

**PARENT INFORMATION PACKAGE**

**About Us...**

K.A.S.I.A Preschool offers a program for children aged 2.5 to 4 years.  Our program runs from 9:30a.m. – 12 p.m., five days a week. In addition, there is an extended day program which operates from 9:30 a.m.-2:30 pm.

Flexible attendance is available.

**OUR MISSION**

We will provide children between the ages of 2.5-4 years with a safe environment that will allow them to explore and enhance their social, emotional and cognitive learning.

We will equip and inspire the children with the basic knowledge needed to prepare them for kindergarten as well as lifelong learning. We will nurture and explore their creative minds and identify each individual child’s behavioral profiles.

In an effort to minimize disruption within the program, we ask that the children arrive within the first 15 minutes of the program. We also ask that the parents say their goodbyes in the hallway next to the exterior doors at the top of the stairs. The children will be supervised at all times in the cloakroom as they get undressed and hang their belongings.

Please ensure that your child has a complete set of clothes (pants, shirts- both long and short sleeved, light sweater, underwear and socks) that can be left at school in the event they get messy or even have a personal spill. In addition, it is also very important that your child arrives to school in seasonally appropriate attire, so that they can enjoy occasional outdoor time. In the vent that your child does not have the appropriate attire, (whether it be a sunhat or snow pants) our school will always have back- ups of gently used items for your child to wear.

**Fees**

Tuition: The monthly tuition fee for the half day preschool program depends on how many days the child is enrolled. For an extended day, the fee also depends on the number of days. Fees are payable with post-dated cheques or in a lump sum payment. The lump sum payment will receive a 5% discount. If two children from the same family are enrolled, the second child's tuition will be reduced by 5%.

A non-refundable fee of $100 must accompany each completed application. This fee will be reduced by 50% if your child will NOT be returning for continued learning following the Summer Break and if enrollment is between the months of April to June.

**Monthly Tuition**            **Annual Tuition (Lump Sum)**

$5125                             $5250-5%= $4725

**The fee for Half Days is as follows:**

1 day/week: $124/month

2 days/week: $239/month

3 days/week: $346/month

4 days/week: $437/month

5 days/week: $525/ month

Enrollment after the 15th of any month will be prorated.

Please inquire for Extended day Fees.

Sibling discount will not apply to extended day program fee

 ***Please Note***: Fees do not include the cost of field trips and/or special events.

**Late pick-up**: A late fee of $5 will be charged per 15 minutes.

**Returned cheques:** A fee of $35 will be charges for every NSF cheque received.

**Refunds:** 30 days written notice is required in the event of voluntary withdrawal from the school. Fees will only be refunded for the academic year beyond the 30 day notification. Fees will not be refunded for any month that the child has partially attended.

*A child will be considered fully enrolled when the office has received all registration forms and post-dated cheques for the entire academic year.*

**PLEASE MAKE ALL CHEQUES PAYABLE TO K.A.S.I.A. PRESCHOOL**

**School Calendar**

K.A.S.I.A. Preschool will closely follow the academic calendar established by the TDSB. A complete school calendar will be provided upon enrolment, indicating Professional Activity days, School Breaks/Closures, Concerts etc.

**Lunch ‘N’ Snacks**

Daily, morning (light) snacks are prepared for the children morning with a variety of healthy foods. In addition, children will be served a healthy lunch each day. We will make efforts to prepare different foods each week. A list of Snack/Lunch for each week will be made available to parents. Please let us know right away if your child has any allergies, so that we are fully aware of the condition and take action to strive to provide a safe environment.

**It’s Your Birthday!**

Of course, several children will celebrate a birthday during the school year. Children are invited to donate a new book to the school library, where a bookplate will be placed inside the book to recognize their birthday. A tiny, delicious treat will be served at the very end of the day for all of our friends to enjoy when there is a birthday to celebrate.

**Parent Involvement**

We all know that being a parent comes with many responsibilities. However, we strongly encourage and would love to see you at our Concerts and school parties.  As well, if a parent has a particular hobby, craft or talent that they would like to share, we would be pleased to make arrangements for the parent to share this with the class.

**Field Trips**

On an occasional basis, the school will visit areas within the immediate community our local library, beach and ravine, or neighborhood park. The children will not be taken to a playground structure of any kind. In addition, we will have the opportunity to visit a museum, zoo or special event. Parents will be informed well in advance and they will be required to sign a consent form for child participation. An additional small fee may be charged in order to cover the expense.

**Smoke- Free Policy**

Smoking or holding a lit cigarette at any time, is NOT permitted while in or on the property of K.A.S.I.A Preschool (or on the premises of the Presbyterian Church), whether children are present or not. Every parent/staff/guardian will be asked to sign a waiver indicating that they have read the school's no smoking policy.

 In the event of someone found smoking or with a lit cigarette, they will be reminded of the policy. They will be asked to refrain from smoking or to leave the premises of the school. If that person continues to ignore the policy, the local health department may be contacted.

Our No Smoking Signs are posted throughout the school.

