



Parent Manual

St. Clement's Early Learning School

St. Clement's Early Learning School

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www.scels.ca

This **Parent Manual** contains
important information
about our policies.

Please read and keep it handy
for future reference.

School Directory

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LICENSE/REGISTRATION

Our school is registered with the Ministry of Education (K-Gr.2). Our Nursery school, children up to 3.8 years, is licensed by the Ministry of Education under the Child Care and Early Years Act, 2014 (replacing the Day Nursery Act on August 31, 2015).

HOURS OF OPERATION

HALF DAY NURSERY:	9:00 a.m. – 11:30 a.m.
EXTENDED-DAY NURSERY:	9:00 a.m. – 1:30 p.m.
ALL-DAY NURSERY:	9:00 a.m. – 3:30 p.m.
ALL-DAY KINDERGARTEN:	9:00 a.m. – 3:45 p.m.
GRADE ONE/TWO:	9:00 a.m. – 3:45 p.m.

Program Start Time

Classes begin promptly at 9:00 a.m., following our Kiss and Ride drop off between 8:50 and 9:00 a.m. All late arrivals or absences are recorded and will be documented on each child's report card. As per our Safe Arrival and Dismissal Policy, parents must notify teachers/school in advance or as soon as possible of any absences or changes in arrival via email or phone call to school.

Punctuality demonstrates respect for teachers, fellow classmates and the school. Each child must be accompanied by an adult until they are safely in the hands of a staff member and verbal contact has been made.

At departure times, staff members will release children to their parent / caregiver once visual and verbal contact has been established. At that time, the parent / caregiver becomes responsible for the child.

A child will only be released to a parent or caregiver. Arrangements can be made to allow another adult to pick up the child, provided we receive prior written consent or verbal permission from the parent or caregiver. A telephone call or email to the school is acceptable. Kindly understand that we may ask for photo ID from someone that we do not recognize, even though you have authorized them to pick up your child. We do this for your child's protection. Anyone picking up a child must be 16 years of age or older.

To discourage lateness at pickup time, we charge a **Late Fee**. The clock in our school reception is our standard time piece. There will be a \$25 fee, following a 5-minute grace period, and each additional minute thereafter will cost \$1. **Note that the dismissal**

window is until your child's program end time: 11:30a.m./1:30p.m./3:30p.m./4:00 p.m. This fee will be charged per child, after 5 minutes grace. For our end of day, children can be sent to the After School program only space permitting.

All late fees are payable to the teacher on duty by cash, e-transfer, or cheque only.

If parents are late for pick-up on more than three occasions, you may receive a formal warning from the school Administration regarding this. We appreciate your understanding and respect for the time of our professional educators and their personal lives.

As per our Safe Arrival and Dismissal Policy, in an event 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) the staff shall proceed with contacting the local Children's Aid Society, 1 hour after the program dismissal time (or by 6:30pm if the child is in the afterschool program) and shall follow the CAS's direction with respect to next steps.

INCLEMENT WEATHER/SNOW CLOSURE PROCEDURES

On occasion, SCELS may have to close its doors due to inclement weather. If a decision is made to close the school before the school opens for operation, this decision will be made by 7:00 a.m. A message will be left on the school voice mail system and school Instagram page, stating that school will be closed for the day. An email will be sent out to all families from the Main Office in the event of a school closure. Please note that fees paid (catered lunch, Early Morning or After School program) cannot be refunded due to unforeseen closures such as snow days or situations beyond our control. K-P teachers will post activities for that day on Teams.

SIGNIFICANT DATES

A calendar of Significant Dates will be provided each April, with the Enrolment Package. This calendar will indicate all significant dates including the first day of school, holidays for which the school will be closed, end/beginning of term, graduation, etc. We operate on the school year calendar and the Office is closed for the summer (July/August).

The school will be closed for the following holidays:

- Thanksgiving
- Christmas/New Year's (2 ½ weeks)
- Family Day

- March Break (2 weeks)
- Good Friday / Easter Monday
- Victoria Day

We have 3 Professional Development days, in November, February & May. There is also a Mid-Term Holiday day in November.

For your convenience, the Calendar is also posted on the website at www.scels.ca

PHILOSOPHY & PROGRAM STATEMENT- For full Program statement please visit the end of the parent manual (Appendix A)

St. Clement's Early Learning School has a document available to current and potential families that outlines the school philosophy and program statement. This document is used to guide our programming and pedagogy and is in line with the Minister of Education's policy statement, which is intended to strengthen programs and ensure high quality experiences that lead to positive outcomes for children in relation to learning, development, health and well-being. Please see Appendix A at the end of this Parent Manual.

EARLY MORNING & AFTER-SCHOOL PROGRAM

We offer an *Early Morning*, as well as an *After School* program at SCELS. You may wish to have your child benefit from the program (or programs) on a *Per Term* or an *Annual* (school year) basis. If so, pre-registration is essential.

As-needed use may also be available (space permitting). The fee associated with each program are: Early Morning - \$15.00 per use per child /After School - \$25.00 per use per child. Please inquire about space availability for these programs no later than 8:00 a.m. for the Early Morning program, or 2:00 p.m. for the After School program.

Late Fee Policy: \$25.00 after a 5-minute grace period (6:05 p.m.) + \$1.00 per minute

For more information, please contact the school.

FEES

The operation of St. Clement's Early Learning School is entirely dependent upon the timely collection of fees. Though we strive to keep these charges as low as possible, it must be recognized that we wish to attract and maintain the highest caliber of teachers;

educators who are strongly committed to implementing our unique and enriched curriculum.

To make it easier for our families, tuition fees are collected in four installments. Once paid, all fees (Application, Acceptance, Tuition, Field Trip, as well as those for our Early Morning and After School programs) are nonrefundable and nontransferable under any circumstance. Tuition fees are paid via our contactless online payment system TUIO, unless other arrangements have been made with the Director. **Please refer to the Fee Schedule posted on our website at www.scels.ca ,within your Application Package and below.**

Base Fees

All Day Nursery (9:00 a.m. - 3:30 p.m.)		
\$18,000.00 (includes snack, lunch and additional programs and materials)		
First Installment	\$4,500.00*	Upon Acceptance
Second Installment	\$4,500.00	April 1 st
Third Installment	\$5,000.00	September 1 st
Fourth Installment	\$5,000.00	December 1 st
Extended Day Nursery Program (9:00 a.m. - 1:30 p.m.)		
\$15,000.00 (includes snack, lunch and all program materials)		
First Installment	\$4,000.00*	Upon Acceptance
Second Installment	\$4,000.00	April 1 st
Third Installment	\$4,000.00	September 1 st
Fourth Installment	\$4,000.00	December 1 st
Half Day Nursery (9:00 a.m. - 11:30 a.m.)		
\$12,500.00 (includes snack and all program materials)		
First Installment	\$3,000.00*	Upon Acceptance
Second Installment	\$3,500.00	April 1 st
Third Installment	\$3,500.00	September 1 st

Fourth Installment	\$4,000.00	December 1 st
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***Includes \$1000.00 Acceptance Fee for New Students**

- **A \$125.00 Application fee is charged by invoice in TUIO for online payment once an application has been submitted.**

Only under an *Emergency Order* and in the event that the school cannot deliver an alternative learning environment or method will the school reimburse Nursery families for unused program days. All other programs (paid extra-curricular French, Lunch program, Early Morning/After School program, Camp and unused sundry fees): in the event of an unexpected closure, all unused portions for these programs will be reimbursed.

Non-Base Fees

- **A fee of \$30.00 will be levied on NSF cheques.**
- **Once paid, each installment is non-refundable/non-transferable under any circumstance. At this time, we are only accepting payment through our TUIO online payment service (bank account and Visa payments).**
- **Please note that all Visa transactions will incur a 2.9% service fee. Interest on late payments is 1.5% per month (18% per annum).**

*****NOTE: Children entering Nursery: Space is guaranteed once paid for. Should parents decide once paid to change their program, penalty fees may apply:***

- Full-Day to Half-Day, \$1500.00 penalty is charged.
- Full-Day to Extended Day, \$1000.00 is charged.
- Extended Day to Half Day, \$1,000.00 is charged.
- There is no penalty from going Half-Day to Full or Extended Day programs. Questions about fees are to be directed to the Administration.

Spaces in the school are guaranteed for each registered student for the full school year. If a student leaves at any time between their acceptance into one of the programs and the end of the applicable school year, full tuition fees remain due and payable.

Late Pick-Up Fees

To discourage lateness at pickup time, we charge a **Late Fee**. The clock in our school reception is our standard time piece. There will be a \$25 fee, following a 5 minute grace period, and each additional minute thereafter will cost \$1. **Note that the dismissal window is until your child's program end time: 11:30a.m./1:30p.m./3:30p.m./4:00**

p.m. This fee will be charged per child, after 5 minutes grace. For our end of day, children can be sent to the After School program only space permitting.

All late fees are payable to the teacher on duty by cash or cheque only.

On November 10th, 2022, enrolled parents were informed via email that SCELS has chosen to opt-out of the \$10/day program through Canada-Wide Early Learning and Child Care (CWELCC). To receive funding from the CWELCC, the Licensee (SCELS) would have to operate according to the CWELCC's Guidelines and forego adhering to the quality standards that SCELS is known for. SCELS' Nursery program feeds students into our Kindergarten and Primary programs and provides the community we serve, an alternative to standard Child Care.

ADMISSIONS

Admissions for the following school year begin in October, at our annual Community Open House. Families interested in applying to St. Clement's Early Learning School are able to submit a completed Application form with the requisite \$125.00 application fee. Upon receiving the Application form, the school will book a tour, child observation and meeting with the family. Following this, an offer of admission may be made.

We encourage families interested in St. Clement's Early Learning School to go on our Wait List any time after the child is born. There is no fee or obligation when putting your child's name on the Wait List. We contact families on our Wait List prior to the Open House and these families have priority after our current and alumni families.

Current and Alumni families do need to communicate to us their intention to have younger siblings on the Wait List. Priority is given during the admissions process to these families, provided we receive the Application and relevant fees by the stated due date.

