



PARENT HANDBOOK

6950 Nashville Road
Kleinburg, ON, L0J 1C0
Ph: 905-893-7277 (Reception)

Website: www.kleinburgearlylearning.ca

Welcome to Kleinburg Early Learning Centre

Thank you for your interest in ***Kleinburg Early Learning Centre (KELC)***, a licensed preschool dedicated to nurturing and educating children in their early years. We opened our preschool in September 2010 and received our license from the Ministry of Youth & Children, now under the director of the Ministry of Education, in January 2011.

Enclosed you will find information about our preschool, our teaching philosophy, as well as our policies and procedures. We trust this package is helpful, but encourage you to contact the director or supervisor should you have additional questions.

Kleinburg Early Learning Centre is located on 20 acres of beautiful green space in Kleinburg. Our outdoor facility allows ample room for exploring and outdoor fun. An enclosed indoor play area, as well as a fenced outdoor play area, allow ample space for students to exercise and develop their gross motor skills. Hot, nutritious lunches and healthy snacks are prepared in our fully equipped kitchen. Classrooms are decorated and furnished with stimulating learning activities to enhance our students' learning experience.

Our teaching staff of dedicated teachers carefully creates a language and experience-rich environment for their students. Our Preschool Supervisor, Veta Gooden, augments the teaching team with her experience and close attention to student needs.

Kleinburg Early Learning Centre is closely affiliated with Kleinburg Christian Academy, a private elementary school opened in 1981, educating students from JK to Grade Eight. Both Kleinburg Early Learning Centre and Kleinburg Christian Academy are ministries of Nashville Road Community Church.

As the director of Kleinburg Early Learning Centre, it is my privilege to support our teaching team, communicate with the Ministry of Education, and liaise with parents. I have a long standing "open door" policy, so welcome all questions and concerns.

Again, thank you for your interest in ***Kleinburg Early Learning Centre (KELC)***. I look forward to speaking with you further about enrolling your child.

Sincerely,

Melanie Jordan
Director/Kleinburg Early Learning Centre

veta.gooden@kleinburearlylearning.ca
melanie@nashvilleroad.ca

General Information

Address:

Kleinburg Early Learning Centre
6950 Nashville Road
Kleinburg, ON
L0J 1C0

Hours of Operation:

Open: 7:00am

Closed: 6:00pm

Teaching Hours:

9:00am-3:30pm

Contact Information:

Website: www.kleinburgearlylearning.ca

Phone: 905-893-7211 or 7277

Fax: 905-893-7377

Director: Melanie Jordan

Email: melanie@nashvilleroad.ca

Supervisor: Veta Gooden

Email: veta.gooden@kleinburgearlylearning.ca

Centre Closures:

New Years Day

Family Day

March Break (one week)

Good Friday

Easter Monday

Victoria Day

Canada Day

August Civic Holiday

Prep/Turn Around Week (week prior to Labour Day)

Labour Day Monday

Thanksgiving Monday

Christmas Break

Last Friday of each month centre closes at 4:30 pm for staff training and development.

Program	Age of Child	Ratio
Junior Preschool (Toddler) Program	18 months to 30 months	1:5
Senior Preschool Program	30 months to 4 years	1:8
JK/SK to Grade 8	Available through <i>Kleinburg Christian Academy</i>	



Tuition Fees

# of Days a Week	TODDLER (18-30 months)	PRESCHOOL (30 months- 4 years)
5	\$567/mth	\$543.40/mth

We are pleased to be a part of the government's CWELCC program, as such the rates listed above reflect your portion of the daycare fees.

