

Parent Handbook



Funtastic
Learning centre

2400 John St. Thornhill, ON, L3T 6G6

905-889-6866

Funtasticlc2400@gmail.com

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I. INTRODUCTION

The Parent Handbook has been created to describe our program statement, program plan, procedures and policies, and all the practical details that support your child's extended care and home in our learning center.

Welcome

We hope you have a wonderful experience with us here. Funtastic Learning Centre is committed not only to providing high-quality child care service to children and their families but also to creating fun, recreational and stimulating learning experiences for children, which they would benefit from in later life. In our Centre, learning is encouraged by allowing children opportunities to choose among an array of purposeful activities. The aim is to encourage active, self-directed learning by providing experiences contributing to the growth of confident, self-motivated, independent learners who are respectful of themselves and others.

Our Philosophy & Program Statement

Our program highly emphasizes on play-based learning, in which educators based on child-led and open-ended play. We believe that young children learn best through play. Play not only allows children to explore different materials and try out new ideas, but also provides opportunities for self-discovery and social connections. The Ministry of Education's Pedagogy for the Learning Years "How Does Learning Happen?" serves as a guide to inform our program. Our program is informed by the four foundations outlined in the Ministry document that are essential for children to grow and flourish: "Belongs, Well-being, Engagement and Expression". At the same time, our program also builds on the understanding that learning and development happens within the context of relationships among children, families, educators and their environments.

Our program statement is reviewed annually by the Program Director/Supervisor to ensure relevancy to the program and to reflect the evolving understanding of children, pedagogy and the role of educators in supporting learning in the early years.

Our View of Children

Every child in our program deserves to be respected as "being competent, capable, curious and rich in potential". We view children as a curious, creative, confident director of their own learning experiences. Our program acknowledges that each child is a unique individual to have his/her own needs, interests, abilities and potential. Our educators provide support and guidance based on their uniqueness to help them to reach their full potential.

Our Goals and Approaches for Children

- a. *Promote the health, safety, nutrition and well-being of the children*
 - Promote healthy practices in the center by implementing effective health policies and modeling daily healthy habits.
 - Our educators monitor the children's health through the day and communicate with parents and any other community agencies when needed.
 - Anaphylactic policy, individual emergency anaphylaxis plans, center allergy lists are in place to provide consistency in ensuring the health and safety of the children.
 - All educators, students and volunteers are certified with Standard First Aid and CPR level "C".
 - Encourage positive eating; Nutritional and well-balanced catered lunch and two snacks through a day.
 - Balance rest and physical activity by providing afternoon rest time and daily gross motor play for children
- b. *Support positive and responsive interactions among the children, parents, child care providers and staff*
- c. *Encourage the children to interact and communicate in a positive way and support their ability to self-regulate*
 - Our educators encouraged and engage in positive, warm and respectful interactions with the children, families and other educators.
 - Help children to recognize and understand their own feelings and needs; encourage children to use positive languages and manners toward each other; using developmentally appropriate language to support children to participate in group discussion and problem solving.
 - Redirection is used as a strategy to guide a child's behavior from inappropriate to appropriate.
 - Educators encouraged to provide acceptable options for children to let them to make responsible choices, but offer necessary support if needed.
 - Continuous communication with families and co-workers, which provides the opportunity to share information about the child's day and his/her development processes.
 - Encouraging open communication, feedback and discussion about any matter of importance to an employee.
- d. *Foster the children's exploration, play and inquiry*
- e. *Provide child-initiated and adult-supported experiences*
- f. *Plan for and create positive learning environments and experiences in which each child's learning and development will be supported*
- 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*
 - Educators see every child as an active, engaged learner who uses their body, mind and sense to explore the world. Provide learning environment and experiences to allow children to use his/her natural curiosity and exuberance to explore, play and inquiry.
 - Program planning based on discussion with children, as well as daily observation by educators on children's interests and needs. Children are encouraged to take ownership in their learning and consider risks in order to recognize strength and weak areas of growth.
 - Establish predictable daily routines and transition strategies, so children would feel secure and safe to explore, learn and experience in the environment.
 - Our program planning that are geared to meet overall development domains: Health and Physical, Creative, Cognitive and Language, Personal and Social.
 - Create a "cozy corner" in the classroom for children to buffer themselves from environment stressors.
 - All children are encouraged to participate in all areas of the daily routine.
 - On daily basis, two hours' outdoor activities (weather permitted) available to all children.
 - Active play contributes to our program day to day operation.
 - Wide ranges of open-ended play materials on the shelves available for children to play and experience with.
 - 2 hours of rest time (12:40-2:40 pm) offered to children if required.
- h. *Foster the engagement of and ongoing communication with parents about the program and their children*
- i. *Involve local community partners and allow those partners to support the children, their families and staff*
 - We recognized that each child and his/her family is unique, and we do our best to offer support when needed. We welcome and involve every child regardless the differences between them.