**Illness**

Parents are asked to notify the school by 8:30 a.m. if your child will be late or absent. If your child is not attending school because of illness, this can help to identify similar symptoms quickly in other children.  For everyone's well being, sick children cannot be admitted to school. If the child appears too sick to be exposed to other children, the child will be comfortably isolated and a parent/guardian will be contacted for pick up as soon as possible. A child should not be at school

1) A temperature of 101 degrees F or more. The child may not return to school until his temperature has been normal for 24 hours.

2) A child must be free from diarrhea and/or vomiting for 24 hours before returning to the school.

3) Yellow discharge or crustiness around the eyes, puffy or red eyes.

4) Paleness, flushed face or crying constantly

**Behavior Management**

Discipline of a child in the classroom will be handled in the following order as misbehavior escalates:

\*the child is redirected to another activity

\*the child is kept close to an adult in the class

\*the child is removed from the group and remains under constant supervision of staff for a brief period of time before returning to the group.

Parents will be asked to discuss what measures should be taken in managing their child's behavior if behavioral issues persist.

No child is ever to be confined in locked environments for any reasons at all. Under no circumstances are any staff permitted to discipline any child with 'corporal punishment', deliberately harsh or degrading measures or to deprive a child of basic needs, like food, shelter or clothing. In addition, harsh or loud voices are NOT permitted to be used by parents towards the children or staff at any time.

**Child Abuse Policy**

Under the Child and Family Services Act, if any staff at K.A.S.I.A Preschool has any suspicion that a child may be in need of protection, the staff must immediately report to Children's Aid Society. A Children's Aid Society Worker may involve the police and other community agencies as part of their investigation to protect the child.

**PROGRAM**

 Our classroom has many different developmental areas for the children to independently engage in or engage and explore as a group.

**COGNITIVE AREA:**

Many puzzles and hand eye coordination activities. A plethora of activities that will enhance their fine motor skills.

Such activities include: nuts and bolts, squeezing a sponge, screwdriver, pouring exercises, sorting, alphabet, number, colour recognition and geometric learning tools.

The children will also learn “care of a person”. Folding clothes, dressing frames (zipper, snaps and buttons)

**SENSORY:**

Children will explore the 5 senses: Sight (visual sense), hearing (auditory sense), smell (olfactory sense), taste (gustatory sense) and touch: the skin senses. They can engage in smelling bottle activities where they match the unknown scent to a picture card. They can feel different textures and fabric board sand match like sounds in unidentified sound jars.

**SCIENCE AREA:**

The children will discover with magnifying glasses real life plants, rocks, sea shells as well as the continuous responsibility of caring for our fish in our aquarium and occasional preschool science experiments.

**CULTURE:**

The classroom will reflect culture throughout the classroom. A wide variety of books and music are provided.

**DRAMATIC AREA:**

Here, children's imagination and role playing are free. Different dress-up clothing and props in which are changed bi-weekly and will reflect according to the children's cues and theme.  A puppet theatre is also available for children to create and perform their own puppet shows.

**CREATIVE ARTS:**

Paint brushes, stamps, sponges, paper mache, crayons, feathers, whatever their heart desire to use! In this area, the children can create their own expressive art independently or creating their very own piece of which is planned for the program that day.

**GROUP TIME:**

A time for the group to get together discuss the month of the year, date, seasons, and weather. We will also sing songs, use musical instruments and read stories

**SUPERVISION FOR VOLUNTEERS AND STUDENTS POLICY**

All volunteers and placement students are required to sign the following policies before beginning to provide care or guidance for children an annually thereafter:

1. Behaviour Management Monitoring Policy
2. Contravention of Behaviour Management
3. Anaphylaxis Emergency plan
4. Criminal reference checks for volunteers having direct contact with children
5. Criminal reference checks are required for students from Colleges and Universities on placement

**IMPORTANT!**

* AT NO TIME IS A VOLUNTEER/ PLACEMENT STUDENT TO BE LEFT ALONE WITH CHILDREN
* AT NO TIME ARE PLACEMENT STUDENTS INCLUDED IN STAFFING RATIOS
* AT NO TIME ARE VOLUNTEERS INCLUDED IN STAFFING RATIOS
* AT NO TIME IS A CHILD SUPERVISED BY A PERSON UNDER 18 YEARS OF AGE

**All volunteers and students are required to sign the Volunteer Agreement of Understanding**

**NEW REQUIREMENT TO POST SERIOUS OCCURENCES IN LICENCED CHILD CARE PROGRAMS**

The Ontario government had introduced a new policy that require licensed childcare centres and private home care agencies to post information about Serious Occurrences that occur at a centre or a home location effective November 1, 2011. To support increased transparency and access to information, a “Serious Occurrence Notification Form” must be posted at the centre or home location in a visible area for 10 days.

**A Serious Occurrence could include:**

* Serious injury to a child
* Fire or other disaster on site
* Complaint about service standard

Licensed child care centres and private home day care agencies are already required to report Serious Occurrences to the Ministry of Children and Youth Services, which is responsible for child care licensing. This new policy requires child care operators to post information in their facilities so that the parents also have access to it.

