

Isabella Walton Childcare Centre

Parent Handbook



Isabella Walton Childcare Centre

835 Birchmount Road

Toronto, ON

M1K 5K1

(416) 750-4598

IWCC@ROGERS.COM

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Welcome

Welcome to Isabella Walton Childcare Centre. We are pleased that you and your family have chosen our centre. It is our endeavor to provide the highest standard of care and support to children and their families.

Please take time to read this handbook carefully. If you have any questions, please do not hesitate to talk with the Executive Director. Isabella Walton Childcare Centre is a licensed non-profit centre. The centre has been named after Ms. Isabella Walton, who dedicated her life to helping children have a secure and meaningful childhood. The land on which the childcare stands today was donated by Ms. Isabella Walton, and once housed the Sunbeam Sunday School that operated out of a log cabin in the 1920's.

Program

We offer quality day programs for children from the age of 3 months to 3.8 years based upon the legislative requirements under the Child Care and Early Years Act, 2014 (CCEYA) as well as the Assessment for Quality Improvement (AQI).

IWCC has opted in for the Canada Wide Early Learning Child Care (CWELCC) initiative. The CWELCC agreement with the Government of Canada supports a fee reduction for families and provides affordability to high quality early learning care.

Our centre is licensed for 10 infants (0- 18 months), 10 toddlers (18 months to 2.5 years), and thirty-two preschoolers (2.5 years to 3.8 years). The daily program includes a variety of indoor and outdoor activities. The children spend up to two hours outside, weather permitting. Outdoor time for the children includes playground time, nature walks in and around our neighbourhood as well as special trips. A short rest time after lunch is also part of the program. You are encouraged to talk with your child's teachers if you have any special requests regarding the rest period. Alternate quiet activities are provided for children who do not need a nap.

Staffing

All the full-time teachers at Isabella Walton Childcare are Registered Early Childhood Educators. Additionally, all the RECEs as well as part time assistants are trained in First Aid and Infant/Child CPR. To safeguard children's safety and well-being the centre conducts a vulnerable sector police reference check on all its employees every five years as required under the CCEYA.

Registration

Admissions are subject to space availability. Names will be placed on a waiting list and updated every six months. Siblings of a child already in the centre may be given priority when considering admissions.

The centre has a purchase of service agreement with Toronto Children's Services. Your Director can assist you to access information on obtaining subsidy.

Please note that the Ministry of Education Childcare and Early Years Division, Toronto Children's Services and other agencies may access your child's file from time to time. Documentation of access to children's files will be kept on file.

Program Statement

At Isabella Walton Childcare Centre our program philosophy is aligned with *How does Learning Happen? Ontario's pedagogy for the Early Years (2014)* in which children are viewed as "competent, curious, capable of complex thinking and rich in potential". The four foundational conditions that are considered essential to optimal learning and healthy development for children, serve to inform the centre's program goals and implementation strategies.

Belonging: Every child has a sense of belonging when he or she is connected to others and contributes to their world

Well-being: Every child is developing a sense of self, health and well being

Engagement: Every child is an active and engaged learner who explores the world with body, mind, and senses

Expression: Every child is a capable communicator who expresses himself or herself in many ways

At Isabella Walton Childcare Centre we understand that learning and development happens within the context of relationships among children, families, educators and their environments. We recognize that for children to grow and flourish, the four foundational conditions outlined in *HDLH?* need to exist. In addition to using *How Does Learning Happen?* as the foundation of our pedagogical approach, our staff use the ELECT document, ELF and the Continuum of Development to support programming and identify and plan activities that promote skills across many developmental domains.

**Well Being Goal: Promote the health, safety, nutrition and well being of the children
(a)**

Program Expectations	Approaches/ Strategies
At IWCC we strive to promote the health, safety, Nutrition and well being of the children in our care.	Our staff: • Engage in continuous supervision of children while supporting exploration, well being always and safety of children • Provide healthy, culturally diverse meals and snacks • Establish positive eating environments that are responsive to the children's cues of hunger & fullness i.e. children are encouraged but not forced or coerced to taste and try food. Children's individual needs, eating habits, family preferences are respected. • Plan opportunities for children to implement food experiences & practice & master self help skills are planned. Children are encouraged to take turns, mix/pour etc. in small group activities. • Provide opportunities during meal times and encourage children to serve snack & lunch i.e. pour milk, water, scoop from serving bowl to own plate, scrape their own plate etc. • Plan for flexibility in the daily schedule and routines; staff ensure that the group and individual child(ren)'s needs are met • Provide opportunities, time, and encouragement to practice self help and care skills. Children are encouraged to be independent: e.g. children dress themselves, serve themselves at meal times • Ensure that schedules and routines are responsive to the children's need for rest and renewal • Respond in a sensitive and supportive manner to individual child's sleep patterns with parental input • Provide cozy areas (soft areas, pillows, cushions etc) where children may retreat from the stimulus of the large group • Ensure that transitions, routines, and activities are structured & facilitated in small groups (washroom, indoor/outdoor transitions, snack, lunch etc.) • Respond in a sensitive & supportive manner during separation when children first start at the centre and/or at arrival/departure times 

**Goal: Support positive and responsive interactions among the children, families and staff
(b)**

Program Expectations	Approaches/Strategies
At IWCC we strive to promote a sense of belonging and acceptance where every child & family experience a feeling of being valued by others. We model acceptance, respect, and flexibility in interactions with children, families, colleagues and student teachers (placement students)	Our staff: • Recognize & respect the rights of the child • Observe and respond to the individual needs of the child • Create a warm, welcoming & inclusive environment that includes displays that are reflective of the children, families, and the community • Greet, acknowledge children and families by name during drop off and pick up times • View families as partners in their child(ren)'s education by engaging them in daily dialogues regarding their child's learning & development • Encourage families to participate in the program at any and all times of the day - open door policy within the centre • Support children with different abilities by a team that includes RECE's, Resource Consultants and other professionals • Create positive & open environments where children and adults feel comfortable in engaging with each other • Model and engage in "reciprocity of learning " - we learn with and through families and each other • Reach out to families and help families make connections to other families in the program, the community and support networks (informal & formal supports) • Document children's development and learning using observation tools and share their observation with families



Goal: Encourage children to interact and communicate in a positive way and support their ability to self regulate
(c)