- Educators are encouraged to communicate with parents verbally on daily basis to exchange information; Daily Report provided to parents at the end of the day. Weekly highlight which documents the children's learning experiences provided to parent at the end of the week.
 - For special events, both verbal and non-verbal ways to correspond with the parents.
 - City of Markham for weekly skating, use of baseball diamonds, soccer fields and outdoor play space.
 - Periodic visits to community partners (e.g. local market) to enhance children's learning experiences.
 - Parent meeting available when needed.
- j. *Support staff or others who interact with the children in relation to continuous professional learning*
- Support staff are encouraged to be a part of the staff and children's learning process in relation to continuous professional learning (CPL)
- k. *Document and review the impact of these strategies*
- Record observation on each child's learning experiences and processes.
 - Document parents requests, suggestions and feedback.
 - Review yearly parent evaluations of our program.
 - The documents are located in the Parent Handbook and Policy Binder for staffs to review when needed.

The Play-based Program

Children are naturally motivated to play. In a play-based program, children are able to choose learning activities based on their current interest. They are encouraged to be their own learning director to explore, experience, discover and solve problems. The focus of planning activities are based on children's interests and needs. Based on observation, educators create learning experiences on what children's needs and interests and act as a facilitator to support their learning. Educators also encouraged children to learn and inquiry through interactions, which aims to stretch their thinking to higher levels. In teacher-centred approach, for example, educators instruct young in the way that children put all their focus on the educator and listen exclusively. In contrast, in play-based learning, the educator observes that children are playing with alphabet blocks, then the educator can pose a question to the child (e.g. "Could you help me to find the first letter of your name?"). In this way, children are exposed to learning and problem solving through self-initiated activities and teacher guidance, which has scientifically showed long-term positive effects on children.

Play-based learning includes the following *five elements*:

- 1) *Self-chosen*: Children are provided the opportunities to make choice for themselves in play. For example, they decide on how they'll play, and for how long.
- 2) *Enjoyable*: Play is enjoyable for the child. There might be some disagreements or conflicts during play, but overall it is a joyful experience. In which, children are motivated to play and learn more with the positive emotional aspect.
- 3) *Make believe*: Play often involves imagination, 'make believe' or 'playing pretend'.
- 4) *Unstructured*: Happens when children follow their lead in play
- 5) *Process-oriented*: The process of play is the most important component, not end or learning goal

What Does a Play-based Classroom Look Like?

A Play-based classroom is set up in a more natural way and brings in more natural light. Also, the classroom's wall focuses more on children's art work, instead of commercialized posters, such as alphabet and number posters.

The learning environment is generally set up into sectors for large group time, creative art area, science and nature, sensory play, blocks construction, dramatic play area and so forth. Also, in these learning areas, educators will incorporate play-based materials and activities that children are free to roam and choose materials to create their own learning experiences. The learning environment will be nurturing, stimulating and inspiring, and it leads children to explore, manipulate, discover and solve problems independently with on-going support and guidance from educators. In play-based classroom, every child regardless of their differences can feel safe and secured to explore, play and learn.

Licensing and Other Inspections

Funtastic Learning Centre is a fully licensed facility under the Ministry of Education and therefore meets all of the requirements of the Child Care and Early Years Act. We are required to achieve and maintain compliance with the standards set out in Ontario Regulation 137/15 under the CCEYA at all times. In addition, we are in compliance with Zoning, Building, Health and Safety and Fire Inspections.

Registered Early Childhood Educator (RECE)

In order to maintain the high-quality of childcare service, we only employ RECEs who are in good standing in the college of Early Childhood Educators for our centre. Also, our classroom will always meet the ministry ratio requirement for preschoolers: 1:8. In addition, we hire contract instructors for our special program, such as Music, Art and Gym.

All staffs, including regular classroom educators and occasional supply staffs, have up-to-date immunizations, current Standard First Aid and CPR Level C Certification as well as a clear Vulnerable Sector/Police Check at the time of employ.

In Funtastic Learning Centre, our educators help to enhance children's learning by creating environment in which rich play experiences are available. Educators observe and document individual child's play experiences, then they pose problems, ask questions and make comments and suggestions to stimulate children's thinking and extend their learning. Moreover, educators plan novel learning experiences based on their observation on children's play and daily experiences.

II. PROGRAM OVERVIEW

Our Program

Large Group Time

This is the time when children and educators get together to experience the concept of "us". During Large Group time, they not only enjoy participating in group activities such as singing, storytelling, dancing or discussing topics but also share information and plan learning activities as a group. Also, the play-based educator does not play the starring role in Large Group Time, and every child should have the equal opportunity to express his/her opinion and ideas, no one should be left out. In our program routine, there are two Large Group times. The first one is used at the beginning of the day to provide information to children of what activities and experiences are on offer throughout the day, and the second one is used at the end of the day to reflect back on the day and plan learning experiences for the next day.