When applying, our programs include:

Half Day, Extended Day or All Day Nursery - children turning three years by December 31st of the school year they begin. *Note that we do have some spaces for an *Early Start (two and a half years)* – based on the child's readiness and space availability in September or January).

All-Day Kindergarten – children turning four or five years by December 31st of the school year they begin.

Primary (Grade One and Two, for boys only) – boys turning six or seven years by December 31st of the school year they begin.

SAFE ARRIVAL AND LATE PICK UP

Purpose

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

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

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

Policy

- St. Clement's Early Learning School will ensure that any child receiving child care at the school is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the school may release the child to.
- SCELS will only dismiss children into the care of their parent/guardian or another authorized individual. The school 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:

When accepting a child into care at the time of drop-off, all staff must:

- Greet the parent/guardian and the child and take the child to the respective classroom teacher from the SCELS Kiss & Ride zone.
- Sign the child in on the classroom attendance record.
- If the parent/guardian conveys a change in pick up, the staff at the Kiss and ride zone will ask the parents/guardian to email the main office or the class teachers to inform them about the change. The staff will also convey this message to the class teacher to follow up with the family for a change in pick up.

- Once an email is received, where the individual is not listed, ask parent/ guardian to have the individual carry a Photo ID at pickup.
- Document the change in pick-up procedure in the daily written record and inform all the concerned program staff.
- If the change in pick up is permanent. Add the name of the authorized individual on the forms and attach the written documentation from the parent/guardian to the Child's Enrollment document.

Where a child has not arrived in care as expected:

Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off by 10 am (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:

- Contact the parent/guardian and/or inform the admin team and they must commence contacting the child's parent/guardian after **10am**. Staff shall contact at least one parent/guardian via email or phone call and leave a message if the parent/guardian is unable to answer.
- All communication regarding arrival/ absence should be copied to the main office email or communicated to the admin team verbally.
- Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care:

- The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written/ verbal authorization that SCELS 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 Information forms/Enrollment forms.
 - Where any of the above is not possible, contact the parent/guardian via phone call and/ or email and do not release the child until a written confirmation is received from the parent/ guardian.

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

- Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up by the regular program/ afterschool extra-curricular dismissal time, the program staff shall contact the parent/guardian via a phone call 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 they must leave a voice message to contact the school and send an email to the parent/guardian
- All emails should be cc'd to the main office and the admin team should be informed before the next steps.
- 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.
- Where there is no response from the parent/guardian or authorized pick-up person the staff shall send the child to the afterschool program that runs from 4-6pm. If the child is picked up post 4:10pm. The afterschool program drop-in fee will apply. As a part of the program the staff shall ensure that the child is given a snack and included in program activity, while they await their pick-up.
- Where the above is not possible, the emergency contact (an authorized individual for pick up and their contact information is available) must be contacted. The emergency contact information can be located on the Enrollment forms or the Child Information forms.
- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child 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

- Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by the end of the day when the program is closed, 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.

- If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall inform the Admin team via phone call or text message and contact the emergency contact for the child.
- 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) the staff shall proceed with contacting the local Children's Aid Society (CAS) at [4169244646](tel:4169244646), 1 hour after the program dismissal time (or by 6:30pm if the child is in the afterschool program)
- Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

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

Anyone picking up a child must be at least 16 years of age. If younger, must be accompanied by the authorized adult for pick up.

This Policy will be reviewed with the Staff / Student / Volunteer prior to the commencement of work and annually thereafter, or whenever a change is made.

These documents will be reviewed by the Principal / Vice Principal annually, or whenever a change is made.

A record of review will be retained for three years.

Late Pick-Up Fees

To discourage lateness at pickup time, we charge a **Late Fee**. The clock in our school reception is our standard time piece. There will be a \$25 fee, following a 5 minute grace period, and each additional minute thereafter will cost \$1. **Note that the dismissal window is until your child's program end time: 11:30a.m./1:30p.m./3:30p.m./4:00 p.m.** This fee will be charged per child, after 5 minutes grace. For our end of day, children can be sent to the After School program only space permitting.

All late fees are payable to the teacher on duty by cash, e-transfer (Mainoffice@SCELS.ca) or cheque only.

HEALTH

St. Clement's Early Learning School has developed and will follow these policies and procedures to ensure cleanliness and sanitation of the school in order to maintain the health and safety of all children and staff.

Many infectious diseases and illnesses can be preventative through appropriate hygiene, sanitation, and infection/prevention control practices.

St. Clement's Early Learning School will maintain its facilities and equipment in a safe, clean condition. The teachers and children will practice personal habits that promote good health and prevent the spread of infection.

All relevant Toronto Public Health postings (ie: Hand Washing routine, Routine Practices, Glove Use, Cover your Cough, all food handling and safe temperatures, etc.) will be kept up to date. We will diligently adhere to any direction from the local public health department (Toronto Public Health) in particular using the Guidance Document: Infection Prevention and Control in Child Care Centres. These provisions are intended to protect the interests of the sick child, and to prevent further contact with others. Under the *Child Care and Early Years Act, O. Reg. 137/2015*, the school "*shall ensure that any direction of a medical officer of health with respect to any matter that may affect the health or well-being of a child receiving child care at a child care centre the licensee operates is carried out by the staff of the child care centre.*"

Compliance is monitored and tracked daily through implementation and documentation.

Illness Policies

The following are our illness policies, which have been formulated after taking into account the following factors:

- the inability of a child who is ill to cope with our program
- the need to protect our children from contagious diseases
- a parent's need for a guideline to assist in the decision as to whether or not to bring a child who is "not quite well" to school
- a teacher's need for a guideline to assist her in deciding whether or not to call a parent at work when a child develops symptoms of an illness during the day
- the responsibility and commitment of parents to be at work

It is important that each child is well enough to participate in activities planned for him/her. Due to staffing ratios, space and health regulations, we are unable to care for sick children at the school. Ministry Regulations stipulate that we provide outdoor

periods of play. All children attending the school are required to participate in the morning and afternoon outdoor time. We are unable to keep sick children inside.

Once he/she begins attending the school, your child will be coming into contact with many other children, and it is quite likely that he/she may develop a few common illnesses (eg: colds). This is normal and usually decreases once your child has built up his/her immunity.

The Child Care & Early Years Act requires us to send a child home if they are ill:

Every operator shall ensure that where a child in attendance at (St. Clement's Early Learning School)....appears to be ill, the child is separated from other children and the symptoms of the illness noted in the child's records.

Where a child is separated from other children because of a suspected illness, the (Acting Principal/Administration) shall ensure that, a parent of the child takes the child home; or

where it is not possible for a parent of the child to take the child home or where it appears that the child requires immediate medical attention, the child is examined by a legally qualified medical practitioner, or a nurse registered under the Health Disciplines Act.

Staff observe the children in order to detect symptoms of ill health as they enter school and before the children interact with other children. It is at the discretion of school staff to determine if a child is unwell and not to be admitted for the day or to be sent home if a child becomes ill during the day.

Staff will communicate any changes to a child's behavior, sleeping or eating patterns, or signs that a child has lost some previously acquired skill (s) i.e., stopped feeding him/herself, stopped using language. Staff are advised to communicate such changes to parents immediately as atypical behavior should be monitored more closely for potential signs of ill health.

Parents are encouraged to share information about their child's restless night, lack of appetite or other atypical behaviour. This information should be recorded in the daily written record and children who have demonstrated atypical behaviour should be monitored more closely for potential signs of ill health.

All Staff are required to record symptoms of ill health in a **Health Symptom Log AND the Daily Log Book**, kept in each classroom. Each child has a page labeled with their name and entries must be dated with time and initialed (including when the child is kept home due to illness and any symptoms that they may be exhibiting at school).

In the event that a child is ill:

Please call (416) 489-0822 to tell us if your child is ill and will be away from school. It is important that you report any symptoms that your child has, so that we can record this

information in our Health Symptom Logs and so that we're aware of all illnesses within the school.

Children should not return to school for 24 hours following a fever and for 48 hours following nausea, diarrhea, or vomiting.

If a child develops symptoms of illness while at school, the teachers will exclude the child from the other children to prevent infecting everyone else in the classroom. The child will be monitored until pick up (in a designated area – the office or an isolated area in the classroom when the office is unavailable) When a teacher calls a parent/caregiver to pick up the child from school due to illness, they are expected to pick them up as soon as possible. If the parent/caregiver is unable to pick up the child, the emergency contact will be contacted, and alternative arrangements must be made.

Note that a child must be fever free and symptoms must be improving for 24 hours, **without the aid of fever-reducing medication** before he/she can return to school. Please keep in mind that we have a busy, active day at school and children can attend school only when they are able to participate fully in all scheduled activities, including outdoor play.

Allergies & Medical Needs

SCELS is not a peanut free / nut free environment, though we make every reasonable effort to keep these foods out of the school. However, since we do not represent that we are peanut-free or nut-free, we cannot be responsible if your child comes in contact with these products. Parents are required to advise administration staff, or the child's teachers, if their child develops an allergy, requires medication and/or there are changes to the child's individual emergency plan. Individual emergency plans will be revised yearly and as directed by the parent or physician. All life-threatening allergies are required to be noted on the child's class list. School allergy lists are shared with our caterer, who prepares and clearly labels snacks and lunches according to these restrictions. Parents of children with severe allergies may also choose to send their own snack or lunch, please follow these procedures if you choose to do so:

- Notify the office and your child's teachers via written note/email that you will be sending snack
- Snack container is clearly labelled with the child's name and class number (two snack containers (AM/PM) for children in the Full day programs
- The snack/lunch is peanut/nut free
- Please use ice packs if needed. Refrigerator space is limited.
- A parent or caregiver will be called if a snack/lunch is forgotten at home

Children with anaphylactic allergies or asthma **must** have a signed Anaphylaxis or Asthma Management form and Emergency Action Plan on file at the school in order for an Epi-Pen/Allerject or Asthma Inhaler to be administered. The Emergency Action Plan must be completed with input from the child's physician. A parent or physician will train staff on the specifics of the Emergency Action Plan and how to administer the Epi-Pen/Allerject or Asthma Inhaler.

