



PARENT HANDBOOK 2024

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For Full Policies and Procedures see Policies and Procedures documents on our website under Parent Login

***You can request a hard copy to be printed by the supervisor at anytime. ***

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| <ul style="list-style-type: none"> • Anaphylactic Policy & Procedures • Animal Policy • Criminal Reference Check Policy • Emergency Management Policy & Procedures • Medication Policy & Procedures • Outbreak Management • Parent Issues & Concerns Policy & Procedures • Playground Safety Policy • Process for Monitoring Compliance & Contraventions | <ul style="list-style-type: none"> • Program Statement • Program Statement Implementation Policy • Safe Arrival and Departure Policy & Procedures • Sanitary Practices & Procedures • Serious Occurrence Policy • Supervision of volunteers & Students • Training & Development Policy for Staff • Wait List Policy |
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ABOUT LEARNING CUBS CHILD CARE

Welcome to Learning Cubs Child Care, a quality learning center located in Tottenham - a truly new and innovative concept in childcare and preschool education. We are dedicated to providing the best care for your child while encouraging an environment filled with fun and education. We bring new perks to meet the growing demands of parents' busy schedules.

Our child care centre is for children ages 18 months to school age and our planned activities for age-appropriate growth and development are always guided. Inside and out, our childcare program is designed for a positive experience for a child and parent alike.

Our program ensures that our caring and experienced staff play an active role alongside the parents to ensure the best start in their child's education. Our qualified Registered Early Childhood Educators (R.E.C.E.) work alongside Early Childhood Assistants in ensuring the class runs smoothly. Our staff really make the difference for the children, they are fun, creative and caring which creates a nurturing and playful environment where children can learn through play every day for the best possible start in their education.

Our well-equipped facility offers three rooms split up by age to maximize learning through play. Our chef creates healthy and nutritious meals and snacks daily in our on-site kitchen with carefully selected ingredients to fuel a growing child's mind.

At Learning Cubs Child Care

- ✓ We put our children first in everything we do
- ✓ We show respect and treat all children as individuals
- ✓ We foster growth and positive development
- ✓ We make it fun for children to learn and gain social interactions
- ✓ We create fun routines that are needed to prepare them for their next step in their education
- ✓ We maintain a consistent 1:5 adult to child ratio for 18 to 30 months and 1:8 ratio for 2.5 to 5 years of age

Our vision is simple, to be the most nurturing environment for children and the most trusted by parents. Every day, we focus on the needs of our children through age-appropriate activities in a loving and safe setting to facilitate development and learning. Please feel free to contact us to setup a time when you can come tour our facility and meet our staff. We look forward to meeting you and your children.

HOURS OF OPERATION

Learning Cubs Child Care is open 5 days a week, Monday to Friday. We are closed for all Ontario statutory holidays as well as one week in July and one week during Christmas break. **Please note that all days of your child's enrolment are paid as the spot has been reserved for you, this includes statutory holidays, closures, vacations and illnesses.** There may potential closures throughout the year due to weather inclement (snow days), outages, or professional development that will be communicated to families with as much notice as possible, **these days are also paid days of enrolment.**

New Years Day – Monday, January 1, 2024

Family Day – Monday, February 19, 2024

Good Friday – Friday, March 29, 2024

Victoria Day – Monday, May 20, 2024

Professional Development Day – Friday, June 21, 2024

Canada Day – Monday, July 1, 2024

Summer Closure – Tuesday, July 2 to Friday, July 5, 2024

Civic Holiday – Monday, August 5, 2024

Labour Day – Monday, September 2, 2024

Thanksgiving – Monday, October 14, 2024

2024 Holiday Schedule:

Holiday Closure –Monday, December 23 to Friday, December 27, 2024

New Year's Eve – Tuesday, December 31, 2024 open from 7:00am to 12:00pm

New Year's Day – Wednesday, January 1, 2025

Hours of Operation

We are open Monday to Friday from 7:00a.m. to 5:30pm.

The front doors will always remain locked and only will be opened by a staff member when the doorbell is rung or using a key fob to gain access.

Please have your child arrive by 9:00am to benefit from programmed activities or events. Please keep siblings out of the classrooms and the playground. Our insurance does not extend to children not enrolled in the childcare centre.

PROGRAMS OFFERED & FEES

Maximum enrolment:

- 15 students in Room 1 (toddler), 18 to 30 months which is 1.5 to 2.5 years
- 15 students in Room 2, 18 to 30 months as a toddler room or 16 students in Room 2, 2.5 to 4 years as a preschool room
- 24 students in Room 3 (preschool), 2.5 to 4 years
- 10 students in Room 4 (school age), 4 to 12 years

Our options are flexible to respond to the challenges of weekly planning in any family's life. Families can choose full time care or part time care (2-4 days/week). Families may pick any combination days provided there is available space. School age, before and after school care, will only be *offered as a pair*, we will *no longer* be offering just before school or just after school care.

Program and Ages	Full Time (5 days/week)	Part Time (2,3 or 4 days/week)	Before School (7:00a to 9:00a) & After School Care (3:30p to 6:00p)	Full days School Age (PA Days, summer holidays, Christmas Break and March Break)
Toddler - Underage (12 to 18 months)	\$30.71/day	\$32.60/day	N/A	N/A
Toddler (18 to 30 months)	\$27.88/day	\$29.77/day	N/A	N/A
Preschool (2.5 to 4 years)	\$25.99/day	\$27.88/day	N/A	N/A
Kindergarten (4 to 5 years)	N/A	N/A	\$18.90/day	\$28.35/day
School Age (6 to 12 years)	N/A	N/A	\$40/day	\$60/day

2024 Fee Schedule

Learning Cubs is participating in the CWELCC program and will apply on an annual basis with Simcoe County to continue enrolment. The above chart is the new rates reflecting our participation in the program. School age programs that serve Kindergarten aged children (under 6 years of age) are included in the program however once the children turn the age of 6, they are no longer eligible for the fee reduction. Full time care is 5 days per week, available between 7:00am to 5:30pm. Part time care is a minimum of 2 full days per week up to 4 full days per week.

