



Parent Manual

September 2017

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WELCOME TO THE VILLAGE CHILDREN'S PROGRAMS

The guidelines set out in the policy manual enable us to understand the tasks and obligations required to provide service to the children and families of The Village Children's Programs. The purpose of the policy manual is to ensure a safe and enjoyable setting for staff and families. This manual gives full, detailed descriptions of the organization's philosophy, goals and approaches to ensure positive practices and relationships by outlining policies and procedures, and is available free of charge. The manual is posted at all programs and is available on our website, www.thevillagechildcare.ca.

"The ministry" refers to the provincial body responsible for licensing all child care settings. The Ministry of Education resources can be found on the ministry website, www.edu.gov.on.ca/eng/.

The organization was founded in 1988 as a privately run, commercial centre. Over time, a non-profit status was obtained. In the fall of 1995, the original centre was relocated to Father Michael McGivney Academy which enabled the centre to thrive in a new, modern facility, become more financially viable and access greater community resources. In September 1999, the agency expanded to meet community needs by opening a number of school age programs including kindergarten and camps. Over the years, our programs have flourished and grown. They are professional, caring, responsive and supportive. As our organization grew, our board of directors undertook the task of re-branding to ensure that all of our programs were represented in our identity. The Village Children's Programs (hereinafter referred to as The Village) was launched in May 2006.

PROGRAM STATEMENT

The Village is caring, professional, responsive and supportive. Each child is recognized to be unique, competent, capable, curious and rich in potential, and each family's individuality is valued. By accepting the total child, setting clear and defined

goals and limits, we allow for self-expression and ensure that each child's needs are met. Our compassionate, safe, and caring environment creates a place for children to gain confidence, develop positive self-esteem, mature emotionally and feel that they belong. For parents and guardians (hereinafter referred to as parents), The Village provides child care which supports families' personal choices. We are proud to be non-profit and charitable. As a community-based organization, our programs offer a support system for raising a child.

"It takes a village to raise a child." - African proverb

All programs operated by The Village are fully licensed and adhere to all regulations outlined in the Child Care and Early Years Act, 2014 (CCEYA). The CCEYA also outlines the consequences to the operators, if the CCEYA is contravened. Included are legislative requirements in the areas of: staffing, program, premises, playground, nutrition and health. A program advisor from the ministry inspects centres for annual renewals of this license and may make periodic visits.

The Village is committed to meeting and exceeding all legislative requirements of the CCEYA. A copy of this legislation is in the executive director's office at all times and available on the Ministry of Education website. Anyone is welcome to review this document.

Children will be supervised at all times. Staff members must count the number of children in their care before and after the movement of children from within the centre, when outside in the playground, when moving children to and from the playground, and at any time that the centre takes the children off the premises. Ratios as set out by CCEYA will be maintained at all times and attendance records will be kept with, or accessible to, the staff supervising the children at all times.

All staff, students and volunteers will review and sign indicating that they understand all policies. This sign-off will take place prior to employment or regular interaction with children, if required, and annually thereafter or as needed.

All monitoring will be completed and/or reviewed by the program supervisor and/or the executive director or designate or board member as required.

Vulnerable sector checks (VSCs), offence declarations and/or attestations are received by The Village for all staff, volunteers and students, or anyone having access to the children as required under CCEYA.

PROGRAMS LIST

<p>McGivney Early Learning Centre 5300 14th Avenue, Markham Infants, Toddlers and Preschool 7:00 am – 6:00 pm</p>	<p>St Joseph Early Learning Centre 388 White's Hill Avenue, Markham Toddler, Preschool, Kindergarten and School Age and Camp 7:00 am – 6:00 pm</p>
<p>St Patrick Before and After School Program 5607 Highway 7, Markham Kindergarten and School Age Children 7:00 am – 8:15 am and 3:00 pm – 6:00 pm</p>	<p>St Justin Martyr Before and After School Program 140 Hollingham Dr, Unionville Kindergarten and School Age Children 7:00 am – 8:45 am and 3:30 pm – 6:00 pm Camp may take place on non-instructional days (PA Days) Camp hours 7:00 am - 6:00 pm</p>
<p>Sir Richard W. Scott Before and After School Program 90 Roxbury St. Markham Kindergarten and School Age 7:00 am – 8:45 am and 3:30 pm – 6:00 pm</p>	<p>St Julia Billiard Before and After School Program 2070 Bur Oak Dr. Markham Kindergarten and School Age 7:00 am – 8:45 am and 3:30 pm – 6:00 pm Camp may take place on non-instructional days (PA Days) Camp hours 7:00 am - 6:00 pm</p>
<p>St Kateri Tekakwitha Before and After School Program 230 Fincham Ave. Markham Kindergarten and School Age 7:00 am – 8:45 am and 3:30 pm – 6:00 pm Camp may take place on non-instructional days (PA Days) Camp hours 7:00 am - 6:00 pm</p>	<p>St Edward Before and After School Program 33 Cairns Drive, Markham School Age 7:00 am – 8:15 am and 3:00 pm – 6:00 pm Camp may take place on non-instructional days (PA Days) Camp hours 7:00 am - 6:00 pm</p>

All programs operated by The Village will be closed on the following days:
Good Friday Victoria Day Canada Day August Civic Holiday
Labour Day Thanksgiving Christmas Day Boxing Day
New Year's Day Family Day

All programs will close at 2:00 pm on Christmas Eve and New Year's Eve. All school age programs are closed on Easter Monday. Advanced notice will be given for any exceptions.

PA Day Camps take place at various locations and offer creative, stimulating, fun and engaging full-day opportunities for kindergarten and school age programs.

We believe that parents are the most important people in children's lives, and we work closely with parents to achieve the best care for their children. The Village accepts How Does Learning Happen? (HDLH) and the minister's policy statement on Programming and Pedagogy.

