(ren)s day which includes meals, toileting, supplies needed, pictures, general updates, and messaging to the Supervisor or directly to the teachers within the classroom. Pictures are deleted at the end of each day. Uploads and replies from teachers will be posted and answered during the day at a quiet time. The safety and supervision of the children is the priority.

Safe Arrival and Dismissal Policy and Procedures

Policy and Procedures Established: January 1, 2024

Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the childcare centre as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

General

- St. George Mini School will ensure that any child receiving childcare at the childcare centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the childcare centre may release the child to.
- St. George Mini School will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- A parent/guardian may request that a child who is 16 years old or older be released from childcare without supervision. Parents/Guardians must provide written and signed authorization and instructions for the release of the child including the time of dismissal.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Procedures

Accepting a child into care

- When accepting a child into care at the time of drop-off, program staff in the room must:
 1. greet the parent/guardian and child.
 2. ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the pickup list on file, or where the individual

is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., parent app, note or email).

3. document the change in pick-up procedure in the daily written record.
4. sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

- Where a child does not arrive at the childcare centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message, messaged on the app or advised the closing staff at pick-up), the staff in the classroom must:
 - inform the supervisor or designate and they must commence contacting the child's parent/guardian no later than 10:30 am. Staff shall contact the parent/guardian via the parent app, phone and/or email. The staff will contact again in an hour and provide a detailed message if no response is received by the parent/guardian. Contact with a parent/guardian must occur to confirm absence.
 - If staff are unable to contact the parent/guardian to confirm the child's absence, before closing, the supervisor and/designate will be notified and at their discretion, Children's Aid Society and/or the police may be notified.
- Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

- The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the childcare may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 1. confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 2. where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child has not been picked up as expected (before centre closes)

- Where a parent/guardian has previously communicated with the staff a specific time or time-frame that their child is to be picked up from care and the child has not been picked up, within 10-15 minutes, the program staff and/or supervisor shall contact the parent/guardian via phone and parent app and advise that the child is still in care and has not been picked up.
 1. Where the staff is unable to reach the parent/guardian, staff must call the parent/guardian and leave a voicemail. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.

2. Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall wait until the program closes and then refer to procedures under late fee policy. Emergency contacts will be notified if the parent/guardian is unreachable. If the family is later than 7:00 pm and we did not receive any notice, we will have to contact Toronto Children's Aid Society.

Where a child has not been picked up and the centre is closed

- Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:30 pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
- One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
- If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact the emergency contacts who are authorized individuals listed on the child's file.
- Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 7:00 pm, the staff shall proceed with contacting the local Children's Aid Society (CAS), 416-924-4646. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the childcare program staff in writing can pick-up their child from care.

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the childcare centre and home child agency.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.