Children with medical needs (such as asthma or diabetes) will require an 'Individual Plan for Medical Needs' form completed. This will assist us in ensuring the best possible care for your child's health. Parents will train staff in their child's needs, including precautions to take, signs and symptoms to be aware of and administration of medication, if required (prescribed by a doctor, such as an asthma inhaler).

Head Lice

As a school, we conduct a lice check twice per year through a recognized lice screening company. If we do notice that a child has been affected by head lice, they will be sent home immediately. If you discover head lice on your child or children while at home, please notify the school right away. The child may return only after the appropriate treatment has been applied and the lice are gone – we will require a note to confirm that this was completed.

For head lice treatment products or advice, please contact your neighborhood pharmacist, or a local head lice clinic: **Lice Squad at (416) 466-0261**.

Immunization

Each child who has not had a physical examination within the last year must have one before their first day at school.

Each child is required by provincial regulations to have current health information on file at the school. This includes:

- a record of immunizations (the provided immunization form must be completed thoroughly, as we are required to send it in to Toronto Public Health, under the Education Act)
- contact information for the child's source of medical care

Other forms that we require are:

- a signed Permission for Medical Treatment Form, which authorizes emergency care and transfer of medical records to the hospital providing that care
- emergency phone numbers for reaching a parent or guardian

A child will not be permitted to start school if the required health forms are not submitted.

In the case of a medical emergency during school hours, first aid will be administered by a member of our staff. The child's parent or authorized caregiver will be notified as quickly as possible. If professional medical attention is needed, our staff will call the ambulance service, which will transport the child to the appropriate hospital. We will make every effort to contact the child's own physician.

Immunization Requirements for Students

Under the Child Care Early Years Act, Section 35 (1) of O. Reg. 137/2015 (General) requires that, every licensee shall ensure that before a child is admitted to a child care centre, the child is immunized according to Ontario's Publicly Funded Immunization Schedule unless they are legally exempt. Immunization exemptions may be accepted for the following reasons: reasons of religious belief, or reasons of conscience. A notarized affidavit must be submitted to the office in order to legally exempt your child from the immunization requirement. We are required to maintain up-to-date immunization records for each child, staff, college student or volunteer attending St. Clement's Early Learning School. The school must be notified when your child receives any kind of immunization in order to keep all files current.

Immunization Requirements for Staff

Under Section 57 (1), O. Reg. 137/2015 every licensee of a child care centre shall ensure that, before commencing employment, each person employed in each child care centre it operates has a health assessment and immunization as recommended by the local officer of health.

Vaccine	Recommendations for staff, students and volunteers
Hepatitis B	Children with Hepatitis B may not show symptoms and Hepatitis may not be known; all staff should be vaccinated
Influenza	Annually, especially for those who care for children under 5 years of age
Varicella (chickenpox)	2 doses of chicken pox vaccine given at least 6 weeks apart or proof of immunity. Previous immunity can be determined by a self – reported history of chickenpox or a blood test.
Measles, Mumps, Rubella (MMR)	2 documented doses of MMR vaccine or proof of immunity

Diphtheria, Tetanus, Pertussis (Tdap)	1 dose of Tdap in adulthood (This can replace the next schedule of Td) Tetanus and diphtheria (Td) vaccine booster every 10 years
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Staff, students and volunteers should see their health care provider to determine their immunization status and to obtain any missing vaccines.

Immunization Exemptions

Exemptions are to be documented and kept in the child's or employee's file

- For medical exemptions, a legally qualified medical practitioner must provide medical reasons in writing as to why the child, staff or volunteer should not be immunized.
- For religious or philosophical exemptions such as a parent who chooses not to immunize their child, "on the ground that the immunization conflicts with the sincerely held convictions of the parent's religion or conscience" can submit objections in writing.
- If there is an outbreak or a case of a vaccine preventable disease (e.g., measles), children and staff who are not up to date with their immunization may be excluded from the child care centre to minimize the risk of spreading the disease.

If a child shows symptoms of a communicable disease such as chicken pox, rubella, measles or pinkeye, it is essential that the school be told immediately so that we can be alert for any signs that the ailment is spreading and to contact the Toronto Public Health and our Program Manager:

Communicable Disease Surveillance Unit
Phone: 416-392-7411, After hours: 3-1-1
Fax: 416-392-0047
Address: 277 Victoria St, 10th floor, Toronto, ON, M5B 1W2

A note and/or email will be sent to parents to inform them of the disease present in the school and to provide them with details of the symptoms.

Contagious Diseases

Various contagious diseases have different guidelines when a child is able to return to school following a bout with illness, for example:

Chicken Pox

Chicken Pox's infectious period occurs 1 to 2 days before the rash develops and lasts until the crusting of all lesions. After that, a child may return to school if he or she feels well enough to participate.

Head Lice

Lice are extremely contagious, and it is critical that infected staff, students or volunteers be removed from the school as soon as possible. The school will conduct a 'lice check' once per term through a service such as *Lice Squad or Nit Wits*. Should it be determined during this check or at any other time that a staff, student or volunteer has head lice, they will be asked to leave immediately and should seek proper treatment to remove all nits and eggs. We will require a note to indicate that this treatment was performed, and the child/staff/volunteer is now clear of nits and eggs before returning to school.

Pink Eye (Conjunctivitis)

A child should not attend school for the duration of the illness. There must be no discharge or redness in the eye, which usually occurs 24 hours after prescription eye drops have been administered.

Colds

Children who have a constant runny nose and seem unable to cope will be sent home for at least 24 hours. It is our policy that if a child is well enough to come to school, he / she is well enough to participate fully in the program including outdoor play, without the use of over-the-counter medication, which provides temporary symptom relief (i.e., Advil/Tylenol).

Fever

A fever is a temperature of 37.8°C/100.04°F. A fever can indicate that the body is fighting an infection and often, how a child looks and feels can be more important than how high the fever is. As such, children will be sent home if either they present with a fever temperature (37.8°C/100.04°F) or an elevated temperature – above 37.5°C/99.5°F in addition to symptoms such as lethargy, irritability, headache, general weakness, lack of appetite or when staff are concerned that they seem out of sorts and not themselves.

Strep Throat

Children should not come to school for 24 hours after the treatment has begun and can return only once fully able to participate in all activities. In the event of a confirmed case within a class, children presenting symptoms will be sent home and we will require a doctor's note to confirm a negative throat swab before the child returns to school.

Vomiting / Diarrhea

Children who have been afflicted with vomiting or diarrhea are not permitted to attend school until the symptoms have stopped for at least 24 hours. In the event of an outbreak (2 cases within one class), children must be 48 hours symptom free before returning.

COVID-19

If you are experiencing 2 or more symptoms related to coronavirus- fever, cough, congestion or runny nose, difficulty in breathing, nausea, vomiting, extreme tiredness, muscle aches, joint pains, loss of taste or smell, isolate and use the COVID-19 school and child care screening tool to screen for symptoms. The results will tell you:

- if you should go to a childcare or early years programs or stay home
- what do to do next

If you feel sick or have any new or worsening symptoms of illness, you should stay home until your symptoms are improving for 24 hours (or 48 hours for nausea, vomiting and/or diarrhea) and contact your health care provider if needed.

See Communicable Disease Reporting and Guidelines for Common Communicable Disease for a complete list. Location: Main Office Posted/Classroom Parent Boards/All Operation Manuals.

Any direction of a Medical Officer of Health with respect to any matter that may affect the health or well-being of a child will be carried out accordingly by SCELS administration and staff.

The school cannot use an Epi-pen or provide an asthma remedy unless we have an Individual Emergency Action Plan or Individual Medical Plan. This must be on file at the school in advance and reviewed with the child's teachers.

Medication can only be administered to those children in the All Day Nursery, All Day Kindergarten and the Primary School class and only then with a signed medication form.

Medication must have a valid prescription and be in the original container.

Medication

Medication can only be administered to those children in the All Day Nursery class, All-Day Kindergarten class or the Grade One / Two program, and only with the original prescription from your child's doctor and a completed 'Administration of Medication' form. Forms are available from the office. Be sure to request one if necessary.

Children with anaphylactic allergies or asthma **must** have a signed Anaphylaxis or Asthma Management form and Emergency Action Plan on file at the school in order for an

Epi-Pen or Asthma Inhaler to be administered. The Emergency Action Plan must be completed with input from the child's physician.

Medication Administration

Children are permitted to carry medication only if it aligns with their individual medical plan. This documentation has been consulted and regulated by a health professional who is authorized to proscribe drugs, as defined in the Drug and Pharmacies Regulation Act, indicating that the nature of the child's medication is such that without immediate access to the medication by the child, the child health could be at risk. This typically applies to children with conditions such as asthma, severe allergies, diabetes, or epilepsy. If a child cannot safely carry their emergency medication, the designated teacher must keep the medication on their behalf.

Safe Water Policy

SCELS has a Safe Water Policy in place to ensure that the plumbing is flushed every week the school is open, before the school opens for the week. Also, in accordance with the Safe Drinking Act, 2002, the school does annual testing for lead by a Ministry approved lab. Taps are clearly labeled to indicate water bottle refilling stations.

Scent-Free Environment

Because some staff, students and/or visitors may be adversely affected or sensitive to scented products, SCELS is a scent free environment. Please refrain from the use of scented products such as fragrances, perfumes, colognes, etc. before entering the school. Your consideration for those with sensitivities is appreciated.

Smoke-Free Policy

SCELS prohibits any person from smoking or holding lit tobacco in the school, on the playground or on field trips. Smoking anywhere on the Church property (both indoors and out) is prohibited at all times, whether children are present or not. The use of electronic cigarettes and medical cannabis are also prohibited.

The Smoke-Free Policy applies to all individuals on the premises including, but not limited to, staff, parents, volunteers, and visitors.