GOAL: POSITIVE INTERACTIONS

(CCEYA, O.REG 137 46 (3)(b))

We believe that every child should have a sense of belonging, feel connected to others and contribute to his or her world.

b) support positive and responsive interaction, among the children, parents, child care providers and staff

Approaches

- engage in conversations that are positive, welcoming and respectful and that balance sharing with listening with children, parents, and staff
- promote and facilitate inquiry and open-ended communications among children, parents and staff

(CCEYA, O.REG 137 46 (3)(c))

c) encourage the children to interact and communicate in a positive way, and support their ability to self-regulate

Approaches

- have spaces accessible to children that can accommodate quiet activities, small and large groups and individual inquiry while promoting choices
- have spaces that allow for indoor and outdoor activities

Implementation

Educators will communicate on a daily basis with parents and understand the needs of each child as an individual. They will interact with children, being respectful of their individuality by using their names, and introduce new children to others, while engaging in discussions about similarities and differences and identifying gifts and contributions of other children.

Educators will acknowledge feelings and will use books and resources that represent diversity and model empathy for others.

Educators will facilitate the environment and experiences that help children express themselves, problem solve, be creative, reflect, and engage in positive expressions.

GOAL: WELL BEING

(CCEYA, O.REG 137 46 (3)(a))

Our programs will provide a space and opportunity for children to develop a sense of self, health and well-being. Each child's individual needs are valued and accommodated when possible.

a) promote the health, safety, nutrition and well-being of the children

(CCEYA, O.REG 137 46 (3)(g))

g) 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

Approaches

Nutrition

- provide healthy and nutritious food and promote positive eating environments

Safety

- provide children only with materials considered “safe for children’s use”
- implement allergy protocols to ensure healthy and safe environments for all children
- ensure child safety by ensuring appropriate supervision at all times
- ensure a safe environment by conducting all necessary environmental safety checks

Health

- monitor and assess each child’s health regularly through observations and communications with parents, the child, staff and any other community agencies

Well-being

- be responsive to children’s overall emotional well-being

- encourage positive interactions and support self-regulation
- incorporate indoor and outdoor play as well as active play, rest and quiet time into the day
- give consideration to the individual needs of the children receiving care

Implementation

Educators will familiarize themselves with all information for each child concerning any medical conditions, exceptionalities, allergies, healthy meals and snacks, food restrictions, medication requirements and parent preference with respect to diet, exercise and rest time. Forms and journals will be used to document health and safety and the well-being of the children. Allergy lists, including the names of all children and their respective food allergies or restrictions, will be posted in each cooking and serving area, in each play area or play room, and in any other area where the children may be present. Where it is not practical to post a list, educators will ensure the inclusion of the list in the attendance binder. The Village will ensure that it meets all regulations set out by municipal, provincial and federal acts pertaining to all building, health and safety aspects that could affect licensed child care. Educators will ensure that the environments are welcoming and comfortable and meet the needs of the children in their care. The Village purchases liability, property and board of directors' insurance.

GOAL: FOSTERING EXPLORATION, PLAY AND INQUIRY

(CCEYA, O.REG 137 46 (3)(d))

We believe that every child is an active and engaged learner who explores the world with body, mind and senses.

d) foster the children's exploration, play and inquiry

Approaches

- create environments and experiences that support learning and foster exploration through play and inquiry
- facilitate and support inquiries from the children
- provide and facilitate learning activities and spaces that meet age appropriate needs

(CCEYA, O.REG 137 46 (3)(e))

e) provide child-initiated and adult-supported experiences

Approaches

- create environments and experiences that support learning, individual development and engagement that allow for child-initiated experiences to be supported by adults

(CCEYA, O.REG 137 46 (3)(f))

f) plan for and create positive learning environments and experiences in which each child's learning and development will be supported

Approaches

- provide opportunity to work with open-ended materials that inspire creativity
- allow children to engage in small and large group settings
- provide a flexible schedule when possible to allow for deeper engagement

Implementation

Educators will provide learning environments based on the children's interests and will provide a variety of choices for them. They will facilitate learning through play environments that are enjoyable, spontaneous and active, and respond to the children's curiosity. By being knowledgeable about child development, the educators will continue to foster and explore creative ways in which children can learn what is meaningful and relevant in their lives. Educators will observe and document learning to reflect and facilitate learning opportunities. They will ensure that indoor and outdoor opportunities are regularly available, and offer rest or quiet times when needed.

Special Needs Programing

The Village will accommodate the current and updated individualized support plan of each child with special needs that will be developed by staff, parents and outside support agencies. The plan will include instructions of the child's use of support or aids or if necessary, the child's use of, or interaction with, the adapted or modified environment. The accommodations are inclusive of all children and the plan will include a description of supports, aids, adaptations or other modifications to the physical, social and learning environments. The plan will include a description of how the centre will support the child to function and participate in a meaningful and purposeful manner.

The plan will be reviewed and signed by all staff of the program annually and will be kept in the child's files. If the files are stored in the classroom, they will be kept in a manner that maintains confidentiality.

GOAL: CONNECTIONS WITH FAMILY AND COMMUNITY

(CCEYA, O.REG 137 46 (3)(h))

We believe that families are competent, capable, curious and rich in experience.

h) foster the engagement of and the ongoing communication with parents about the program and the children

Approaches

- communicate regularly with families with verbal updates (face-to-face, email, phone calls), access to documentation, daily charts when appropriate, and regular meetings as required to provide parents engagement opportunities and feedback
- our parent handbook and all other communications will be clear, reader-friendly, accessible and will meet all necessary regulations

(CCEYA, O.REG 137 46 (3)(i))

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

Approaches

- network with community resources that will help support children, their families and staff

Implementation

Educators will ensure strong and positive relationships with parents to ensure clear understanding of the families in which the children grow and flourish. Communication with parents will be regular and can be verbal, written or electronic.

Educators will deliver stimulating learning experiences in an interactive environment that enhances children's social, intellectual, physical and emotional development with peers, staff, parents and community partners. Through listening and expression, a collaborative culture of trust and appropriate risk-taking will be created.

Educators will ensure inclusive opportunities for all and by networking with parents and other community partners, resources will be accessed to ensure the best opportunities for all.