Tuition fees are based on the number of days per month and will be calculated monthly. **Tuition is paid by the 28th of every month for the following month's childcare.** There will be a late fee of \$25.00 per week for outstanding fees as well as a \$25.00 fee for any NSF payments. Please note that full time care, part time care, before & after school, as well as school age full day rates are all different amounts as per the chart included above.

Vacations and Absences

As a parent, you are of course entitled to take your child out of the centre for multiple days at a time for a vacation anytime. If your child will be absent due to a vacation, we ask that you let us know in advance about this absence. Please note that despite this and any absence, you will still be charged for your childcare space. **Childcare fees are based on enrollment (a reserved space), not on attendance.**

If your child is not well enough to attend daycare or will be on vacation, **please contact us via email, phone or through the Lillio app by 9:00am** to let us know they will not be coming and the reason for their absence. Please mention the symptoms your child is experiencing as we are required to keep track for public health. **Please note, that anytime your child is not at the centre due to illness you will still be charged as the spot has been reserved for you.**

Late Fee

A late fee of \$1 for every minute will apply when children are picked up after our closing time of 5:30pm. Late fees will be paid directly to the staff on duty by the parent.

Fees can be paid via the following methods:

- ✓ Sending an e-transfer to payments@learningcubs.ca (please include the full name of the student in the comments)
- ✓ Via the Lillio app linking your bank account or credit card (an additional 3% processing fee will

- be charged at year end if using a credit card)
- ✓ Cash, Debit or Credit card in person (an additional 3% processing fee will be charged at year end if using a credit card)

ADDITIONAL FEES

Class Trips

From time to time there will be scheduled class trips which children can participate in. These outings will enrich their daily experiences and will be to local venues such as a Murphy's farm or the Elmvale zoo. Cost for these trips will include transportation and entry fee and will be communicated to parents in writing along with participation permission forms. Parents are welcome to attend as a volunteer provided, they have their police background check (Vulnerable Sector Screening), and immunizations records are up to date. A copy of each of these documents will be required in advance and will be kept on file to be approved as a volunteer.

ADMISSION & DISCHARGE POLICY

Admission Process

Parents are required to arrange an appointment for an initial tour of the centre and to receive paperwork. Children are encouraged to accompany their parents on the tour. The following information must be completed and returned to the centre prior to enrolment in program.

This is following the Child Care and Early Years Act.

- A completed Application of Enrollment Form (Also, available online)
- An up-to-date immunization records.
- A signed copy of the parental contract form (part of enrolment forms, page 2)
- A signed copy of the payment policy form (part of enrolment forms, page 2)
- Upon enrollment, there is a \$59.06 non-refundable registration fee per child
- First month's fees include a deposit which is applied to last month of care

Withdrawal of Child Care Space(s)

If circumstances make it necessary to withdraw a child from the centre for any reason, one month's notice in writing is required by the 1st of the month (e.g. if the last day of care will be August 31st, notice must be received by August 1st). Once one month's written notice is received, last month's payment (deposit) will be applied. LCCC plans their space availability with the number of children in and starting in each program. Children need time to adjust to new surroundings and to feel comfortable in their new environment and make new friends.

Termination of Child Care Space

LCCC recognizes that a childcare centre is not always appropriate for all children. Many supports are put into place to create happy and successful placement for all children. **In cases of severe behaviour issues, it may be necessary to terminate the childcare space, whether outside agencies such as Early Intervention Services are involved or not.** In these instances, these policies still apply, and a child can still be withdrawn from child care services at the discretion of the Centre. LCCC's priority is for the safety of all children and staff in its programs.

LCCC believes in providing and maintaining a work environment in which all employees are free from violence, threats of violence, intimidation, bullying, unkind comments and other disruptive behaviour or actions which belittle, threaten, offend, embarrass, humiliate, or diminish another's self esteem, whether unintentional, including sexual harassment and discrimination. Such actions are not tolerated, will be addressed immediately and may result in the termination of childcare spaces or other

consequences (e.g., police contact). The supervisor may request withdrawal of a child due to behavioral concerns when:

- the safety of the child, the safety of the other children or staff is endangered and incidences have been documented, or
- all help from outside agencies available to the child have been used and the Centre determines that the child's needs cannot be met.

The supervisor will discuss the situation with management and then call the city consultant along with the resource staff to inform them about the Centre's next step(s). This can be an instant withdrawal or withdrawal with notice.

Should the supervisor/director of the program determine that your behaviour as a parent/guardian or your child's behaviour interferes with or is disruptive to the daily operations of the centre, or is harassing, intimidating or of an abusive nature to the staff, other parents/guardians or children of the Center, the supervisor/director of the program may terminate this agreement and withdraw your child from the program without notice. In the case where the Centre meets the child's needs but does not meet the parents/guardians needs, for example one on one care for their child, specific staff training and qualifications, etc., the Centre may also withdraw the child. Parents will be notified and a meeting between parent(s), staff and supervisor will be held. If the problem is not resolved the parent(s) will be served the notice of withdrawal.

In the case where the Centre provides the parents/guardians with written notice, should the parent/guardian find alternate care for the child during this notice period the centre will waive the regular required notice.

In the case of a no-notice termination of care, the deposit will be forfeited to cover the no-notice withdrawal.

Failure to comply with LCCC policies, including payment provisions, may in LCCC's sole discretion, result in termination of space in the childcare centre.

SAFE ARRIVAL AND DISMISSAL POLICY AND PROCEDURES

Learning Cubs Child Care will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.