Standing Water Policy

SCELS has a Standing Water Policy to ensure the safety and well-being of the children at all times. We prohibit the use of and access to all standing bodies of water (such as wading pools). Children within our Nursery program will not attend field trips where standing bodies of water are accessible. SCELS supports play-based learning and sensory exploration through the use of sprinklers, hoses or water tables at school and under close supervision of the teachers at all times.

Masking

To date, masks are **optional**. This requirement could change, pending guidance from our Ministry, Health officials and other participating partners.

If your child is showing signs/symptoms of illness, they will be isolated from the group and/or sent to the office until a caregiver picks them up. In some cases, a mask may be given until their parent or caregiver arrives to pick them up.

For those families that choose to send their child to school with masks: *mask breaks* are provided through the day. Mask etiquette and hand hygiene are important parts of our routines so that the children learn to safely put on and take off their masks, store them appropriately and clean their hands after handling their mask. Children should bring at least three masks and a container / bag for storage of both clean and dirty masks – with everything labelled. We encourage parents to provide masks that are comfortable for your child to wear.

NURSERY SLEEP/REST SUPERVISION POLICY

Children's well-being is supported when adults respect and find ways to support each child's varied physiological and biological rhythms and needs for active play, rest and quiet time. Finding ways to reduce stress through providing space and time for rest and quiet play based on individual differences helps children become increasingly aware of their own basic needs and supports their developing self-regulation skills.

While not all children need a mid-day nap, balancing out our gross motor and active play are opportunities for quiet activities and rest time. For example, following the busy lunch hour, children are given a rest time with books and relaxing music. The classroom is also set up to provide children with the option of individual quiet activities, such as the cozy book centre or the 'fun-for-one' activity table. Rest-time is designed for the individual children so sleep patterns at home are not disrupted.

Nursery children attending the All Day program (in attendance for six hours or more) are given opportunity for a mid-day rest on a cot not exceeding two hours in length. Rest-time is adjusted according to the needs of the children whether from day to day or week to week. In addition, rest-time is adjusted as they prepare for Kindergarten.

Parents provide classroom teachers with details pertaining to the children's individual sleep habits, routines and needs in writing at the time of enrolment and at any other appropriate time, such as at transitions between programs or rooms or upon a parent's request. The teachers will ensure that these instructions are followed as closely taking into consideration the need of the individual child. For example, if a parent has provided instructions for the child to not sleep during the day but the child is falling asleep at the table, the teachers should provide a rest period for this child. The teachers will ensure

that they communicate in a positive and supportive manner to the parents' that the child required a nap that day because the child was unable to stay awake.

There is a space in the classroom that is used during rest periods for cots. A posted floor plan indicates where each labelled, individual cot is to be laid out. The parents will provide a crib sized fitted sheet and a blanket for the rest time. These will be sent home with the child every Friday to be washed and sent back to school on Monday.

Teachers perform direct visual checks of each sleeping child by being physically present beside the child while the child is sleeping and look for indicators of distress or unusual behaviours. Teachers ensure there is sufficient lighting in the sleeping area to conduct direct visual checks. In the children's rest logs, the teachers document the visual checks.

CODE OF CONDUCT/PROHIBITED PRACTICES

Code of Conduct

While on the premises of St. Clement's Early Learning School, all persons (staff, parents, and children alike) are to act in a socially acceptable manner - considerate of each other's safety and well-being.

We believe that parents form an important partnership with the school in creating an environment where children can learn to their full potential. As a result, we require that the lines of communication between home and school stay open and positive, whether they are face to face, on the telephone or in written form.

Conflict Resolution Policy

St. Clement's Early Learning School is committed to being accountable for our programs and services by responding to and resolving parent concerns or complaints. As outlined in our Philosophy & Program Statement, we will ensure a high-quality experience that leads to positive outcomes in relation to children's learning, development, and well-being.

All concerns & complaints will be treated with fairness, integrity, and respect with consideration to SCEL's legislative requirements and values.

Please note, SCEL's is bound by policy and legislative requirements by the Ministry of Education which guide our program and rationale behind it.

At all times, parents are encouraged to voice any questions regarding St. Clement's Early Learning School and the care/education of your child/ren. We strive to work in partnership with our families and at times, additional information or discussion may help to clarify questions or concerns that arise. Our goal is to resolve most issues at the first point of contact.

If a parent has any concerns or questions, please contact the teachers who are working directly with your child/ren. Every effort when possible, will be made by the teachers to resolve concerns directly. Teachers from time to time may have to liaise with other colleagues or members of the Administrative team to gather the necessary information to respond effectively to the concern raised.

In more complex situations or if the teacher is unable to answer the question or handle your concern, you will be directed to meet with the Acting Principal and/or put your concern in writing and give it to member of the Administration team. The Administration team may set up a meeting with you.

If the complaint is of a more serious nature or you are not satisfied after having spoken directly with the Acting Principal, you will be encouraged to speak with the Director.

The Director will only become involved in exceptional circumstances. Parents will be required to submit in writing any complaint and/or concern that is of a serious nature or is being presented to the Director.

If the complaint involves allegations of a serious nature against a teacher, for example professional incompetence, professional misconduct, dishonesty, abuse or criminal behaviour, the complaint should be made in writing and directed to the Director.

Procedures For Issues & Concerns

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Administration in responding to issue/concern:
Program Room-Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to: the classroom staff directly or the Administration team	Address the issue/concern at the time it is raised or arrange for a meeting with the parent/guardian within 7 business days. Document the issues/concerns in detail. Documentation should include: - the date and time the issue/concern was received.

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Administration in responding to issue/concern:
General, Centre- or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to: the Administration team	- 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 - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to: the individual directly or the Administration team All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to Administration 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 2 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
Student- / Volunteer-Related	Raise the issue or concern to: the staff responsible for supervising the volunteer or student or the Administration team All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-	

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Administration in responding to issue/concern:
	being at risk should be reported to Administration as soon as parents/guardians become aware of the situation.	

Process & Procedures

Where required complaints will be documented in writing. All complaints deemed serious will be required to be in writing. Parent complaints will be acknowledged within seven business days. The complaint will be investigated and documented. Parents will be kept informed where allowed by law as to the status of their complaint. Clients may be asked to meet directly with Principal. Final responses and/or solutions are provided to the client/parent or guardian for feedback and/or discussion.

Concerns about the Suspected Abuse or Neglect of a Child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

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

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

Escalation of Issues or Concerns

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

Confidentiality

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

Child Abuse Policy & Prohibited Practices

Our teaching staff is required by law to report any case of suspected child abuse to the Children's Aid Society.

The following practices are strictly prohibited:

- (a) corporal punishment of the child
- (b) physical restraint of the child, such as confining the child to a highchair, 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 school 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 such as a lockdown drill;
- (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. O. Reg. 126/16, s. 34.
- (g) Sexual abuse
- (h) Sexual Misconduct
- (i) Proscribed sexual acts (defined under the Early Childhood Educators Act, 2027)

INDOOR AND OUTDOOR PLAY/PLAYGROUND POLICY

Your child's safety at school is our number one priority. One of the ways that we address this issue is to have our playground inspected daily, monthly, seasonally and annually. If a concern is identified, it is rectified as soon as possible. Our teachers are instructed to take positions in the playground that allow them to monitor all of its areas. Parents are asked not to distract the teachers from doing their jobs by chatting with them while they are on playground duty or outdoor play supervision.

Weather permitting, all classes will engage in a scheduled daily period of outdoor play.

If the weather is warm and sunny, children must wear sun hats and sunscreen. Please apply sunscreen to your child before sending him / her to school for the day. We recommend that you use SPF 15 or higher sunscreen. During the warmer months, children are encouraged to engage in free play in the playground. They are also provided with sandbox toys, and other outdoor equipment to enhance their activity.

During the winter months, classes will also spend time outdoors. Please send your child dressed appropriately for the cold weather. Hats, mittens, boots and snow pants are essential to your child's enjoyment of outdoor playtime during the winter months. In winter, your child's outdoor play time is augmented by the addition of sleds and shovels to the playground area.

We ask that you remove all strings from hooded jackets and do not dress your child in scarves for outdoor play. We consider these to be safety hazards on the outdoor equipment.

Keeping an extra change of clothes in your child's backpack is also a good idea in case he or she gets wet while outside.

When it is rainy or too cold to go outside, the teachers at SCELIS set up stimulating activities in the gym. Our primary focus is on gross motor development and physical fitness with the children. Activities will include cooperative games that encompass locomotion, traveling, manipulation and stability skills. For example: obstacle courses, hula-hoops, balls, bean parachute games, dance and movement, yoga, Speed Stacking, and much more.

Your child's enjoyment of both indoor and outdoor play is dependent on appropriate dress.

Please remember to send your child with appropriate footwear for both occasions. During the warmer months, running shoes are highly recommended as opposed to sandals. Running shoes are much safer when playing on the climbing apparatus. For indoor play, running shoes are also recommended. For children in Kindergarten/Primary, please see our Uniform Policy section.

ADMINISTRATION AND SUPERVISION

Change of Personal Information

Parents are responsible for providing the school with up to date, accurate information. We are not accountable for any occurrence that develops from inaccurate information. Please help us to keep our files current.

If there is a change in any pertinent information, such as home phone number, cell phone number, address, e-mail address, marital status or medical information, we need to be notified in writing as soon as possible.

Custody Arrangements

Our school recognizes that all families are not structured in the same fashion and that some parents may live apart for a variety of reasons. Parents who have custody arrangements will need to ensure that SCELS has an up-to-date schedule with details about which parent will be picking up the child. A copy of any court order or custody restriction must be given to SCELS. Unless we have the appropriate paperwork, we cannot keep a child's biological mother or father from picking up their child.

SCELS supports the family unit as a whole. Please respect that the school is on neutral ground and will not get involved in any parental disputes.

Accident Reports

In the event of any accident in the school or on the playground (one that requires attention, but not by a member of the medical profession), an Accident Report must be completed, and a call will be made to the parents to inform them of the incident. The Accident Report is to be signed by the child's parent or guardian. A copy of this report will be provided to the parent or guardian after signing.