**PROGRAM STATEMENT**

At K.A.S.I.A Preschool, we believe that children learn about the world around them through activities that mimic real life occurrences and also through play. The preschools environment is an inclusive environment where all children are welcome and included. Our centre offers a program that is consistent with the Ministry’s Policy Statement on programming, pedagogy and curriculum. We reference the Ministry documents: E.L.E.C.T (Early Learning for Every Child), HDLH (How Does Learning Happen- Ontario’s Pedagogy for Early Years).

Our children learn about themselves, their peers and the world they live in, through exploration, art, music, reading, dramatic play and social interactions. We believe that the learning environment consists of everyone (children, teachers and families) working together for the holistic development of the child. Activities within the program emphasize skills, self esteem, self respect, self regulation and respect for others, which allows children and groups to interact in an appropriate and confident manner. Children are competent, capable of complex thinking, curious and rich in potential. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings and deserves each and every oppourtunity to succeed. We are more likely to provide programs and a service that values children, once we recognize that children are capable and curious of their surroundings.

There are four foundational conditions that are important for children to grow, regardless of age, ability, culture, language, geography or setting and are conditions that children naturally will seek out for themselves. Children need to have a sense of Belonging, Well-Being, Engagement and Expression. These foundations are what children should experience day to day. A focus on these four foundations throughout all aspects of early years’ programs, ensures optimal learning and a healthy environment.

Belonging refers to the child having a sense of value and building connections and forming relationships with others.

Well-Being refers to refers to the importance of physical and mental health and wellness and also focuses on self- care, sense of self and self-regulation skills.

Engagement refers to the child being involved and focused. When the child is able to explore the world around them with their natural curiosity, they are fully engaged. Through engagement, the children develop skills such as problem solving, innovating and creative thinking, which are important skills for further learning.

Expression refers to communication to be heard as well as to listen. The child can express themselves many ways: through their bodies, words, use of materials. Environments with rich language oppourtunities/activities, are important for literary.

Families are an important part of our program and are composed of individuals who are competent, capable, curious and rich in experience. We encourage families to be as involved as possible within the preschool and welcome their involvement in our preschool as much as possible, as we know that families love their children and want the best for them and that they are experts on their children. They are the first and most powerful influence on children’s learning, development, health and well-being. They also bring diverse social, cultural and linguistic perspectives. Families are welcome to be a part of our Meet and Greet/ Cubby Set Up, which is held at the end of August, prior to the school year commencing. A fabulous oppourtunity for parents, caregivers and children to meet one another, see familiar faces are welcome new faces to our centre. In December, all are welcome to our annual Holiday Concert. Music, food and drinks, professional photographer, raffle prizes, special guests and apart of this wonderful evening. A Mother’s Day Tea for all the special females in the children’s lives; socializing, songs, prizes and warm interaction make this a special day. At the end of June, our Hello Summer Goodbye Friends graduation ceremony and concert- another fabulous time with our families with food, drinks, gifts and tears bring our families together. Families are also always encouraged to attend our field trips and/or onsite field trips, where they have the oppourtunity to engage in activities and learning with their child (ren). Throughout involvement, families should feel that they belong, are valuable contributors to their children’s learning and deserve to be engaged in a meaningful way.

The staff focuses on the children’s interests and passions as well as their own; the staff believe that children are strong, competent, eager learners. Educators are competent, capable, curious and rich in experience. They are knowledgeable, caring reflective and resourceful professionals. Our educators collaborate with others to create engaging environments and experiences to enhance the children’s learning and environment. The staff values and respects the children and believe that their thoughts and ideas are important necessities to the preschool learning, It is the educators role to facilitate allowing the children’s ideas and interests to flow in a positive planned program, allowing children to discover, explore, document, compare and share their ideas and results. Staffs believe in being human, honest, open minded, caring and current within the profession. Understanding that children learn in many different ways and that even the smallest accomplishment is major to a child who may face struggle within the program. Our educators here at K.A.S.I.A understand and embrace that they are lifelong learners. They take responsibility for their own learning and make decisions on how to integrate their knowledge from theory, research, their own experiences and their understanding of the individual child and family in which they work with. Every educator should feel that he or she belongs, is a valuable contributor to the program and deserves the oppourtunity to engage in meaningful work. Every educator should experience a sense of fulfillment and acceptance and appreciation from their other staff and families.

Our goal is to ***promote the health, safety, nutrition and well-being of all the children*** within the program. We achieve this by ensuring the children are provided a healthy snack daily according to the Canada Food Guide and that all 4 food groups are a part of the children’s diet: Grain product, dairy, fruit and vegetable. We will we will ensure their safety by ensuring that all areas of the classroom meet the standards of the Ministry of Health and Environment. We will ensure that all materials are sanitized on a weekly basis and also that all and any harmful materials are kept out of children's reach and are secured with safety plugs. We ensure that sharp objects are always on high shelves as well as medications and that they are in locked cabinet. Our learning environment is a healthy environment and we are diligent with our cleaning routines—washing and sanitation, hand-washing, proper diapering, all to reduce the risk of illness and infections. We are certain that as much as possible, all children with possible viruses, contagious rashes are monitored parents and the parents are aware of which viruses may cause their child to be excluded from the program such as: diarrhea, vomiting, foot and mouth disease, fever, pinkeye –to name a few.