Program Statement

In partnership with the Ministry of Education document, *How Does Learning Happen?*, we view our students, families, and staff as competent, capable of complex thinking, curious, and rich in potential. As such, we strive to create an atmosphere where home and school partner and communicate in order to ensure children are able to grow and flourish, thus meeting the four foundational principles detailed below:

- *Belonging*—a sense of connectedness to others; of being valued; forming relationships and making contributions as a part of our classroom communities
- *Well-Being*—physical and mental health and wellness, including self-care, sense of self, and self-regulation skills
- *Engagement*—being involved and focused; exploring the world with natural curiosity and excitement through play and inquiry, developing problem-solving, creative thinking, and innovation
- *Expression*—to be heard and to listen to others through multiple means (bodies, words, materials, etc) and developing increasingly complex communication in a language-rich environment

In addition, our centre follows the six ELECT principles.

1. Positive experiences in early childhood set the foundation for lifelong learning, behaviour, health, and well-being.
2. Partnerships with families and communities are essential.
3. Respect for diversity, equity, and inclusion is vital.
4. An intentional, planned program supports learning.
5. Play and inquiry are learning approaches that capitalize on children’s natural curiosity and exuberance.
6. Knowledgeable, responsive, and reflective educators are essential.

Promotion of Health, Safety, Nutrition and Well-Being

Throughout the course of the day, our staff create many authentic experiences which promote the following for the children in our care. The following are some of the ways our staff promotes health, safety, nutrition, and well-being:

- *Health*—staff model and supervise proper hand washing and hygiene; children learn about germs and practice “catching their colds” in their elbows; children learn the value of exercise and fresh air; community helpers come in to our centre to promote oral and physical health
- *Safety*—children learn about personal space and boundaries, as well as physical safety boundaries; the safety of the children in our care is of extreme importance, and is maintained by the supervision of qualified staff
- *Nutrition*—we have an on site cook that provides hot, nutritious, healthy balanced lunch time meals—they guarantee appropriate serving sizes and a nutritional balance in grains, proteins, fruits and vegetables; our staff model table manners and safe eating practices and encourage children to try a variety of foods.
- *Well-Being*—our centre creates and maintains a positive learning environment which nurtures the children’s healthy development and supports and guides their growing sense of self. Our students are provided with many opportunities to develop self-help, self-care, and self-regulation skills throughout our daily routines (washroom routines, meal times, getting dressed/undressed for indoor/outdoor play, by being actively engaged in open-ended play, through meaningful conversations with staff, etc.)

Every Child Has a Voice

Our centre recognizes that every child has a “voice”, and as such, is a capable communicator who can express him/herself in many ways. In order to foster the communication of children in our care, our staff members strive to create authentic conversations with each of the children. This is done in the following ways:

- Showing interest in the children and listening to what they are trying to communicate
- Sharing staff’s own perspectives in a positive and meaningful way
- Engaging children by asking for their ideas—this helps strengthen their sense of autonomy, competence, and critical thinking skills
- Connecting with the children in meaningful ways

In some instances where children and families need additional tools and support, our centre will work in partnership with the parents to find local community agencies.

The following chart, taken from the document *How Does Learning Happen?*, provides an overview of the ways in which children might communicate and express themselves, how child care centres can help foster communication and expression, as well as additional considerations for educators.

Ways in which children might communicate and demonstrate that they can express themselves	Ways in which programs can foster communication and expression	Additional considerations for educators
<p>Goal for children: <i>Every child is a capable communicator who expresses himself or herself in many ways.</i></p> <p>Children are able to communicate when they:</p> <ul style="list-style-type: none"> • initiate, respond to, and engage in reciprocal communication with others; • learn, understand, and use language for a variety of purposes; • use varied forms of creative expression to communicate feelings, experiences, ideas, and understanding of the world around them; • express themselves in their first language in addition to gaining competence in language acquisition; • participate in meaningful interaction and communication with peers and adults, regardless of their abilities; • develop increasing capacity in the foundations of language that will support later reading and writing. 	<p>Program expectation: <i>Early childhood programs foster communication and expression in all forms.</i></p> <p>Educators can create contexts that foster communication by:</p> <ul style="list-style-type: none"> • being attuned and responding to children’s varied cues and communications; • engaging in authentic, reciprocal communication with children, where children participate as both initiators and equal partners; • facilitating successful communication between children by helping children listen to and express themselves to one another; • documenting children’s communication to help them revisit thoughts and ideas expressed in order to extend their understanding; • providing time, space, and materials to encourage expression through creative materials that reflect children’s capabilities as well as their social and cultural background; • engaging and cultivating children’s connections with stories and books 	<p>Conversations can happen with children of all ages and abilities (e.g., <i>with infants or non-verbal children</i>: by repeating sounds and gestures initiated by the child, following the child’s gaze, and verbalizing what you believe the child is communicating; by building on child-initiated conversation as a partner rather than the “director” of the conversation).</p> <p>Encourage conversation among children (e.g., rather than speaking for the child, act as a coach to help the child find the right words and approach; model listening strategies and support the child’s listening skills).</p> <p>Support children’s expression in all forms. For example, some programs are rethinking art activities – moving away from using pre-cut materials or expecting children to complete specific adult-determined products and instead considering children’s art as a form of expression. When educators provide good-quality materials and ample time throughout the day, children are encouraged to express themselves through drawing, painting, sculpture,</p>