Serious Occurrence Policy

The school and all staff follow a serious occurrence procedure and policy when medical attention is needed, or a child sustains a serious head or back injury. All staff members are required to read and sign-off on the policy at the beginning of each school year.

Posting of Serious Occurrences

If a serious occurrence has been identified, a *Serious Occurrence Notification Form* is completed and posted so that it is visible to parents. It will be posted for 10 days. If there is an update to the incident/occurrence, the form will be updated and posted for an additional 10 days.

Access To the Child and Premises

No staff member at St. Clement's Early Learning School will prevent a parent from having access to his or her child or the premises, except,

- a) If the staff member believes on reasonable grounds that the parent does not have a legal right of access to the child; or
- b) If the staff member believes on reasonable grounds that the parent could be dangerous to the children at the premises;
- c) If the parent is behaving in a disruptive manner

Staff

Under the guidance of the Director, Vice Principal and other Supervising staff, the teachers at St. Clement's Early Learning School work closely together to ensure that our philosophy is implemented. Each staff member is committed to the highest standards of early childhood educational practices.

Each teacher's goal is to have a well-planned program, a positive rapport with each student, close communication between home and school, as well as a continued sense of commitment and dedication. They are conscientious and experienced early childhood education professionals. SCELS has a low student / teacher ratio, which ensures that our staff gets to know each child's individual needs.

All staff members are expected to review every SCELS policy on an annual basis. This review will take place at the beginning of each year, as well as whenever a new policy or amendment is introduced. Employees must sign off to confirm that they have understood the policies. This acknowledgement sheet is kept in their staff files.

All teaching staff have graduated with ECE diplomas or degrees, or educational degrees or child & Youth from a university or college. ECEs are registered with the College of Early Childhood Educators and Bachelor of Education staff are Members in Good Standing with the Ontario College of Teachers. All staff members must also have a Criminal Reference Check, including the Vulnerable Sector, and First Aid / CPR training prior to commencing employment at SCELS.

Ensuring Student Supervision and Attendance is accurate

Section 11 Regulation Amendment - Safety Strategies and Supervision of Children

While children are in our care, teachers must regularly conduct head counts of the students. Educators must ensure that safe arrival procedures are adhered to by recording any absences and late arrivals in the classroom communication log. Additionally, teachers should inform the office of any absences, late arrivals, or early pick-ups. By doing this, we can maintain an accurate head count.

Should an educator deem a child is missing:

In the situation where an educator considers a child to be missing, it is essential that they promptly inform the office and the child's parents as soon as a thorough search begins. The educator must adhere to the missing child procedures detailed in the school's policy and procedures manual. SCELS will carry out annual drills for missing children, and each drill will be documented and stored for a duration of three years.

Supervision of Student/Volunteers

In order to help support the safety and well-being of children in licensed Childcare and early years program, the operator shall ensure that every student/volunteer who is in attendance in a childcare is supervised by an employee of SCELS at all times. The student/volunteer is not permitted to be left alone with any child.

All volunteers and/or students over the age of 18 years old must read and follow the necessary policies and procedures before commencing their placements.

Before Volunteering or student placements begin, the following must be provided for the Principal:

- Resume/Portfolio/Volunteer info. Sheet (one of or all)
- Criminal Reference Check
- First aid and CPR (applicable for student placements)
- Placement Expectations/Goals (applicable for student placements)

Due to the nature and short duration of some of our Nursery programs, we do not accept student placement or volunteers in these programs.

Visitors (SCELS School)

All visitors must report and sign in/out at the Main Office to receive a visitor badge. If applicable, visitors will be issued a parking pass for their duration at the school.

*SCELS will ensure that visitors entering the school adhere to SCELS policies and procedures in place.

Preventing Unauthorized Access

To ensure safety, any individuals who are not authorized to enter our school are strictly prohibited. SCELS is equipped with a comprehensive video monitoring system.

Access Procedures

- Parents and visitors must ring the doorbell at the main entrance to gain access.

- All offices (Principal, Vice Principal, and Main Office) are equipped with the video doorbell and a two-way speaker
- All access points, including both shared and street entrances, are securely locked.
- Surveillance cameras are installed in all hallways, and a staff member is always present in the office.

SCELS COMMUNITY/EVENTS

Birthdays

We celebrate each child's birthday. Your child will be made to feel extra special on their important day. We do not utilize food in our birthday celebrations. Cakes, cupcakes or other food treats cannot be accepted. In lieu of these treats, we encourage you to donate a book in your child's honour to our school library.

Birthday party invitations may be distributed by the classroom teacher but only if every student in the class is invited. However, we understand that it may be difficult to include every child in your child's class in a birthday party outside of the school. If this is the case, we ask that invitations to parties be made by phone, by mail, by email or hand-delivered off the school premises. Our aim at school is to create an atmosphere of inclusion and to avoid any hurt feelings.

Celebrations/Holidays

SCELS has many celebrations throughout the year and we recognize holidays from around the world. These festive occasions will be posted on your child's class calendar each month, as well as in the monthly newsletter. Here is a list of celebrations during which the children will enjoy a class party, and in some cases, a dance that will take place during school hours.

- Halloween
- Winter Holiday Celebrations
- Valentine's Day
- End of Year Party

Some families wish to send little gifts or loot bags for the other students for some celebrations such as Halloween or Valentine's Day. **Please note that edible treats, candies, or any outside food is not permitted for such occasions.** If you would like to

send in a special something for the children, small items such as cards, novelty pencils and erasers, etc. are acceptable.

Special Events

As a small school community, we have several Special Events that have become highlights of our school year. These are events you definitely would not want to miss, so please check your list of Significant Dates each school year and mark your calendar accordingly. We do our best to let you know the timing of each event with as much notice as possible. These events include:

- Winter Concert
- Loved One's Tea Party
- Family Night Exhibition
- Special Someone Brunch
- School Picnic
- Graduation

Class Parents

Annually, parents are invited to represent their child's class as a class parent and attend the Parent Committee meetings. Class parents assist with organizing projects and events (special classroom events, Holiday Hamper program, other fundraising activities etc.). If you are interested, please speak to the classroom teachers. In the event that there are several parent volunteers, a lottery system will be used to select a class parent representative.

ENROLLMENT/ATTENDANCE

Vacations

We would appreciate being informed if parents are away from home for a holiday or business reasons without their child. This can often be an upsetting time for children and, if we know the reason, we can provide some extra tender loving care.

Also, please notify your child's teachers if you are planning a vacation that will require your child's absence from school. If you would like to have your child, take schoolwork with them on the vacation, please notify the teachers at least one week prior to your child's last day of school. This will allow the teachers time to prepare and organize a customized homework package for you.

Class Lists

A list of children in your child's class will be provided to you no later than the third week of the new school year. These lists will include the children's names, their parents' names, email and/or phone number. If you wish to withhold your consent for the sharing of any of this information, please be sure to indicate your desire in the space provided on your child's *Confidential Information* form. Life-threatening allergies will also be noted on the class list. We distribute the class lists only to families within each class and in hard copy only, for confidentiality. Only the class parents will have access to a soft copy for the ease of communication. The class list is for your information and is not intended to be used to solicit the parent community.

Class Placement

There are few responsibilities for a school Director as complex as class placement. Relying on years of experience and the knowledge of the children's individual learning styles, the Director, in conjunction with the teaching staff, weighs many factors. Gender, age, academic achievement, relationships, educational goals, and class size are all considered when trying to create the best learning environment. Parents are reminded that every one of our classrooms is staffed by dedicated, qualified teachers who put children's educational interests first.

Re-Enrollment Procedures

Re-enrollment for all students will begin in the month of October. All students are required to submit a written Application Form and deposit in order to secure their space for the next school year. Current students are not required to submit an Application Fee or Acceptance Fee with their application. Please remember, once paid, each installment is non-refundable/non-transferable under any circumstances.

Wait List

St. Clement's Early Learning School maintains a Wait List for families interested in enrollment for an upcoming school year. Any family wishing to go on the Wait List can contact the school once following the child's birth. There is no fee or obligation to go on the Wait List. We will contact families on the Wait List prior to our Open House, when we begin the admissions process, and these families are next in priority after our current and alumni families. Being on the Wait List does not guarantee admission to the program, but we can provide information regarding how many families may be ahead of you. No personal information for any family on the Wait List will be shared at any time and this information is only used for the purpose of contacting families for our Open House and Admissions events.

Withdrawal From Our School

A letter must be given to the office regarding your intent to withdraw from St. Clement's Early Learning School. Fees paid are non-refundable or transferable under any

circumstances. Once receipt of your intent, a meeting may be scheduled and a withdrawal form given to the family to complete. The completed form will be an official document of withdrawal.

SCELS - CLASS INFORMATION

Conferences/Student-Led Portfolios

Formal Parent / Teacher Conferences:

Formal Parent / Teacher Conferences, for parents of Nursery School and Kindergarten children, are conducted once per school year. Please check your *Significant Dates* sheet or the school website for the specific dates and times. We do our best to coordinate meeting times, please note that the schedule is done on a first-come, first-served basis after the forms have been sent home.

Parents of Primary school children will meet with the teachers each term. The dates will be announced as they are finalized.

These are important events, and we hope that you will make every effort to attend.

Student-Led Conferences:

Student-Led Conferences are conducted two times per school year for the Kindergarten and Primary classes. Nursery classes have Student Led Conferences once per year. These are occasions when students show their parents their Portfolio, a collection of their academic work to date. Only the student, their parent(s) and the teacher are present. Please see classroom calendars for dates of the conferences.

If you need to speak with your child's teachers at other times during the year, please feel free to make an appointment with them.

Field Trips

Experiences such as local community outings are one of the many kinds of opportunities that we provide for children to explore new and unique environments. This is in recognition that children learn through hands-on experience. All of our walking excursions are well-planned, developmentally appropriate and designed to expand a child's world.

Parents will be advised in advance of any field trip or outing. Consent forms for local walking excursions are part of our Enrollment Package and are kept in each child's file. They must be signed by the parent or guardian in order for a child to participate. Parents who volunteer on school trips must follow school guidelines, which will be provided by your child's teacher and include completing an Offence Declaration.

