



Parent Handbook

Toddler and Preschool Programs

Program Statement

Mindwerx 4 Kids specializes in child care and cultivating healthy development for toddlers and preschoolers. Mindwerx 4 Kids provides an environment that fosters curiosity, allows children to explore and develop their creativity while providing a safe and caring environment in which each child can grow and develop to their maximum potential. Our program is designed to meet the developmental needs of young children. We provide experiences that challenge and support each child's cognitive, language, social, emotional, physical and creative development. During the course of the day, each child has opportunities to create and explore their classroom environment as they develop personal interaction and problem solving skills through firsthand experience. Early Childhood Professionals are supportive, nurturing, warm and responsive to each child. We respect the parent as the primary and most important person in their child's life. We try to complement your role by allowing the children to feel secure and a sense of belonging when they are in our care.

Early Years Pedagogy

Our approach to learning and child development is guided by the Ministry of Education's *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. Goals for children and expectations for programs are based on the foundations of: belonging, well-being, engagement and expression.

Foundations

Expectations for Programs

Belonging

Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.

Well-Being

Early childhood programs nurture children's healthy development and support their growing sense of self.

Engagement

Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play and inquiry.

Expression Early childhood programs foster communication and expression in all forms.

Adapted from How Does Learning Happen? Ontario's Pedagogy for the Early Years

Early Years Curriculum and Program Development

At Mindwerx we believe that every child is unique and will grow at his or her own pace. Mindwerx is a highly focused environment where the emphasis is on understanding the distinctive characteristics of each child and providing a complimentary early learning and development program. Our planned curriculum encourages children to learn through exploration, play and inquiry.

Early Learning for Every Child Today (ELECT), a resource developed by the Ontario Ministry of Children and Youth Services, provides a framework for our program development. *ELECT* describes a continuum of developmental skills for children from birth to school age. It provides a reference point for Early Childhood Professionals to observe, document and assess children's emerging skills across five interrelated domains: social, emotional, communication, language and literacy, cognition and physical development.

Mindwerx programs incorporate indoor and outdoor play, as well as active play, rest and quiet time, into each day. Daily activities provide a balance of child-initiated and teacher supported learning experiences in a variety of curriculum areas, including math, literacy, cognitive development, sensory play and science. Through consultation, collaboration and critical reflection of programming goals, our Early Childhood Professionals implement ongoing adaptations to create an inclusive program, responsive to the diverse abilities and needs of each child.

Health and Safety

Mindwerx 4 Kids understands that the first step in establishing and nurturing health, safety and well-being for children in our programs are through the connections they make with our educators.

As a licensed childcare center, Mindwerx meets and exceeds all health and safety requirements of the Ministry of Education. This includes, but is not limited to mandatory first aid training for all staff, playground inspections, promoting immunizations for children and staff members, fire drills and detailed anaphylaxis plans. You can also speak to our program staff members at any time to view our complete health and safety policies and protocols.

Nutrition

We recognize that nutrition is essential to a child's health and well-being. Our Caterer, Real Food for Real Kids, works closely with management and families to accommodate

to all dietary restrictions and allergies by offering substitution options as well as follows the Canada Food Guide. Mindwerx 4 Kids also maintains a nut-free environment and ensures parents receive the Real Food for Real Kids Menu on a monthly basis by email and by posting it on each classrooms parent communication board.

Promoting Positive and Responsive Interactions

Mindwerx strives to promote a sense of belonging for children and their families in our programs by fostering positive interactions. We understand that relationships of trust are the basis for learning and cooperation. Every child is given the opportunity to develop personal responsibility and social skills, to learn to problem solve and to learn about diversity and inclusion. As competent individuals, children are active participants in resolving conflicts and are supported in finding solutions to problems that may arise.

Positive Communication and Self-Regulation

We focus on active learning through play, encouraging children's communication, self expression and self-regulation. Learning through play fosters an inclusive learning environment in which every child can participate and supports self-regulation. When children are calm, focused and alert they are best able to regulate their emotions, engage in activities, manage distractions, inhibit impulses and understand consequences.

Fostering Exploration, Play and Inquiry - Child-Initiated and Adult-Supported

The "Learning through Play" philosophy enables children to investigate, ask questions, solve problems, and engage in critical thinking. Play is responsive to each child's learning style, innate curiosity and creativity. Management and our teachers are constantly observing, identifying interests, evaluating our scheduling, tailoring our environment to children's interests, adding resources and provide workshops to support explorative play and inquiry.