	<p>in a variety of contexts (e.g., by sharing books and telling stories with individuals, small groups, and large groups), and for a variety of purposes (e.g., to foster close relationships, explore and play with language structures, recount past events, research ideas, spark conversations, and connect with cultural traditions);</p> <ul style="list-style-type: none"> • weaving language- and literacy-related activities and materials into all daily experiences, routines, and physical spaces; • working with families and community members to find ways to support and enrich the transmission of language and culture; • becoming aware of the many “languages” children use to communicate and providing individualized support so children of all abilities can express themselves and be heard; • reflecting continuously on and seeking to improve their own communication strategies and techniques for facilitating responsive, authentic conversations with children and families. 	<p>movement, music, and storytelling to communicate their exploration of the materials or to represent their ideas, experiences, and understanding of the world.</p> <p>Support children’s language and literacy development throughout the environment (e.g., recall and retell past events; revisit documentation with children; place familiar print materials and books in different areas to spark ideas for play and exploration – for example, cookbooks in the kitchen area, architectural photos as a resource for construction projects; encourage children and families to create their own books and stories to share with each other).</p>
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Self-Regulation

The ability to self-regulate is an important component of child development. Self-regulation refers to a child’s ability to deal effectively with stressors and then recover. Our staff will create a safe and responsive environment where students can practice being focused, calm and alert, and with the support of caring and nurturing teachers, identify their emotions and become more aware of the effects of their actions on others.

Indoor/Outdoor Play

Our indoor and outdoor environments provide open-ended opportunities to foster our children’s exploration, play and inquiry. Our schedule provides for long periods of time for both indoor and outdoor play.

Classrooms are set up to encourage small/large group as well as individual interactions with sensory bins, dramatic centres, art/crafts, science, literacy/numeracy activities, as well as music and movement.

Outdoor play allows students to access our fenced playground area with a sandbox, large climb-in vehicles, grassy area, ride-on toys, and multiple other balls and toys. Outside our playground area is 20 acres of open green space for exploration and long walks to observe nature, birds, other small creatures, and a neighbouring farm.

Rest Time

In addition to active open-ended indoor and outdoor play opportunities, our students are also provided with a period of up to two hours dedicated to rest/quiet time. During this time, the children will have their own cot with bedding and one stuffed sleep toy (if desired). In order to take into account the individual needs of the children, parents will be consulted about sleep arrangements and any/all changes in sleep patterns or behaviour. Special sleep needs and accommodations (ie./ raising head of the cot for a child with a cold, etc.) will also be communicated to parents in order to ensure the safety and supervision of the children. For students in the Senior Preschool classroom who do not sleep, or who wake up early, a quiet activity will be made available to them. Quiet calming music is played for the duration of the sleep/nap time.

Child-Initiated and Adult-Supported Experiences

As early childhood educators, our goal is to provide open-ended materials and manipulatives that will allow children to use their curiosity to explore, manipulate, create, and investigate using all five of their senses. As students demonstrate interest and curiosity about the world around them, our staff will support their learning with hands-on experiences, literature, dramatic play opportunities, and dialogue.