Program Expectations	Approaches/ Strategies
At IWCC we create learning environments and caring communities where children play collaboratively, interact, and participate together in the daily routines and program learning experiences. We nurture children's growing abilities to self regulate (manage emotion, behaviour and attention) and support children's ability to cope and develop competence.	Our staff: • Listen & respond to individual children's needs: being present and in the moment • Support the child's use of language to express feelings, regulate emotions, understand rules and limits • Act as a coach to help children find the right words when interacting with others e.g., supporting peer group entry • Provide opportunities for the child to make thoughtful choices and communicate them • Support children in identifying their own emotions and the emotions of others • Support children's skills in making friends by helping children listen to and express themselves to one another • Model empathy and other positive pro social dispositions • Build secure relationships & provide responsive environments • Engage in responsive interactions as a base for secure relationships • Respond appropriately to child's needs & remain emotionally available "I see you are upset; I am coming to help you" • Accept a full range of emotions and expression • Recognize & respect children's strengths, capabilities & efforts • Model coping & impulse control,: This is frustrating, I am sure if I take my time I can figure this out" • Provide stable routines & predictable environments • Reduce stress; minimize transitions • Establish clear limits in the context of warm relationships; give positive alternatives to inappropriate behaviour • Manage stimulation: reduce stress, minimize transitions, reduce visual clutter, minimize excess "noise" • Support children's developing abilities to exchange points of view • Acknowledge & respect cultural and family approaches to managing emotions 

**Well Being Goal: Foster children's exploration, play and inquiry, providing for child initiated and adult supported experiences
(d & e)**

Program Expectations	Approaches/Strategies
At IWCC we create play opportunities that evolve from the child's natural curiosity; initiate experiences, generate ideas, plan and problem solve, make choices, demonstrate excitement and joy. Our educators use the environment as the third teacher. Our educators also view themselves as co learners, engaging children and participating in learning through hands on experiences.	Our staff: • Implement a play based emergent curriculum approach • Utilize a small group approach • Explain the role of play in early learning & development to families & community partners (share resources, post learning stories/documentation of children's play) • Take an active role in play with the children, follow their lead & scaffold their learning • Promote play that offers challenge & that is within the child's capacity to master • Create opportunities for play where the child can learn, practice and extend their skills- open ended materials that nurture children's natural curiosity & facilitate exploration to include print rich playrooms, natural materials & loose parts • Promote play as a platform for literacy, numeracy & inquiry • Promote child's pretend play as a mode of learning • Use a range of strategies in play and daily routines to extend thinking & learning • Observe children's play to inform planning, including changes to the environment

Goal: Plan for and create positive learning environments and experiences in which each child's learning and development are supported
(f)

Program Expectations	Approaches/Strategies
At IWCC we base our curriculum planning and implementation on: • Knowledge of children and their development • Specific knowledge of children in the program • Individual needs, interests & learning styles • Culturally responsive & inclusive programs	Our staff: • Plan & implement curriculum in social, emotional, cognitive, language & physical domains for indoor & outdoor experiences based on observations of children's interests & developmental levels • Plan curriculum using a variety of strategies that include hands on concrete experiences • Engage in ongoing observation of play, exchange information with families to inform curriculum planning • Use a variety of methods to document learning (learning stories, portfolios) • Plan and adapt curriculum; create learning goals for individual children and the group • Plan and create learning environments for the full participation of all children. Include adaptations for children with special needs • Set up learning environments with books, print materials and other artifacts in French, Aboriginal and children's home languages that respect and promote diversity through an anti-bias lens

Goal: Incorporate indoor and outdoor play as well as active play, rest & quiet time into the day and give consideration to the individual needs of the children receiving childcare (g)

Program Expectations	Approaches/Strategies
At IWCC we provide regular daily opportunities (responsive to individual capabilities) for children to be physically active and explore the world around them with their bodies, mind and senses.	Our Staff: • Provide regular daily opportunities for children to be physically active during both indoor and outdoor play times • Plan for outdoor experiences that promote movement and creativity • Provide alternate gross motor activities during inclement weather conditions (when children cannot go outside) • Follow pedagogical principles & practices of "child based emergent curriculum" when designing the play environment for both indoor & outdoor play e.g., children can choose their play focus • Design environments, schedules, and routines that are responsive to children's needs for rest and renewal • Facilitate individual children's learning by using a variety of teaching strategies e.g., ask open ended questions, provide materials to encourage problem solving and divergent thinking and to gain increased competence 

**Goal: Foster the engagement of and ongoing communication with parents about the program and their children
(h)**

Program Expectations	Approaches/Strategies
At IWCC our program encourages and amplifies family involvement in their child's learning and development.	Our staff: • Engage in meaningful daily exchange with families; share in discussions about child's learning and development • Invite families to share information about home life, child rearing practice and beliefs and goals for their children • Share and communicate observations as a basis of curriculum planning and implementation • Celebrate children's learning with families e.g., learning stories, documentation, portfolios, emails, day to day conversations • Review child's developmental progress with families • Provide opportunities for families to be involved in the program e.g. encourage parental participation in the program, include family ideas in curriculum, engage families to serve on the board of directors, participate in social events/parent nights • Share information and research with families 

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

Program Expectations	Approaches/Strategies
At IWCC we strive to connect community partners to the program and its many stakeholders.	Our staff: • Invite community partners/agencies to provide resources and services to families in the program (resources for supporting children with special needs) • Provide linkages to programs such as schools, library, newcomer associations, parenting and community centres etc to support family engagement in the community or local activities 

Goal: Support staff in continuous professional learning and reflective practice (i)

Program Expectations	Approaches/Strategies
At IWCC our program demonstrates a commitment to supporting the principle that knowledgeable, reflective, and responsive educators are essential to a quality program.	At our centre: - Individual staff are supported to access a range of professional development opportunities. These experiences are shared with the team after each workshop/training attended - Staff are provided with journals/articles to keep abreast of the latest resources in the field of early childhood education - Staff are encouraged to engage in dialogue to review research, share ideas, integrate frameworks to guide their interactions with children and families - Staff are encouraged to create portfolios, engage in self reflection & self awareness - Staff are encouraged to participate in staff and team meetings and to contribute ideas/suggestions - Staff mentor, serve as role models and supervise field placement students
	 

**Goal: Document and review the impact of the program goals
(k)**

Program Expectations	Approaches/Strategies
At IWCC we use ongoing assessments and systematic evaluation to : ➤ Evaluate the program quality ➤ To set goals & objectives that support continuous improvement ➤ Monitor & review policies that ensure all staff are in compliance with legislative requirements (including behaviour management)	Our Centre • Uses family surveys/questionnaire to attain feedback of effectiveness of program and areas needing attention/improvement • Participates in Toronto Children's Services quality assurance assessment and uses the guidelines to improve, strengthen, and exceed minimum requirements of the AQI • Program plans and weekly observations document how centre program statement is translated into action • Reviews program plans on a weekly basis (by the Director or designate) The following prohibited practices are not permitted: a) Corporal punishment of a child b) Physical restraint of a child such as confining a child to a high chair, car seat or stroller for the purpose of discipline or in lieu of supervision c) Using harsh or degrading measures or threats or use of derogatory language that would humiliate or undermine a child's self respect, dignity or self worth d) Deprivation of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding e) Use of a locked or lockable room or structure for confining a child without adult supervision f) Inflicting any bodily harm on children including making children eat or drink against their will. O.Reg. 126/16.s.34

Hours of Operation

Our hours of operation are from 7:00 am to 6:00 pm year-round, Monday to Friday. Parents may access the centre either through the east door off the parking lot or through the childcare entrance off Birchmount Road. Magnetic locks have been installed at both entrances to the childcare to ensure the safety of the children.