Creating Positive Learning Environments and Experiences

Mindwerx designs the classrooms to be flexible and responsive to the needs of children. We have created an environment of calm colours, easily accessible materials/toys and family photographs to make children feel comfortable and safe. Materials are routinely updated and rotated to create opportunities for new experiences and exploration.

Incorporating Indoor, Outdoor, Active, Rest and Quiet Time

The management and teachers of the centre design daily schedules that meet the needs of the children and provides a balance of activities throughout the day. Consideration of care requirements, age appropriateness, development level and interests of the children are included. Periods of active and quiet play are interwoven throughout the day, both indoors and outdoors. We have a flexible schedule but also

incorporate set times for meal and rest periods in order to help the children predict what will occur throughout the day.

Communication with Parents

Management and educators communicate with parents regularly regarding children's activities and health. Documentation is provided daily, which outlines each child's learning, nutrition, rest and toileting routines throughout the day. We strive to create a strong sense of community with our families. This helps children feel a greater sense of belonging and safety. There are celebrations, events, parent/teacher interviews, photographs of children at play, and displays of artwork that engage families in our program. We also incorporate special events such as Mother's Day and Father's Day Tea, Birthday Parties, Graduation Ceremonies and Field Trips in order to enable the parents, families and children to feel a sense of belonging to the Mindwerx 4 Kids family.

Involving Local Community Partners

We strive to be connected to the community we live and operate in. We are committed to supporting local businesses and we have built strong relationships within the local community and schools around the area. Children often visit the stores located within the plaza for Trick or Treating, baking activities and for nutritional activities. We stay connected with the daycare and schools within the area by inviting them to participate in reading programs with our Senior Preschoolers.

Continuous Professional Learning

We are committed to the ongoing professional development of all our educators. We provide opportunities for educators to attend workshops and keep up to date legislated training such as Standard First Aid and Infant and Child CPR. Our management team is responsible for the leadership, mentorship, coaching and development of our educators. Management meet with staff members to suggest strategies, conduct classroom meetings or staff meetings to reflect and plan or provide materials including articles and reading to support professional learning.

Documentation

Mindwerx 4 Kids uses documentation, reflection and formal assessments/Report Cards to continually evaluate our program and its effectiveness. Policies are reviewed and updated annually, parent surveys are sent out to further evaluate our effectiveness and staff members are encouraged to participate in self-reflective practices. This helps to assess teaching strategies, consider how child development affects learning and how to meet the needs of each child.

Toddler Program

Our toddler program encourages children to learn and discover through hands-on exploration, creative play and social interaction in our inclusive and purposefully designed classroom environment. Our experienced Early Childhood Professionals develop responsive relationships with each child and provide support to engage children in making choices, developing independence skills along with strengthening their self-confidence.

Preschool Program

Our preschool program is filled with investigation, probing, and discovery, where each child is an active learner engaged in an enthusiastic and rewarding classroom. Care is placed into providing materials and creating an environment that invites children to have conversations, collaborate, interact positively, and engage in meaningful learning moments with their peers and teachers. Our knowledgeable and dedicated Early Childhood Professionals spend time nurturing each child's strengths, interests and natural curiosity for learning.

Learning in Partnership with Families and Communities

Parents are encouraged to participate, as much and as frequently as possible in their child's experience at Mindwerx. We consider the care of children who come to Mindwerx to be a privilege and our partnerships with families have a profound impact on the children enrolled in our programs. Gaining knowledge about children's families, and communities provides educators with an enriched understanding of each child's development and learning. We value opportunities for educators to participate alongside parents as co-learners in gaining insight about their child's unique characteristics, strengths and needs.

Updates about schedules, special events, announcements, and current curriculum plans are emailed to families and posted on parent information boards in each classroom. Monthly newsletters are also emailed outlining themes, learning activities and programming goals for children. Daily observation notes about learning and development are also written for each child. Notes are accessible to parents in children's individual binders located in the Supervisor's office. We also arrange parent-teacher conferences during regular intervals throughout the year. Prior to interviews, teachers complete *Ages and Stages Questionnaires* for each child, which includes input from parents' observations. Developmental screening assists both parents and teachers with identifying children's strengths, age-appropriate milestones and developmental concerns. Parents are encouraged to advise staff anytime they have questions, comments or concerns.

Specialized Services

Each licensed child care centre in the City of Toronto has an assigned Resource Consultant. At Mindwerx, our Resource Consultant works closely with staff and families to support an integrated and inclusive child care program for children with extra support needs. Services include regular visits to classrooms, program adaptations, early identification and intervention, as well as staff and parent training.