Creative Art Area

Play-based learning always focuses on the fun process of playing, not the outcome. In our Creative art area, therefore, children are encouraged to use their creativity to explore art without fear of "right or wrong" or any expected outcomes putting pressure on their enthusiasm. Also, in the Art Area, there is an open shelf that contains enough art materials for children to access at any time. In this way, children can feel free to explore, combine and create based on their current interests and abilities.

Sensory Play

Sensory play is the activity that stimulates at least one of children's senses (touching, tasting, hearing, seeing and smelling). Everything children and even adults learn the best comes through their senses. Sensory play allows children to freely use their senses to explore, experience, modify, and investigate different learning materials.

There are many play-based sensory options for children in the Sensory Area, (e.g., water, playdough, sound tubes, calming bottles, sandbox, etc.). Our educators would also offer new sensory materials based on children's interests and needs.

Block Construction

Unlike the teacher-centred approach, play-based learning focuses on means of learning, not ends. Wooden block play is a staple in most play-based learning environments as it provides children opportunities for open-ended play. There are no directions or external goals for blocks play. Individual children could use their own imagination, creativity and experiences to build their own creation with blocks. In addition, children are allowed to add other learning materials to expand upon their ideas and experiences, which inspires them to use basic construction materials daily in different ways.

Science and Nature

Nature plays an essential role in a child's development, so it is important for us to connect children with nature. Children love to collect 'treasures' they find during outdoor nature play. Our Science and Nature Table offers a home for their collections. Based on the observation, educators can add more related interesting pieces to the table to expand children's learning. Also, goggles, bug-catchers, magnifying glasses and other scientific tools are stored on the table for children to freely use. Moreover, in order to sustain the children's interests and needs, the collection items here are changed around quite regularly.

Dramatic Play Area

Children always like to mimic what they have seen adults do. Dramatic play activity is a great way to engage children in role-playing. Children learn others feel and think when they role-play. Also, from interacting with each other, children not only strengthen their social skills but also build on their oral language and problem-solving. In addition, Dramatic Area provided open-ended materials for children, children use their experiences and imagination to make their own play. The setting in the area does not need to change really often; however, based on educators' observation, more new materials would be added to expand children's play. Also, children are also encouraged to create new materials to expand their own play. Moreover, multicultural materials would also be included in this area for children to learn about different cultures and acknowledge the difference between them, which helps to create a more inclusive classroom.

Kindergarten Readiness

Children learn best not through being told facts but by discovering through their first-hand and hands-on experiences. Play-based educators provided open-ended learning and encourage children to actively engage with them every day. Through the process of play, children not only construct educational knowledge but also build strong foundations for language, social, emotional, problem-solving and other life skills.

Also, Play-based educators focus more on social-emotional learning, so children would benefit from their kindergarten, and even lifetime. It is true that kindergarten highly values children's academic skills, but it is more important for children to have life-long learning abilities. Learning ability is about how children learn, understand and apply knowledge in their lives, which could not be learned by told, rather through individual's experiences. In the classroom, children not only allow themselves to make choices for their own learning but also are encouraged to freely express themselves and create their own play. As a result, children in the play-based classroom, become more confident, independent, caring and self-motivated later in life. Therefore, when they get to kindergarten, they are more comfortable in a school setting and excited to participate in different school activities.

Outdoor Play

The children are provided with two hours of outdoor play daily in a 10000 square metre, fully fenced grassy area adjacent to the school. This natural surface of grass, sand, and pebbles, along with equipment such as balls, hoops, buckets and shovels, provides a safe outdoor environment that allows for creative and imaginative play, gross motor skills development, and sports play for the children.

Music Program

The music program is offered once a week, which includes creative movement, singing and listening experiences, percussion instruments, musical concepts (pitch, dynamics, rhythm, beat, tempo and mood), music of the world's people, and instruments of the orchestra.

Chinese Program

French/Chinese Program is offered once a week to the children. The program mainly focuses on developing basic listening and speaking skills through learning children's songs, storytelling and engaging in group activities. Also, extend special activities such as dancing, crafts and hand-on experiences will be used to socialize children about unique cultures.

Indoor Gym

Our location in Clatworthy Arena allows for indoor gym once per week from April to mid-October. In our indoor gym, children develop their gross-motor skills, balance, coordination, flexibility and team spirit through playing cooperative games, and varieties of sports such as basketball, hockey and so on.

Field Trips

Field trips not only act as a tremendous refreshing activity for the program but also create more vivid learning experiences for the children. Our goal is up to three field trips per school year (at least one per term) but heavily depends on enrollment, busing costs and volunteers. Also, in our play-based program, children are encouraged to contribute ideas about field trip destinations.