Centre Closure

We are closed for the following statutory holidays:

New Years Day	Civic Holiday
Family Day	Labour Day
Good Friday	Thanksgiving Day
Easter Monday	Christmas Day
Victoria Day	Boxing Day
Canada Day	

The centre will close early (2:00 pm) on Christmas Eve and on New Year's Eve.

Inclement Weather

In the event of a severe snowstorm parents will be called and informed of early closure. In case of delay, staff will remain with the child until the parent arrives.

Meals

The children at IWCC are provided with a hot nutritious lunch (following & meeting the nutritional recommendations of Health Canada - Canada Food Guide) as well as two wholesome snacks daily. The meals are catered by a reliable catering company and the menus are approved by a registered dietician.

Special dietary needs can be accommodated at parental request. **It is the responsibility of the parent to notify staff in writing if a child has allergies or is on a special diet**, so that a substitute item can be arranged for. Children are encouraged to try everything that is served at each meal.

The parent must provide bottles and formulas and/or jar foods. Bottles should be labeled and be of unbreakable plastic.

Admission and Withdrawal

Prior to enrolment of a child all Registration, Medical/Immunization and Permission Forms must be completed and on file at the centre. Immunizations must be up to date before a child will be accepted into the program and must be kept up to date. Any change of information is to be forwarded to the Director immediately. It is the parent's responsibility to inform the centre of any changes in phone numbers, health, custody arrangements, etc. Court processed custody orders have to be on file at the centre if only one parent is allowed to pick up the child.

It is recommended that parents gradually ease their child into the program by dropping off their child for a short period of time on their first day and then increasing the length of their day as the child adjusts to

his/her new teachers and environment. The gradual transition helps to make your child's adjustment to the new environment a more positive and successful experience.

In the case of a child being withdrawn from the daycare, a minimum of two week's **written** notice must be given to the Executive Director. A full two week's fee will be charged for a child withdrawn without notice. The centre may give notice to children to leave if space is not available in the next age group or in accordance with the centre's enrolment management policy.

Payment and Collection of Fees

Fees are due monthly and are payable in advance, dated the first of the month. For your protection all monthly payments must be made by means of cheque or debit. Please make cheques payable to: Isabella Walton Childcare Centre. The Executive Director will issue a receipt when payment is received.

Cheques that are returned by the parent's financial institution due to insufficient funds or for any other reason are upon notification to the parent, to be resubmitted in certified form. Parents whose cheques are returned NSF twice in any twelve-month period shall be required to certify all future payments for a twelve-month period.

Fee increases typically occur January 01 and the current fee schedule is posted on the parent information board. Please see appendix for current fee schedule.

Vacation Policy

Full fee payment is required for the time your child is on vacation. This is necessary in order to maintain your child's space.

In the case of families receiving subsidy, the vacation policy set by Toronto Children's Services will be followed. Please speak with the Executive Director for additional information or clarification.

Withdrawal or Termination of Service

A parent may be requested to withdraw their child from the centre under extenuating circumstances. IWCC strives to meet the individual needs of all children and families in our program. However, situations do arise from time to time where it may be necessary for the centre to withdraw services for a child/family. All attempts will be made to accommodate the child's needs or family circumstances. IWCC does not take these decisions lightly and takes reasonable care to ensure a thorough assessment of the child's needs, community supports available and the centre's ability to support the child have been undertaken before withdrawing services. If the program cannot accommodate the special/unique needs of a particular child or family two weeks **written** notice will be given so that the parent can make alternate arrangements for care. The decision to withdraw a child or deny admission will be given only after all resources have been exhausted. These include meeting with the parents and the use of support services and documentation of all meetings, notification to the board of directors, notification to the Children's Services Consultant and a referral to other services.

Examples leading to withdrawal of services may include:

- Nonpayment of fees
- Child being picked up late frequently
- Parent/guardians or children who exhibit violent or harassing behaviour towards staff, volunteers, other children, or families
- Using profanities and/or unacceptable language, uttering threats, being disrespectful
- Community resources for children with special needs are either unavailable or have been exhausted

- Refusal by parent/guardian to meet with centre staff and to consent to the use of support resources for children
-

Late Fees

If a child has not been picked up by 6:00 pm a late fee of \$5.00 for the first five minutes or part of and \$2.00 for each additional five minutes or part of will be charged. The late fee is payable immediately by cash to the staff on duty.



Parents, who are very late, or consistently late, may be asked to withdraw their child after written notification.

Late Pick-up

The centre closes at 6:00 pm. If your child has not been picked up by 6:00 pm and nobody has called to warn the centre of possible late pick-up the staff will call the parent/guardian to determine whether the parent is en route. The emergency number will be called if the parents cannot be contacted. If no contact has been made by 7:00 pm with the child's parents or the people listed on the emergency card, the Children's Aid Society and the police will be contacted, and their instructions followed.

Code of Conduct

IWCC has a Code of Conduct that we expect everyone – including parents, extended family, children, and visitors to adhere to. If you do not meet the terms of the code of conduct, you may be asked to leave the premises and or in extreme situations your child may be withdrawn from the centre.

- Be courteous to others and demonstrate respect and care to others and to yourself
- Use acceptable language and tone of voice. Inappropriate language and profanities will not be tolerated
- Any abusive behaviours to staff, children or other parents and behaviours that degrade others will not be tolerated
- Conduct yourself in a manner that allows each child and staff member feel safe from verbal and physical abuse or intimidating behaviour
- Resolve conflicts in a peaceful manner following the centre guidelines and procedures
- Respect the personal property as well as the building and equipment within the centre
- Parents are not permitted to video tape, take photos or record phone conversations without the prior consent of the individuals involved

Child Abuse

The staff is obligated by law to report all cases of child abuse (suspected or observed) to a Children's Aid Society.

Behaviour Management Policy & Prohibited Practices

A primary goal at the Isabella Walton Childcare Centre is to help children have a happy and meaningful childhood and to develop values they will need in adult life. In order to ensure this, it is necessary to impose limits or set standards of acceptable behaviour. At Isabella Walton Childcare Centre we believe that behaviour responds to environment, people, space, time, and things. Our staff understand these principles and provide a program that meets all the children's needs.

The centre has a Behaviour Management Policy that clearly outlines both the desired measures to modify unacceptable behaviour as well as those not tolerated at the centre. The policy includes sanctions up to and including dismissal for an employee contravening the policy. **Corporal punishment; physical restraint such as confining a child to a high chair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision; locking or confining a child in a room without adult supervision; using harsh or degrading measures or threats or use of derogatory language that would humiliate, shame, frighten or undermine a child's self-respect; depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; and inflicting any bodily harm (including making a child eat or drink against their will) are prohibited practices and not permitted.** Staff may use redirection for a short period when necessary. Parents should expect the centre to request a meeting with them if the usual approaches are not working. When the centre staff and family work together and set the same expectations of a child it is easier to achieve the desired outcome.