Field Trips

We plan field trips for the children throughout the year. A notice will be sent home in advance of the excursion informing you of the destination, cost, time and date. It will also include a permission slip to be signed and returned. You are always welcome to accompany us. Please note that parent volunteers during field trips must also obtain a vulnerable sector check.

Services Offered and Ages of Children

Mindwerx provides licensed child care facilities to accommodate the following children on a full or part-time basis:

1. 10 Toddlers – 18 months to 2.5 years
2. 32 Preschoolers – 2.5 to 6 years
3. Kindergarten/School Ageds – 6 to 12 years/ 15

Hours of Operation and Centre Closures

Both full and part-time care is provided approximately 50 weeks of each year, and is subject to change with notice. Full-time care is offered between the hours of 7:30am and 6:00pm, five days a week. Before and after care is available from 7:30 to 9:00 am and 3:00 to 6:00 p.m.

Our centre is closed on: New Years Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labour Day, and Thanksgiving Day. We are also closed from December 24-January 2.

In the event the school must be closed due to inclement weather, or for health and safety reasons (e.g. fire, flood), parents will be informed by email and a closure message outlining details will be recorded on our answering machine.

Admission and Withdrawal

Prior to enrolment, an interview will be arranged to familiarize you and your child with the centre, answer questions, complete admission forms and child development questionnaires.

Written notice of permanent withdrawal must be provided one month in advance. If notice is not received, full program fees will be charged. A permanent space cannot be guaranteed if you wish to temporarily withdraw your child. Therefore, your child will be placed on a waiting list. Mindwerx may terminate services if policies are not followed or fees are not paid.

Arrival and Departure

Please notify a member of the staff when your child arrives, and they will be signed in on their class attendance list. Entrance is accessible through any (of 2) doors using the door code. This code is provided to parents when children are admitted to the program. The code is changed periodically and is immediately provided to parents by email.

When picking up your child, please enter the classroom, verify that you are leaving and staff will sign your child out on the class attendance. Unless otherwise arranged, children will not be released to any person other than those specified on the admission form. Photo ID will be required for anyone picking up your child if staff has not met them before, even if they are on your emergency pick-up list.

Please note that if your child remains at our centre after 6:00pm, there will be an applicable charge of \$1.00 each minute the child is in the facility after 6:00pm. If our staff members are unable to reach parents or emergency contacts after one hour, Children's Aid will be contacted.

Parking

There is ample parking in our lots at the back or side of the school.

Health, Illness and Medication Policy

In accordance to the Ministry of Education, each child must be immunized as recommended by the local medical officer of health, prior to admission. If a child becomes ill during the day, temporary care will be provided until you can be contacted, and your child can be taken home. We are committed to ensuring the overall health of all children in our care. We ask parents to please keep their child at home if they display signs of illness including:

- Fever of 101° or greater
- Vomiting
- Diarrhea – twice in one day
- Undiagnosed rash/skin condition
- Infected discharge from eyes/ears
- Severe cough
- Any communicable disease

Children absent due to illness must be symptom free for 24 hours before returning to the program. Your child should return when they are well enough to participate fully in the program and daily activities, including outdoor play.

Designated staff will administer prescription medication to children if required. Non-prescription medication (e.g. cough syrup, Tylenol) must have a doctor's note with written confirmation and instructions for administration. In accordance with provincial legislation, parents must provide written authorization, including the dosage and times any drug is to be given. Medication must be in the original container, clearly labelled with the child's name, name of the drug, the dosage, the date of expiry and instructions for storage and administration of the drug. Medication is not to be left in the classroom area or in the children's bag. Please give it directly to a program staff member for proper storage.

Behaviour Guidance and Prohibited Practices

Emotion and behaviour regulation are important elements of human development. At Mindwerx children are supported to identify, express and process their feelings in ways that are positive and helpful to their growth. Behavioural limits are set and maintained in a supportive manner, at a level that is appropriate to the child's actions and age in order to ensure health and safety, respect the rights of others and promote self-discipline.

No employee, volunteer or student who is on an educational placement shall engage in any of the prohibited practices with respect to a child receiving child care at the centre.