The overall well-being of the children will be implemented into the program by ensuring that we the teachers are attentive to their needs providing a safe and caring environment for the children, parents, caregivers and teachers within the program and to ensure that we promote a positive environment with warm interactions, communication and a sense of security and belonging.

Our goal within the program to ***support positive and responsive interactions among the children parents child care providers and staff***. We will Implement this into our program ensuring we provide positive feedback and acknowledgement for the children's work, achievements and progress within the program. We will also encourage the children to engage with their peers through positive interaction, providing empathy for their peers and also a problem solving with their peers as well and encourage the ability to regulate their behavior.

We support positive and responsive interactions among the parents daily. During morning drop off routines and as well as pick up routines at the end of our program. We build strong relationships with the parents by not letting them feel rushed at any time. Our staff is sure to provide smooth transitions and support our families as much as we can. We provide them with a progress report for their child for them to become aware of the child's interactions and developments in different developmental areas throughout the program -provided in December and June. In addition, emailing parents to touch base providing them with positive information, milestones their children have reached throughout the day, any concerns and also providing parents with opportunities to become involved in our program through volunteering on trips events Etc.

Childcare providers that families may have within the school, we ensure that they are respected and are involved as much as necessary within reason with regards to the child in their care. We always provide positive feedback showing our appreciation for all the help that they do with the children within our centre and with their families to ensure that all of their hard work and dedication does not go unnoticed.

The staff members support positive and responsive interactions with each other throughout a daily mutual respect for one another, communicating with one another with any questions comments concerns, accepting constructive criticism and also positive feedback for one another that we both feel valued with our major role within the centre.

Our goal is to continue ***encourage the children to interact and communicate and a positive way and to also support their ability to self-regulate***. We will implement this into the program by discussing our frequently used motto: “Respect is Correct”—this helps to teach the children how to respect themselves as well as others as well as one another’s personal space. It also helps them to understand how to respect others regardless of their differences, implementing our theme “Love and Kindness” throughout the year and expressing to the children the importance of being kind to one another. We encourage this by allowing the children to demonstrate their understanding and to show empathy and kindness to friends with our love and kindness chart: “Who is Being Kind Today?” Each child receives a sticker on the chart for each time a friend or teacher observes positive interactions.

We will support their ability to self-regulate with our song: “Your hands are not for Hitting” --supporting them and reminding them what we use our hands for (Hugging, drawing, eating, clapping) and to supporting and remind them of what makes a good friend. Within our inclusive learning environments, we welcome children of all abilities. We help the children to remain calm, alert and ready to learn. When children are calm and alert, they are best able to manage their emotions, pay attention, ignore distractions and understand the consequences of their actions. We are continually learning about how to create learning environments and programming that helps support children’s self-regulation to help them remain or return to a state of calm.

The teachers have a strong influence on the children. it is their responsibility to be aware of how they about their actions tone attitude influence the children we are there the children primary role model. And children lead by example.

Our goal is to ***foster the children’s exploration, play and inquiry*** and to ***plan for and create positive learning environments and experiences in which each childs learning and development will be supported***. The staff implements this by creating weekly programs plans and also daily, observing the children through their play in order to respond to the children’s cues and interests. This way, the learning is extended and allows the children to explore deeper with the materials within their surrounding environment. We plan for and create positive learning environments and experiences in which each child’s learning and development will be supported. Our programs focus on active play as well as activities that promote independence.

Through positive adult-child interactions, our staff works closely with children to extend their learning by encouraging children to build upon their existing knowledge.

We engage with children as they explore their environments, so that we can use a warm and positive approach to support children's developing abilities. We are aware of when to stand back and observe and when to enter children's play to stimulate their thinking.

Our goal is to ***provide child-initiated and adult-supported experiences***. Our program here at K.A.S.I.A, offers children ample opportunity to direct their play and explore new ideas. The role of adults in children’s play is to enhance the children’s experiences, not to take over or determine the direction of the play. Adults support ideas, provide resources and materials, help children reflect on what they know and think, and provide encouragement.

We provide the children with opportunities for room exploration in variety of activities and provide open ended materials that allow for exploration and discovery. The children are invited to share their ideas and interests with staff and friends. Interests and ideas are documented and explored by staff and children together.