On-Going Communication with Parents

Our centre is committed to providing a safe, nurturing and engaging learning environment where children can grow and thrive. We recognize that as Early Childhood Educators, we play an important role partnering with parents to teach, train, and equip children for future learning. We value our students and their families, and pride ourselves on our commitment to working in partnership with parents. Our centre seeks to maximize our communications with parents in the following ways:

- Maintain an ongoing “open-door” communication policy
- Communicate regularly with parents during the day via the “Lillio” app. Staff will send updates and photos.
- Communicate with parents during drop off and pick up times, discussing any and all pertinent information about the child’s previous night at home as well as how the child was during the day
- Weekly school newsletter detailing information about the following week, offering suggestions for activities at home (linked with what they are learning in the classroom), and providing important dates and upcoming activities
- Parents are encouraged to email Director, Supervisor and/or lead RECE regarding any questions or concerns if necessary

Community Partners

KELC staff actively engage students with the community on an on-going basis through stories, songs, weekly themes, our partnering elementary school events (Operation Christmas Child, chapels, special Spirit Days, concerts, etc). In addition, the month of January is dedicated to Community Helpers. Throughout the month, we invite people from our community to come into our centre and share with us about their jobs/helping roles, their “tools”/vehicles, and how they help care for our community. Some examples of past community helpers include: Canada Post employee, flight attendant, paramedics, doctor, dentist, author, construction worker, and nurse.

Continuous Professional Learning

As educators, we are continually creating enriched learning opportunities for our students. Our centre ensures that our staff are also provided with opportunities to engage in continuous professional learning.

- Our centre has monthly staff meetings
 - Review of the *CCEYA* and *Child Care Centre Licensing Manual (CCCLM)*
 - Discuss how we will create enriched open-ended learning opportunities as set forth in *How Does Learning Happen?*
 - Scenario practice and review—hypothetical situation to be discussed and reflected upon (policy/procedure reviews)
- Bi-annually, the director and/or supervisor conduct behaviour monitoring reviews of all staff with follow-up staff meetings and training as needed.
- Our staff members are encouraged to participate in Ongoing Professional Development workshops through York Region
- All RECEs are required to adhere to the Continuous Professional Learning (CPL) program requirements (training modules) located on the College of Early Childhood Educators website https://www.college-ece.ca/en/Documents/CPL_Notify_ENG_2016.pdf

Documentation and Review of the Impact of our Program Statement

In order to document and review the impact of the strategies set out in our Program Statement on the children in our care and their families, the following approaches are in place:

- Monthly staff meetings—discuss and reflect on how our Program Statement is being successfully implemented/how we can be more effective in implementing it
- Bi-annual Behaviour Monitoring reviews—these are used to assess and report on the effectiveness of staff in implementing the Program Statement
- Follow-up meeting(s) with each staff member to discuss the results of their Review, and to reflect on strategies needed for staff to be more effective in implementing and modelling the Program Statement principles
- Annual policy review, or more frequently as updates/changes to the policy are necessary
- Creation of a Parent-Staff Program Statement communication board in a visible location in our centre

Reference

[How Does Learning Happen?](http://www.edu.gov.on.ca/childcare/HowLearningHappend.pdf) (2014) Ministry of Education. Available from <http://www.edu.gov.on.ca/childcare/HowLearningHappend.pdf>



Policies and Procedures

Absence Policy:

Absence: If your child is absent from school, please call the KELC office at 905-893-7211 x235(hallway)/239(office), or email veta.gooden@kleinburearlylearning.ca, stating the reason for his/her absence.

Snow Day Policy:

In the event that school is cancelled due to inclement weather, KELC staff will alert each family. Please note that our snow days are infrequent and are at the discretion of the Director.

Drop Off/Pick Up Policy:

Drop Off: Parents are to drop their child off at the West Entrance doors, and escort them inside, where parents will assist with changing their child's shoes, then escorting them to their class.