Volunteer Policy

The volunteer program at Isabella Walton Childcare Centre creates opportunities at various levels for individuals to perform a valuable service. It also serves as a method for students enrolled in the Early Childhood Education program to complete their educational requirements in a quality childcare setting. However, volunteers do not replace paid staff and cannot be counted in the staff ratios.

All volunteers/students are carefully screened, supervised by employees at all times and do not have unsupervised access to children at any given time. They are also required to abide by the centre's policies and procedures.

Parents are encouraged to volunteer to participate in their child's room as and when possible. Reading a story, singing a song, or bringing in a special activity provides an enriching experience for the children and allows families to have an insight into their child's day.

Serious Occurrence Notification Form Posting Policy

To help support the safety and well-being of children and to provide greater transparency for parents regarding serious occurrences that occur in the childcare centre, IWCC will post a high-level Serious Occurrence Notification Form.

The Serious Occurrence Notification Form will be posted on the parent information board near the entrance for a minimum of 10 business days. If the form is updated with additional information such as additional actions taken by the centre, the form will be posted for 10 days from the date of the update.

Anti-Bias Policy

Multiculturalism and inclusion are an integral part of the program at Isabella Walton Childcare Centre. We are committed to providing a learning and working environment that recognizes and values diverse racial and ethnic differences. Our goal is to develop positive, bias free values and attitudes needed to live and

work in an increasingly diverse world. By incorporating the celebration of all cultures in our daily program we hope to encourage children to appreciate diversity and reject discriminatory attitudes and behaviour.

Access and Equity Policy

Isabella Walton Childcare is committed to providing equitable access and treatment in all its services and programs. The centre is committed to serving families with quality care without any bias or judgment. Children, families, employees, and volunteers will have equal treatment with regard to work environment, services and facilities and the centre's enrolment procedures and hiring practices will be equitable. IWCC will not tolerate any kind of bias, prejudice, discrimination, harassment, or stereotype. Families, children, employees, volunteers (all service users) will be provided with a culturally appropriate, racially sensitive, and non-discriminatory environment at all times. Centre has procedures in place for responding to incidents of racism and bias involving children and adults.

Inclusion Policy

At IWCC we believe that each child is unique, and our programs are designed to meet the developmental needs of all children irrespective of their differing abilities. We are committed to providing programs for all children and will strive to remove barriers that prevent children from actively participating in the programs being offered. Equitable admission practices, reduction of physical barriers wherever possible, working with community partners to support children with special needs through training and consultation and staff training are some of the strategies that we take to ensure that all families have access to childcare within the community of their choice.

Smoke Free Centre Policy

Isabella Walton Childcare Centre recognizes the health hazards associated with smoking and second-hand smoke and is committed to providing a smoke free environment. Under the *New Smoke Free Ontario Act 2017* and *City of Toronto bi-laws* smoking is prohibited in enclosed workplaces and enclosed public places in order to protect workers and the public from the hazards of second-hand smoke.

The burning, exhaling, inhaling, vaping of all tobacco and cannabis is prohibited on childcare premises and within 9 metres of the childcare entrance.

Smoking is prohibited in a childcare licensed under the *CCEYA 2014*. Additionally, the entire premises must be smoke free at all times whether children are present or not.

Waitlist Policy

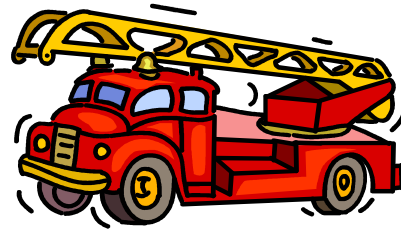
We maintain a separate waitlist for each age group. To access the waitlist form, families may download and submit the form from the centre website or submit a completed wait list form available at the centre. A child's name will be added to the waitlist in order based on the date the centre receives the completed form.

We encourage families to review the information regarding IWCC, visit the centre to decide if the program meets your family's needs and review our current fees. The waitlist is updated every six months. The status of a child on the waitlist will be made available upon request. IWCC does not charge any fees to be put on the waiting list.

Families requiring a fee subsidy must be approved for placement by Toronto children's Services.

Fire Drills

Fire drills are held monthly and instructions in case of fire are posted in each room.



Fire Safety/Emergency Evacuation Plan

In case of an emergency, when Isabella Walton Childcare Centre staff and children cannot re enter the building at 835 Birchmount Road, all children, staff, and volunteers will meet in the preschool playground and from there proceed together to General Brock Public School.

Prior arrangements have been made with the school to use their premises as the designated emergency evacuation shelter for Isabella Walton Childcare Centre.

Each room (Infant, Toddler, Junior Preschool and Senior Preschool) staff will take with them their daily attendance log, portable evacuation kit (emergency backpack) containing the emergency cards, blankets, water etc.

The Director or designate in charge of Isabella Walton Childcare Centre will:

- Contact the Principal of General Brock Public School to notify him/her of our arrival.
- Leave a note and directions to the emergency shelter for parents arriving at the centre.
- Contact each child's parent/emergency contact upon arrival at General Brock Public School.

Attendance will be taken prior to leaving Isabella Walton Childcare Centre property and again upon arrival at General Brock Public School.

General Brock is located on the north side of Chestnut Crescent, west of Birchmount Road and north of St. Clair Avenue East.

**Address: General Brock Public School
140 Chestnut Avenue
Toronto, Ontario, M1L 1Y5
Tel: (416) 396-6250**

Health Policy

We realise that health is a complex issue in a childcare centre and in formulating our health policy we have been cognizant of the following factors:

- ✎ All children have the right to quality care which is safe and healthy
- ✎ The inability of a child, who is ill to cope with the day's program
- ✎ The need to protect our children from contagious diseases
- ✎ The need of parents for a guideline to assist them in deciding whether to bring a child who is "not quite well" to the daycare

Illness

Our basic guideline is that a child should not be in the centre if he/she has any of the following:

- a) An unexplained fever or unexplained rash.
- b) Serious, unexplained diarrhoea, (foul smelling, unusual colouration, mucous like, liquid, burning) the child should not be in the daycare. In addition, if the child has two or more of such movements during the day, parents will be asked to take him/her home.
- c) Serious unexplained vomiting.
- d) Paleness or flushed face or crying constantly.
- e) Yellow discharge from the eyes, crustiness around the eyes, puffy and/or red eyes/ pink eye.

All the above signs and symptoms are fairly obvious and indicate that the child is ill. Unfortunately, there are other times that it is difficult to determine if the child should be at the centre. A slight cold at the end of an illness is such an example. In such instances, please use reasonable judgement.