Our goal is ***to 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***. Here at K.A.S.I.A Preschool, as we are a half day program, we are not required to have outdoor playground. We understand the need for children to build their gross motor competence, so we offer gross motor activities daily in the program. Through active music circles, children utilize large muscles which also support the development of a healthy body and mind. We also engage in gross motor activities in our GYM where we use age appropriate riding toys, slide apparatus, hula hoops, balls, child size basket ball net, bowling and the most enjoyed parachute. Quiet time is available during the program, children can look at books in the book area or can find a quiet area in the classroom – these spaces can offer much needed soothing time and helps with developing self-regulation. Our staff also respects the wishes of the parents and, when possible, provide alternatives or modifications when requested e.g. a special dietary request for a short period of time.

Our goal is to ***foster the engagement of and ongoing communication with the parents about the program and their children***. We believe that families know their children best and we respect this. They are the first and most powerful influence on learning and development in their children’s lives.

Here, we aim to ensure that families have the support of available, affordable, safe, reliable, high quality licensed child care for their children, which ensures parents peace of mind while their children are in our program. In all our interactions with families, respect, trust, empathy are all values in which we find most important. Our partnerships with our families, help us build a program to best meet the needs of the children. We involve parents and other important adults in various events and activities at our programs. This connects them to their children's early development, and enhances the child's learning.

Here at K.A.S.I.A, our goal is ***to involve local community partners and allow those partners to support the children, their families and staff***. We implement this throughout our program in many ways as we can. We are committed involving local community partners and to engaging those partners in supporting our children, families and staff.

We provide outings and or visits by those in the community with learning opportunities that enhance the learning in which takes place during programming.

We are fortunate enough to have agencies in which are kind to support K.A.S.I.A Preschool, through generous and kind support of donations/samples of materials and or supplies for the classrooms.

Our goal is to make a commitment to build ourselves, ***document and review the strategies*** we aim to use. We regularly reflect and engage in new learning experiences, both individually and each other.

We rely on our families to provide informal feedback on an ongoing basis. Parents also will have the oppourtunity to complete a survey each year so that we are able to review and reflect upon the feedback and document and strategies to help us improve or continue our development. In addition, we engage in verbal discussions daily.

A Progress Report is prepared for families bi-annually in which we use our observations and explain these to parents in order for the them to understand how their child is learning and developing within the program through various learning centres. The purpose of our verbal documentation and or discussions is an effective way to enhance the children’s learning. It is also a way to value children’s experiences and help them to reflect back on those experiences and what they have been learning and an opportunity to make children’s learning and understanding of the world around them easy to comprehend, to other children, to their parents and other families and also to the program staff.

Our Early Childhood Educators are registered with the College of ECE and other staff have a wide variety of experiences and qualifications. All staff have completed a Criminal Reference Check including the Vulnerable Sector Screen and are required to have a valid certificate in standard first aid with infant and child CPR.

While formal professional learning is vital, we also know that the most central professional growth happens day-to-day, as our staff co-learns with children and each other as self-reflective professionals.

Our intention is creating a way for us to reflect on the individual developmental growth of the children over a period of time.

Policies and Procedures are also reviewed on a quarterly basis as well as this Program Statement (annually) by all staff, students and volunteers. Staff, parents, students and volunteers are notified of any revisions to the Program Statement.

All new staff, students and volunteers review this program statement prior to interacting with children and when the program statement is modified.

This program statement apart of the Parents Handbook, is emailed to parents upon registration and is also available upon request at any time.

**EMERGENCY MANAGEMENT & PROCEDURE**

K.A.S.I.A Preschool has an Emergency Management policy and Procedure implemented. In the event of an emergency, K.A.S.I.A Preschool staff will ensure that: When safe and appropriate, parents will be contacted via email or phone call and provided all information relevant to the emergency. They will be required to pick up their child or arrange for a guardian to pick up their child from the Emergency Shelter location IMMEDIATELY. Parents will be given the following information.

* Location address and/or name of the building of the Emergency Shelter in the case of an evacuation.
* Location inside of the Emergency Shelter where the children are being kept safe (e.g.: lobby, gym or classroom)
* If their child has been transported to a hospital, the parents will receive all vital information including name and address of hospital, name and cell phone number of accompanying staff so communication between the parents and responsible accompanying staff can continue until the parents are able to be with their child.

**PROHIBITED PRACTICES**

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

a. corporal punishment of the child;

b. physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

c. locking the exits of the child care centre 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;

d. use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self respect, dignity or self-worth;

e. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;

or

f. inflicting any bodily harm on children including making children eat or drink against their will.

(2) No employee or volunteer of the licensee, or student who is on an educational placement with the licensee, and no person who provides home child care or in-home services at a premises overseen by a home child care agency shall engage in any of the prohibited practices set out in subsection (1) with respect to a child receiving child care.

*If there are concerns regarding a child’s behaviour or social, emotional, physical or cognitive development, the following procedures are followed:*

1. The staff documents observations made by the parents, staff, and volunteers (confidential). There will be a meeting with the parent(s)/guardian(s) of the child to discuss the observations and plan strategies regarding the concerns. (i.e. if a child appears to have sight or hearing difficulties it is recommended for the child to see their family doctor or optometrist, or an outside agency may be discussed).
2. The staff and parent(s)/guardian(s) will continue discussions to help the child. All discussions are documented and are kept on file.