Pick Up: Parents are asked to arrive no later than 5 minutes before closing time in order to collect belongings and dialogue about their child's day. We sometimes will be in the playground when the weather is favorable. Parents may pick up from outside, then go into the centre to collect their child's belongings.

Late Pick-Up: Parents are kindly asked to respect the closing times of the centre. In the event of a late pick-up, please call and notify the staff. A **one-time** five minute grace period will be granted; however, a charge of \$1.00/minute will apply after 6:00pm and is payable in cash to the closing teacher upon billing. Should you arrive later than 10 minutes after the closing of the centre, parents/guardian will be called. If the parents/guardian do not respond, staff will call the emergency contact.

Please Note: Parent shall indicate on the Safe Departure List provided in the enrolment package whom, other than themselves, they authorize to pick up their child. Please be aware your child will not be released into the care of anyone who does not appear on the Safe Departure List without specific written instructions. Please also note that photo identification may be required from the person picking up your child.

Dress Code:

Children must wear closed-toe, comfortable non-slip shoes for indoor use and weather-appropriate clothing and footwear for outdoor play. Sandals are not permitted.

Sleep Policy:

Children are allotted a maximum of 2 hours for nap. Cots are provided by KELC, and labelled with children's names; however, parents are asked to provide a fitted crib sheet, top blanket, and one soft sleep toy if desired—to be sent home for washing at the end of each week and returned the first day back the following week. Staff remain in the room during nap time, and perform daily direct, visual checks of the sleeping children in order to monitor breathing and to check for any signs of distress. A log will be kept, and is available for Ministry and parents upon request. There is ongoing communication regarding sleep patterns/behaviours between staff and parents. If your child is no longer napping, a quiet activity is offered to the children while their peers are asleep.

Toy Policy:

Please leave all toys at home. One soft sleep stuffy per child is permitted.

Health and Safety

Please note: Parents are responsible for ensuring that all contact and health information is accurate and current.

Immunization:

- 1) Students are required to have up-to-date immunization records, as specified by the local medical officer of health before commencing school. A copy will be retained for our files.
- 2) The supervisor must be informed immediately of any changes to health records or parent contact information.
- 3) Exemptions:
 - a) Statement of Conscience or Religious Belief—to be complete and signed and notarized by a “commissioner for taking affidavits”
 - b) Statement of Medical Exemption—to be completed by a doctor or nurse practitioner

Notice of Collection—Immunization Information:

Information requested is collected under the authority of the Health Protection 7 Promotion Act, 1983. It will be used to maintain a health history and to assist in the control of outbreak. For additional information, please contact the local Public Health Department.

Medication:

In order for RECE teachers to administer medicines to children, the following requirements must be met:

- 1) A medication form must be completed and signed by the parent or guardian (form to be provided by KELC Supervisor).
- 2) Medication must be in its original container and clearly marked with the child’s name and dosage information.
- 3) Non-prescription medications must be clearly labelled as per KELC/Ministry requirements (form to be provided by KELC Supervisor).
- 4) All medications must be given directly to KELC staff for safe keeping.

Inclusion/Exclusion of Students:

As per Ministry regulations, a student with symptoms of fever(38C/100.4F), diarrhea, and/or vomiting may not attend school until they are symptom free for 24 hours, or until a doctor has verified in writing that he/she is no longer contagious. If any symptoms of ill health develop while the student is at school, the parent/guardian or emergency contact person will be notified and requested to pick up the student immediately. Other childhood diseases (i.e. chicken pox, fifth disease, etc.) require a doctors note before a student is to be re-administered to school.

Safe arrival policy:

Purpose

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

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

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

Policy

General

Kleinburg Early Learning Centre 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.

Kleinburg Early Learning Centre will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision. 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.

Additional Policy Statements

Children will only be released to an adult who is over the age of 18yrs.
Children must be escorted into the child's classroom by the guardian. Children are not to be left alone in the coat room or hallway

Procedures

Accepting a child into care

When accepting a child into care at the time of drop-off, program staff in the room must:
greet the parent/guardian and child.

ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed in the safe departure list.

document the change in pick-up procedure in the daily written record.

sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

Where a child does not arrive at the 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:

inform the supervisor/Director and they must commence contacting the child's parent/guardian no later than 10 am Staff shall phone parent or guardian to confirm absence or late arrival, If no response staff will leave a voice mail, and attempt to try and contact the other parent/ guardian, staff will also send a message through the Lillio app if no answer from either parent. Staff must make contact with an adult to confirm the absence.

If staff cannot contact parents verbally, and email will be sent to the family.

If still no response from parents, staff will contact the emergency contact listed in the child's records.

Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written/verbal 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),

confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.

where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

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

Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up staff will contact the parent within 30 minutes of the expected pick up time, the program staff shall contact the parent/guardian via phone call, text message and or the Lillio app and advise that the child is still in care and has not been picked up.

Where the staff is unable to reach the parent/guardian, staff must leave a voice mail and send a text message. 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.

Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall wait until the centre is closed. If the child is still not picked up and the staff have not heard from parents, staff will attempt to contact parents again.

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

Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.

Staff shall stay with the child and call the parent/guardian with the centre cell phone to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian, then the authorized individual.

If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall then reach out to the emergency contact listed in the child's file

Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 7pm the staff shall proceed with contacting the local Children's Aid Society (CAS) (905) 895-2318 or 1-800-718-3850. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

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

Should you child not be attending daycare, for your child's safety the absence must be reported to the centre by emailing your child's teacher or calling the centre at **647-613-5352** (do not leave a voicemail).

Should the centre not hear from parent/guardian by 10am a staff member will reach out to confirm child's absence. If staff cannot get a hold of the parent/guardian, staff will move on to the emergency contact on their list.

Should you mention to staff that you are picking your child up early and the parent/guardian does not arrive within 30 minutes of the appointed time, the centre will reach out to the parent/guardian.

Accident and Sudden Illness:

In the event of an injury or illness, KELC staff will administer basic first aid. A report will be filled out by the teacher and a signature will be required by the parent at the end of the school day. If the incident is deemed more serious, medical services will be contacted. The parent/guardian will be contacted immediately. Teachers are committed to creating and maintaining a safe school environment for their students.

Life Threatening Allergies Policy:

KELC staff and parents will take important steps to minimize the risk of allergic reactions. Student allergies or special health conditions must be noted in the appropriate school form by the parent prior to commencing school. Each child with an allergy should wear the appropriate **Medic Alert bracelet** that corresponds to his/her allergy. Please be advised, it is the parents' responsibility to provide all the necessary documents, training, and updates for their child's Anaphylaxis Plan of Action.

We understand that families would like to celebrate their child's birthday we ask that parents do not send in food from home. On special celebrations or holidays, the parent may supply any non-edible items (i.e. party hats, a book donated in the child's name to the classroom)

This policy is established and shall be maintained in accordance with Bill 3 Sabrina's Law.

Medical Care:

Kleinburg Early Learning Centre staff will take whatever steps necessary to obtain emergency medical care, when warranted. These steps may include, but are not limited to, the following:

- Attempts to contact a parent or guardian of the child
- Attempt to contact the child's physician as named on the emergency information form
- Attempt to contact the emergency contact name provided
- Call for necessary medical attention (ambulance, first responder)

In the event that a parent/guardian cannot be reached at the time of illness or accident, and if the child's physician or emergency contact cannot be reached, we may:

- Contact another licensed physician
- Have the child taken to the emergency department of a hospital in the company of a staff member

Individualized Plans:

Children with medical needs require an *Individualized Medical Plan*. Parents are required to complete the form, detailing all pertinent information including symptoms/signs, medications required, and treatment. Changes to any of the above must be reported to the Supervisor immediately.