GOAL: PEDAGOGICAL DOCUMENTATION

(CCEYA, O.REG 137 46 (3)(j))

Pedagogical Documentation is a means by which to learn how children think and learn. "It offers a process to explore all of our questions about children... to make learning visible to others, to allow for interpretation, encourages educators to be co-learners alongside both children and families." (HDLH, p. 21)

j) support staff who interact with children in relation to continuous learning

Approaches

- provide, support and encourage all staff to engage in continuous professional learning

(CCEYA, O.REG 137 46 (3)(k))

k) document and review the impact of the strategies set out in clauses (a)-(j) on the children and their families

Approaches

- support the communication with parents as active participants, planning and creating environments and experiences using documentation
- allow time for regular review, reflection and evaluation about the learning
- review the impact of strategies, and support and monitor the ongoing process through things such as regular communication, annual parent surveys, regular parent engagement meetings, ongoing educator collaboration

Implementation

Educators will use both written and pictorial documentation as a tool for reflection, goal creation, and the scaffolding of the children's learning. Individual notes, reflections and observations on each child's learning will be kept on file as a basis for more in-depth discussion with parents.

MONITORING

As part of the CCEYA, The Village is required to have a written record of the monitoring of the Program Statement, Positive and Prohibited Practices as well as Program Implementation, Individualized Plans, and Policies and Procedures. The records must be kept for three years. Records will be completed by the program supervisor at each program and are to be completed for every staff member regularly. When a staff member changes rooms or leaves a room on a permanent basis for any reason, the program supervisor will make a note in the file.

Program supervisors are monitored by the administration team, who in turn, is monitored by the executive director. The executive director is monitored by a member of the administration and/or the board of directors.

WAITING LIST

When programs are filled to capacity, families may register their children on the waiting list. The waiting list application is available online and must be completed and submitted in person to the program supervisor at that location. A tour of the site must take place prior to having the children's names added to the waiting list. Parents can have the children added to the waiting list when they are born, and those names will remain on the list for one year, after which time the families must re-apply to the waiting list. A child's position on the waiting list will be maintained until he or she reaches the top of the list and a space in the appropriate age group becomes available.

Once the child reaches the top of the list, the program supervisor will contact the parents to offer them the available spot. The parents have 48 hours to accept or decline the spot. Should they not accept the spot at the time, they may request that their child remain on the list. A subsequent refusal will result in their name losing priority on the list. Every reasonable effort will be made to contact the parents to offer the spot. No response will indicate that the spot has been declined.

The waiting list is maintained by the program supervisor at each location. When children are added to the list, unique codes are assigned to the parents. In order to protect the privacy of those on the list, names are not recorded on the list. Instead, the unique codes are used as identifiers. Parents can request to see their position on the list at any time.

ADMISSIONS

Children are admitted to all programs operated by The Village on a first-come-first-served basis. Priority is given to full-time children, siblings of children already attending any programs operated by The Village, and staff of The Village.

Prior to enrollment, all children's files must include applicable documentation of any and all immunization recommendations by the York Region Public Health Department. This documentation will be kept in a locked location. The immunization record will be kept up to date by the parent and updates provided to the program supervisor. Any exemption must submit documentation and an affidavit as outlined by the Ministry of Education.

All forms, including admission packages, provided to the family must be fully completed prior to enrollment and will be maintained in the office. These policies are very important to the programs and must be followed.

Enrollment is confirmed when parents have completed all required documentation and have provided the first two weeks' fees, plus the \$40 registration fee. These fees are non-refundable. Fees are paid on a regular schedule. For school age programs, parents are to provide a non-refundable deposit that is applied to September fees in order to secure enrollment. Any request for change in schedule requires 30 days' notice. Some requests may not be accommodated due to staffing or ratio concerns.

WITHDRAWAL

In order to withdraw a child, parents must provide written notice to the program supervisor 30 days before withdrawal. The Village cannot guarantee spots for those children whose families wish to take their children out of programs for extended periods of time (e.g., for maternity leave or summer vacation). In order for spots to be held, parents must either continue to pay their regular fees, or be placed on the waiting list.

In the event that there are outstanding fees, families may be withdrawn with no notice and a collections agency hired to recover outstanding fees.

If a child has been picked up late on more than two occasions, he or she may be withdrawn from the program effective immediately. All outstanding fees would be due immediately.

Withdrawal for Special Circumstances

In the event that a child's behaviour is causing disruption to the program, harm to others or harm to property of the program, a family may be withdrawn from the program. This extreme measure would only take place after consultation with the child's family. All decisions are made considering the best interest of all of the children enrolled in the programs.

The Village reserves the right to withdraw services for the following reasons:

- a child's behaviour is consistently causing excessive disruption to the program, harm to the other children or harm to the property
- a parent's refusal or inability to abide by the policies and procedures as set out in the Policy Manual
- a parent's conduct being harassing, belligerent, abusive or in any other manner inappropriate
- fees are outstanding (i.e., regular weekly fees or any other fees such those due for late pick up)

DISCHARGE

Discharge Due to Child's Inappropriate Behaviour

Each situation involving extreme behaviour and issues will be monitored and assessed by the program supervisors and if necessary, executive directors and board of directors. Each family and child will be treated with respect and dignity, and

procedures and recommendations will be made with the best interest of all children in mind.

Two weeks' notification may or may not be given if a family is asked to withdraw a child. Regular fees and fees due during notice will be levied. Parents are required to sign an acknowledgement when the care has been withdrawn.

Discharge Due to Parent Issues

The Village recognizes that parents, as our clients, must be treated with the utmost respect. In the event that a parent does not comply with the Parent Code of Conduct (page 44), they may be withdrawn from a program. Each situation is assessed and reviewed individually and in consultation with the executive director, program supervisors, board of directors and the Harassment Code of Ontario.

ARRIVALS AND DEPARTURES

Families bringing children to programs are expected to bring the children into the building, greet the staff and ensure that the children are ready for the day. Parents must then be sure that their children are under the supervision of the staff before leaving the premises.