Questions about community outings or field trips should be directed to the classroom teachers or Administration.

Friday File

Each Friday, a yellow Friday File is sent home with your child. It will contain artwork that your child has done, school notices or letters and other pertinent information. Please make sure to take everything out of the folder and return it in the bag on Mondays. If this folder is lost, it is the family's responsibility to replace it.

Report Cards

At our school's core lies an enriched curriculum. Even though our program is tailored to the individual child, as a school we set academic expectations / goals for each level – Nursery to Grade Two. A student's progress is detailed in the Report Cards, one at the end of each term - Nursery to Grade 2. These Report Cards are designed to help parents to understand how their child is doing, and to identify areas needing special attention.

After receiving the reports at the end of Terms 1 & 2, parents must sign them and return them to the school. The final report, at the end of the school year, does not have to be returned.

Extra-Curricular Activities

Extra-Curricular Activities are offered each term by the classroom teachers. In September, you will receive a registration form and if you wish to sign up, please indicate your top three choices. We aim to place each student in at least one activity provided the form is returned by the due date. These activities include art, drama, dance, sport and more. Each session runs for 8 weeks from 4:00 – 4:30 p.m. and is free of charge.

We also offer Extra-Curricular French Language classes. These classes are offered once a week for the full year and are available on a first-come, first-served basis for a maximum of 10 students per class (additional fee applies).

Some years, we will offer Extra-Curricular Activities taught by other specialty teachers we bring into the school, which will be available for an additional cost.

Professional Support Services

We believe in providing the best possible program for every child at SCELS. In some cases, we may suggest a referral to a Speech Language Pathologist, an Occupational Therapist or another professional who can help by providing an assessment. SCELS has relationships with several professionals, who are available to do assessments and provide services at the school. We also have an agreement under the Local Health Integration Network (LHIN, formerly CCAC) to provide funding for some of these services for eligible children. If you have any questions regarding these services, please direct them to Administration.

Lost and Found

There is a **Lost and Found Basket** located in the Reception area. Feel free to let us know if your child is missing any items.

Labeling every piece of your child's clothing with either permanent marker or cloth labels will save you the trouble of digging around in the Lost and Found Basket. We will be able to return the item to you.

Toys & Items from Home

Bringing in toys from home is not permitted. Children are asked to bring only a labelled backpack with a labelled water bottle each day. Kindergarten/Primary children should also bring either a packed nut-free lunch or a bento box for the catered lunch program.

EMERGENCY

Emergency Information

At all times when your child is at school, we must be able to reach a parent, guardian, or person authorized by the parent or guardian. It is your responsibility to ensure that we have at least one telephone number where someone can be reached in case of an emergency and pick up within an hour should your child develop symptoms of ill health while at school. Please let us know immediately if this information changes.

Emergency Shelter

The building in which we operate is the Church of St. Clement, Eglinton. It must pass rigorous fire and safety standards. Our school conducts monthly fire drills.

In the unlikely event of a fire or other type of emergency in the building which would require evacuation, the children and staff of St. Clement's Early Learning School will proceed for emergency shelter to **Toronto Public Library – Northern District Branch. It is located just south of us, at 40 Orchard View Blvd.** All nannies, sitters or relatives who are authorized to pick up your child should be informed about this emergency procedure regulation.

Safety Procedures & Emergency Management Policies and Procedures

The children's safety is our number one priority. We have many policies and procedures in place to ensure safety at all times. All entrances to the school are kept locked. Parents and visitors may enter only through the main school entrance, at which there is a buzzer and camera system so that we know who is coming into the school. If you arrive late at drop off time, please be patient in waiting for the door to be opened, as it is a busy time and our staff are engaged with the children.

Fire Drills are conducted every month, so that the children are prepared and know what to do in the event of an emergency. We have Emergency Management Policy & Procedures, which provides guidelines on safe measures for any emergency situation that arises. Lock Down Drills are also conducted each term, so the staff and children are able to practice emergency procedures in a calm and organized manner. Any questions regarding these procedures can be directed to Administration. Should an emergency situation arise, the care and safety of the children is the first priority (i.e. an evacuation), and following that the parent community would be notified by phone or email of the situation and appropriate place for pick up.

Acting Supervisor in Emergency Situations

In the absence of both the Principal- Marsha Hamiton and Vice Principal- Jenn Carr, the responsibility of the supervisor will fall to Rosa Gomez (Kindergarten teacher) and Lynn Lajeunesse (Nursery Teacher). These individuals are empowered to make necessary decisions when an urgent situation arises that demands immediate action by someone present on site. The persons listed above are responsible for consulting the Principal or Vice Principal prior to implementing any decisions

SCELS FACILITY

Library

September 2010 marked the official opening of our new school library (renamed as The Jen Cumming Library' in May, 2022). It continues to be a significant benefit to life at St. Clement's Early Learning School. All books are for use in the library or classrooms.

Parking

St. Clement's Early Learning School is located in a beautiful residential neighborhood. We have a designated drop-off and pick-up zone on the west side of the church – in the church parking lot. Please enter from St. Clements Avenue and exit by turning right **only** onto Briar Hill Avenue. Children will be welcomed with a nice smile and a warm hand by members of our teaching team. The drop-off area is a *Kiss and Ride Zone*. You drop your children off with a kiss and go to make room for the next car. In order to make it a smooth goodbye, prepare your child beforehand about what happens at the *Kiss and Ride Zone*.

To ensure the children's safety, we respectfully demand that you:

- drive **slowly** through the parking lot
- be patient and understanding of the busy situation

- do not leave your car
- do not block anyone in
- have your child seated on the passenger side for a quicker and safer departure from the vehicle

If you need to come into the school, and you are staying for any length of time, we suggest that you park legally on one of the nearby side streets, or at the commercial parking lot located one block away on Castlefield Avenue (at Duplex). **Please note that there is no parking in the Church lot during *Kiss and Ride* hours – it is very unsafe to have cars backing in and out as our staff are collecting the children from the cars.**

Transportation: School Bus / Carpooling

There is an independent bus service available to families of SCELS. Please contact the school for the bus company's name and telephone number.

When you receive your class list, you can check with the families of other classmates for carpooling opportunities.

SCHOOL COMMUNICATION/ PARENT INVOLVEMENT

Parent / Teacher Communication

At SCELS we have an open door policy when it comes to parent-teacher communication. Please feel free to contact teachers/administration regarding questions or concerns at any time. Classroom teachers will set out the best contact times within their Newsletters. In addition, teachers will arrange touch-base meetings to discuss and answer any questions regarding your child's progress.

Near the beginning of the school year, (usually during the second week of September), a **Curriculum Night** is scheduled. This is a parent's opportunity to receive a detailed overview of how their child spends his / her day at school. The teachers will pass along important information about the enriched curriculum at SCELS in general, and their program in particular. Attendance is expected.

Following the first Report Card (November), there is a **Parent / Teacher Conference**. Parents are strongly encouraged to book an appointment with their child's teachers to discuss their child's progress.

In addition to **monthly newsletters and calendars**, which describe class events, SCELS communicates a child's growth and development to parents in a **Report Card**. All children will receive one at the end of each term; three times per year.

Pick-up and drop-off times are inappropriate times to approach your child's teacher about any concerns that you may have. However, if parents need to discuss anything with a teacher, they are encouraged to make an appointment with the teachers at a time that fits their schedule. These times will be set out in the Classroom Newsletters.

Requirement to Share Communication from the Minister of Education:

Effective July 1, 2025, licensees will be obligated to share communications from the Minister with the parents and guardians of children enrolled in their licensed childcare programs. Each communication will have a specific timeline established by the director under the act.

Information Distribution

SCELS will share the information from the Minister of Education through our StoryPark application, which is exclusively accessible to enrolled SCELS Nursery students. Additionally, the Main Office will post the required information within the timeline specified by the director.

Enhanced need to share information, amendments to Ontario Regulation 137/15 under the Child Care and Early Years Act, 2014 (CCEYA)

Updated June 17, 2025

School Website

The school website will be available to all parents and guardians at their own leisure to review any new policy updates as we receive them from the Ministry and Toronto Public Health. This includes: Family Resources; information of any upcoming Parent Workshops; Monthly Menu's; a copy of our Parent Manual and more. If any changes or updates are put on the website, our Admin. staff will be sure to notify all families.

Email Consent

Our parent community has expressed to us very clearly that they would like to communicate with us through email. As we continue to go digital, we are excited to improve on how we communicate with our families and reduce our dependence on papers coming home.

On July 1, 2014, Canada will have a new anti-spam law in effect. **This law requires us to have consent from you before sending you any electronic messages containing commercial information.** While much of our email communication with you is about school and school related activities, we may also include commercial information, such as notices about uniform sales or fundraising opportunities. We may send those messages directly or include them in electronic publications, such as school newsletters.

Should you wish for your email to be removed from our mailing list, please notify us in writing.

Parent Volunteers

The partnership between home and school is a cherished one at St. Clement's Early Learning School. Volunteering in the school is one aspect of the special relationship between parents and educators. **We believe it is essential for parents to be involved with and supportive of their child's teachers.** During the year, there are many opportunities to visit the school, meet the teachers and see the children going about their daily activities. You are your child's first and most important teacher. By becoming familiar with your youngster's skills, you can be more efficient and effective in your role. The classroom teachers can let you know when there are volunteer opportunities to get involved with the class! The SCELS Parent Committee is also a great way to volunteer in organizing various fundraising events, parent socials, workshops and support the school throughout the year.

New Parents who wish to volunteer with in the school, events or field trips must complete a vulnerable sector (VSC) check prior to their volunteer date. This is done through the Toronto Police website- The office will send you a step-by-step sheet which includes our school ID code. This is an additional expense that is not covered by the school.

Parents Can Help At Home

Successful learning begins in the home. A parent's positive and active involvement in a child's education can greatly improve classroom performance. To help your child learn more at home, try these helpful hints:

- Play and engage in meaningful activities with your child
- Provide a comfortable place for your child to work
- Work with your child to reinforce the importance of a good education
- Encourage your child's efforts
- Display your child's work or creations to share with family and friends.