Nutrition Policy:

Each child in attendance in the Centre will be provided with two between-meal snacks and a nutritious lunch that meets or exceeds Ministry requirements. Menus are posted in a highly visible area on parent information boards. Substitutions will be noted in the event of change. Homogenized milk is offered at morning snack and lunch. Parents of students with special dietary requirements may be asked to provide alternative items.

Progress Report:

There are on-going informal learning assessments throughout the year. Frequent communication between staff and parents is encouraged.

Emergency Management Policy and Procedures:

For situations that require evacuation of Kleinburg Early Learning Centre, the **meeting place** to gather immediately will be located at *the light standard in the West (gravel) parking lot* (monthly fire drills/classroom evacuations meet at this location).

If it is deemed 'unsafe to return' to Kleinburg Early Learning Centre, the **evacuation site** to proceed to is located at:

Albion & Bolton Community Centre
150 Queen Street South, Bolton, ON, L7E 1E3
905-584-2272

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

Examples of emergency situations include: lockdowns, hold-and-secure, bomb threat, disaster requiring evacuation (ie./ fire, flood, power failure), external environmental threat (ie./ gas leak, oil spill, chemical release, etc), natural disaster (tornado/tornado warning, major earthquake). In any case, parents will be alerted, and all students will need to be picked up immediately.

***A detailed Emergency Management Policy and Procedures document is available upon request.*

Program Statement Implementation Policy:

As per Ministry of Education regulations and the policies set out by Kleinburg Early Learning Centre, the following practices are **strictly prohibited**:

- corporal punishment of the child;
- 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;
- locking the exits of the child care centre premises 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;
- 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;
- depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- inflicting any bodily harm on children including making children eat or drink against their will.

Meet the Teacher:

Parents are welcome to meet with their child's teacher and discuss program expectations for the school year. Feel free to schedule an appointment. Virtual appointments are available.

Newsletters:

Weekly newsletters will be distributed to parents with program information and details regarding special events. Please be sure to read the content carefully.

Code of Conduct:

Kleinburg Early Learning Centre promoted responsibility, respect, and care in a safe and nurturing environment. All students, parents/guardians, teachers, and other staff members have the right to a safe work and play environment. It is expected that staff and parents behave and speak respectfully to each other, demonstrating positive interactions and being positive role models to children in their speech, actions, body language and tone. KELC reserves the right to terminate child care for a student and/or refuse re-enrolment, should parents/guardians not be willing to comply with the code of conduct.

Field Excursions:

Our centre recognizes that learning extends beyond the indoor classroom. Outdoor play in the fenced play area as well as other on-site areas may be used for play or discovery.

Supervision of Student and Volunteer Policy:

For the safety and well-being of our students, as well as our desire to provide a positive, enriching learning environment for our students, the following policies are in place regarding volunteers and co-op or practicum students:

- 1) No child will be supervised by a person under the age of 18.
- 2) Only KELC employees will have direct unsupervised access to children.
- 3) Volunteers and students may not be counted in staffing ratios at KELC.
- 4) Volunteers and students will be under the direct supervision of an appointed RECE (Registered Early Childhood Educator), who is an employee of KELC.
- 5) All volunteers and students must present a valid Vulnerable Sector Screening and Police Check.
- 6) All volunteers and students must present confirmation from a physician that they are healthy, fit to work with children, and provide proof of immunization as directed by the local medical office.
- 7) All volunteers must meet with the supervisor for a review of policies.

Freedom of Information:

We are proud of our students and their achievements. We are pleased to display student art, projects, and individual/group photographs in classrooms or hallways as demonstration of student accomplishments. Sometimes we wish to provide this kind of information in public places and in publications of more general circulation outside Kleinburg Early Learning Centre, for Centre-related purposes.

With the permission of parents, Kleinburg Early Learning Centre may release student work identified by name, such as photographs, artwork, or other student work, and achievements to the media, for the purpose of reporting upon or publicizing KELC events.

With permission, Kleinburg Early Learning Centre may release students' names and photographs to be used for marketing purposes. (In compliance with Municipal FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT, 1989)

Parent Issues and Concerns Policy and Procedures

Purpose

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

Definitions

Director (Licensee): The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator). The director has been authorized to act of behalf of our parent organization, Nashville Road Community Church (NRCC).