At our kindergarten and school age programs, children are released to the supervision of school staff once supervision is observed. At our after school programs, kindergarten children are met at their classrooms by staff of The Village. Children in Grade One and higher are instructed to promptly make their way to their designated after school classrooms.

In the event that a family's kindergarten or school aged child is absent from the after school program, parents must notify the staff of The Village by phone call or email each and every time there is an absence.

In order to allow children to settle into the programs at our full-day programs and maintain the continuity and smooth operation of the early learning setting, it is our recommendation that they arrive by 9:30 am. Should a child be sick or be arriving late, parents are asked to notify the staff prior to 9:30am. Our full-day programs follow a set routine with various parts of the curriculum addressed in different parts of the day. Arrival by 9:30 am ensures that children will benefit from the full day.

Children will be allowed to leave programs only with their parent(s) unless other arrangements have been made. These arrangements should be made in advance and stated in writing to the program supervisor or staff. In the event that a person other than a parent is coming to pick up the child, staff members will ask for identification. Only persons stated on the forms provided by the parents at the time of registration will be permitted to take the children, and these persons must be over 18 years of age.

In the event that someone has arrived to pick up a child and the above stated criteria have not been met, the staff will attempt to contact the parent. If this process forces the child to remain at the centre beyond 6:00 pm, late charges will apply. Until a parent is reached, the child will not be released.

After-Hours Penalty

If a child remains at any program past the closing time of 6:00 pm, an overtime charge of \$2.00 per family per minute will be levied. A late fee form will be filled out and signed by the staff on duty and by the parent or person picking up the child. Invoices will be issued and monies collected by the centre will be passed onto the staff on duty for that evening.

Parents are asked to respect the closing times of the programs and remember that the staff are on personal time after 6:00 pm. In the event that families are repeatedly late to pick up their children, they may be withdrawn from the program.

INCLEMENT WEATHER

In the event that the programs need to remain closed due to extreme weather conditions, a message will be left on the affected program's voicemail system by 6:30 am, or on The Village website (www.thevillagechildcare.ca).

If the weather is such that a program needs to close during the day, parents will be notified and asked to pick up their children soon as possible. Late pick-up fees are applicable even during inclement weather. Parents are asked to ensure that they have a reliable plan in the event that an emergency prevents them from picking up their children on time. Fees will be unaffected by any closures due to extreme weather or other emergency or extenuating circumstances.

TRANSITIONING INTO EARLY LEARNING CENTRES

As part of our mandate to ensure that children and parents feel totally secure about leaving their children at The Village, we emphasize the importance of parents visiting the programs with their children prior to beginning care at The Village. This ensures that parents have a clear understanding of the programs, and that both children and parents feel secure when parents leave their children.

The following schedule is recommended as adequate time to reduce any separation anxiety that may arise. This is only a suggestion and given that each parent knows his or her child best, The Village is open to input from the parents on an alternative schedule.

During the week prior to their start date, parents are asked to bring the children to the program on the following days and times:

- Monday, 9:30 am - 10:30 am: parent(s) and child stay for the full hour
- Wednesday, 9:30 am - 12:00 pm: parent(s) leave(s) at 9:45 am
- Friday, 9:30 am - 3:00 pm: parent(s) leave(s) at 9:45 am

This schedule will allow the child to experience transition times, lunch and sleep time in a way that extends the day gradually and ensures an easy adjustment for parents and children.

During this transition time, parents will complete and review with staff a copy of the children's schedules and any other instructions.

FEES

Fees at The Village are set according to the ongoing cost of operation, are reviewed annually or on an "as-needed" basis, and are due on a regular schedule. The major source of funding required to keep the programs in operation is fees. Fees are charged for all days that children are enrolled in programs operated by The Village, including vacation, regardless of the children's attendance. Fees are not adjusted, refunded or credited for statutory holidays, absence due to illness, withdrawal without proper notice or for any other reason. School age program fees are determined for the school year and are then divided into 10 equal payments.

Discounts apply only to McGivney Early Learning Centre, St Joseph Early Learning Centre and The Village Camp, and are stated on current fee schedules.

In the event that The Village receives a returned payment, the parents will be required to replace the amount the following day by cash, money order or certified cheque. Service charges of \$25.00 may be levied for such things as a returned payment or late payment and may also lead to withdrawal from the program.

Fees are paid by electronic funds transfer (EFT) or post-dated cheques. EFT is the preferred method of payment. If post dated cheques are issued, they must be provided to the program supervisor a minimum of 10 business days prior to the due date.

Receipts for all fees for tax purposes are completed and distributed by the end of February of each year. Documents such as a regular tax receipts and reports on development are provided to families. In the event that further letters, receipts, other documents or copies of documents are required, fees may apply for the preparation of these documents.

Fee Assistance

Families may qualify for a partial or full government subsidy for child care services. The Regional Municipality of York is responsible for administering subsidy money that is directed from the province. The region determines eligibility using provincial guidelines and establishes eligibility criteria using an income test. Licensed, non-profit programs that wish to accept families who are eligible for subsidy enter into a Purchase of Service Agreement with the municipality to provide subsidized services. The Municipality of York must be named as a co-insured on liability insurance.

PARENT ISSUES OR CONCERNS

In the event that parents have issues or concerns, they can communicate knowing that communication from all parties will be respectful and professional. Any issues or concerns will be held in the appropriate levels of confidentiality and will comply with the Professional and Parent Codes of Conduct.

Parents will first take any issues or concerns to the Registered Early Childhood Educator (RECE) in their child's program.

If the issue or concern has not been resolved by the RECE, verbal communication should take place between the parents and the program supervisor.

If resolution has still not occurred, or if parents prefer, parents should submit their issue or concern, in writing, to the program supervisor via email or through

submission to the program's suggestion box. The program supervisor will then initiate an Issue or Concern Resolution Form.

In a timely fashion (no longer than 72 hours), the program supervisor will provide written response to parents outlining the details of the issue or concern and resolution.

If parents feel that the issue or concern remains unresolved, they may escalate the issue or concern, in writing, to the executive director.