There are other times when a child is not showing signs of a definite illness but is unable to handle the stress of the day. In such cases it will be the decision of the Director and staff as to whether the child should be taken home. It is expected that parents make arrangements to arrive within two hours of the first phone call from the centre staff.

Contagious Disease

If a child is suspected of having any contagious disease, (i.e., pink eye, measles, etc.) the child must not be in the centre. If symptoms develop during the day the parents will be asked to take the child home immediately. The child will not be accepted back until there is a note from the doctor saying that the child's condition is no longer contagious. The guidelines provided by Toronto Public Health will be followed regarding all contagious diseases.

Medicine

The staff can administer medicine that has been prescribed by a doctor, but only if authorized to do so by the child's parent/guardian. **If a child is on such medication, his/her parents are asked to bring the medication in its original container and to sign the medication form at the centre indicating the timing and amounts of the medicine to be administered. Medication must be handed over to the staff directly.**

The staff will **not** administer any non-prescription medications. Tempra or other fever reducing drops will be administered if accompanied by a **dated licensed medical doctor's note**. The child's parents must also authorize the administration of non-prescription medication. **A doctor's note will be good for up to ten days from the day issued.**

Individualized Plan for a Child with Medical Needs

Parents must complete an Individualized Plan for a child with Medical Needs when a child has any medical needs such as anaphylaxis, asthma, seizures, diabetes etc. The plan will be developed in consultation with the parent to ensure that the child's needs are being met while at the centre.

Anaphylaxis Policy

Occasionally we have children who are anaphylactic. To keep children safe, we request all families to adhere to the rules regarding food brought into the centre.

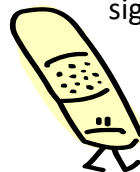
Strategy/Steps to Reduce the Risk of Exposure

IWCC will reduce the risk of exposure of allergy causing agents such as peanuts/tree nuts.

- Centre is peanut free and peanut butter etc. is not served or permitted on premises.
- When a child is enrolled (who is anaphylactic) all parents will be informed (via *Hi Mama*) of the allergy causing agent to reduce the risk of exposure.
- Parents will be informed of the peanut/nut free policy so that they do not include potentially allergic foods during celebrations such as birthdays, Halloween etc.
- Staff will remind families of the allergy causing agents when families bring in food from outside on occasions such as birthdays etc.
- Staff will examine all food/treats brought into the centre by parents and dispose off food containing allergy causing agents.
- Parents are asked to label any food brought in for their child with their child's name in order to avoid any risk of exposure to children with anaphylaxis.
- Child who is anaphylactic will be served food at a separate table if warranted in order to avoid exposure (in situations when child is allergic to milk/dairy). Staff will also follow all directions provided by parents on anaphylaxis form.

Accidents

Accidents can happen despite ongoing supervision by our staff. In case of such serious accidents as the loss of consciousness after a fall or loss of blood from a cut, a parent or designate will be called. If necessary, the child will be taken by taxi or ambulance to the nearest hospital. An accident report will be completed for all accidents, minor or major. Parents are required to then be placed in the child's file. Parents will also be accident. If your child has an accident or injury at home, drop your child off so that we are aware of the incident.



sign the accident report, which will be provided with a copy of the please inform the staff when you

Clothing

Please bring an extra set of clothing to the centre for your child. This should include a shirt, socks, pants, sweater, and underwear. We also suggest the children have a pair of shoes at the daycare during the winter months as well as an extra set of mitts and socks.

Parents are required to provide diapers, wipes, Vaseline etc. for their child's personal use. The centre staff can accommodate parental request for the use of cloth diapers should a parent prefer to bring in cloth diapers.

For the children that are in the process of being toilet trained, please bring plenty of training pants and several changes of clothing.

Please label all your child's belongings. While the staff will be diligent in looking after each child's personal property, the centre and the staff are not responsible for loss or damage to property left at the centre. Please leave sentimental important toys and belongings at home. It is further requested that children do not bring any toys to the childcare unless asked to for 'Show and Tell'.

Arrival

Your child must be brought directly into the centre and handed to a teacher. For infants there is a chart in your child's cubby. It must be filled out with the relevant information on a daily basis.

Departure

Most parents have a "usual time" for picking up their children. If for some reason your child is going to be picked up earlier or later than usual, please let the staff know in advance.

Also please let us know if somebody other than the usual person will be picking up your child. **We cannot release a child to somebody unless authorized to do so by the parent.**

Phone Calls & Communication

It is not possible for staff to personally answer the phone while they are on program with the children. Please leave a message on the answering machine. The machine is checked for messages on a regular basis and calls will be returned if necessary.

The centre uses the "Hi Mama" software to communicate with families daily. Parents must provide permission at time of admission to access this program.

Absences of Child

If your child is not coming or is going to be late, please phone the centre before 9:30 am. This helps us plan activities, outings, etc.

If your child is not coming because of illness, it is important to telephone the centre to advise us about the nature of the illness your child has contracted. This will help staff to identify symptoms in other children with whom your child has come in contact.

Babysitting

No employee of the centre may baby-sit or in any way provide childcare services to the children who are enrolled at the centre. Your cooperation is appreciated.

Sleep Room Policy

Parents will be consulted and required to complete information regarding their child's sleep routines at the time of enrolment. IWCC follows the recommendations set out in the *Joint Statement of Safe Sleep* (ss.33.). All children are monitored during nap time and staff conduct direct visual checks on all sleeping children.

Picture/Videotaping Policy

Staff regularly record and post images of children and staff in the program as part of our curriculum. These recorded images display children's interests, their skills and learning through activities and play. These images will be used for documenting children's activities, portfolios and classroom displays.

Parents will have the option of giving consent to the centre staff to take photographs/videos/voice recordings and to share them electronically through the *Hi Mama* software. Staff will (upon request) take your child's photos on their birthdays and send them to the parent electronically. Due to privacy issues, we request that parents refrain from using their phones/cameras/recording devices while on childcare premises. Photos/voice recordings of children/staff is not permitted.

Students will be permitted (with parental permission) to take pictures of their activities during their placements and staff will ensure that the pictures do not include children's faces.

Birthdays

On special occasions such as your child's birthday, mini cupcakes and peanut/tree free treats may be brought into the centre and will be served during lunch or afternoon snack. All arrangements must be discussed and scheduled with your child's teacher beforehand to ensure that food restrictions or requirements will be met. Healthy choices are strongly encouraged with the emphasis being placed on the celebration rather than on the food treats. Mini cupcakes labeled "school safe" are ideal for birthday celebrations.

Please note that birthday celebrations at the centre are not a requirement. Any party favors, goody bags etc. for celebrations should remain outside of the centre.

Parental Involvement

Parent involvement is encouraged at our centre. It is important that parents be aware of the program and extends that program into the child's home life, thereby providing consistency that is extremely important. In particular it is hoped that parents will ease their child into the program gradually during the first few days at the centre. This provides a transition period for the child and gives parents an opportunity to observe the program.