Rest Period

An afternoon rest period of up to two hours is provided for children who require an afternoon nap. Parents supply a small blanket and pillow for their children if a nap is required. Children may sleep on cot or resting mat with parent authorization.

Nutrition

Our program offers a healthy, various and balanced meal plan consisting of morning snack, hot lunch and an afternoon snack following the Canada's Food Guide. An established four-week menu is followed and posted in the centre. In order to encourage a supportive nutrition environment and reduce risk in anaphylactic, we limit *outside food* in the center. No outside food allowed **without** the previous approval of the center director/supervisor. Please see more detail about our allergy policy at Anaphylactic Policy. If your child has any special dietary needs, we will make every effort to work along with you to accommodate those needs. We ask parents must inform us of any allergies to any particular foods or materials products.

Hours of Operation

We are open Monday to Friday 8:00 am – 5:30 pm from September to June. Parents are expected to pick up their children on time. Parents who are late picking up their children will be charged \$1.00 per minute after the hours. Late pickups will be recorded and billed at the end of each month

Admission Requirements

Funtastic Learning Centre is licensed to enroll children from the ages of 2.5 to 5 years of age, up to a maximum of 11 students per day. Early admission is offered to current families first. The remaining spots are filled on a first-come, first-serve basis. Upon deciding that you would like to register your child at our centre, the following is a list of items that must accompany each completed enrolment application form.

- 1) A Security Deposit, of \$200 (per child), is required. In the event that your child is withdrawn from the daycare, the deposit fee will be returned at the last day of the attending. Failure to provide the one month (30 days) notice, the deposit will not refund.
- 2) A copy of the child's health card.
- 3) Copies of documentation regarding physical or medical conditions, including detailed instructions on administering any medication required.
- 4) A copy of the child's immunization record.
- 5) Application Form must be complete and signed.

Upon completion of all the above-mentioned items, please contact our centre for a registration appointment.

Monthly Calendars

Calendars are provided to parents at the beginning of each month, which identify special events, holidays, Art, Music, and Gym classes.

Daily Schedule

8:00am – 9:00am	Drop Off/ Morning Snack/ Free-Play
9:00am – 10:00am	Station Play Time
10:10am– 10:30am	Large Group Time
10:30am –11:35am	Washroom Routine and Outdoor Play Time/ Physical Activity
11:35am– 11:45am	Washroom / handwashing

11:45am – 12:30pm	Lunch Time
12:40pm – 2:40pm	Nap/Quite Activities Time
2:40pm – 2:50 pm	Washroom Routine
2:50pm – 3:10 pm	snack
3:10pm – 4:10 pm	Outdoor Play Time
4:10pm – 4:40 pm	Afternoon Large Group Time
4:40pm – 5:30 pm	Activity Centres

*Gym, Fridays April – June 10:30 am-11:30 am in the arena (outdoor play will be moved on these days)

III. REGISTRATION

Offered Program: Our centre is currently enrolled in the Canada wide early learning and childcare system.

Offering Program	Program Hours	Monthly Rate	After \$22 daily fee (effective January 2025)
Full-time 5 full days a week	8:00 am – 5:30 pm	\$1200	\$478.5

Tuition

A Security Deposit, of \$200 (per child), is required at the time of registration. The security deposit guarantees your child(ren) enrollment in our program and can be applied to your child's last month at the Centre.

Payment Method:

1. Ten post-dated cheques for the school year dated for the first of each month (Sept 1- June 1) must accompany each registration. Cheques can be made payable to Funtastic Learning Centre

2. e-transfer to funtasticlc2400@gmail.com by the first day of each month

Notice of immediate withdrawal from care is given upon the 5th day of unpaid fees and unpaid fee move to collections.

NSF cheques

There will be a \$50.00 charge for any NSF cheques. Two consecutive NSF cheques will necessitate a certified cheque for the remaining months.

Refunds

School fees are based on registration for the full school year, and as our operational costs do not change, fees will not be refunded nor pro-rated should your child be absent for any reason including illness, vacations or statutory holidays.

The Security Deposit can be refunded once One month's(30days) written notice is given prior to your child's withdrawal date. However, Failure to provide a one month written notice will result in a non-refundable deposit.

Base Fee	Non-base Fees
Foods , Play materials, equipment and furnishings: cot, crib, bedding, playing materials	Skating admission fee (varies) + skating equipment
Supervision by adult during operational hours	Late pick up fees for child care provided beyond operational hours outlined in the Parent Handbook \$1/min
Development and implementation of individualized plan (medical, special needs, anaphylaxis)	Field Trip (Optional, T.B.A)
Registration fee, deposits \$200*	Bank processing fee \$50.00 charge for any NSF cheques

*\$200 deposits which will be returned at the last day of the attending. Failure to provide the one month (30 days) notice, the deposit will not refund.