SNACK / LUNCH / NUTRITION

Snack and lunch (for extended-day programs) time at St. Clement's Early Learning School is a daily social occasion where small amounts of good food are served to the children. After all, we do not want to spoil their appetite for lunch or dinner.

The school will provide healthy snacks to all students, through Real Food for Real Kids – a fully licensed, Toronto Public Health approved, nut-free kitchen. No snacks are to be brought to school from home. Parents with a child, with a food allergy or special dietary requirement, may opt to send a snack to school with their child. If parent(s) opt to send their own snack for their child, the following procedures must be followed:

- Notify the office and your child's teachers via written note/email that you will be sending snack for your child
- Snack container is clearly labelled with the child's name and class number (two snack containers (AM/PM) for children in a Full Day program)
- The snack is peanut/nut free
- Please use ice packs if needed. Refrigerator space is limited.
- A parent or caregiver will be called if a snack is forgotten at home

Our Extended-Day and All Day Nursery program receives a catered lunch provided by RFRK. A two-week rotational menu is posted on the Parent Board outside the classroom and can also be found on the classroom website.

Children in the All-Day Kindergarten or Primary class have the option of ordering a catered lunch through RFRK. These children may also opt to bring a bagged lunch to school each day. These midday meals should consist of a variety of foods from each of the Canada Food Guide's groupings and be **nut-free**, due to the presence of life-threatening nut allergies. There is a lot of information about healthy food choices at Health Canada's web site: www.hc/sc.gc.ca. Look for the drop down menu titled Food and Nutrition. Information is also posted on our Parent Boards.

For those children on the RFRK catered lunch, a 3-4 compartment lunchbox and utensils will be required. All children Kindergarten/ Primary students must bring an additional small snack container for their snack. These will be sent home everyday for cleaning. Lunch bags, snack boxes should be clearly labeled with your child's name. As part of our Green Mission, students will need to bring a litter-less lunch to school. Please limit packaging. All lunch waste will be sent home. Please use ice packs in lunch bags and boxes.

A parent or caregiver will be called if lunch is forgotten at home. The school always has extra servings of lunch available for emergencies.

Going "Green"

Providing our students with the best possible future, educationally and environmentally, is important to us at SCELS.

Our “green mission” has three parts. The first element comprises the operation of the school and the actions of its staff. Next is the education of our students, and the final facet involves the education of the SCELS parent community.

Students are introduced to the impact they have on this planet at the beginning of the year, and it is a continuing theme throughout all three terms. We talk about the importance of Reducing, Reusing and Recycling in a way that affects them; e.g. colouring on both sides of a piece of paper. Our snack and lunch program are also a part of our Green Mission. Please refer to section 49 for more information.

We utilize classroom websites to post the current calendar and newsletter, in addition to important announcements. Often, reminders about school and classroom events will be sent via email. Paper copies of classroom newsletters and calendars are available by request.

Working together, we can make a difference, especially with the small choices we make. If you would like more information about our school’s green mission, please speak with a staff member.

UNIFORM POLICY (SCELS UNIFORM)

Rationale:

A Uniform Dress Code reinforce a student’s sense of pride and instils recognition of themselves as an integral part of the school community. Issues such as safety, age group and expense are also factors that contribute to the establishment of the Dress Code.

Purpose:

- To further develop a sense of pride in, and identification with our school.
- To provide durable clothing that is cost effective and practical for our school environment.
- To maintain and enhance the positive image of the school in the community.

Implementation:

The school administration believes that the Uniform Dress Code will provide choice for students and caters for the financial constraints of families.

Currently, the full Uniform Dress Code is **not** mandatory for our Nursery school students – they will only be required to wear the Gym uniform on specified Gym days (typically Fridays). However, it is **strongly** encouraged that parents start to introduce the idea and practice of wearing a uniform to school as soon as possible.

The full Uniform Dress Code is mandatory for all Kindergarten and Primary students.

The Dress Code applies during school hours, while travelling to and from school and when students are on school excursions.

Suitable footwear such as Oxfords, Mary Jane's (polishable/non marking, Velcro, lace-up, slip-on) or black running shoes are acceptable.

The student Dress Code including details of fitting dates and online ordering will be sent each year with the enrolment packages.

Parents seeking exemptions to the Dress Code due to religious beliefs, ethnic or cultural background, student disability, health condition or economic hardship must submit a request in writing to the Principal. Unless a specific approval for exemption is provided for a student, please note that **there may not be any substitutions for uniform pieces.**

A calendar outlining Uniform Dress Code for each program will be provided before the start of school. Number One Dress is mandatory (for Kindergarten and Primary and Nursery students opting to wear uniform) on Mondays, Assembly days and Special Events. All students are required to wear a Gym Uniform on Fridays. Primary Boys will be able to change into their gym attire and will participate in gym on the days indicated on the Primary Program calendar. All other days, unless noted, will be Casual Dress (typically Tuesday – Thursday). Through the year, there may be non-uniform days (i.e. Spirit Day), which will also be indicated on the calendar.

Girls Mandatory Uniform: (all uniform pieces must be labeled)

Number One Dress (Mondays, Assembly days & Special Events, can also be worn on any day):

- Tunic (Grey, Crested)
- Girls Dress Pant, grey
- Girls Long/Short Sleeve Blouse (Crested)
- Grey Knee High Socks or Tights
- Black Velcro shoes (i.e. Mary Jane's) or Oxford (lace-up/Velcro/slip-on)

Summer Number One Dress (start of school to Thanksgiving, Victoria Day through Graduation):

- Girls Khaki Culotte
- Short Sleeve Blouse (Crested)
- White Ankle Sport Socks
- Black Velcro Shoes (i.e. Mary Jane's) or Oxford (lace-up/Velcro/slip on)

Casual Dress (Tuesday to Thursday):

- *Casual Dress includes any items from Number One Dress, Summer Number One Dress (start of school to Thanksgiving, Victoria Day through Graduation), or Gym Uniform, in addition to:*
- Skort, grey
- Bermuda Khaki Short (start of school to Thanksgiving, Victoria Day through Graduation)
- Girls Fitted Long/Short Sleeve Polo (Crested)
- Unisex Mock Neck with 3/4 sleeves (Crested)
- V Neck Sleeveless Sweater (Crested)
- Button Front Cardigan (Crested)

Gym Uniform (Fridays):

- Jogging Pant, navy (Crested)
- 1/4 Zip front Sweatshirt, navy (Crested)
- Wicking Gym Shorts, navy (Crested)
- Gym T-Shirt, white (Crested)
- Running shoes (mostly white)

*Uniform pieces may not be altered in any way (i.e. patches or badges sewn on)

*Uniform substitutions are not permitted unless a specific exemption has been approved by the Principal

Boys Mandatory Uniform: (all uniform pieces must be labeled)

Number One Dress (Mondays, Assembly days & Special Events, can also be worn on any day):

- Boy's Dress Pant or Rugby Pant, grey
- Oxford Long/Short Sleeve Shirt (Crested)
- V Neck Sleeveless Sweater (Crested)
- Button Front Cardigan (Crested)
- Grey socks
- Oxford (lace, Velcro or slip on), non-marking, polishable or plain black running shoe

Summer Number One Dress (start of school to Thanksgiving, Victoria Day through Graduation):

- Bermuda Short, khaki
- Oxford Short Sleeve Shirt (Crested)
- White Ankle Sport Socks

- Oxford (lace, Velcro or slip on), non-marking, polishable or plain black running shoe

Casual Dress (Tuesday to Thursday):

- *Casual Dress includes any items from Number One Dress, Summer Number One Dress (start of school to Thanksgiving, Victoria Day through Graduation), or Gym Uniform, in addition to:*
- Unisex Long/Short Sleeve Polo (Crested)
- Unisex Mock Neck with 3/4 sleeves (Crested)

Gym Uniform (Fridays):

- Jogging Pant, navy (Crested)
- 1/4 Zip front Sweatshirt, navy (Crested)
- Wicking Gym Shorts, navy (Crested)
- Gym T-Shirt, white (Crested)
- Running shoes (mostly white)

*Uniform pieces may not be altered in any way (i.e. patches or badges sewn on)

*Uniform substitutions are not permitted unless a specific exemption has been approved by the Principal

Appendix A

SCELS PHILOSOPHY & PROGRAM STATEMENT

Ref: Child Care and Early Years Act, 2014, Subsection 5.2

This policy statement, together with the O. Reg. 137/15 are intended to strengthen the quality of programs and ensure high quality experiences that lead to positive outcomes in relation to children's learning, development, health and well-being.

St. Clement's Early Learning School (SCELS) offers an enriched program that is in line with and reflects the principals behind the Child Care and Early Years Act (2014) and important guiding Ministry documents such as "How Does Learning Happen?" and "ELECT – Early Learning for Every Child Today", complementing the Ministry of Education Ontario Curriculum under the Education Act.

At SCELS, we believe that the early childhood years should be filled with opportunities for exploration, discovery and vital development. It is a time when a child must discover that learning is worthwhile, exciting, rewarding and fun. As well, this journey of discovery needs to take place in a warm, secure environment which supports children in their academic, social, emotional and physical growth (health, safety, & nutrition).

Our continuing commitment to small class size enables children to make choices, to solve problems and to learn to think independently. The SCELS' curriculum is carefully designed with the understanding that each child is unique. As a result, we provide our individual students with engaging learning experiences aimed at building and enhancing their skills in all developmental areas. Our teachers and environment support learning through play by providing activities that enhance children's experiences social relationships.

Regardless of faith or cultural heritage, all families are welcome in the SCELS community of learners. It is our objective at SCELS to identify the needs of the children in our programs and to plan for the successful fulfillment of those needs. All children are viewed as competent, capable, curious and rich in potential.

By combining our unique curriculum, taught by a skilled, dedicated and reflective staff, with a family's desire for an enriched early education, a solid foundation for future success can be built for the children of St. Clement's Early Learning School.