There are many areas where parents can assist at the centre. These include accompanying the children on field trips, special program events and parent nights as well as at the board level. Please contact the Director if you are interested in any volunteer activities at our centre.

Reflections

Should you have any questions or concerns about your child or the program, please do not hesitate to talk with the Executive Director. Families are encouraged to email the centre at iwcc@rogers.com or leave a message on the centre's voicemail if they are not able to speak to the Director. At Isabella Walton Childcare Centre the children come first. The best interest of **all** the children is **always** of paramount importance in all decisions made. Families and caregivers are seen as partners working towards the same goal and your input into the program is valued.

Parent Issues and Concerns

Steps are in place to address all parental concerns regarding policies, procedures, programming and staff. These steps should be followed to gain a mutually satisfactory solution.

Procedure

When a parent has a concern regarding the program, centre or its employees, the parent should immediately bring the matter to the attention of the Executive Director. It is imperative that parents do not try to resolve the matter with front line staff because in a busy classroom setting, it is not possible to give your concern the attention it merits.

1. Parents are encouraged to call or email the centre in the event they are unable to speak with the Executive Director in person. Please leave a detailed message at any time on the childcare voicemail.
2. A meeting will be set up and a Grievance Form will be completed and signed by the parent and the Executive Director at the meeting to ensure that the matter is amicably settled within the boundaries of policies and procedures.

3. In the event that the issue has not been resolved, or if the parent indicates a desire to meet with the board of directors, a meeting will be set up through the Executive Director.
4. Every attempt to respect the confidential nature of grievances will be made.

Decision Making

Although the centre's staff make many decisions regarding the children's day, the general policy decisions are made by the board of directors. The board of directors meets once a month or as need dictates. Any parent may make a written submission (through the Executive Director) on any matter pertaining to the centre at any time for the consideration and a reply from the board. Any parent wishing to meet with the board is to make arrangements through the Executive Director, who works closely with the board of directors with respect to all aspects of the centre's management.

We would appreciate your cooperation with the regulations and policies for us to deliver the best possible program for your child.

Please note that parent handbook policies are subject to change with two weeks' notice.

Appendix 1

Wait List Policy

Isabella Walton Childcare Centre offers programs for infants, toddlers and preschoolers.

We maintain a separate waitlist for each age group. To access the waitlist form families may download and submit the form from the centre website or submit a completed wait list form available at the centre.

IWCC does not charge families to put their name on her waiting list.

We encourage families to review the information regarding IWCC, visit the centre to decide if the program meets your family's needs as well as review our current fees.

For families who need help with the cost please check out and apply for subsidy at www.toronto.ca/children/telccs

The centre Director maintains a wait list for each of the programs offered at IWCC.

1. A child's name will be added to the waitlist in order based on the date the centre receives the completed form.
2. A child's space on the wait list is not transferable to another family.
3. When a space becomes available in the centre the space will be offered based on the earliest date of registration on the waitlist provided that the child's age is consistent with the centre's enrolment plan.
4. If a family declines the offer or fails to respond to a message left on voicemail, the space will be offered to the family of the child whose name is next on the waitlist.
5. Families requiring a fee subsidy must be approved for placement by Toronto Children's Services.
6. The status of a child on the centre's wait list will be made available upon request in a manner that maintains the privacy and confidentiality of the children listed on it but allows the position of a child on the list to be ascertained by the affected person or families.
7. We strongly recommend that families update their information/status on the wait list every six months or more often as we cannot guarantee that a space will be available when a family needs it.

Appendix 2

Parent Issues and Concerns Policy and Procedures

At Isabella Walton Childcare Centre we value the relationship we have with families and are aware that at times parents/guardians may have an issue or concern that needs to be brought to the attention of the centre staff.

This policy is to help staff when addressing any parental issue or concern. It outlines steps for parents to follow when they have an issue/concern as well as steps to be followed by all staff members.

PURPOSE:

The purpose of this policy is to provide both parents/guardians and staff with a clear and transparent procedure to follow when a parent/guardian has brought forward an issue or concern they wish to have addressed by IWCC.

POLICY STATEMENT

Parents/Guardians are encouraged and welcomed to take an active role in our childcare centre and regularly discuss what their child(ren) are experiencing in our program. As indicated in our program statement, we support positive and responsive interactions with and among the children, parents/guardians, and childcare staff and foster the engagement of 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 IWCC and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties involved and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. We request that this not be done in front of the children. Please request to speak to the staff member away from an active classroom.

Conversations of a private or sensitive nature should be prearranged via email or phone call. 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 (where permissible) and uphold related laws, restrictions, and legislation.

An initial response to an issue or concern will be provided to parents/guardians within three (3) business days. The person who raised the issue/concern will be kept informed throughout the resolution process, except when prohibited.

Investigations of issues and concerns will be fair, impartial, and respectful to all 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 the information must be disclosed for accountability, reporting or legal reasons (e.g., to the Ministry of Education, College of Early Childhood Educators, Toronto Children's Services, law enforcement authorities or a Children's Aid Society).

Conduct

Our centre maintains high standards for positive interactions, communication, and role modeling for children. Harassment and discrimination and recklessness in front of children will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused, or belittles, they may immediately end the conversation and report the situation to the Director or Designate in charge.

Concerns about Suspected Abuse or Neglect of a Child

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

If a parent/guardian expresses concerns about a child that 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/childrensaid/reportingabuse/index.aspx>

PROCEDURES

NATURE OF ISSUE OR CONCERN	STEPS FOR PARENTS/GUARDIANS TO REPORT ISSUE/CONCERNS	STEPS FOR STAFF OR OPERATOR IN RESPONDING TO ISSUE/CONCERN
PROGRAM ROOM RELATED E.g., schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to the classroom staff directly, and then, if necessary to the Director or Designate If not satisfied after speaking to the classroom staff, then parent/guardian will speak to the Executive Director or Designate.	Staff will address the issue/concern at the time it is raised. If the matter requires further discussion or consideration or the issue has not been resolved, notify the Director who will arrange for a meeting with the parent/guardian within three business days. Staff are to document the issue/concern in detail. Documentation should include:
GENERAL, CENTER OR OPERATIONAL RELATED E.g., child care fees, hours of operations, staffing, waiting lists, menus, etc.	Raise the issue or concern with the Executive Director or Designate.	• The date and time the issue/concern was received: • The name of the person who received the issue/concern; • The name of the
STAFF, EXECUTIVE DIRECTOR RELATED	Raise the issue or concern	