If the issue or concern remains unresolved after consultation with the executive director, parents may escalate to the board of directors via email at boardofdirectors@thevillagechildcare.ca.

If the parents deem it necessary, they may contact the Ministry of Education, or where appropriate, their local health department or other local authorities. Links to The Ministry of Education and other various local authorities are available on our website, www.thevillagechildcare.ca.

CUSTODY ISSUES

Only those people indicated on the registration forms will be allowed to pick up children from any of the programs. In the event that a parent is requesting that another parent be restricted from picking up a child, a court endorsed custody order must be presented and kept on file. Once a parent has introduced and documented the other parent, each parent shares the same rights and obligations for the child.

FIELD TRIPS

From time to time, staff may plan field trips away from the programs to offer fun and educational experiences for children. At these times, parents will be asked to sign Field Trip Permission Forms. In the event that permission is not obtained for a child

to participate in the trip, parents are asked to make alternate arrangements for their child for that day. Children will be supervised by staff and will be transported by a school bus company. All activities, special events, and field trips are contingent on enrollment, availability and weather, and are subject to change with little notice. The Village reserves the right to change schedules and programs as it deems necessary.

PROHIBITED PRACTICES

The following policy applies to children enrolled in the program. Children that are not officially enrolled in the program are not able to participate in the program. Any child that is not enrolled is the responsibility of the parent or adult accompanying him or her while the child is present.

We believe that positive practices are an integral part of our program as they compliment our goals and philosophy. They ensure the smooth running of our program and teach children to learn to respect others, themselves and property. The policies have been compiled according to the CCEYA, 2014. Written policies and procedures are posted and must followed by all staff.

Upon employment, each staff member will examine and understand the policies. On agreement, staff will sign with the executive director or designate present confirming understanding and compliance with the policy. Each staff member will sign and review the policy once a year as stated in the CCEYA and will be monitored for compliance of the implementation regularly.

Role modeling is seen as the best process in preparing children to conduct themselves in an appropriate manner, which is achieved through encouraging the use of verbal communication in an open, honest manner. It is the belief of The Village that a quality program will work as a preventative measure in regard to prohibited practices. A program that is age appropriate, employs a variety of toys and play opportunity, and has a balance between stimulation and quiet time, will provide an environment for positive social interactions and behaviour. A program that is relaxing

yet enriching, and has a variety of activities but is not overwhelming will work towards this goal. The program must be conducive to learning and be challenging, while still offering opportunity for success. Ensuring that children are active and stimulated while consistently seeing adults conduct themselves appropriately will foster happy, developing children as outlined in HDLH. Staff will engage in professional development opportunities that will inspire them to support these practices.

The programs shall NOT permit:

- corporal punishment of a child by any staff member or by another child or group of children
- physical restraint of a child, such as confining the child to a high chair, car seat, stroller or other device for the purpose 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 until the risk of injury is no longer imminent
- 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
- use of harsh or degrading measures, 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
- deprivation of a child's basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding, inflicting bodily harm on a child or making children eat/drink against his or her will

Excessive Prohibited Practices

From time to time, there may be a child who exhibits behaviour that conflicts with the goals and mandate of The Village. Behaviours that cause disruption to the

program, harm to others or the property of the program, may be considered an excessive prohibited practices issue.

Staff will work with children and families to promote positive behaviour. In the event that continued communication and strategies are not sufficient for the child to be safely enrolled in the program and withdrawal is necessary, communication with the parent will be clear and transparent.

PERMITTED METHODS OF POSITIVE PRACTICES

Methods of positive practices used at The Village are as follows, with the best interest of the children and their individuality always in focus:

1. Resolve/Reason

In a controlled voice, staff will explain, in simple language, the inappropriateness of the behaviour displayed.

2. Redirection

If the behaviour continues, the staff will redirect the child to an alternate activity.

3. Removal

If the behaviour continues, the child will be removed from the situation for a limited, supervised period. Staff will always consider the exact purpose for using this method and what it is intended to accomplish.

4. Natural Consequences

Staff will follow through with natural consequences.

Staff will attempt to anticipate and resolve situations that could become difficult. As children also learn from conflicts, staff will use their judgment in deciding when to permit the children to solve their own problems. Staff will never use threats, humiliation or labeling (e.g., "Bad boy"). Children must always be safe and healthy. The rights of all must be protected. Sometimes children will feel angry in response to restrictions or interference and they have a right to their feelings. Staff will facilitate and guide children in exploring and self-regulating within their groups. The consequences of actions will be made understandable to the children by the staff.

When a child that is enrolled in a school age program in a school has engaged in an activity that could be grounds for suspension or expulsion, The Village staff will communicate necessary information to the school principal.

The following steps will be taken in the event that staff or volunteers do not comply with these policies:

1. Program supervisor or executive director will keep notes on file of discussions that have occurred as a result of the behaviour.
2. A trial period will be implemented during which the program supervisor will observe the staff member work to improve his or her methods.
3. If no improvement is shown within a set time-frame, and if the staff shows no effort or clearly disagrees with the policies, then termination will be required.

If a serious incident has occurred where a staff member has blatantly defied the policies of the centre and rights of the child, an immediate suspension of duties will occur. A follow-up investigation will occur immediately and the executive director, in consultation with the chairperson of the board of directors, will make a decision of termination if deemed necessary. Any allegations of abuse will be addressed as per the child abuse policy.

PARENT CODE OF CONDUCT

We all have the right to be safe and feel safe in our school community. The Village sets clear standards of behaviour that apply to all individuals involved in our organization's communities including parents, volunteers, educators, and/or board members. These standards apply whether community members are on centre property or at organization-sponsored events and activities.

All members of the organization's communities are to be treated with respect and dignity regardless of race, creed, sexual orientation, disability or any other ground protected by the Ontario's Human Rights Code.

All adult members have the responsibility to act as models of good behaviour. Foul language (swearing, name-calling, shouting) is not appropriate. Individuals engaging in such behaviour will be asked to leave the premises immediately.