Consistent with regulations under the Child Care and Early Years Act, the following practices are prohibited:

| Appropriate Positive Behaviour Support Intervention | Inappropriate Behaviour Support Responses and Prohibited Practices |
|--|--|
| Start with prevention. Reasonable adult expectations, a consistent daily routine, and a developmentally appropriate environment and programs can prevent inappropriate behaviour | Do not blame the child for a behaviour which is the result of inappropriate expectations, daily routine, environment or program. |
| Anticipate problems and intervene positively before they happen | Do not wait for problems to occur |
| Use positive language; redirect behaviour by focusing on what the child may, can or should do (i.e. "cups are for drinking") | Do not limit directions to only those the child cannot or must not do, or give over-generalized confusing directions |
| Encourage and praise desired behaviour | |
| Allow the child choices when possible; if a choice is not possible, state that clearly | Do not give a choice when no choice is available |
| Remind all children of changes in routine or activities (i.e. a special workshop, event) | Do not confuse or upset the children by abruptly changing routines or activities and |

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|--|--|
| or visitor is coming to the classroom) and explain the expectations for behaviour | not explaining reasoning or alternative expectations, routine and changes |
| Use inappropriate behaviour as an opportunity to teach children problem-solving and self-regulation skills. Help children identify problems, feelings and alternative ways of behaviour to understand consequences and make decisions | Do not view inappropriate behaviour as an interruption or as developmentally inappropriate (all normally developing children test limits) |
| Set reasonable limits clearly and consistently | Do not set unreasonable, excessive limits which adults enforce inconsistently |
| Act with caution, care and respect when enforcing limits | |
| If a child must be removed from a situation or activity, or withhold an object or activity, only do it as a last resort. Make sure the child has been given adequate opportunity to make alternate decisions in their behaviour or choices regarding self-regulation. A staff member can then give the child an alternate activity, and allow the child to return to the initial activity once they feel as though they can behave in an acceptable manner | <p>Never use Prohibited Practices such as:</p> <ul style="list-style-type: none"> • 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 or home child care 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 • 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 • Deprivation of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding • Inflicting any bodily harm on children including making children eat or drink against their will. • The practices above are prohibited and the use of which require immediate |

Serious Occurrence Policy and Procedure

At Mindwerx, we work diligently to provide a safe, creative and nurturing learning environment for each child in our care. The Ministry of Education requires licensed child care centres to notify parents of any serious occurrences. A serious occurrence may include serious injury to a child, fire or other disaster on the. In the event of a serious occurrence, parents will be informed by email and a Serious Occurrence Notification Form will be posted on the parent information board in the lobby of our centre. Serious Occurrence reporting provides **Mindwerx 4 kids** with an effective means of monitoring the appropriateness and quality of our centre. This monitoring includes provision for the ongoing review of our practices, procedures, and training needs.

A serious occurrence is defined under the CCEYA as:

1. The **death of a child** who receives child care at a licensed home premises or child care centre;
2. **Abuse, neglect or an allegation of abuse or neglect** of a child while receiving child care at a home premises or child care centre;
3. A **life-threatening injury to or a life-threatening illness** of a child who receives child care at a home premises or child care centre;
4. An incident where a child who is receiving child care at a home premise or child care centre goes **missing or is temporarily unsupervised**, or
5. An **unplanned disruption of the normal operations** of a home child care premises or child care centre that poses a risk to the health, safety or well-being of children receiving care at a home child care premises or child care centre.

Serious Occurrence Responses – Immediate Actions

Actions to be taken if a serious occurrence has occurred, or is suspected, include the following:

1. The child shall be provided with immediate medical attention where warranted.
2. Appropriate steps shall be taken to address any continuing risks to the child's health or safety. [Note: the need for the same or similar steps to address the health and safety of other children or staff must also be considered, as appropriate.]
3. Ensure that the local coroner is notified immediately in **all** cases involving death.

4. The staff or any other person witnessing or having knowledge of the occurrence shall report the matter to the person designated by the service provider to conduct serious occurrence inquiries.
5. The designated staff shall begin a serious occurrence inquiry, once all safety measures have been taken. The purpose of the inquiry is to gather information regarding the actual or alleged occurrence(s).
6. All persons having knowledge of the occurrence must be asked to remain on the premises until the designated staff has interviewed them, or indicated that there is no need for their involvement at that point.
7. The operator or child care centre gathers information to be included during the reporting process. Information should include as many of the following details as possible at this time:
 - Description of the occurrence
 - Client's allegation (if applicable)
 - Date, time, place where it occurred
 - Time occurrence reported
 - Reason for the occurrence (if known)
 - People involved
 - Action taken
 - Current status
 - Parties notified: Coroner in all cases of death, police/CAS, as applicable, parents/others, as appropriate

NOTE: ALLEGATION OF ABUSE

If an allegation of abuse has occurred, or if there is reason to suspect that a child has been abused and/or in need of protection, immediate contact must be made with the local child welfare agency, (and with police if appropriate) *Note: it is the person who has reasonable grounds to suspect that a child is or may be in need of protection, who is legally obligated to make a report to the child welfare agency;*

In the case of an allegation of abuse, the child is not to be questioned or interviewed by anyone, unless and until permission is given by the child welfare agency, and/or the police.