Statutory Holidays and Center Closings:

Funtastic Learning Center observes the following holidays and will be closed on the following days:

- New Year's Day
- Family Day
- Good Friday
- Easter Monday
- Victoria Day
- Labour Day
- Thanksgiving Day
- Last day of school before Christmas holiday (half day until noon)
- Christmas Day – New Year Eve

*Program will be closed between July – August annually due to summer camp program by City of Markham

Refunds are not owing when programs are forced to close, due to the conditions beyond Agency control, and for up to 5 days of closure, per year.

Early Withdrawal

One month (30 days) of written notice is required in the event of early withdrawal from the school. Tuition will be due for the 30 days following proper notification, at which point any post-dated cheques on file will be returned.

The deposit fee will only be returned, provided a **30 days written notice** to Funtastic Learning Center and a minimum of one month attending our program.

Income Tax Receipts

Tax receipts will be issued in each February

IV. Daily Policies and Procedures

First Day of Settling

For many children, this will be the first time in an organized class setting without their parents/caregivers. There may be anxiety and/or tears in the first few days/weeks of school as your child gets used to their new routine. It's helpful if you say goodbye, and let your child know that you will be back to pick them up shortly. Also, it would be a great idea to bring a **comfort item** (e.g. favour blanket or toy) from home to accompany your child. In addition, the educators are there to comfort your child while you are gone. If your child is experiencing prolonged separation difficulties, our educators are flexible and will work with you and your child to ensure a smooth transition for every child.

However, should the director/supervisor determine that your child is not ready for, or not benefit from the program, a meeting will be arranged with the parents to discuss the appropriate actions. If it is determined that our centre is not a good fit for your child, a two-week notice period will be given at which time parents should seek alternate arrangements.

It is the school's prerogative to dismiss a child from the center;

- For non-payment of tuition fees
- If the behaviour of the child is extremely disruptive to the well-being of the class
- Where the emotional and /or physical welfare of the children and/or staff is jeopardized

Arrival/Departure Procedures

Parents must accompany their children inside the building and facilitate the morning routine by helping their children to get undressed, hang up outdoor clothes and perform any bathroom routines if necessary. Please ensure that the educator acknowledges the child's arrival before you depart.

Children are released only to those who have the authorization to pick up as per the enrolment form completed at the time of registration. Please notify our center in advance when someone other than those you have authorized will be picking up your child. This person will be required to show a valid photo ID.

Security

Our educators take full responsibility for caring for children by protecting the safety and security of every child.

During the operation months, the arena is operational and open during the day for skating. During this time, there are two City of Markham employees on-site at all times.

In keeping with the Ministry of Community and Social Services, all educators, students, and volunteers (including parents) must provide a Vulnerable Sector Police Check.

Change of Address/Phone number/Employment

It is imperative that our center will be notified immediately of any change in the family home address, place of employment, or telephone numbers (cell, work, and home).

Communication

We use Lillio app for daily communication between educators and parents. These include notes, information, updates, calendars, permission forms etc. Please make sure to check your child's Lillio daily.

We encourage and strive to maintain an open communication policy between parents and staff. Comments, concerns or questions are welcomed and can be relayed verbally, by phone, text or through email correspondence at Funtasticlc2400@gmail.com

If you wish to formally discuss your child's progress or development, we would be pleased to arrange a meeting with you at your earliest convenience.

Media

We would like to tell the community about the many positive things taking place in our center. However, we want to strike the right balance between getting our message out and respecting the wishes of parents/guardians who do not want their children photographed.

Photos will only be allowed with Parent/Guardian permission and will not be used for commercial gain. Photos may be used both in news publications and online, including the Centre's website. Please sign and return the media consent form indicating your wishes.

Absences

If your child will be late or absent, please call the centre as soon as possible. If your child will be absent due to illness, please provide any important details, as this may help to identify symptoms in other children and in some cases public health may need to be notified.

Clothing

Please leave a full change of extra clothes (shirt, pants, underwear and socks) in your child's cubby. Clearly label all clothing and footwear with your child's name.

Children must be dressed in clothing appropriate for the weather as outside play is part of our daily program, weather permitting. This includes applying sunscreen at home, before school, and wearing a hat during hot weather, rain boots and splash pants in the spring, and snowsuits, boots, hats and mittens in the winter.

Toilet Training

Parents are responsible for ensuring there is a change of clothes available at all times in the child's cubby in case of occasional toilet training accidents and diapers if the child needed.

Toys

Children are not permitted to bring toys from home to school unless it is a cherished stuffed animal to help the child transition early in the year. Toys may get lost, broken or stolen and often cause conflicts between the children. Our center will not be held responsible for lost, broken or stolen items.

Volunteers

Any person (e.g., parents, students) wishing to volunteer in the classroom must submit a vulnerable sector police check and current immunization record. Volunteers and students do not have direct unsupervised access to children and will be supervised by the educator within the setting. In addition, volunteers must review and sign all relevant policies and procedures, and must comply with all of them at all times.