**Serious Occurrence Policy and Procedures**

**Purpose**

The purpose of this policy and the procedures within is to provide clear instructions for staff, students and volunteers to follow for how to identify, respond to and report a serious occurrence. It ensures that there is a plan to deal with any serious incidents that may affect the health, safety and well-being of children and those working directly with children, and that these serious incidents are reported, tracked and followed up on.

This policy requires that an annual review be conducted of serious occurrences that took place over the last calendar year for an opportunity to reflect on the incidents that took place and consider approaches that will be implemented to minimize the chance that the incidents will occur again in the future.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures with respect to serious occurrences for child care centres.

**Identifying a Serious Occurrence**

**Serious Occurrences are defined as:**

a. the death of a child who received child care at a home child care premises or child care centre,

b. abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a home child care premises or child care centre

c. a life-threatening injury to or a life-threatening illness of a child who receives child care at a home child care premises or child care centre

d. an incident where a child who is receiving child care at a home child care premises or child care centre goes missing or is temporarily unsupervised, or

e. 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 child care at the

home child care premises or child care centre.

**Reporting a Serious Occurrence**

Staff will notify the licensee, supervisor or designate of a serious occurrence as soon as they become aware of the incident.

Identifying information such as children or staff names will not be included in the serious occurrence reports.

If CCLS cannot be accessed (e.g. where CCLS or an internet connection is unavailable), the licensee, supervisor or designate will notify the program advisor (PA) assigned to the licence by email or by telephone within 24 hours of becoming aware of the occurrence. A serious occurrence report will be submitted in CCLS as soon as the system can be accessed.

Where a Ministry of Education PA cannot be reached by telephone, a voicemail message will be left to notify the PA of the incident.

All updates to serious occurrences will be reported in CCLS through update reports until the serious occurrence has been closed by the Ministry of Education.

Where the Ministry of Education requests updates to a serious occurrence in CCLS, these will be provided as soon as possible though update reports.

Serious occurrences reported to the Ministry of Education will be documented in the daily written record.

**Posting a Serious Occurrence Summary (Notification Form)**

Within 24 hours of becoming aware of a serious occurrence, Director will complete a Serious Occurrence Notification Form in either CCLS or using the form available in Appendix B.

The form will provide a summary of the serious occurrence and of any action taken by the child care centre.

The summary will not include identifying information (e.g. names and ages of children, staff, or program rooms) and will contain gender-neutral language.

The summary will be posted at the child care centre in a place that is visible and accessible to parents for a minimum of 10 business days, regardless of the serious occurrence type and the status of any related investigation.

All updates to the serious occurrence will be added to the posted summary, and the summary will remain posted for an additional 10 business days each time any updates are added.

All serious occurrence summaries will be retained for 3 years from the date they are created or last updated (whichever date is most recent).

**Annual Analysis of Serious Occurrences**

An annual analysis of all serious occurrences that occurred in the previous calendar year will be completed by Director

The annual analysis will be used to identify issues, trends and actions taken.

The analysis and record of actions in response to the analysis will be kept on file for Ministry of Education review and retained for 3 years from the date the analysis and record of actions were created.

**Concerns about the Suspected Abuse or Neglect of a Child**

If any person, including a person who performs professional duties with respect to children, has reasonable grounds to suspect that a child has suffered, or is at risk to suffer, physical or emotional harm or sexual exploitation or molestation inflicted by the person having charge of the child, the person will report the suspicion directly to a children’s aid society (CAS).

Suspected abuse or neglect that will be reported will include physical, emotional and sexual abuse and/or neglect.

Where a parent expresses concerns that a child is being abused or neglected, the parent will be advised to contact their local CAS directly. The person who becomes aware of these concerns is also required to report the concerns to the local CAS.

**Procedures to Respond to a Serious Occurrence**

**Steps to Follow for All Serious Occurrences**

| **Steps for Staff, Students and Volunteers to Follow:** | **Steps for the Licensee/Supervisor/Designate to Follow:** |
| --- | --- |
|  **Immediately:**Ask for assistance from other staff, students, or volunteers.Provide immediate medical assistance, if applicable, according to Standard First Aid and CPR training, where applicable. Call emergency services and follow direction from emergency services personnel, where applicable,Ensure that other children are removed from the scene and do not have access to the area, where applicable.Address any risks to the health or safety of the child and/or other children present to prevent the risk of further harm.Notify the supervisor/designate.**Ongoing and after the incident:**Follow any direction provided by third-party authorities (e.g. police, CAS, public health, etc.)Ensure that children are supervised at all times.**By end of program:**Document the incident in:the daily written record; the child’s record of symptoms of illness, if applicable; and/or in an accident report, if applicable. Where an accident report is created, provide a signed copy to a parent of the child. | 1. **Immediately:**