Inappropriate behaviour or harassment of any kind towards a child, parent or educator will result in immediate intervention up to and including the family's withdrawal from the program, and/or police intervention. This type of behaviour includes, but is not limited to, harassment or intimidation by written note, email, words, gestures and/or body language.

No weapons are allowed on The Village property or at any function operated by The Village. The consequences for failure to comply will include, but are not limited to, the family's withdrawal from the organization.

The privacy and confidentiality of our children, parents, educators, volunteers and students is important to us. All concerns and comments should be addressed with the educators. Should this discussion not address concerns, a review of the situation with the program supervisor and/or executive director should be conducted. Failing resolution with the program supervisor/executive director, the matter will be referred to the appropriate member of the board of directors.

Gossip and public criticism are unacceptable. There should be no discussion of concerns with other parents in the hallways, the parking lot or via electronic mediums such as social media.

Any pictures taken at any of our programs or during events are for the private use of the family only. These pictures cannot be posted in online photo albums or social media.

This code of conduct must be signed by any and all adults that will be involved in a child's experience at The Village including parents, grandparents, siblings and caregivers.

REST TIME

Each child enrolled in the early learning centres will have an opportunity for a rest time of up to a maximum of two hours. Children younger than 12 months will be placed for sleep in a manner consistent with the recommendations set out in the document entitled, "Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada."

In the event that a parent wishes otherwise, a physician's recommendations must be provided in writing. Staff will monitor sleeping children regularly and perform direct visual checks by being physically present beside the children and looking for indicators of stress or unusual behaviours. Sleep areas will have sufficient light to conduct direct visual checks. These checks will be recorded on the Sleep Room Monitoring Logs. Children will be assigned individual cribs or cots.

Parents will be consulted with regard to a child's sleeping arrangements at the time the child is enrolled, and at any other appropriate time such as at transitions between programs or room or upon a parent's request, and if any significant changes occur in the child's sleeping patterns or behaviours. In the event that any adjustments are required, they will be made to ensure appropriate supervision at all times. In infant

programs where there is a separate sleep room, a system is in place to immediately identify which children are present in the sleep room. Electronic monitoring devices may be used and are actively monitored by staff at all times. Electronic sleep monitoring devices are checked daily to ensure that they are functioning properly.

HEALTH CARE POLICY

In assessing a child's wellness and ability to participate and remain at a program, staff will take into consideration a number of factors including:

- the risk of spreading of illness
- the child's ability to participate comfortably in the program
- the parents' responsibilities and schedule during the day

A daily check will be completed upon the children's arrival and noted in the attendance record where applicable. Staff will monitor the daily log for illnesses in their rooms.

Staff will complete a Change of Health Report if there is any change in the health or well-being of a child throughout the day. Staff members may use their judgment and may consult with the executive director before making the decision to call parents to inform them of their child's health or to ask that the child to be picked up. In making this decision, staff will follow advice and guidelines as outlined by York Region Public Health in the "Come Grow With Us" document. Staff will do their best to ensure that sick children are separated from other children. They will, however, be included in classroom ratios until they can be picked up by parents.

Any specific instructions regarding the health care of a child must be provided in writing by a medical doctor. The provision of child care for children requiring special medical instructions must comply with all CCEYA ratio requirements.

The following is a list of symptoms where a child may be sent home and excluded from the child care program:

- fever of 38c or higher
- diarrhea and/or vomiting, two or three times
- undiagnosed rash
- communicable diseases
- persistent pain
- head lice
- cough, with or without infected discharge
- seizure
- difficult or rapid breathing
- runny nose
- yellowish skin or eyes
- redness of eyelid lining
- unusual spots or rashes
- infected skin patches
- unusually dark, tea-coloured urine
- grey or white stool
- headache and stiff neck
- unusual behaviour
- loss of appetite
- severe itching
- pain
- sore throat or trouble swallowing

Staff will have the parents sign the Change of Health form, make a photocopy to provide to the parent and place a copy in the child's file. The daily log will also be updated.

When a child has been sent home due to illness, they are not to return to the program until:

- a note from a medical doctor states that they are well enough to return to the program AND are not contagious OR
- they are on a medication for 24 hours so as to no longer be contagious OR
- are symptom-free, or in the case of head lice, “nit-free”

Parents are encouraged to arrive to the program promptly after having received a phone call from staff indicating that their child is ill and is to be picked up, and are asked to have reliable back up plans for authorized friends and family members to be able to help out in the event that parents are unable to get to the program in a timely manner. In the event that parents cannot be contacted, emergency contacts will be phoned. If the illness develops into that of a serious nature, 911 will be called and the serious occurrence procedure will be followed.

Child care staff will reference “Guidelines for Common Childhood Communicable Diseases” and report any confirmed, reportable cases to York Region Public Health. York Region Public Health Information Sheets will be used as a tool to communicate with parents regarding confirmed communicable diseases. The information sheet will be posted in the centre and provided to parents as required. Infection control practices relating to any confirmed communicable diseases will also be communicated to parents including how toys and equipment are cleaned and disinfected and with what products.

Enteric Outbreaks

How to Know When There is an Outbreak

An outbreak occurs when there are two or more related cases (in children and/or staff) with similar signs and symptoms of an infection or illness, when there are three or more laboratory-confirmed cases, or when illness rate exceeds the norm in the program within a short period of time.

Typical symptoms of enteric illness are:

- diarrhea
- bloody diarrhea
- vomiting
- fever
- stomach cramps
- general irritability
- malaise
- headache

Early detection through observation of signs and symptoms in children, as well as good record keeping, are crucial to the recognition and control of an outbreak. Daily surveillance of children and staff will take place.

An Enteric Outbreak Line Listing form will be completed by the program supervisor as needed. During an outbreak situation, all sensory play will cease. Children who are exhibiting symptoms of an enteric illness will be separated from other children until they are picked up by parents. If bodily fluid samples are requested by Public Health, parents will provide written consent. Children will remain away from the program until they have been symptom-free for 48 hours.