Behaviour Management/Child Guidance

Behaviour management is an integral part of our program as it complements our goals and philosophy. Redirection in a positive manner is used as the primary strategy to guide a child's inappropriate behaviours. Educators use positive reinforcement and acknowledge positive behaviours in order to promote children's appropriate behaviours. Also, our educators offer acceptable options for children to let them make responsible choices, but offer necessary support if needed. Adherence to our Child Guidance Policy by all staff members, students and volunteers is monitored on a continual basis and reviewed and signed annually by each.

Prohibited Practices

Funtastic Learning Center does not permit,

- a) corporal punishment;
- b) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- c) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;
- d) locking the exits for the purposes of confining the child;
- e) physical restraint of the child, 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;
- f) inflicting any bodily harm on children including making children eat or drink against their will.

School Trips

From time to time, our center may plan a field trip away from the program to offer a fun and educational experience for children. At this time, parents will be asked to sign a Field Trip Permission Form which will include the trip location, date, departure and return times, and cost per child. In the event that permission is not obtained for the child to participate in the trip, parents are asked to make alternate arrangements for their child on that day. Children will be supervised by staff and parent volunteers and they will be transported by a licensed bus company. All field trips are contingent on enrolment, availability, participation and weather. Funtastic Learning Center reserves the right to change/cancel schedules and programs as it deems necessary. On outings away from the centre, educators will bring a 'field trip knapsack' containing a class list, emergency contact numbers, first aid kit, the bus company phone number and a cell phone.

Safety routines and rules are reviewed with the children before leaving. Parents who volunteer to supervise on school trips are to conduct themselves in accordance with the direction of their child's teacher and are fully responsible for the safety and well-being of all students. Staff and volunteers will conduct frequent headcounts, and maintain constant visual contact with the students in their group. Each child will wear an identifier (wrist band, clothing sticker or t-shirt), listing the name and phone number of the school in case they become separated from their group.

Smoke-Free Ontario Act

Our program and facilities are smoke-free environments. Smoking or handling a cigarette is prohibited in and around the building at all times whether or not children are present. All staff, parents, and volunteers must adhere to this policy at all times. Signage is currently visible at all entrances and in the washroom.

Waiting List

All parents are requested to submit an Enrollment Form to the office before they can be added to the waitlist. We do not charge for placing your child(ren). The following procedure will be followed by Funtastic Learning Centre.

Waiting List Procedure

Because our center is a one classroom, multi-aged group, there are no determining factors regarding the order in which children on the waiting list are offered admission. Children on the waiting list will be offered a spot on a 'first-come, first-serve' basis should a spot become available during the school year.

The waiting list is administered in a transparent manner and the position of a child on the list will be communicated to the affected persons or families in a manner that maintains the privacy and confidentiality of the children listed on it, by not including any personal information other than the following:

The waiting list will only contain the following information:

- Parent/guardian's name
- Parent/guardian's contact number
- Child's age
- Desired start date
- Desired days

While the waiting list policy is included in the parent handbook, if a parent specifically requests the waiting list policy, we would be happy to provide it in another form such as a photocopy or email attachment.

Parent Issues and Concerns Policy

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

All issues and concerns raised by parents are taken seriously by Funtastic Learning Centre and 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 will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents within one business day. 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 all parties involved.

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents, 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-modelling for children. Harassment and discrimination will therefore not be tolerated by any party.

If at any point a parent, 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 expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children's Aid Society](#) (CAS) directly.

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

For more information, visit

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

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room-Related E.g.: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to <ul style="list-style-type: none"> - the classroom staff directly or <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised or <ul style="list-style-type: none"> - Arrange for a meeting with the parent/guardian within one business day. Document the issues/concerns in detail. Documentation should include: <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
General, Centre- or Operations-Related E.g.: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to <ul style="list-style-type: none"> - the supervisor or licensee. 	
Staff-, parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the individual directly or <ul style="list-style-type: none"> - 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.	Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within one business day or as soon as reasonably possible thereafter. Document reasons for delays in writing.
Student- / Volunteer-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student or <ul style="list-style-type: none"> - the supervisor and/or licensee. All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

Escalation of Issues or Concerns

Where parents are not satisfied with the response or outcome of an issue or concern, they may escalate it verbally or in writing to the director/supervisor.

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

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

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

V. Health and Safety Policy and Procedures

Anaphylactic Policy

According to the legislation requirements from the *Child Care and Early Year Act*, in order to reduce risk in anaphylactic, we limit *outside* food in the center. Our program will ensure a great variety of healthy lunch and snacks are provided for all children. We are a nut-free facility and we provide alternate menu options for children with food allergies and dietary restrictions. In rare cases, children with extreme food allergies or special dietary needs that the center cannot accommodate are exempted from the rule. Previous approval from the center director/supervisor has to be obtained and all written instructions for *outside* foods have to be followed by a parent/guardian.