Reporting Procedures

All serious occurrences are reported to the Ministry of Education within 24 hours of the occurrence.

When a serious occurrence is deemed to have taken place **Mindwerx 4 kids** must ensure that: The child's parent, guardian or emergency contact person is contacted immediately (unless it is an allegation of abuse in regards to the

parent/guardian/emergency contact person. In this case, the suspected child abuse procedure is followed)

Posting of Serious Occurrences

As of November 1, 2011, **Mindwerx 4 kids** is required to post a high-level Serious Occurrence Notification form at our centre when a serious occurrence has happened. We are also required to review the updated policy with all staff.

Following the report to the Ministry of Education within 24 hours of becoming aware of the occurrence, our centre will complete the Serious Occurrence Notification form.

The form will be posted in a conspicuous place at or near the entrance commonly used by the parents, and near the posted licence and Licensing Summary Chart. It is to be updated as additional actions or investigations are completed.

It is to be posted for a minimum of 10 business days, and if updated, the form remains posted for 10 additional business days from the date of each update.

The form is to be retained on file for at least 3 years from the date of the occurrence and must be made available for current and prospective parents, licensing and municipal children's services staff upon request.

In order to protect personal information and privacy, no child or staff names, initials, age or birth date of children, or group identifiers (e.g. preschool room), are to be used on the form.

EXCEPTIONS

Allegations of Abuse: The Serious Occurrence Notification form is posted when the following have been concluded – the child protection agency e.g. CAS has concluded its investigation and the allegation is either verified or not verified, or CAS has determined that an investigation will not be conducted, and, the Ministry has investigated any associated licensing non-compliances.

Once all investigations are completed, the form will indicate whether – CAS verified or not verified the allegation, the operator has taken action on any other directions given by CAS if applicable, the operator has addressed any associated licensing non-compliances identified by the Ministry if applicable.

Annual Summary Roll Up & Analysis Report

Mindwerx 4 kids will conduct our own annual summary and analysis report of all of our serious occurrences for the year at end of each calendar year. We will conduct an

analysis of any patterns which may suggest a need for training, support or internal policy modifications, and the identified steps to address any of these needs. Once completed, the form is to remain on site at the centre and ministry staff will review it as part of the annual licensing inspection.

The annual report will be reviewed by the ministry as to the centre's management of serious occurrences. Upon reviewing the report, the ministry may also identify possible issues or actions that could require additional follow-up by our centre. In the event of any follow-up action being requested after review of the annual roll-up report by the ministry, we will submit an outcome report upon completion of the identified action.

Supervision Policy for Students and Volunteers

Mindwerx provides placement opportunities for student teachers enrolled in early childhood post-secondary programs. Volunteers and student teachers participate in an orientation day and obtain criminal record checks before attending our centre. Volunteers and student teachers are not permitted to be alone with the children and are not counted in staffing ratios at any time. This policy for the supervision of volunteers and placement students is in place to *help support the safety and well-being of children attending the centre.*

Policy Requirements

- No child will be supervised by a person under 18 years of age.
- Direct unsupervised access (i.e. when an adult is alone with a child) is not permitted for people who are not employees of the centre.
- Placement students are not counted in the staffing ratios of the centre.
- Volunteers are not counted in staffing ratios of the centre
- Behaviour management policies and procedures will be reviewed with and signed off by volunteers and students who will be providing care or guidance at the centre before they begin and at least annually afterwards;
- The individual plan(s) for a child with anaphylaxis and the emergency procedures will be reviewed with and signed off by volunteers and students who will be providing care or guidance at the centre before they begin and at least annually afterwards;
- The supervision policy for volunteers and students will be reviewed with volunteers and students who will be providing care or guidance at the centre before they begin and at least annually afterwards;
- Criminal reference checks are required for all volunteers having direct contact with children in the centre.

Notes:

1. The Ministry criminal reference check policy does not apply to students placed in child care programs by an educational institution; however criminal reference checks are routinely required by community colleges and universities prior to students beginning a placement in child care and should be required as a policy by a child care centre.