Upper Respiratory Outbreak

An upper respiratory outbreak is declared when two or more related cases of staff and/or children are experiencing symptoms of:

- cough
- fever
- runny nose
- headache
- malaise

- muscle pain

Parents will be asked to pick up their children as promptly as possible. Ill children will be isolated from the other children until they are picked up. Staff will use any necessary PPE available on site (e.g., gloves, respiratory masks) when needed to assist a child.

The Village will notify York Region Community and Health Services at the numbers below if an outbreak is suspected.

Monday to Friday, between 8:30 am and 4:30 pm
(905) 830-4444, ext. 73588 or (905) 762-1282, ext. 73588

After hours including weekends and holidays
(905) 953-6478

In specific outbreak cases, The Village will follow guidelines and recommendations set out by York Region Community and Health Services.

Incident/Injury Protocol

From time to time, minor incidents/injuries occur. Staff will apply first-aid and comfort as needed. Parents will be contacted at the time of the incident if appropriate or at pick up time. Appropriate documentation will be completed by the program staff, and signed by parents. Two copies will be made: one for parents and the other for the child's file.

Medication Administration Policy/Procedure

In order to ensure safety and avoid the risk of error, The Village has implemented the following procedure regarding administration of medication to children:

1. Each prescription drug or medication must be accompanied by written authorization from a parent. Prescription medication must also have a pharmacist's label, and non-prescription medication must be accompanied by authorization from a doctor.
2. The exact dosage of a drug and administration instructions are to be clearly stated on the authorization form from parent or doctor.
3. A parent must hand-deliver the medication in its original packaging accompanied by the written instructions to the appropriate staff member. Non-prescription medication must have the child's name on the bottle and be accompanied by the receipt of purchase.
4. Medication is stored as directed and kept in a locked container either in the fridge or cupboard.
5. Where possible, a child will be removed from the activity area to administer medication in a quiet, well-lit environment with the least possible interruption.
6. Whenever possible, all children receiving medication should receive it in the same hour.
7. A separate form will be used for each child receiving medication. Dose and time of administration will be recorded. If a dose is omitted, the reason for the omission will be recorded in the comment column. Staff signature will be required.
8. Any accidental administration of medication (e.g., medication to the wrong child or dose error) will be recorded and reported to the program supervisor, who will then notify the parents.
9. The early morning staff is responsible for collecting the medication, storing it away and refrigerating as required.
10. The RECE in each room or the program supervisor are the only staff members authorized to administer medications.

No medication can be kept at the programs unless it is for a specific ailment or condition. For example, asthma medication or an Epi-Pen may be kept on hand; however, cough syrup or Tylenol may not be kept unless prescribed by a doctor for a specific situation.

Supervision Policy for Volunteers and Students

With respect to volunteers and students, O. Reg 262 under the CCEYA provides that only staff members will have direct, unsupervised access to children. Volunteers and students may not be counted in the staffing ratios and will be supervised by the full-time, permanent staff within the setting. No child is supervised by a person under 18 years of age. The Village expects volunteers and students to follow a job description, course outline and take direction from the RECEs and other staff at The Village. Students enrolled in ECE courses only will be accepted to complete placement at The Village.

Each student or volunteer will receive a tour and orientation before commencing placement or volunteer experience at The Village. This orientation will be carried out by the executive director or designate during which students and volunteers will be informed as to who their assigned supervisors will be. They will receive a copy of the parent handbook or will be asked to visit The Village website where this manual is posted. During the orientation, a full review of policies and procedures will be outlined and signed and dated by the student. Students and volunteers will review the plans for a child with anaphylaxis and individualized plans as well as the emergency procedures before they begin providing care and at least annually afterwards.

All volunteers will be required to provide a VSC. VSCs for students are routinely required by community colleges and universities prior to the commencement of a placement in childcare. The ministry VSC policy does not apply to students placed in the child care program.

Roles and Responsibilities

The roles and responsibilities of the students and volunteers are to adhere to all policies and procedures of The Village and to review, sign and date the required paperwork.

The roles and responsibilities of the supervising employees is to ensure that the students and volunteers have completed orientation, have full supervision at all times, and have completed a policy and procedures review.

FIRE SAFETY AND EMERGENCY PREPAREDNESS

The Village uses the following policy in regard to fire and safety emergency situations, which has been approved by the local fire marshal:

1. At the commencement of employment, each staff member will be given directions as to the location and use of emergency equipment such as extinguishers, alarms, etc.
2. Each staff member and student or volunteer will be made aware of the evacuation procedure and the location of the emergency shelter.
3. A list of emergency telephone numbers will be posted by the telephone. The list will include the following: the fire department, the nearest hospital, the nearest ambulance, the nearest poison control centre, the police department, a taxi service.
4. The written procedure regarding evacuation of the premises and the duties of the staff will be posted in a conspicuous place in each room at all locations.
5. Fire drills will be held monthly and will be timed.
6. Once the children are familiar with the escape route, alternate routes will be introduced.
7. A written record will be kept of all fire drills, inspections and tests on the fire equipment.
8. The children will learn about fire safety and fire drill procedures through discussions, stories, visits from firefighters to the programs or visits to a local fire station. This introduction will be used and designed to make the children less apprehensive and more aware of what needs to be done in an emergency.

EMERGENCY PROTOCOL

Definition of an Emergency

An “emergency” at a child care centre can be defined as an urgent or pressing situation in which immediate action is required to ensure the safety of the children and adults in the child care centre.

Please note that in all scenarios outlined below, individualized plans will be followed for those children requiring them.

Any incident requiring evacuation will be handled as a serious occurrence and reported as one. If a serious occurrence could be reported in the media or garner significant public attention, the ministry must be contacted immediately.

Emergency Evacuation Procedure

In the event that a disaster (e.g., fire, flood, structural damage) is discovered and evacuation is necessary, the procedure outlined below will be followed:

In the case of fire, the staff member discovering the fire will sound the alarm and close the door to the area of the fire.

In all instances requiring evacuation, educators will lead their groups of children to the nearest designated exit, shutting off the lights and closing the doors behind them. Anyone requiring additional support to evacuate or who has an individualized plan will be aided by the executive director, program supervisor or delegate.