All foods provided from home must:

- Be labelled with the child's name;
- Not contain any item that pose a threat to children with specific allergies
- Come with readable ingredients labels (for processed or homemade)

Our staff will monitor outside food to confirm they are nutritious and do not contain ingredients which pose a threat to children with specific allergies. If the requirements cannot be met, the food items are returned home and parents will be contacted. Where parents are unable to make arrangements in a timely fashion, our staff will supply food when needed.

We ask parents/guardians to inform us of any allergies to any particular foods or materials products. It is the parent's responsibility to document on the enrolment form and to inform the educators of any allergies or medical conditions in their child. If a child is anaphylactic, parents must complete and sign an Anaphylactic Emergency Plan and provide training to educators. A child who is anaphylactic will not be permitted in the program without an EpiPen. Please make sure that EpiPens have the expiry date and the child's name clearly visible. Every effort possible will be made to minimize contact with identified allergens.

Sanitary Procedures

We believe that learning environments for children need to be respectful, clean and well organized. As such, we are committed to ensuring that our equipment and furnishings are maintained in a safe and clean condition and kept in a good state of repair.

In addition to daily cleaning routines (tables, floors) the classroom, toys and materials are thoroughly cleaned and disinfected on a regular basis by the staff. There are detailed checklists that must be completed to ensure that these high standards are being met. The children are also encouraged to participate in tidying and organizing their environment.

Consistent and diligent hand washing is an important way to maintain the health of our children and staff. Educators model and support children with proper procedures for routine hand washing before and after meals, after the park, after using the washroom and before and after food preparation and handling. It is also strongly recommended that the children wash their hands before arriving at school and when they return home.

Immunization

Ontario legislation states that any child attending an educational facility must be immunized unless a fully authorized exemption is on file. If parents choose not to vaccinate their child(ren), written documentation of a religious, conscientious or medical exemption must be provided. For medical exemptions, a written statement from a physician or nurse practitioner stating why the child should not be immunized is required. For all other exemptions, a letter from the parent declaring their religious or conscientious objection is required. Photocopies of exemption letters must be sent to York Region Public Health Immunization Services.

Illness Exclusion Policy

If an outbreak of a vaccine-preventable disease occurs, children who are not immunized may be excluded from attending the centre to reduce their risk of getting the disease.

Exclusion of Sick Child at arrival time and Return

In the best interest of the children and staff at our program, children who show visible signs of illness including, but not limited to; severe coughing, constant/severe runny nose or sneezing, fever, diarrhea or vomiting, unusual spots, rashes, itching, or excessive lethargy, should not be at the center. Children who are not well enough to fully participate in all aspects and activities (including outdoor play) of a regular school day should not be sent to the center.

Over-the-counter medications such as cough syrup and Tylenol will not be administered. If a child is sick to the extent that he/she requires such medication, they are deemed too ill to be at the center.

Children must be symptom-free for 24 hours **without medication** before returning to the center.

The staff reserves the right to refuse entry to the school if a child appears ill upon arrival. If a child becomes ill during the day, the child will be separated from the other children and the symptoms noted in the child's records, and a daily logbook. Parents will be contacted to pick up the child as soon as possible. If it is not possible for the parent to take the child home immediately, the emergency contact will be called. Should this option not be available either, and where it appears that the child requires immediate medical attention, emergency services will be called.

The Public Health Act requires that children do not attend school when suffering from any communicable diseases. The recommended minimum period of exclusion is as follows:

- Chickenpox: 5 days from the onset
- Pink eye: 24-48 hours
- Lice: 24 hours after the first application of medicated shampoo treatment
- Strep Throat: 48 hrs. after antibiotics
- Scarlet Fever: 48 hrs. after antibiotics
- Red measles: 7 days from appearance of the rash
- German measles: 5 days from appearance of the rash

Enteric Outbreak Control Measures

As well, an enteric outbreak may be occurring when there are three or more children or staff with similar signs and symptoms of an infection or illness, or two or more laboratory-confirmed cases within a short period of time.

During an enteric outbreak, or following confirmation of a communicable disease, extra cleaning and high-level disinfection will be necessary. Sensorial activities such as the rice table will be closed.