Roles and Responsibilities

1. Supervisor:

- Ensure that the policy is reviewed with employees before they begin their employment and at least annually afterwards; and with volunteers or students who will be providing care or guidance at the centre before they begin and at least annually afterwards.
- Provide an orientation (see below) to all volunteers and students who will be providing care or guidance to children at the centre as well as ongoing mentoring, support and monitoring.
- Designate a lead RECE for each group of children in the centre who will be responsible to supervise volunteers and students when applicable and ensure this staff person's responsibilities in regard to volunteers and students is clear.

2. Volunteers and students:

- Review all required policies, procedures and documentation before they begin to provide care or guidance to children at the centre and where applicable, at least annually afterwards.
- Participate in an orientation with the supervisor before they provide care or guidance to children at the centre.

3. Operator:

- Ensure that the operator's insurance covers volunteers and students.
- Review the policy at least annually to ensure that it remains current.
- Ensure that the policy is reviewed with employees before they begin their employment and at least annually afterwards; and with volunteers or students who will be providing care or guidance at the centre before they begin and at least annually afterwards.

Orientation Procedures

An orientation will be provided to help volunteers and students understand the operation of the child care program and the expectations for their placement/volunteer experience. It will include the required policy and procedure reviews set out in the *Child Care Early Years Act* as noted on page one of this policy. It should also include at least the following;

- A tour and orientation to the centre both indoors as well as the playground area
- A review of the emergency evacuation procedures
- A review of the centres Policy and Procedures manual
- A discussion regarding the needs of individual children (e.g. special needs, allergies etc.)
- A review of the centre's parent handbook

- An orientation to the location and use of the Ontario Child Care Licensing; Day Nurseries Manual

Clothing and Children's Belongings

Diapers and creams are provided and renewed by parents. Your child should be dressed appropriately for physical activity and the season. A second set of clothing should be kept in your child's bag. All clothing and toys must be labelled with your child's name. We have a fundraiser with *Mabel's Labels*. If you are interested in purchasing labels for clothing, please use our fundraiser website www.Mindwerx.mabelslabels.com.

Waitlist Policy

Mindwerx 4 Kids will maintain a record of waitlist applications for toddler and preschool programs. No charges, fees or deposit will be required for the placement of a child on a waiting list for admission into the child care centre. To gain access to the waiting list, families must complete an online registration form on our website at www.mw4k.com, drop off or pick up a waitlist application at the centre or call us at (416)233-5437 and provide all the required information to be placed on the list. The date of registration on the wait list reflects the date that the registration form was received by the management office.

Procedure

1. Children on the waiting list are offered admission based on order of placement on either the toddler or preschool program. Children currently enrolled and needing to graduate to the next age group and siblings of children currently enrolled will be given first priority.
2. Parents may contact the centre at any time to determine their child's position on the waitlist.

When a position becomes available at Mindwerx, the management team will contact the family on the top of the wait list which matches the age range of the position available and is within a reasonable amount of time from the requested start date. The family contacted is given 48 hours notice to notify Mindwerx if they will be accepting or declining the position. That family will be asked if they would like to maintain their position on the waiting list or be removed. If a family does not contact Mindwerx within the 48 hours, the position will be offered to the next family on the waiting list.

Families may contact Mindwerx at any time to update their information and to check their position on the waiting list.

Parents Issues and Concerns Policy

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.

Policy

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing in 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 Mindwerx 4 Kids 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 3 business days. The person who raised the issue/concern will be kept informed throughout the resolution process. Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect. If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children’s Aid Society (CAS) directly. Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the “Duty to Report” requirement under the Child and Family Services Act.

Procedures

| Nature of Issue or Concern | Steps for Parent and/or Guardian to Report Issue/Concern: | Step for Staff and/or Licensee 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 licensee | - Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian within 1-2 business days. |
| 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 licensee. | Document the issues/concerns in detail. Documentation should include: |
| Staff, Parent, Supervisor, and/or Licensee-Related | Raise the issue or concern to - the individual directly or - the supervisor or licensee. 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 date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or |
| Student- / VolunteerRelated | Raise the issue or concern to | |

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| | <p>- the staff responsible for supervising the volunteer or student Or -the supervisor and/or licensee.</p> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents / guardians become aware of the situation.</p> | <p>referral.</p> <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p> |
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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 Director or Centre Supervisor of Mindwerx 4 Kids.

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) where appropriate.