- Learning Cubs Child Care will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to. Children will only be released to an authorized adult.
- 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

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - o Greet the parent/guardian and child.
 - o Ask the parent/guardian 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 emergency card for the child or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (provide either a written note, email or message through the Lillio/HiMama app).
 - o Document the change in pick-up procedure in the daily written record
 - o Sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - o Inform the Supervisor and the program staff or the Supervisor must commence contacting the child's parent/guardian no later than 10:00 am. Staff or Supervisor shall call parent/guardian, send text message, send email, or contact via Lillio/HiMama communication app. Two forms of contact methods should be used.
 - o If a child's absence cannot be confirmed by contacting parents/guardians, emergency contacts will be contacted.
 - o If a child's absence still cannot be confirmed, staff is to update Supervisor and either Staff or Supervisor will contact police regarding the child's absence.
2. 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

1. 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 child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - o Confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - o 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)

1. Where a parent/guardian has previously communicated with the staff a specific time that their child is to be picked up from care and the child has not been picked up after a half hour of that set time, the staff shall proceed with contacting the parent/guardian via either a phone call, text message, email or message through the Lillio/HiMama app and advise that the child is still in care and has not been picked up.
 - o Where the staff is unable to reach the parent/guardian, staff must attempt a different form of contact. 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.

o Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall proceed to wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed".

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 5:30pm, staff shall ensure that the child is given an activity, while they await their pick-up.
2. The staff or Supervisor will call 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 or Supervisor 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.
3. If the staff or Supervisor is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact authorized individuals listed on the child's file, including emergency contacts.
4. Where the staff or Supervisor is unable to reach the parent/guardian or any other authorized individual listed on the child's file such as emergency contacts by 6pm, the staff shall proceed with contacting the 24/7 non-emergency line for the OPP at 1-888-310-1122. Staff shall follow the OPP's direction with respect to next steps

PROGRAM STATEMENT

"Every child care centre must have a program statement that is consistent with the Minister of Education's policy statement. The Minister's policy statement names "How Does Learning Happen? Ontario's Pedagogy for the Early Years" as the document to be used for the purpose of guiding programming and pedagogy in licensed child care programs." (Ontario Early Years Portal)

Learning Cubs Child Care provides high-quality programming based on the emergent, play-based philosophy of education. This curriculum is based on the well-documented research of recognized theorists (i.e. Piaget and Erikson). Children are seen as "Active Learners" who are competent, capable, curious, and rich in potential. When children are supported by their educators, they have the opportunity to develop new understandings through active exploration of materials, ideas, and events. Focusing on the process of learning, we feel that the children benefit from being able to make their own choices, experiment with a variety of materials, work through problems, and enjoy developing new knowledge/skills.

At Learning Cubs Child Care, we offer a rich environment where children can learn through play. All children are naturally curious and capable, and we provide them with opportunities to grow and develop through this curiosity and their love for play. By treating them with respect and as individuals, we encourage them to develop their independence, their sense of belonging and to explore the environment in a creative way which allows them to grow and develop through enriching experiences. The children will develop in several areas such as socially, emotionally, physically, and intellectually.

Our program demonstrates a respect for diversity, equity, and inclusion, fostering recognition of similarities and respect for differences by providing the opportunity for all children to participate. Our program enhances each child's growth and development through the exposure to a variety of learning experiences. Our curriculum takes into consideration the differing stages of childhood development,

recognizing that each child is an individual, with unique strengths and abilities. Each child is encouraged and supported in reaching their goals and milestones in their own way and at their own pace. When appropriate, the children, families, and staff are supported by specially trained resource consultants that may be funded by local agencies. Diverse family styles, as well as languages, cultures, and traditions are valued, celebrated and reflected throughout the curriculum; in displays and photographs, learning materials and activities, communication strategies, and daily meals.

Learning Cubs Child Care employs the Ministry of Education's ***How Does Learning Happen (HDLH): Ontario's Pedagogy for the Early Years*** as the foundation for our curriculum and program development as it is a professional resource for those working and interacting with children and families. It is important for strong relationships to exist between children, families, educators, and their environment.

Consistent with ***How Does Learning Happen? (2014)***, it is our goal that every child in our program:

- ✓ has a sense of belonging when s/he is connected to others and contributed to the world.
- ✓ is developing a sense of self, health, and well-being.
- ✓ is an active and engaged learner who explores the world with body, mind, and senses.
- ✓ is a capable communicator who express themselves in many ways.

Goals & Approaches

(a) Learning Cubs Child Care promotes the health, safety, nutrition and well-being of the children.

Learning Cubs Child Care educators' approaches to promoting children's health and well-being are woven into the compliance of policies and procedures, which include practices such as:

- Safe supervision of children
- Checking child's health upon arrival and report concerns (i.e. Health and Safety Policy and Procedure).
- Following all Health and Safety Policies and Procedures including Outbreak, and Immunization Policy and Procedures
- Following Sanitation and Disinfection, Serious Occurrence, Anaphylaxis, Medication Administration Policy and Procedures.
- Following Playground Safety and Fire Safety and Evacuation Policy and Procedure.
- Emergency procedures
- Child Protection procedures and training as well as vulnerable sector screening of all staff/students/volunteers.
- Menu planning following the Canada Food Guide
- Following applicable ISP's.

(b) We support positive and responsive interactions among the children, parents, community partners and staff.

Learning Cubs Child Care educators incorporate the following approaches to support positive and responsive interactions:

- Educators will build a foundation of trust with children by being available, sensitive, responsive, and caring.

- Educators will create an inclusive and respectful environment to foster positive, equitable, and collaborative relationships.
- Educators will interact and communicate with parents on a daily basis sharing observations, documentations, and reflections.
- Educators will use positive verbal/non-verbal communication and social behavior

(c) We encourage children to interact and communicate in a positive way and support their ability to self-regulate.

Approaches implemented by Learning Cubs Child Care educators to set the stage for positive interactions among children include:

- Educators will role model inclusive, respectful, and collaborative interactions with children and other adults.
- Educators will ensure that children are given freedom to make choices.
- Educators will role model positive and affirming language with children (i.e. “keep the sand in the sandbox” instead of “don’t throw the sand”).
- Educators will assist children in identifying their emotions (i.e. model and talk about our feelings and how other’s feel, how our actions make others feel).
- Educators will assist children in learning strategies to become calm and aware of their actions (i.e. removing or adding things or routines to reduce children’s stressors. Help children learn strategies for becoming or staying calm and focused).

(d) We foster children’s exploration, play and inquiry.