Provide assistance to children, staff, students, volunteers and families.Provide immediate medical assistance, if applicable, according to Standard First Aid and CPR training.Call emergency services and follow direction from emergency services personnel, where applicable.**Within 24 hours of becoming aware of the incident:**Collect all pertinent information to report the incident to the Ministry of Education as a serious occurrence, including:A description of the incident; The date, time, place where it occurred, actions taken and outcome;The current status of the incident and child/parties involved; andAll other parties notified (e.g., emergency services, CAS, parents).Report the serious occurrence in CCLS, or notify the Ministry of Education program advisor by telephone or email where CCLS is not available. **Note**: Where CCLS is not available, a serious occurrence report will be submitted in CCLS as soon as it becomes available. Post a summary of the serious occurrence and of any action taken by the child care centre in a place that is visible and accessible to parents.**Ongoing and after the incident:**Follow any direction provided by third-party authorities (e.g. police, CAS, public health, etc.)Maintain confidentiality at all times.Update the serious occurrence report in CCLS, as required.Conduct an internal review of the serious occurrence with staff, students and volunteers to establish next steps and reduce probability of repeat occurrences.Provide children, parents, staff, students and/or volunteers with supports, if needed.Review with staff, students and volunteers the child care centre’s program statement policies and procedures that set out prohibited practices and expectations of promoting the health, safety, nutrition and well-being of all children. |

**Steps to Follow According to Specific Serious Occurrence Categories**

| **Serious Occurrence Category** | **Steps for Staff, Students and Volunteers to Follow:** | **Steps for the Licensee/Supervisor/Designate to Follow:** |
| --- | --- | --- |
| **Death of a Child** | **Death occurs while a child is receiving child care:**See ‘Steps to Follow for All Serious Occurrences’ for staff, students and volunteers. | See ‘Steps to Follow for All Serious Occurrences’for the Licensee/Supervisor/Designate, and**Death occurs while a child is receiving child care:**1. **Immediately, upon becoming aware of the incident:**

Contact a parent of the child, or where a parent cannot be reached, contact the child’s emergency contact.**Death occurs while a child is not receiving child care:****Within 24 hours of becoming aware of the incident:**Contact local Children’s Aid Society (CAS) or police services to find out if there is an investigation. If an investigation is ongoing, conduct an internal investigation after CAS or police services have completed their investigation, if applicable.  |
| **Allegation of Abuse and/or Neglect** | ‘Steps to Follow for All Serious Occurrences’ for staff, students and volunteers, and**Where there is a concern about the abuse or neglect of a child by any person:**1. **Immediately:**

Report concerns to the local Children’s Aid Society (CAS) as per the duty to report obligations under the *Child and Family Services Act* (CFSA). Document the conversation with CAS and follow their recommendations.Notify the supervisor/designate of the incident and the report made to CAS, where appropriate.Refrain from discussing the allegation with others.Maintain confidentiality at all times. | See ‘Steps to Follow for All Serious Occurrences’for the Licensee/Supervisor/Designate, and**Where there is a concern about the abuse or neglect of a child by a staff, student or volunteer, or where a person has otherwise reported alleged abuse/neglect concerns to the supervisor/designate:**1. **Immediately:**

Notify the person who reported concerns about their duty to report obligations under the *Child and Family Services Act* (CFSA). Report the concerns to the local Children’s Aid Society (CAS) as per the duty to report obligations under the CFSA, unless it is confirmed that a report has already been made to CAS.Document the concerns.Contact and notify a parent of the child, where appropriate.Based on the nature of the allegation and/or the direction of CAS and/or internal policies, determine next steps such as disciplinary measures and additional actions, such as an internal investigation to protect children in care. Determine whether the individual alleged to have abused/neglected a child is registered with a professional regulatory body (e.g. College of Early Childhood Educators, Ontario College of Teachers, etc.). If so:Report the allegation of abuse to the appropriate regulatory body;Report to the College of Early Childhood Educators when the employment of a registered early childhood educator (RECE) is suspended or terminated or if the RECE resigns.Refrain from discussing the allegation with others.Maintain confidentiality at all times.**Once all external investigations are complete (e.g. by police and/or CAS), if applicable:**Update the serious occurrence report in CCLS, as required.Update all other authorities to whom the allegation was reported (e.g. College of Early Childhood Educators, Ontario College of Teachers, CAS, etc.). |
| **Life-threatening Injury or Illness**1. **Injury**

**Illness** | See ‘Steps to Follow for All Serious Occurrences’ for staff, students and volunteers. | See ‘Steps to Follow for All Serious Occurrences’for the Licensee/Supervisor/Designate. |
| **Missing or Unsupervised Child(ren)**1. **Child was found**

**Child is still missing** | ‘Steps to Follow for All Serious Occurrences’ for staff, students and volunteers, and1. **Immediately, upon becoming aware that a child or children are missing:**

Alert the supervisor/designate, and all staff, students and volunteers; Search the child care premises, including outdoor areas (e.g. hallways, washrooms, playground, outdoor classrooms, etc.);Ensure that remaining children are supervised at all times.1. **Where the child or children are not found after being deemed missing.**