Emergency Management Policy and Procedures

Name of Child Care Centre: Mindwerx 4 Kids

Date Policy and Procedures Established: November 23, 2017

Date Policy and Procedures Updated: November 23, 2017

Purpose

The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

Definitions

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations.

Authority: A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the licensee).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole child care centre (e.g. child-specific incidents) and where 911 is called.

Emergency Services Personnel: persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

Evacuation Site: the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care centre.

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).

Meeting Place: the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the child care centre if evacuation is not necessary.

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

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

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Policy

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

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

3. Recovery.

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

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: Saint Andrew's Presbyterian Church located at 3819 Bloor Street West

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: Saint Andrew's Presbyterian Church located at 3819 Bloor Street West

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

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

If any emergency situations happen that are not described in this document, the management team at Mindwerx 4 Kids will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by the management team at Mindwerx 4 Kids in the daily written record.

Procedures

Phase : Immediate Emergency Response

| Emergency Situation | Roles and Responsibilities |
|---------------------|----------------------------|
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Lockdown

When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.

- 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible.
- 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location.
- 3) Staff inside the child care centre must:
 - remain calm;
 - gather all children and move them away from doors and windows;
 - take children's attendance to confirm all children are accounted for;
 - take shelter in closets and/or under furniture with the children, if appropriate;
 - keep children calm;
 - ensure children remain in the sheltered space;
 - turn off/mute all cellular phones; and
 - wait for further instructions.
- 4) If possible, staff inside the program room(s) should also:
 - close all window coverings and doors;
 - barricade the room door;
 - gather emergency medication; and
 - join the rest of the group for shelter.
- 5) Mindwerx 4 Kids staff/management will immediately:
 - close and lock all child care centre entrance/exit doors, if possible; and
 - take shelter.

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

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| <p>Hold & Secure When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p> | <ol style="list-style-type: none"> 1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately. 3) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • take children's attendance to confirm all children are accounted for; • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions. 4) Mindwerx 4 Kids staff and management team must immediately: <ul style="list-style-type: none"> • close and lock all entrances/exits of the child care centre; • close all blinds and windows outside of the program rooms; and • place a note on the external doors with instructions that no one may enter or exit the child care centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p> |
| <p>Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p> | <ol style="list-style-type: none"> 1) The staff member who becomes aware of the threat must: <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services is not yet aware of the situation; • follow the directions of emergency services personnel; and • take children's attendance to confirm all children are accounted for. A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel. B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time. |

**Disaster
Requiring
Evacuation**

A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.

1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.

2) Staff must immediately:

- remain calm;
- gather all children, the attendance record, children's emergency contact information any emergency medication;
- exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions;
- escort children to the meeting place; and
- take children's attendance to confirm all children are accounted for;
- keep children calm; and
- wait for further instructions.

3) If possible, staff should also:

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

4) Designated staff will:

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

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

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| <p>Disaster – External Environmental Threat An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p> | <p>1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p>If remaining on site:</p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. <p>3) Mindwerx 4 Kids staff and management must:</p> <ul style="list-style-type: none"> • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p> |
| <p>Natural Disaster: Tornado / Tornado Warning</p> | <p>1) The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</p> <p>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>3) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • gather all children; • go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways; • take children’s attendance to confirm all children are accounted for; • remain and keep children away from windows, doors and exterior walls; • keep children calm; • conduct ongoing visual checks of the children; and • wait for further instructions. |

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| <p>Natural Disaster: Major Earthquake</p> | <ol style="list-style-type: none"> 1) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3) Once the shaking stops, staff must: <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 4) If possible, prior to exiting the building, staff should also: <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 6) Designated staff will: <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them and ensure their required medication is accessible, if applicable; and • wait for further instructions. 7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible. |
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Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, Mindwerx 4 Kids management must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons:

Local Police Department: (416)808-2200

Ambulance: 911

Local Fire Services: (416)338-9050

Director: Steve Haddad at (416) 897-1613

Site Supervisor: Deborah Andrade at (416) 992-7680

Licensee Contact(s): (416) 897-1613

Child Care Centre Site Designate: Rhemona Burrell (416) 371-2946

- 4) Where any staff, students and/or volunteers are not on site, Mindwerx 4 Kids management must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
- 5) Mindwerx 4 Kids staff and management team must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.