Learning Cubs Child Care educators use the following approaches to foster children’s play, exploration and inquiry:

- Educators will be active participants in play.
- Educators will adapt the environment in response to children’s interests and curiosity.
- Educators will encourage children to decide where, when, what and how they play.

(e) We provide child-initiated and adult-supported experiences.

Approaches used by Learning Cubs Child Care educators to provide child-initiated and adult-supported experiences include:

- Educators will encourage children to explore materials freely.
- Educators will take opportunities to ask the children open ended questions and engage discussion that expands their curiosity, learning and interests.
- Educators will set up the room with a variety of activities and materials that support the observed interests of the children.

(f) We plan for and create positive learning environments and experiences in which each child’s learning and development will be supported.

Learning Cubs Child Care educators will use the following approaches to plan for positive learning environments and experiences:

- Educators will design learning centres to be flexible and responsive to the needs and interests of all the children.
- Educators will strive to create home like environments that include soft furnishings, items from nature, family and centre photographs, and accessories that are intended to make children feel comfortable and confident.

(g) We incorporate indoor and outdoor play, as well as active play, rest and quiet time into the day, and give consideration to the individual needs of the children receiving child care.

Learning Cubs Child Care educators' approaches to providing variety and balance throughout the day will include:

- Educators will ensure enough time is allotted for children to explore, play, and enjoy activities both indoors and out.
- Educators will keep transitions from activity to activity to a minimum, so children get to play more.
- Educators recognize that children in our toddler and preschool programs thrive on regular schedules and feel secure when they can predict what will occur throughout the day; therefore, educators in these programs will ensure snacks, mealtimes and rest periods are consistent.

(h) We foster the engagement of, and ongoing communication with parents about the program and their children.

Approaches implemented by Learning Cubs Child Care educators to foster engagement and communication:

- Educators will communicate with parents/guardians on a regular basis about children's activities, programming, children's progress/needs and health.
- Educators will share children's artwork, sculptures, creations and photographs of the children at play.
- Educators will make program plans available that include observations of children's interests, activities and their connection to learning.

(i) We involve local community partners and allow those partners to support the children and their families and staff.

Learning Cubs Child Care educators will include the following approaches to involve community partners:

- Where/when applicable take part in community and toddler/preschool events.
- Educators will Interact with visitors from the community when at centre.
- Educators will work with Resource Teachers and other specialized community partners to

support children and families.

- Educators will research applicable upcoming area events and inform parents/other staff.

(j) We support our staff or others who interact with the children at a child care centre in relation to continuous professional learning.

- We promote the daily practice of reflection and collaboration by encouraging our educators to make a commitment to ongoing contemplation, dialogue, exploration, and experimentation within their classrooms
- Educators participate in various ongoing professional development activities that promote lifelong learning and reflective practice.
- Educators participate in regular team meetings and staff meetings.
- Educators are encouraged to use online resources to enhance knowledge (i.e. ELECT, HDLH, CECE etc).
- Educators will maintain current First Aid/CPR.

(k) We encourage Pedagogical Documentation as a Guide for Program Development.

- A process for educators to co-plan with children and with families;
- A way to value children's experiences and include their perspectives;
- A way to make children's learning and understanding of the world around them visible to the children themselves, as well as their families;
- A way to reflect on the children's development, as well as the growth of the program over time.
- A means of discussing and reflecting on children's interests

To ensure our goals and approaches are carried out daily at our childcare centre, all staff, students, and volunteers read the program statement and policies and sign to acknowledge their understanding, prior to interacting with the children, anytime it is modified, and annually thereafter.

POSITIVE GUIDANCE TECHNIQUES & PROHIBITED PRACTICES

Positive Guidance Techniques

Learning Cubs Child Care strives to promote and support appropriate and positive interactions that contribute to and sustain a safe, inclusive, and accepting learning environment. Guidance techniques should be related to the needs of the children in support of self-regulation and provide guidance strategies for children's behaviour to assist children in developing self-control, self-confidence, self-discipline, sensitivity in their interactions with others and ultimately social problem-solving skills.

The following are taken into consideration when guiding children's behaviour:

- Appropriate to the developmental level of the child
- Used in a positive and consistent manner.
- Designed to assist the child learns appropriate behaviour.
- Discussed with a parent(s) if a difficult situation arises with a child.

Prohibited Practices

No licensee shall permit, with respect to a child receiving childcare at a childcare centre it operates or at a premises where it oversees the provision of child care,

- (a) corporal punishment of the child;
- (b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the

- purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the child care centre for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
 - (d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
 - (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;
- or
- (f) inflicting any bodily harm on children including making children eat or drink against their will.

Intent of Prohibited Practices

This provision forbids physical punishment and other harmful disciplinary practices to protect the emotional and physical well-being of children. It sets out clear direction regarding prohibitive practices to support the overall well-being of children. These practices are never permitted in a childcare centre. Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behaviour.

PARKING

Please park in front of the yellow posts beside the playground entrance or along the back fence area of our playground. Please do not park or idle outside the mall doors. This area is for emergency vehicles only and **MUST BE KEPT CLEAR** at all times. Failure to follow this rule may result in your vehicle being towed at your expense. Thank you in advance.

MEALS, SNACKS & DRINKS

We provide healthy, nutritious, and delicious meals and snacks. All food is prepped on site in the facility's kitchen. We employ a chef who follows all Ministry of Health requirements and have their Food Handling Certificates. For the children's safety all food items are served with appropriate child friendly flatware and dinnerware and all food is cut into bite-size pieces to reduce choking hazards. We ensure to offer a variety of food daily so that children can explore their taste buds.

We are a NUT-free facility, and we adhere to any allergy brought to our attention. Parents will ensure to communicate all allergies and the severity of the allergy on their child's enrollment form as well as communicate the need of an epi-pen for the allergy as we have a strict policy for this. All staff will be informed of this requirement and will be trained on how to employ it properly should the need arise.

No outside food is allowed to be brought into the facility including home made goodies. The only exception will be if food is needed for medical reasons which will require a medical note to be kept on file and will be stored separately and will be provided only for the child intended.