STUDENT or VOLUNTEER RELATED	to the individual directly if they are comfortable with doing so. If not, they can speak to the Executive Director or Designate. All issues/concerns about the conduct for the staff that puts a child's health, safety and well-being at risk should be reported to the Executive Director or Designate as soon as parents/guardians become aware of the situation. Raise the issue or concern to the staff responsible for supervising the volunteer or student. If not able to do so at the time, they may contact the Executive Director or Designate. All issues/concerns about the conduct for the staff that puts a child's health, safety and well-being at risk should be reported to the Executive Director or Designate as soon as parents/guardians become aware of the situation.	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 Provide contact information for the appropriate person if the person being notified is unable to address the matter (refer parent/guardian to the Executive Director or Designate. Ensure the investigation of the issue/concern is initiated by the appropriate person within 3 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parents/guardians who raised the issue/concern. All correspondence must respect the confidentiality of the other parties involved. It is anticipated that issues will be resolved satisfactorily in this manner. In the rare circumstance that a resolution is not achieved, it will be brought to the Board of Directors. If the
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		issue has escalated to the level of the Board of Directors, it will be addressed no later than the next regularly scheduled board meeting. Parties involved should expect to hear from the Board of directors three business days after such regular meeting.
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ESCALATION OF ISSUES OF CONCERNS:

When 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:

- Toronto Children's Services Consultant
- Ministry of Education Program Advisor

Issues/concerns related to the compliance with the requirements set out in the *Child Care and Early Years Act, 2017* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies:

- Toronto Public Health
- Local Police Department
- Ministry of Environment
- Ministry of Labour
- Local Fire Department
- College of Early Childhood Educators
- Ontario College of Teachers/College of Social Workers - where applicable

LIST OF EMERGENCY CONTACT PERSONS:

Executive Director: Anjali Dubey	416-750-4598 or iwcc@rogers.com
Ministry of Education, Help Desk	1-877-510-5333 or childcare.ontario@ontario.ca
Toronto Children's Services District Consultant	416-397-7953

Appendix 3

Emergency Policy and Procedures

At IWCC, we put the safety and well-being of all the children as our top priority. Unfortunately, we cannot always prevent emergencies from happening. This policy is to provide clear direction for the staff to follow during any emergency situation. The responsibilities and procedures are set out as steps for staff to follow to support the safety and well-being of everyone involved.

The purpose of this policy is to protect the health and safety of the children and staff and clearly outline procedures and the roles and responsibilities of the staff in the event of an emergency.

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.

AUTHORITY: A person or entity responsible for providing directions 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 center (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 center.

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

MEETING PLACE: The designated safe place near the childcare center where everyone is to initially gather before proceeding to the evacuation site, or returning to the childcare center 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.

Procedures

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

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

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

For situations that require evacuation of the childcare center, the **meeting place** to gather immediately will be located at: **General Brock Public School.**

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

**140 Chestnut Avenue
Toronto, ON M1L 1Y5
Phone: 416-396-6250**

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

If any emergency situations happen that are not described in this document the Director or Designate will provide direction 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 Director or Designate in the daily written record logbook.

ADDITIONAL INFORMATION

- A monthly fire drill will be conducted so that staff and children are aware of the procedure.
- Staff will take emergency bags and daily attendance during fire drills as well as as in case of an emergency.

RESPONSIBILITIES

ALL STAFF

- During an emergency with a child all staff must:
 1. Remain calm
 2. Remove other children, when possible, to another location with another staff to supervise them.
 3. Ask the Executive Director or another staff for assistance when possible.
 4. Follow the Individualized Plans for Children with Medical Needs for the child
 5. If needed contact 911. One staff member is to stay with the child and another staff is to go outside to wave the emergency response vehicles down and bring them to location of the child.
 6. Once the situation is under control the Executive Director / Designate will contact the parents/guardian of the child to inform them of the situation, provide updates and any other important information.

PROCEDURES

PHASE 1: IMMEDIATE EMERGENCY REPONSE

EMERGENCY SITUATION	ROLES AND RESPONSIBILITIES
LOCKDOWN When a threat is on, very near, or inside the child care center (E.g. a suspicious individual in the building who is posing a threat)	1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible; 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3) Staff inside the child care must: • 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 rooms without windows/closets and/or under furniture with the children, if appropriate; • Keep children calm;

HOLD & SECURE

When a threat is in the general vicinity of the child care center, but not on or inside the child care premises. E.g., a shooting at a nearby building.

- Ensure children remain in the sheltered place;
 - Turn off/mute all cellular phones; and
 - Wait for further instructions
- 4) If possible, staff inside the program rooms should also:
- Close all windows coverings and doors;
 - Barricade the room door;
 - Gather emergency medication; and
 - Join the rest of the group for shelter
- 5) The Executive Director/ Designate will immediately:
- Close and lock all child care center entrances/exits doors, if possible;
 - Take shelter.

Note: only emergency service personnel are allowed to enter or exit the child care during a lockdown.

- 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 classrooms immediately.
- 3) Staff in the program must immediately:
- Remain calm;
 - Take children's attendance to confirm all children are accounted for;
 - Close all window coverings and windows in the classroom;
 - Continue normal operations of the program; and
 - Wait for further instructions
- 4) The Executive Director / Designate must immediately:
- Close and lock all entrances/exits of the child care center;
 - Close all blinds and windows outside of the classrooms; and
 - Place a note on the external doors with instructions that no one may enter or exit the child care center.

Note: only emergency services personnel are allowed to enter or exit the center during a hold and secure.

- 1) The staff member who becomes aware of the threat or The Executive Director / Designate must:
- Remain calm;
 - Call 911 if emergency services is not yet aware of situation;
 - Follow directions of emergency service personnel; and
 - Take children's attendance to confirm all children are accounted for.
- 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

BOMB THREAT A threat to detonate an explosive device to cause property damage, death, or injuries. E.g., phone call bomb threat, receipt of a suspicious package	another individual calls 911 and communicates with emergency services personnel. B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches the package at any time. 1) The staff member who becomes aware of the threat must inform all other staff of the incident and that the center must be evacuated, as quickly and safely as possible. Staff must immediately: • Remain calm; • Gather all children, the attendance record, children’s emergency contact information, backpacks and 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 area accounted for; • Keep the children calm; and • Wait for further instructions 2) If possible, staff should also; • Gather all non-emergency medications 3) Designated staff will: • Help any individual with medical and/or special needs who need assistance to go to the meeting place (in accordance with the
DISASTER REQUIRING EVACUATION A serious incident that affects the physical building and requires everyone to leave the premises. E.g., fire, flood, power failure.	procedures in a child’s individualized plan, if the individual is a child); • In doing so, follow the instructions posted on special needs equipment or assistive devices during evacuations. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to our evacuation site and ensure their required medication is accessible, if applicable; and • Wait for further instructions 4) If possible, the site designate must conduct a walk-through of the child care center to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel. 1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre’s fire evacuation procedures 2) Staff must immediately: • remain calm; • gather all children, the attendance record, children’s emergency contact information any emergency medication;

DISASTER - EXTERNAL ENVIRONMENTAL THREAT

An incident outside of the building that may have adverse effects on persons in the child care centre. E.g., gas leak, oil spill, chemical release, forest fire, nuclear emergency.