- 7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

| 8a) Procedures to Follow When “All-Clear” Notification is Given | |
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| Procedures | <ol style="list-style-type: none"> 1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre. 2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre. 3) Staff must: <ul style="list-style-type: none"> • take attendance to ensure all children are accounted for; • escort children back to their program room(s), where applicable; • take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and • re-open closed/sealed blinds, windows and doors. 4) Mindwerx 4 Kids management team will determine if operations will resume and communicate this decision to staff. |
| Communication with parents/guardians | <ol style="list-style-type: none"> 1) As soon as possible, Mindwerx 4 Kids Director or Supervisor must notify parents/guardians of the emergency situation and that the all-clear has been given. 2) Where disasters have occurred that did not require evacuation of the child care centre, Mindwerx 4 Kids management must provide a notice of the incident to parents/guardians by email. 3) If normal operations do not resume the same day that an emergency situation has taken place, Mindwerx 4 Kids management team must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined. |

| 8b) Procedures to Follow When “Unsafe to Return” Notification is Given | |
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| Procedures | <ol style="list-style-type: none"> 1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site. 4) Mindwerx 4 Kids management team will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so. 5) Upon arrival at the evacuation site, staff must: <ul style="list-style-type: none"> • remain calm; • take attendance to ensure all children are accounted for; • help keep children calm; • engage children in activities, where possible; • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up. |
| Communication with parents/guardians | <ol style="list-style-type: none"> 1) Upon arrival at the emergency evacuation site, Mindwerx 4 Kids management team and staff will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2) Where possible, Mindwerx 4 Kids management team will update the child care centre’s voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message. |

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

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| <p>Procedures for Resuming Normal Operations E.g. where, applicable, reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc.</p> | <p>1) Mindwerx 4 Kids management team will contact the Ministry of Education Program Advisor to notify them that the Emergency Situation has ended and that the centre will be reopened.</p> <p>2) Mindwerx 4 Kids management team will notify the parents via email and will update the child care centre's voicemail box as soon as possible to inform parents/guardians that the child care centre has been reopened.</p> <p>3) Mindwerx 4 Kids management team will also contact all other parties such as insurance, catering company and staff, that the centre is now reopened.</p> |
| <p>Procedures for Providing Support to Children and Staff who Experience Distress</p> | <p>1) Mindwerx 4 Kids management team will hold a staff meeting with the staff members to ensure that support is being provided to the staff in distress. The Mindwerx4 Kids management team will also conduct a follow up staff meeting to ensure that all staff are being and feel supported.</p> <p>2) Mindwerx 4 Kids management and staff will ensure that they provide a safe environment for the children and provide support when needed such as including books or activities to help cope with the distress.</p> |
| <p>Procedures for Debriefing Staff, Children and Parents/ Guardians Include, where, applicable, details about when and how the debrief(s) will take place, etc.</p> | <p>Mindwerx 4 Kids management team must debrief staff, children and parents/guardians after the emergency. The management team will set a date and time when to meet with the families to have a discussion. If parents are unable to attend, the management team and staff will ensure to speak to parents during pick up and drop off.</p> <p>The staff at Mindwerx will develop activities or search for books to help the children understand what occurred and help them feel safe.</p> |

Fee Policy 2018

A registration fee of \$300 is required when class schedule is confirmed.

- Withdrawal before the start of the agree schedule will result in the loss of the registration fee.
- Once the schedule has started, \$150 will be deducted from the first month's payment.
- Remaining \$150 is held as a security deposit. This will be used towards the last month's fees when proper notice is given.
- One calendar month is required for notice and must be given on or before the first day of the month. Any late withdrawals will default the security deposit.

Fees are payable on the 1st of each month. Posted dated cheques dated for the 1st of the month are required. No refunds can be made for statutory holidays, professional activity days, scheduled school closures or any absent days including vacations. As per Parental Contract, two weeks written notice is required when you withdraw from the centre.

Fee Schedule

As of January 2018

| Toddler Room | Preschool Room |
|---------------------|-----------------------|
| 1 day \$385 | 1 day \$335 |
| 2 days \$685 | 2 days \$615 |
| 3 days \$975 | 3 days \$900 |
| 4 days \$1250 | 4 days \$1175 |
| 5 days \$1475 | 5 days \$1400 |

(All extra fees must be agreed upon by parent/guardian and Mindwerx4kids before any intervention takes place.)

Holidays Closures 2018

January 1- New Year's Day
February 19 – Family Day
March 30- Good Friday
April 2 – Easter Monday
May 21 – Victoria Day
July 1 – Canada Day
August 6 – Civic Holiday
August 27 to September 3- Closed for cleaning and Renovations
October 8 – Thanksgiving
December 24 to January 2- Christmas Break