Full day programs include breakfast (morning snack), lunch and afternoon snack. Water will be available at all times for children and will also be served during snack and mealtimes. The facility has installed a water purification system which exceeds the safe drinking water requirements and is safe for drinking and for hygiene. Water containers must be labelled with the child's name and will be kept on the counters for them to access should they require water outside of meal and snack times.

Rules for Parents Who Provide Food or Drink

In cases where a child has food allergies and the meals and snacks provided by the childcare centre cannot meet the child's needs, the child's parent may choose to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented. Parent must:

- Provide all instructions for the child's diet in writing.
- Ensure all meals/snacks being brought into the center meet Canada's food guide requirements.
- Provide in writing, a list of what, if anything, is to be routinely provided by Learning Cubs Childcare at meals/snacks (e.g., milk etc.).
- Label food brought to the childcare centre with the child's full name and the date the food arrived at the childcare centre.
- Provide a detailed list of all ingredients in food brought to the childcare center.
- In the case meals/snacks are forgotten or need to be supplemented due to the presence of allergen containing foods or foods of low nutritional value, the parent will be reminded at drop off, or, contacted by telephone and asked to bring the appropriate meal/snack to the childcare center as soon as possible, or,
- Where possible, Learning Cubs Childcare will aim to provide the child with an available substitute that meets the child's dietary/allergy needs.

CHILD ILLNESS

At Learning Cubs Child Care, we understand the importance of health and well being and strive to reduce the spread of communicable illnesses through proven best practices.

We work alongside public health regarding illness policies and procedures to detour communicable diseases, COVID-19 and any other viruses from entering the centre and programs. Please **complete daily screenings prior** to bringing your child to the centre. Below are some symptoms of illness to be aware of when screening:

- Fever of **37.8 degrees Celsius or higher**
- **Consistent or worsening** cough
- Vomiting
- Diarrhea
- **Consistent Runny nose (green or yellow in colour)**
- Croup
- Conjunctivitis (pink eye) or Eye Discharge

If a child becomes ill at the centre, all efforts will be made to make your child as comfortable as possible. Certain symptoms can be indicative of infection or communicable illness, in which case the child will be separated from the classroom with supervision to prevent the spread of illness. Parents/guardian will be contacted to pick up the child. An illness report will be provided to parents at pick up which will indicate the symptoms present and exclusion policy.

Parents, please notify the centre within 24 hours if your child has a communicable disease. A notice (without specific names) will be sent out to parents within the program. This notice will indicate the illness, incubation period, early signs to watch for and exclusion recommendations. The centre will notify public health should the occurrence of a reportable disease take place.

Exclusion Policies

Exclusion is often necessary to prevent the spread of illness. Exclusion also applies to children who have not been immunized for conscientiously held beliefs or medical contradictions. The office has a list of diseases for which this applies. Children cannot be admitted to the centre with any of the following symptoms or illnesses:

- *FEVER*: child can return when fever free, before fever reducing medication, for 24 hours
- *Diarrhea*: after two diarrheas, child must be excluded until symptoms are no longer evident or after 48 hours
- *Vomiting*: after vomiting one time, child must be excluded until vomiting has stopped for 48 hours
- *Mouth Sores with Drooling*: excluded until a medical exam with note indicates that the child may return
- *Eye drainage*: excluded for 24 hours after treatment is started for a contagious conjunctivitis or until a medical exam with note indicates that the child may return
- *Bacterial Infection*: this includes strep, ear infection, impetigo; excluded until 24 hours of antibiotics has been completed
- *Any contagious illness*: all children must be excluded with any reportable illness such a scabies, chicken pox, ring worm, etc. that is untreated and contagious to others
- *Head Lice*: A child must be excluded until all lice, lice eggs, and egg cases are removed
- *Unable to participate*: if the child is unable to participate in everyday centre activities with reasonable comfort, or who requires more care than the teachers can provide without compromising the health and safety of the other children, he/she will be excluded from the centre. This includes **TWO OR MORE SYMPTOMS OF ILLNESS** listed above for screening.

If you are ever unsure of isolation periods or return to care guidelines, please call us to confirm and we can always call public health for guidance as the illness policies are governed by them.

We thank you in advance for screening your children and following policies and procedures to help keep everyone safe and healthy!

ADMINISTRATION OF MEDICATION

Learning Cubs Child Care will administer prescribed or non-prescribed medications, with the exception of Tylenol or fever reducing medications, in accordance with the Child Care Early Years Act (CCEYA) and with consent of the child's parent/guardian. **Medication must be in its original container** or packaging as supplied by the pharmacist, clearly labelled with the child's name, type/name of medication, dosage, date of purchase or expiration, instructions for storage and instructions for administration. It is advisable to have medication dispensed in two containers so one may be left at the daycare, for example: antibiotics.

Consent to Administer: When a parent brings in medication to be administered to their child, staff must provide them with the respective medication form to fill out. When the parent has completed the form, a teacher should review it to make sure it has been filled in correctly.

Checking that:

- The name of the medication matches the prescription label
- The dose to be administered matches the prescription label

- The total doses per day matches the prescription label
- Administering spoon or syringe that is appropriately labelled with measurements must be provided by parents.
- Any additional instructions regarding administration of the medication including time of day
- The medical condition requiring medication is explained (with parent's consent) · Symptoms and situation requiring medication if "as needed" is stated
- Duration of medication to be given specifies a start date and completion date
- If there is any expected/potential reaction to the medication
- Doctor's name, address and phone number
- For "as needed" situations, parent needs to provide time that medication is to be administered or situations and/or symptoms that must be present that indicate medication must be administered.
- The parent has signed and dated the form giving us authorization to administer the medication. The completed medication form is kept in the classroom Emergency Binder until all medication is ended, then stored in child's file.