The RECE in each room will collect the attendance binder which includes the daily attendance and emergency contact numbers and will take it outside. Once outside, attendance will be taken to account for all children. Upon assurance that the building is empty, the executive director, program supervisor or delegate will lock all doors. Educators will escort the children to the designated place of shelter and call 911. The

executive director, program supervisor or delegate will collect the emergency contact card from the office along with the children's files if time permits and ensure that the cellular telephone is available. If necessary, emergency transportation will be obtained by the executive director, program supervisor or designate to transport children to an emergency shelter (see locations under "Designated Emergency Shelters" below).

Note: McGivney Early Learning Centre Infant Room:

All infants will be placed in the designated emergency cribs with wheels. The executive director and other available adults will assist in this room, if necessary. Strollers and wagons may be used if available to assist with moving children to safety. When the all clear notification has been given by emergency services to the executive director, program supervisor or designate, the staff will escort the children back to their program rooms where attendance will once again be taken.

In the event that an "unsafe to return" notification is given, emergency transportation will be obtained by the executive director, program supervisor or designate to transport children to an emergency shelter. The executive director, program supervisor or designate will instruct staff to proceed from the meeting place to the Designated Emergency Shelters, as listed below.

Emergency Situations Where Adults and Children Must Remain Inside

In the event of an emergency situation in which staff, visitors and children must remain inside the building to avoid an external threat, such as in the case of a gas leak or nuclear emergency, or where a lockdown or hold and secure is required, the procedure outlined below will be followed:

The person who becomes aware of the threat will alert all staff as quickly and safely as possible. All staff will remain calm. The executive director, program supervisor or

designate will contact 911 and advise staff as to how to proceed based on the direction of emergency services.

In the meantime, staff members who are outdoors with children at the time of an external threat will ensure that they all return to their program rooms immediately. Once all children are in their rooms, attendance will be taken.

Windows and doors leading outside will be closed and locked, blinds pulled down, external air entryways sealed off, and a note will be placed on external doors with instructions that no one may enter or exit the centre until further notice.

Until staff is advised otherwise, normal operations of the program will continue.

Note: In the event that The Village has been notified of or has heard of an imminent threat (e.g., an intruder in the building), a lockdown will occur. The lockdown may be called by the adjacent school as a Code Red or because of observations by our own staff.

Emergency Situations Involving a Natural Disaster

In the event of an emergency situation in which staff, visitors and children must remain inside the building, such as in the case of tornado or earthquake, the procedure outlined below will be followed:

Staff in the program rooms will remain calm and instruct children to find shelter. In the case of an earthquake, shelter should be found under sturdy tables and away from windows and outer walls. In the case of a tornado, shelter should be found in the basement or small interior ground floor rooms such as closets or washrooms. Wheels on cribs and wheelchairs will be locked and wheelchair occupants told to duck and protect their heads with a hard book, for example. Staff will then take shelter themselves.

Staff members who are outdoors with children will ensure that everyone returns to their program rooms immediately in the event of a tornado. Once all children are inside, attendance will be taken. In the case of an earthquake, all staff and children must stay away from buildings, power lines, trees and any other structures that could collapse. Once children are in a position of safety, attendance will be taken.

After the shaking stops, in the case of an earthquake, children and staff will evacuate the building through the nearest safe exit in case of aftershock or structural damage to the building. Standard evacuation procedure will be followed (See Emergency Evacuation Procedure above.)

When the all clear notification has been given by emergency services to the executive director, program supervisor or designate, the executive director, program supervisor or designate will then notify the staff. The staff will escort the children back to their program rooms where attendance will once again be taken.

In the event that an "unsafe to return" notification is given, emergency transportation will be obtained by the executive director, program supervisor or designate to transport children to an emergency shelter. The executive director, program supervisor or designate will instruct staff to proceed from the meeting place to the Designated Emergency Shelters, as listed below.

Designated Emergency Shelters

McGivney Early Learning Centre evacuates to St Joseph Early Learning Centre

St Joseph Early Learning Centre evacuates to Black Walnut PS

St Justin Martyr School Age Program evacuates to Coledale PS

Sir Richard W. Scott School Age Program evacuates to Boxwood PS

St. Kateri Tekakwitha School Age program evacuates to Reesor Park PS

St. Julia Billiard School Age Programs evacuates to Mount Joy PS

St. Edward School age program evacuates to Ramerwood PS

St. Patrick School Age Program evacuates to St Patrick Church

Anyone requiring additional support in transportation to the emergency shelter location or who has an individualized plan will be aided by the executive director, program supervisor or designate.

Prior to leaving The Village, the executive director, program supervisor or designate will post a note for parents on the child care centre entrance with information regarding the emergency shelter locations. As soon as possible, the executive director, program supervisor or designate will update The Village voicemail box to inform parents that The Village has been evacuated and to provide details on the emergency shelter locations.

Upon arrival at the emergency shelters, attendance will once again be taken. Educators must remain with the children until they are picked up by parents.

Bomb Threat

In the event of a bomb threat or receipt of a suspicious package, the staff member who becomes aware of the threat must call 911 if emergency services are not yet aware of the situation. They will remain calm and follow the directions of emergency services personnel.

Attendance will be taken in order to account for all children.

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 staff member calls 911 and communicates with emergency services personnel.

Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.

POST-EMERGENCY PROTOCOL

The executive director, program supervisor or designate will be responsible for the following as well as the above:

- calling the ministry to report the emergency situation as a serious occurrence and submitting the appropriate forms to the ministry in the correct time-frame requested
- calling insurance companies if necessary
- communicating with parents and the media regarding any closures using program voice mail messages, village web site, social media and postings on program doors
- communicating appropriately with all affected schools, school boards, the Region of York and any other agency
- monitoring the situation and keeping information current to pass along to all parties involved
- working together with staff and the ministry to resume normal operations when there is a disruption in operation
- meeting with parents, staff and others to debrief, discuss and support following the event
- updating the daily journal with details of the emergency situation