Continue to search the premises.Update the supervisor/designate.**Where the child or children are found after being deemed missing.**Update the supervisor/designate.**After the child or children have been found, after being deemed missing:**Document the incident in the daily written record.  | See ‘Steps to Follow for All Serious Occurrences’for the Licensee/Supervisor/Designate, and1. **Immediately, upon becoming aware that a child is missing:**

Assist with searching for the missing child(ren).1. **Where the child or children are not found after being deemed missing:**

Call emergency services and follow direction from emergency services personnel.Contact the child(ren)’s parent(s), or where a parent cannot be reached, contact the child’s emergency contact.**Where the child or children are found after being deemed missing:**Update the child(ren)’s parent(s), or where a parent cannot be reached the child(ren)’s emergency contact(s). |
| **Unplanned Disruption of Normal Operations**1. **Fire**

**Flood****Gas Leak****Detection of Carbon Monoxide****Outbreak****Lockdown****Other Emergency Relocation or Temporary Closure** | ‘Steps to Follow for All Serious Occurrences’ for staff, students and volunteers, and1. **Where the incident is suspected to be an outbreak:**
2. **Immediately:**

Notify the supervisor/designate on site of concerns.Separate children who are showing symptoms of illness from other children.Follow the child care centre’s sanitary practices policy and procedures.**By the end of program:**Record symptoms of ill health in the affected child(ren)’s records, Document the incident in the daily written record.1. **Where the incident is not an outbreak (all other disruptions of normal operations):**
2. **Immediately:**

Follow the child care centre’s fire safety and evacuation plan and/or the emergency management policies and procedures, as applicable. **By end of program:**Document the incident in the daily written record.  | See ‘Steps to Follow for All Serious Occurrences’for the Licensee/Supervisor/Designate, and1. **Where the incident is suspected to be an outbreak:**
2. **Immediately:**

Contact the local public health department.**Where the incident is deemed an outbreak by public health:**1. **Immediately:**

Follow instructions from the local public health department.Contact the parent(s) of the affected child(ren) and ensure the affected child(ren) are picked up by their parent(s) and/or taken to hospital.Obtain an outbreak posting from the local Medical Officer of Health and post in an area easily accessible for parents.Note: Outbreaks must be reported as a serious occurrence only if deemed an outbreak by public health.**By end of program:**Notify all parents of children enrolled at the child care centre of the outbreak. 1. **Where the incident is not deemed an outbreak, follow sanitary practices policy.**

**Where the incident is not an outbreak (all other disruptions of normal operations):**1. **Immediately:**

Follow the child care centre’s fire safety and evacuation plan and/or the emergency management policies and procedures, as applicable. **Note:** a hold and secure (an external threat in the area) is not a reportable serious occurrence. |

**Parent Issues and Concerns Complaint Resolution Policy and Procedure**

**Purpose**

The purpose of this procedure is to ensure K.A.S.I.A Preschool consistently handles complaints in a timely and appropriate manner. The procedure will help to support both staff and families in making decisions. Complaints can be made on the grounds of dissatisfaction with care, with service, or with a decision made by staff, or if an individual/family believes they have been treated unfairly or not respectfully.

All complaints will be taken seriously by the centre and will be considered as opportunities for centre development and staff training.

**Procedure**

1. **Reporting**
* The first resource available to families with complaints are the centre staff; if any complaint arises the complainant is encouraged to discuss the issue with the staff prior to bringing the issue to the attention of the Director. Staff are most directly involved in the situation and are often best able to provide explanations and resolutions.
* Complaints can be brought to the director’s attention in person, via email, by phone or voice messaging system, or by placing in the drop box located in the cloakroom for confidentiality.
	+ The drop box will be checked weekly, for immediate assistance contact the director in person, via email, by phone, or by voice messaging.
* Any complaint submitted directly or indirectly to the Director will be acknowledged by the Director within 1 business day to assure the complainant that their concern is being addressed. This will include advising the complainant if the issue requires involvement an external agency such as Children’s Services.
1. **Director Review**
* The director will receive details surrounding the complaint from both parties involved, including proposed resolutions. If the director sees fit an investigation may be conducted to add clarity to the case or to determine additional details.
* The director will consider the course of action or decision, made by the staff member, relative to the complaint.
* The director will determine resolutions, including steps for prevention when necessary.
* The director’s review and resolution will be documented, and findings will be communicated to both the staff and the complainant.
* The director will file a Serious Occurrence report within 24 hours with Toronto Children’s Services and the Ministry of Education Child Care Licensing system for all complains of a serious nature.
1. **Resolution**
* When a resolution has been determined both parties will be notified. Potential resolutions may include:
	+ Altering a policy or procedure
	+ Putting into place prevention strategies
	+ Providing an explanation to the complainant, to an effected group, or to all members of the centre community
	+ Changing the decision initially made by staff
	+ Maintaining a decision made by staff
	+ Retraining staff involved, or if deemed necessary retraining all centre staff