Storage of Medication

Medication will be stored in accordance with the instructions for storage on the container or packaging and kept in a locked container in the kitchen cupboard or fridge (for refrigerated medication), accessible to staff but inaccessible to children. For children that require Inhalation Aerosol (Inhalers), parents must provide the daycare with a chamber if it is required for administration of the medication to the child. It is kept in the child's classroom (easily accessible to staff but inaccessible to children). Inhalers must go wherever the child goes. For example: during outdoor play, the classroom's inhaler will be kept in the classroom's Emergency Bag that goes outside with the classroom. For children that require Epinephrine Auto-Injectors, parents must provide the daycare with the prescribed Epinephrine Auto-Injectors. It is kept in the child's classroom (easily accessible to staff but inaccessible to children). The Epinephrine Auto-Injectors goes wherever the child goes. For example: during outdoor play, the Epinephrine Auto-Injectors will be kept in the classroom's Emergency Bag that goes outside with the classroom.

Parent/Guardian must train child's teacher on procedure to use Epinephrine Auto-Injectors and symptoms to look for. A written note from the parent/guardian must be given to the child's teacher if the child is allowed to carry and self-administer asthma medication or emergency allergy medication. 15 Medication Administration Procedures In order to ensure safety and avoid the risk of error, the Supervisor will be informed of all medications to be administered each day. Only the Supervisor or her designate will administer all medications for the centre. Contact will be made with parent/guardian under any exceptional circumstances, e.g. child refuses medication. In the event of a child's dose getting missed, the parent will be notified immediately to instruct further action. Any surplus medications/expired medications will be given back to parent to take home for disposal.

Non-Medicinal Products Policy and Procedures

Learning Cubs Child Care will administer non-medicinal products, (including homeopathic products with no medicinal ingredients), with written permission provided on the Consent for Administration of Oral/Topical Non-Medicinal Products form. Non-medicinal products are not required to be prescribed by a doctor.

All non-medicinal products will be:

- Labelled with the child's name
- Inspected for an expiry date
- Stored in the child's classroom, inaccessible to children
- Brought to the daycare in its original container or in its original packaging
- Administered as per the instructions on the Consent for Administration of Oral/Topical Non-Medicinal

Products form

Diaper Cream Policy and Procedures

Parents/Guardians may provide the centre with diaper creams to be used during diapering procedures. Diaper creams may or may not contain medicinal ingredients; it is the parent's/guardian's responsibility to determine which diaper cream is most appropriate for their child and provide it to the daycare. Diaper creams (with or without medicinal ingredients) are not required to be prescribed by a doctor. Diaper creams will be administered with written permission provided on the Consent for Administration of Oral/Topical Non-Medicinal Products form

All diaper creams will be:

- Labelled with child's name
- Inspected for expiry date
- Stored in the child's classroom washroom shelf, inaccessible to children
- Brought to daycare in its original container or packaging
- Administered as per the instructions on the Consent for Administration of Oral/Topical Non-Medicinal Products form

SUNSCREEN POLICY

Parents/Guardians may provide sunscreen so that it may be applied prior to going outdoors from May 1st through to September 30th, unless otherwise advised and/or otherwise directed. It may also be provided during the fall and winter months. Sunscreen must be applied on the child, hand over hand: the sunscreen is applied on child's skin; the staff member uses the child's hand to rub the sunscreen into the exposed parts of the body. It is the parent's/guardian's responsibility to determine which sunscreen is most appropriate for their child.

All sunscreens brought in by parents will be:

- Labelled with the child's name.
- Inspected for an expiry date.
- Stored in the child's classroom, inaccessible to children.
- Brought to daycare in its original container or in its original packaging.
- Administered as per the instructions on the Consent for Administration of Oral/Topical Non-Medicinal Products form

CHILD BELONGINGS

LCCC recommends that all children have a change of clothes at the centre. All items brought into the centre (e.g., clothing, water bottles etc.) **must be clearly labelled with their initials or first name/last initials, etc.** Children require appropriate footwear for the activities and weather conditions. **Diapers and wipes, if needed, must be supplied by the parent/guardian.** For centre specific program requirements please contact the centre supervisor. **Parents are responsible for supplying all disposable diapers for their child, package labelled with their child's name. These will be stored in the child's classroom washroom. If your child does not have the appropriate supplies needed parents will be required to pick up their children from care.**

PHOTOS

LCCC may from time to time take photos of children in our care to share with parents/guardians on the Lillio app (these will be for the family only). On Instagram and Facebook page, children's faces will not be posted. Photos will be taken from behind or neck down of children doing activities. LCCC will take all precautions to ensure the safety, privacy, and dignity of children in our care and our staff. Parents must sign a Permission Slip allowing LCCC to photograph their child(ren) individually or within a group photo.

PARENTAL INPUT

Children's observation reports are completed twice per year (in June and December). Parents are encouraged to share their own observations of their child's behaviour and development with the RECE and may request a parent/teacher interview at anytime. Parents are encouraged to participate within LCCC through various means:

- Supporting your own child on a field trip does not require a Police Vulnerable Sector Check (VSC) as long as you are only supporting your own child.
- Volunteering on an on-going basis in the program or assist staff in supporting a group of children on a field trip or participation on more than 2 field trips in any 12-month period requires a Police Vulnerable Sector Check (VSC).

INCLEMENT WEATHER

Winter Weather

During the winter months when the temperature reaches -10°C, we reduce the amount of time the children spend outside. When the temperature reaches -15°C or below, we will keep the children indoors. The possibility of Frostbite begins at exposure to temperatures which are -15°C and below. Children are more susceptible to Frostbite than adults because they lose heat from their skin more rapidly; while some children's skin are far more sensitive to the cold temperatures than others and may show signs much sooner.