Medication Policy and Procedures

For the safe administration of medication, the following guidelines should be followed:

1. Only medication prescribed by a physician may be given. However, medications such as Benadryl (for anaphylactic allergy) will be permitted only with the physician's written permission.
2. Medication to be given to the child is administered only after the parent/guardian has given written authorization by completing, dating and signing a Scheduled Medication Treatment Record.
3. All medication must comply with the following:
 - Medication is prescribed by a doctor
 - Medication is in its original container
 - The label names the medication
 - The correct, full name of the child
 - The dispensed date and date of expiry
 - The amount of each dose to be given
 - The number and time of day the dose(s) are to be given
 - The label must specify storage instructions
4. For Epinephrine Auto-injector medication; the parent must complete the Anaphylaxis Emergency Plan which must also be signed or stamped or both by the Physician. For all other emergency prescribed medications; the parent must complete an Emergency Medication Record.
5. The Scheduled Medication/Treatment Record must be filled in immediately after administration and signed by the person who administers, with the date, time and the amount given.
7. When Emergency Medication has to be administered the parent/guardian are to be notified as soon as possible.
8. When administering medication, the child is to be removed from the activity area to administer medication in a quiet environment with the least possible interrupt.
9. After the medication is discounted or expired, return it to the parent. Record the date.
10. RECE/Designate in each classroom is in charge of dispensing medication.
11. Any accidental administration of medication (e.g. medication to the wrong child or dose error) should be recorded and reported to the Program Supervisor, who will notify the parent.

Emergency Management

Our Centre has an Emergency Management Policy and Procedures in place to provide clear direction and support to manage responses and responsibilities during an emergency situation. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

The director/supervisor will notify parents/guardians of all emergency situations, and in the case of an emergency requiring evacuation of the building, the children will be taken to the Bishop's Cross Plaza/Restaurant, next door to the school. The director/supervisor will contact parents from this location. A knapsack containing First Aid material, the class list and emergency contact information is carried by the educators at all times when outside the school building.

To ensure that parents are immediately accessible in the case of an emergency, it is essential that contact information be kept up to date at all times. If the parents cannot be reached, the designated emergency contacts will be called.

A child needing emergency medical care will be taken to the nearest available hospital as required. Parents will be notified immediately.

Fire Safety

As part of our licensing requirements, fire drills are held monthly. The children practice both the regular and alternate evacuation routes. Instructions in case of fire are posted behind our classroom door. Our designated temporary shelter is Bishop's Cross Plaza/Restaurant.

School Closure/Storm Policy

If bad weather conditions warrant an early closing time, the school will contact parents and ask for their cooperation in picking up their children. If overnight weather conditions warrant a school closure, every effort will be made to inform the parents via email/text/phone messages. Parents are advised to call the center 905-889-6866 for a recorded message before leaving during major snowstorms.

Licensing requirements include mandatory functioning phone lines, heat, electricity and running hot water. Should these services be compromised or unavailable, our center will be closed until further notice. Because these cases are beyond our center's control, no reimbursement of funds will be provided for the cancellation of regular programming.

Serious Occurrence Notification Policy

1. A Serious Occurrence Notification Form (providing a summary of the Serious Occurrence and of any action taken by the Childcare Centre) will be generated through CCLS within 24 hours and is to be posted in a conspicuous place for 10 business days right after an initial Serious Occurrence has been submitted through the CCLS.
2. If an allegation of abuse is filed against an Educator, Student, or Volunteer the Serious Occurrence Notification Form must be posted and updated when and if necessary.
3. No identification of child name, age, group, Educator's name or birth date is to be posted. Protection of personal information is required for personal privacy.
4. The Serious Occurrence Notification Form is to be posted for a minimum of 10 business days. If the form is updated with additional information, the form must be updated and posted for an extra 10 business days.
5. The centre Supervisor must log the dates in their daily logbook when the Notification Form was posted and when removed and added to the Admin Binder.
6. Notification Forms are kept on file for at least 3 years from the date of the occurrence and forms made available for Parents, Municipal Children's Services and the Ministry of Education upon request.

Safe Arrival and Dismissal Policy and Procedures

Policy

General

- Funtastic Learning Centre will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.
- Funtastic Learning Centre will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - Greet the parent/guardian and child.
 - Ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on child files or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., message on Lillio (communication app), note or email).
 - Document the change in pick-up procedure in the daily written record.
 - Sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., message on Lillio (communication app), email, message or advised the closing staff at pick-up), the staff in the classroom must commence contacting the child's parent/guardian no later than 10:15am. Staff shall send message on Lillio to contact the parent/guardian. If no response is received, then staff in the classroom should make phone call and leave the message to the parent/guardian to confirm the attendance. If no response, then emergency contact and authorized individuals should be reached.
2. If there is no show for the next day, the same procedure would take place, where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 12pm, the staff shall proceed with contacting the local Children's Aid Society (CAS) 1800-718-3850. Staff shall follow the CAS's direction with respect to next steps.
3. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - Confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - Where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

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

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up after 30mins, the classroom staff shall contact the parent/guardian on communication app Lillio and advise that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must make phone call and leave a message for the parent/guardian within 1 hour. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
 - Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact emergency contact, wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed").

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 5:30pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact other authorized individuals and then emergency contact listed on the child's file.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file or the emergency contacts, the staff shall proceed with contacting the local Children's Aid Society (CAS) 1800-718-3850. Staff shall follow the CAS's direction with respect to next steps.