- 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.

3) If possible, staff should also:

- take a first aid kit; and
- gather all non-emergency medications.

4) Designated staff will:

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

5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.

NATURAL DISASTER: TORNADO/TORNADO WARNING

1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.

If remaining on site:

1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.

2) Staff must immediately:

- 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

**NATURAL DISASTER:
MAJOR EARTHQUAKE**

- wait for further instructions.

3) Staff must:

- 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 conditioning, where applicable).

If emergency services personnel otherwise direct the childcare centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.

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:

- 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.

1) Staff in the program room must immediately:

- 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.

1) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from the buildings, power lines, trees, and other tall structures that may collapse, and wait for the

	shaking to stop. 2) Once the shaking stops, staff must: • Gather the children, class backpacks, their emergency cards and emergency medication; and • Exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 3) If possible, prior to exiting the building, staff should also: • Gather all non-emergency medications 4) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 5) Designated staff will: • Help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • In doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to church library and ensure their medication is accessible, if applicable; and • Wait for further instructions. 6) The site designate must conduct a walkthrough of the child care center to ensure all individuals have evacuated, where possible.
	1. Staff in the classroom must immediately: • 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 the buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3. Once the shaking stops, staff must: • Gather the children, class backpacks, their emergency cards and emergency medication; and • Exit the building through the nearest safe exit, where possible, in case

of aftershock or damage to the building.

1. If possible, prior to exiting the building, staff should also:
 - Gather all non-emergency medications
 2. Individuals who have exited the building must gather at the meeting place and wait for further instructions.
 3. Designated staff will:
 - Help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and
 - In doing so, follow the instructions posted on 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 church library and ensure their medication is accessible, if applicable; and
 - Wait for further instructions.
- The site designate must conduct a walkthrough of the childcare center to ensure all individuals have evacuated, where possible.

PHASE TWO: NEXT STEPS DURING THE EMERGENCY

- 1) Where emergency services personnel are not already aware of the situation, the Executive Director or Designate must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the childcare center has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the Executive Director is not already on site, the site designate must contact the Executive Director to inform them of the emergency situation and the current status, once it is possible and safe to do so.

LIST OF EMERGENCY CONTACT PERSONS:

Local Police Department: 416-808-4100

Fire, Police, EMS: 911

Walton Place: 416-285-9767

Walton Place (On Call Emergency): 647-294-4567

Ambulance: 416-638-7301

Local Fire Services: 416-396-8350

Poison Control: 416-813-5900

- 4) Where any staff, students and/or volunteers are not on site the Executive Director or Designate must notify these individuals of all situations, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care center.
- 5) The Executive Director or Designate must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.

- 6) Throughout the emergency, staff will:
 - Help keep children calm;
 - Take attendance to ensure that all children are accounted for;
 - 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.

PROCEDURES TO FOLLOW WHEN “ALL-CLEAR” NOTIFICATION IS GIVEN

PROCEDURES	1) The individual who received 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 center. 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 center. 3) Staff must: • Take attendance to ensure all children are accounted for; • Escort children back to their classrooms, where applicable; • Take attendance upon returning to the classroom to ensure that all children are accounted for; where applicable; and • Re-open closed/sealed blinds, windows and doors. 4) The Executive Director or Designate will discuss and determine if operations will resume and communicate the decision to staff.
COMMUNICATION WITH PARENTS/GUARDIANS	1) As soon as possible, The Executive Director or Designate must notify parents/guardians of the emergency situations and that the all-clear has been given. 2) Where disasters have occurred that did not require evacuation of the childcare center, the Executive Director / Designate must provide a notice of the incident to parents/guardians. 3) If normal operations do not resume the same day that an emergency situation has taken place, the Executive Director or Designate must provide

	parents/guardians with information as to when and how normal operations will resume as soon as this is determined.
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PROCEDURES TO FOLLOW WHEN “UNSAFE TO RETURN” NOTIFICATION IS GIVEN

PROCEDURE	1) The individual who received the “unsafe to return” notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site. 4) The Executive Director or Designate will post a note for parents/guardians on the childcare entrance with information on the evacuation site, where it is possible and safe to do so. 5) Upon arrival at the evacuation site, staff must: • Remain calm; • Take attendance to ensure all children are accounted for; • Help keep children calm; • Engage children in activities, where possible; • Conduct ongoing visual checks and head counts of children; • Maintain constant supervision of the children; • Keep attendance as children are picked up by their parents. Guardians or authorized pick-up persons; and • Remain at the evacuation site until all children have been picked up.
COMMUNICATION	1) Upon arrival at the emergency evacuation site, the

WITH PARENTS/GUARDIANS	Executive Director or Designate will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2) Where possible, the Executive Director or Designate will update the child care center's voicemail box as soon as possible to inform parents/guardians that the child care center has been evacuated, and include the details of the evacuation site location and contact information in the message. 3) Where possible, the Executive Director or Designate will email all the parents through Hi Mama to notify parents/guardians that the childcare center has been evacuated, and include the details of the evacuation site location and contact information.
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PHASE THREE: RECOVERY (AFTER AN EMERGENCY SITUATION HAS ENDED)

PROCEDURES FOR RESUMING NORMAL OPERATIONS E.g. where applicable, reopening the child care center, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating etc.	1) Once Executive Director or Designate have all details and have approved normal operations may resume, they will notify Ministry of Education Program Advisor, City of Toronto Consultant of all details. 2) The Executive Director or Designate will handle any media and community inquiries. 3) The Executive Director / Designate will make sure all necessary insurance information has been completed. 4) As soon as possible after the situation has occurred the Executive Director or Designate will contact catering company of the closing and if applicable the relocation. 5) If there is a relocation necessary the Executive Director or Designate will meet with the board to make this decision to relocate and if relocation is necessary, where the childcare will relocate to. • Once decision is made the Executive Director or Designate will contact Program Advisor from Ministry of Education and Consultant of Children's Services to approve relocation. • The Executive Director or Designate will contact all the employees. • Then Executive Director or Designate will notify all the parents/guardians by phone and through Hi
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	Mama to make sure they are aware of new location. • The Executive Director or Designate will make sure new location is ready for commencement of programs.
PROCEDURES FOR PROVIDING SUPPORT TO CHILDREN AND STAFF WHO EXPERIENCE DISTRESS	IWCC will provide support to children, families and staff who experience distress from the emergency situation through counseling. The Staff of the childcare also have the Employee Assistance Program available to them.
PROCEDURES FOR DEBRIEFING STAFF, CHILDREN AND PARENTS/GUARDIANS Include, where, applicable, details about when and how the debrief(s) will take place, etc.	The debriefing will take a place when time is determined by the board and would take place most likely the childcare unless the building is not operational, in that case it would be at alternative location.