Hot Summer Weather

During the summer months when the temperature reaches 30°C and humidity is high, we reduce the amount of time the children spend outside. When the temperature reaches 31°C or above, we will keep the children indoors. The possibility of Heatstroke begins at exposure to temperatures which are 40°C or higher. We will also keep children indoors if the heat, humidity, and smog advisory is in effect for our region. **In the event of a daycare closure due to extreme inclement weather, you will be notified by 6:30am of the morning of closure by email or text.**

WAIT LIST

There are no fees or deposits required to be placed on the waiting list for admission to the childcare centre. Families who wish to be placed on the waiting list(s) for admission to Learning Cubs Child Care for either immediate consideration or for a future date must contact the supervisor and provide information about their child and contact information. The child's name is placed on the waiting list according to the date of the submitted information and this date will be confirmed via email. When a space becomes available, the LEARNING CUBS CHILD CARE supervisor, will contact the family at the top of the waiting list for that time slot in accordance with the wait list. Following contact with the supervisor regarding an opening, a family who refuses a space the first time it is offered (or fails to return a call within **three days**) will retain its priority on the waiting list for a position that may arise in the future. A family who refuses a space when offered a second time (or fails to return a call within **three days**) will be placed at the end of the waiting list. A family who refuses a third offer for a space (or fails to return a third call within **three days**) will be withdrawn from LEARNING CUBS CHILD CARE's waiting list. Once withdrawn from the waiting list, a family must forward a new request to the supervisors by filling out the enrollment form, to be placed on the waiting list. *It is the parent's responsibility to call or e-mail LEARNING CUBS CHILD CARE regarding changes to their contact information.*

SUPERVISION OF STUDENTS & VOLUNTEERS

From time-to-time Learning Cubs Child Care may host students on placements from Early Childhood Education Programs and volunteers.

- Students & volunteers will always be supervised by an employee and never permitted to be alone with any child or group of children who receive childcare.
- Students on placement and volunteers will not be counted in staff to child ratios.

SERIOUS OCCURENCES

In spite of effective supervision and all the best precautions, serious occurrences (e.g., serious injury to a child, fire or other disaster on site, complaint about a service standard) can sometimes take place. All serious occurrences are reported to the Ministry of Education. A "Serious Occurrence Notification Form" will be posted at the centre for 10 business days following a serious occurrence to support increased transparency and access to information for parents. This posting will give parents brief information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved. Longer-term actions taken by the centre management will also be included to help prevent similar incidents in the future, where applicable. Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that the centre is out of compliance with licensing requirements or that children are at risk in the childcare program.

EMERGENCY MANAGEMENT

Emergency Management Procedures. Learning Cubs Child Care conducts regular fire drills with the children and staff in our centre to ensure safe and calm procedures are followed in the event of an emergency.

Educators 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.

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

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 result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

- **Parents will be contacted at the telephone contact provided to the centre (please keep your contact information up-to-date/current).**
- **Where possible, Supervisor/designate 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.**

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
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<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 Educator who becomes aware of the threat must inform all other Educators of the threat as quickly and safely as possible. 2. Educators who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3. Educators inside the childcare centre must: <ul style="list-style-type: none"> • remain calm. • gather all children, the attendance record, children’s emergency contact information any emergency medication and move them away from doors and windows; • take children’s attendance to confirm all children are accounted for; • take shelter in closets and/or under furniture with the children, if appropriate; • keep children calm; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions. <p>If possible, Educators inside the program room(s) should also:</p> <ul style="list-style-type: none"> • close all window coverings and doors; • barricade the room door; • gather emergency medication; and join the rest of the group for shelter. <p>4) Supervisor/designate will immediately:</p> <ul style="list-style-type: none"> • close and lock all child care centre entrance/exit doors, if possible; and • take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the childcare centre during a lockdown.</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>The Educator who becomes aware of the threat or Supervisor/designate 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, Educator must ensure that no one approaches or touches the package at any time.</p>
<p>Emergency Situation</p>	<p>Roles and Responsibilities</p>
<p>Hold & Secure</p> <p>When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<ol style="list-style-type: none"> 1. The Educator who becomes aware of the external threat must inform all other Educators of the threat as quickly and safely as possible. 2. Educators who are outdoors must ensure everyone returns to their program room(s) immediately. 3. Educators in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • gather all children, the attendance record, children’s emergency contact information any emergency medication;

	<ul style="list-style-type: none"> • take children’s attendance to confirm all children are accounted for; • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions. <p>4. Supervisor designate must immediately:</p> <ul style="list-style-type: none"> • close and lock all entrances/exits of the child care centre; • close all blinds and windows outside of the program rooms; and • place a note on the external doors with instructions that no one may enter or exit the child care centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>
<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>	<ol style="list-style-type: none"> 1. The Educator who becomes aware of the disaster must inform all other Educators 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 Educators must follow the centre’s fire evacuation procedures. 2. Educators must immediately: <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. 3. If possible, Educator should also: <ul style="list-style-type: none"> • take a first aid kit; and Emergency Evacuation Kit • gather all non-emergency medications. 4. Designated Educator will: <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. • wait for further instructions. 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.
Emergency Situation	Roles and Responsibilities

<p>Disaster – External Environmental Threat</p> <p>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.</p>	<p>1. The Educator who becomes aware of the external environmental threat must inform all other Educators 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>a) Educators who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>b) Educators 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; • 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>2. Supervisor/designate must:</p> <ol style="list-style-type: none"> 1. seal off external air entryways not located in program rooms (where applicable); 2. place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and 3. turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <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</p> <p>Tornado / Tornado Warning</p>	<p>1. The Educator who becomes aware of the tornado or tornado warning must inform all other Educators as quickly and safely as possible.</p> <p>2. Educator members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>3. Educators 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; • 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;

	<ul style="list-style-type: none"> • conduct ongoing visual checks of the children; and • wait for further instructions.
Emergency Situation	Roles and Responsibilities
<p>Natural Disaster</p> <p>Major Earthquake</p>	<ol style="list-style-type: none"> 1. Educators in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • gather all children, the attendance record, children’s emergency contact information any emergency medication; • 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. Educators 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, Educators must: <ul style="list-style-type: none"> • gather the children, their emergency profiles and emergency medication; and evacuation kit • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 4. If possible, prior to exiting the building, Educators should also: <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. 5. Individuals who have exited the building must gather at the meeting place and wait for further instructions. 6. Designated Educator will: <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. • wait for further instructions. 7. The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.