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

Policy

General

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

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

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

An initial response to an issue or concern will be provided to parents/guardians within 24 hours. 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 director.

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 Director 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 or - the supervisor or director.	- Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian to be held within three (3) business days. Document the issues/concerns in detail. Documentation should include: - the date and time the issue/concern was received; - the name of the person who received the issue/concern;
General, Centre- or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the supervisor or director.	- 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

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Director in responding to issue/concern:
Staff-, Parent-, Supervisor-, or Director-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the individual directly or - the supervisor or director. All issues or concerns about the conduct of staff, 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.	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. Ensure the investigation of the issue/concern is initiated by the appropriate party within four (4) business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.
Student Teacher- / Volunteer-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the Registered Early Childhood Educator (RECE) responsible for supervising the volunteer or student teacher or - the supervisor and/or director. - 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. 	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Nashville Road Community Church Board of Elders in care of Finance Officer.

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.

Contacts:

Director: Melanie Jordan 905-893-7211 ext. 222

Supervisor: Veta Gooden 905-893-7211 ext. 239

Finance Officer: Melanie Jordan 905-893-7211 ext. 222

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

Fees/Payment:

Please note: Kleinburg Early Learning Centre is a ministry of Nashville Road Community Church, a non-profit organization. We depend on free-will offerings through our congregation and tuition from the school and daycare for income. This income covers expenses such as heating, electrical, phone, internet, township services, etc., as well as salaries for teachers and staff. KELC has a Consolidated Day Nurseries agreement with York Region. Subsidies are available from York Region upon approval.

Payment:

Monthly payments are due on the 15th of the month prior to service (i.e., September payment due August 15th, October payment due September 15th, etc.). If by the first of the month payment is not received, enrolment will be withheld until payment is made in full. Any special payment arrangement must be made with the Financial Office. Upon initial enrolment, a deposit of \$500.00 is required.

Refund Policy:

Should a child need to be withdrawn from KELC, a **60 day written notice** is required. In this case, the \$500 deposit will be applied to the final monthly payment(s). In the case that a 60 day notice of withdrawal is not given, the \$500 deposit will **not** be refunded.

Please Note:

- In order to maintain student-teacher ratios, there will be no make-up days for absences or statutory holidays.
- There will be a service charge for all NSF cheques.
- Cheques are made payable to *Kleinburg Early Learning Centre* or *KELC*.

Termination of Care may be initiated by the centre under various circumstances, including but not limited to:

- Failure to keep program fees up to date.
- Failure of families to adhere to the centre policies and procedures as outlined in this manual and any future updates provided.
- If a child puts staff and other children's safety at risk
- If a child is exhibiting destructive behaviour which does not improve with intervention

Written observations of children behaviours, interactions, development, interests, etc will be kept on file in an effort to attempt to assist with any challenges the child may be experiencing. Additionally, written documentation of incidents and the strategies used while handling these incidents will also be recorded by the centre's staff and maintained on file.

There will be no refund of the remaining fees for the month of termination. If possible the centre will provide 2 weeks notice of termination.



Parent(s) Agreement Form

I/we have read and understand Kleinburg Early Learning Centre's policies and procedures, as stated in the Parent Handbook, including but not limited to the following:

- ✓ Pick Up/Drop Off
- ✓ Accidental Injury
- ✓ Emergency Medical Care
- ✓ Individualized Medical Plans
- ✓ Management of Emergencies
- ✓ Updating Information
- ✓ Nut-free Policy
- ✓ Behaviour Management/Prohibited Practices
- ✓ Addressing Parent Issues/Concerns
- ✓ Code of Conduct
- ✓ Freedom of Information Consent
- ✓ Tuition/Payment Agreement

Child's Name: _____

Parent/Guardian: _____ Date: _____

Parent/Guardian: _____ Date: _____

****Please submit this form with your child's enrolment package. Thank you!**