Phase 2: Next Steps During the Emergency

1. Where emergency services personnel are not already aware of the situation, the Supervisor/designate must notify emergency services personnel (911) of the emergency as soon as possible.

2. Where the childcare centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
3. If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.
4. Where any Educator, Students and/or Volunteers are not on site, the Supervisor/designate 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.
5. The Supervisor/designate must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to the Educators and ensure they are followed.
6. Throughout the emergency, Educators 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, Educators with first aid training will assist with administering first aid. Educators 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, if not the supervisor/designate will inform the supervisor/designate and must inform all other Educators that the ‘all-clear’ has been given and that it is safe to return to the child care centre. 2. Designated Educators who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre. 3. Educators must: <ul style="list-style-type: none"> • take attendance to ensure all children are accounted for; • escort children back to their program room(s), where applicable; • take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and • re-open closed/sealed blinds, windows and doors. 4. Supervisor/designate will determine if operations will resume and communicate this decision to the Educators.
Communication with parents/ guardians	<ol style="list-style-type: none"> 1. Supervisors must notify parents/guardians of the emergency situation and that the all-clear has been given as soon as it is safe to do so. 2. Where disasters have occurred that did not require evacuation of the child care centre, Supervisor/designate must provide a notice of the incident to parents/guardians by posting a notification on the parent message board and/or by email. 3. If normal operations do not resume the same day that an emergency situation has taken place, Supervisor/designate must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

8) b) Procedures to follow when “**Unsafe to Return**” notification is given

<p>Procedures</p>	<ol style="list-style-type: none"> 1. The individual, if not the supervisor/designate, who receives the ‘unsafe to return’ notification from an authority must inform the supervisor/designate and all other Educators 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. Educators must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3. Designated Educators 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. Supervisor/designate will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so 5. Upon arrival at the evacuation site, Educators must: <ul style="list-style-type: none"> • remain calm; • take attendance to ensure all children are accounted for; • help keep children calm; • engage children in activities, where possible; • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up.
<p>Communication with parents/guardians</p>	<ol style="list-style-type: none"> 1. Upon arrival at the emergency evacuation site, Supervisor/designate will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children as soon as it is safe to do so. 2. Where possible, Supervisor/designate 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.

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

<p>Procedures for Resuming Normal Operations</p> <p>e.g., where, applicable, reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc.</p>	<ol style="list-style-type: none"> 1. The supervisor/designate will contact families and advise them of when the child care centre will re-open 2. The supervisor/designate will contact the centre’s Program Advisor with the Ministry of Education to advise them of when the centre will re-open 3. Learning Cubs Child Care will use social media, email and other related forms of
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	<p>communication to ensure efficient and clear messaging.</p> <p>4. The supervisor/designate will contact all other outside agencies who provide services to the childcare centre.</p> <p>5. Program will open and resume normal activities.</p>
<p>Procedures for Debriefing Educator, Children and Parents / Guardians</p> <p>Include, where, applicable, details about when and how the debrief(s) will take place, etc.</p>	<p>Supervisor/designate, with support, will debrief with Educators, children and families after the emergency.</p> <p>A debrief of the Emergency situation will take place in a timely manner at a venue suitable to accommodate Educators, children and families.</p>
<p>Providing support to Children & Educators who experience distress</p>	<p>Supervisor/designate will seek out and identify therapeutic supports for the Educators, children and families. Additional supports will be made available for Educators and families to access.</p>

Upon evacuation from the childcare centre, all groups will meet at:

Fraser Presbyterian Church – 70 Queen St S, Tottenham

and proceed to their Emergency Shelter

Emergency Shelter Name: Tim Horton’s

Emergency Shelter Location 130 Queen St N, Tottenham

Emergency Shelter Phone 905-936-9754

List of Emergency Contact Persons:

Local Police Department: Ontario Provincial Police - Nottawasaga 705-435-6219

Ambulance: Alliston Paramedic Station 705-735-6901

Local Fire Services: New Tecumseth Fire Services 905-729-1260 ex 1425 fire@newtecumseth.ca

Ontario Poison Control: 1-800-268-9017

Taxi Services: 705-434-4884/705-434-2334

Site Supervisor: Tiziana 905-936-5222

Licensee Contact(s): Ana 416-884-9191

PARENT ISSUES AND CONCERNS POLICY & PROCEDURES

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 Learning Cubs Child Care Staff and the Licensee 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 in a calm, respectful manner. 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 1-3 business days. The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the supervisor/designate 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"> - At the time the issue/ concern is raised, arrange for a meeting with the parent/guardian within three (3) business days. - An initial response to an issue or concern will be provided to parents/guardians within one business day. The person who raised the issue/concern will be kept informed throughout the resolution process.
<p>General, Centre- or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor/designate or licensee. 	<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>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 <p>or</p> <ul style="list-style-type: none"> - 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>	<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>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>	<p>Ensure the investigation of the issue/concern is initiated by the appropriate party within three (3) 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 within three (3) business days or as soon as reasonably possible thereafter.</p>

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response of an issue or concern, they may escalate the issue or concern verbally or in writing to the Licensee who will review the issue or concern and how it has been handled thus far and will respond within three (3) business days.

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

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

Ministry of Education, Licensed Child Care Help Desk 1-888-510-5333 or childcare_ontario@ontario.ca
Local CAS Agency, Simcoe Muskoka Connexions 1-800-461-4236

PARENT RESOURCES

- 1. Child Care and Early Years Act (CCEYA)**
<https://www.earlyyears.edu.gov.on.ca/EYPortal/en/ChildCareLicensing/CCEYALicensingStandards/index.htm>
- 2. How Does Learning Happen?**
<http://www.edu.gov.on.ca/childcare/pedagogy.html>
- 3. Simcoe Muskoka District Health Unit**
<https://www.simcoemuskokahealth.org/>
- 4. CLH Developmental Support Services**
<https://www.clhmidland.on.ca/scrcs/>
- 5. Community Living Association of Simcoe County**
<http://www.class.on.ca/>
- 6. Look See Screening**
<https://lookseechecklist.com>