A) Promote the health, safety, nutrition, and well-being of the children

Staff at SCELS promote the overall health and well-being of children through physical and mental health and wellness.

The children's safety is our number one priority. We have many policies and procedures in place to ensure safety at all times. All entrances to the school are kept locked. Parents and visitors may enter only through the main school entrance, at which there is a buzzer

and camera system so that we know who is coming into the school. If you arrive late at drop off time, please be patient in waiting for the door to be opened, as it is a busy time and our staff are engaged with the children.

All staff are required to have up-to-date First Aid and CPR training – a certified level C course. First Aid will be renewed every two years and CPR training will be reviewed annually by an approved training agency.

Administration and Staff will ensure that play materials, equipment and furnishings are maintained in a safe condition and kept in a good state of repair, and that there is adequate storage available for the play materials. Our inventory logs itemize all furnishing, equipment and toys within the school and state the condition so that we track when items need to be replaced or repaired. Our Sanitation Policy sets out guidelines for cleaning and disinfecting, in order to prevent the spread of infection.

SCELS prohibits any person from smoking or holding lit tobacco in the school, on the playground or on field trips. Smoking anywhere on the Church property (both indoors and out) is prohibited at all times, whether children are present or not. The use of electronic cigarettes and medical cannabis is also prohibited. The Smoke-Free Policy applies to all individuals on the premises including, but not limited to, staff, parents, volunteers and visitors.

Fire Drills are conducted every month, so that the children are prepared and know what to do in the event of an emergency. We have a Safe School Policy, for which we conduct twice annual Lockdown Procedures, which are appropriate for the ages of the children in our school. Any questions regarding these procedures can be directed to Administration.

SCELS has a Safe Water Policy in place to ensure that the plumbing is flushed every week the school is open, before the school opens for the week. Also, in accordance with the Safe Drinking Act, 2002, the school does annual testing for lead by a Ministry approved lab.

Staff monitor and document children's health and well-being daily in the children's health symptom logs and communicate concern immediately with families. Our Illness Policy outlines the duration for which children must remain at home following an illness and states that children attending school must be well enough to participate in all aspects of the program.

At the beginning of each school year, a part of the curriculum involves educating the children about proper hygiene including hand hygiene, covering your cough/sneeze. Doctors come to the school in partnership of these efforts to support the curriculum.

Lice checks are conducted twice per year.

SCELS is not a peanut free / nut free environment, though we make every reasonable effort to keep these foods out of the school. For safety reasons, if a child has a food allergy, we will only serve them food that has been provided from home. However, since we do

not represent that we are peanut-free or nut-free, we cannot be responsible if a child comes in contact with these products.

Lunch and snack time at SCELS is a daily social occasion where small amounts of good food are served to the children. After all, we do not want to spoil their appetite for lunch or dinner. During these times, the children are encouraged to make choices and serve themselves, developing healthy eating habits and independence.

Real Food Real Kids Inc. – a fully licensed, Toronto Public Health approved, nut-free kitchen provides snack and lunch (for extended-day programs). Meals meet the guidelines of the Canada Food Guide. A two-week rotational menu is posted on the Parent Board outside the classrooms.

Children in the All-Day Kindergarten or Primary class have the option of ordering a catered lunch through RFRK Inc. These children may also opt to bring a bagged lunch to school each day. These midday meals consist of a variety of foods from each of the Canada Food Guides.

Parents are required to advise administration staff, or the child's teachers, if their child develops an allergy, requires medication and/or there are changes to the child's individual emergency plan. All life-threatening allergies are required to be noted on the child's class list. Children with anaphylactic allergies or asthma must have a signed Anaphylaxis or Asthma Management form and Emergency Action Plan on file at the school in order for an Epi-Pen/Allerject or Asthma Inhaler to be administered. The Emergency Action Plan must be completed with input from the child's physician. A parent or physician will train staff on the specifics of the Emergency Action Plan and how to administer the Epi-Pen/Allerject or Asthma Inhaler. Individual emergency plans will be revised yearly and as directed by the parent or physician.

Essential First Aid supplies must be carried whenever the children are on a field trip away from the school.

Accident Reports

An Accident Report will be completed for any and all accidents (those that require attention, but not by a member of the medical profession). The staff completing the report will notify the child's parent or guardian as soon as possible. The report is to be signed by the child's parent or guardian and will be kept on file. A copy will be provided to the child's parent or guardian.

All accidents involving children, no matter how minor they may appear, must be reported immediately to the Principal or staff member in charge.

If a minor accident occurs outside on the playground, in addition to the Accident Report, the Playground Log must be completed, and a copy kept on file.

All reports are to be forwarded without delay to the school Principal or to the staff member in charge.

The school and all staff follow a serious occurrence procedure and policy when medical attention is needed, or a child sustains a serious head or back injury. All staff members are required to read and sign-off on the policy at the beginning of each school year. If a serious occurrence has been identified, a Serious Occurrence Notification Form generated by the Child Care Licensing System is completed and posted so that it is visible to parents. It will be posted for 10 days. If there is an update to the incident/occurrence, the form will be updated and posted for an additional 10 days.

St. Clement's Early Learning School will then follow Critical Serious Occurrence Reporting Procedures.

Serious Occurrences

Effective August 29th, 2016 the following is defined as a serious occurrence under the CCEYA:

- Death of a child while receiving child care
- Abuse, neglect or an allegation of abuse or neglect of a child while receiving child care
- A life-threatening injury to or a life-threatening illness of a child while receiving care
- An incident where a child who is receiving child care goes missing or is temporarily unsupervised, or
- An unplanned disruption of the normal operations that poses a risk to the health, safety or well-being of children receiving care at a home child care premises or child care centre.

It is the responsibility of the Principal/Supervisor to complete the "Annual Summary & Analysis Report", summarizing all SO reporting activity for the previous year, noting emerging issues and/or trends and actions taken to address any issues. This report will be kept on file for 3 years.

St. Clement's Early Learning School is a non-denominational school. Regardless of faith or cultural heritage, all families are welcome in the SCELIS community of learners. Holidays around the world will be recognized, and children will learn about different cultures, celebrations and traditions. We welcome each child's family to come in to share their culture with the class as we recognize and value diversity. Our inclusive environment supports and embraces all families.

B) Support positive and responsive interactions among the children, parents, childcare providers and staff

Everyone at SCELS realizes the value of a close relationship between our school and families. We understand that we are partners with parents and we believe in creating an atmosphere of positive communication where the sharing of ideas is valued and respected. Therefore, we invite all parents to become involved in their child's educational experience.

Documenting children's learning through portfolio's and conferences create an open forum to share our environment. Parents and Families are invited in to share in these experiences. We hold an annual Family Night event – which is a showcase of the children's work in an interdisciplinary unit of study. This evening allows the children the opportunity to guide their family through their learning and to take pride in all of their accomplishments.

Access to resources/materials of different languages allows for more inclusiveness for families with English as a second language. Several children each year join SCELS from abroad, we look to find ways to support their learning a new language and culture.

Additionally, SCELS has an excellent support service team of professionals who are available to further provide for children's' individual needs. Early identification and intervention are an important part of our program.

C) Encourage the children to interact and communicate in a positive way and support their ability to self-regulate

Social-emotional development is an important focus within the SCELS curriculum. In fact, social-emotional development is a key factor in predicting your child's future success. At SCELS, we use a Social Thinking curriculum for all of our programs, Nursery to Grade Two.

SCELS uses a Social Learning Theory to help children develop the skills they need to be flexible social thinkers and social problem solvers. It is designed to help children understand their own thinking (and that of others) to make better decisions in the midst of social play and interactions. For example, instead of Johnny screaming or pulling a toy that's being taken from him, he would be coached to say something like "I don't like it when you take my toy. It makes me feel mad".

Staff will provide on-going activities to challenge children at their developmental levels and will support children in learning concrete strategies to deal with emotions both good and bad (e.g. counting to 10 if really excited or really angry). Often, role play is used to model and teach social learning.

Children should be encouraged to verbalize their aggression rather than resort to physical action. However, if the children do resort to physical aggression/violence, the situation should be discussed with them so they may gain an understanding of the problem. If

another child is involved, both children should be taken aside and the situation discussed with them. If a disruption or dispute has reached a point where discipline has to be taken, the child should be removed from the situation until he/she has calmed down and then a discussion can occur.

Prohibited Practices

Effective August 29, 2016 under the Child Care and Early Years Act, 2014, Ontario Regulation 137/15

No licensee shall permit:

- (a) corporal punishment of the child
- (b) physical restraint of the child, such as confining the child to a highchair, 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 school 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 such as a lockdown drill;
- (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. O. Reg. 126/16, s. 34.

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

Staff members, Volunteers & Students will be monitored on a regular basis to ensure compliance with SCELS' Program Statement, including Prohibited Practices. Staff performance appraisal include a specific section related to behaviour management/child guidance practices to ensure that staff have a full understanding of practices appropriate for certain age groups.

D) Foster the children's exploration, play and enquiry

At SCEL S, our curriculum helps develop children's skills in all domains while being sensitive to providing choices for the children and fostering their own creativity.

The classroom is set up to encourage exploration, play and enquiry. Various classroom centres provide opportunities for hands-on experiences with different materials, for both guided and free play. Children are able to plan for their time in the classroom, moving freely from one activity to another as they choose individual, peer and group activities. The staff work with individual children and small groups to guide and foster their learning experiences.

Through the seasons, terms and by the week, the classroom materials are rotated to support the children's learning. Materials and activities are reflective of the current theme, based on the children's interests and support learning goals at that particular time. The children will always have the ability to choose between different activities, centres, materials and peer groupings.

✓ Mathematics

Mathematical learning at SCEL S includes games, activities and materials that provide a foundation for understanding mathematical concepts. We incorporate math into our daily routines, as well as into other school related activities.

✓ Science

Our Science curriculum encourages children to learn about the world around them through making observations, exploration and experimentation. While learning about the scientific method, children develop the ability to hypothesize, make predictions and conclusions in a fun, hands-on way.

✓ The Learning Carpet

The Learning Carpet, a floor grid consisting of 100 squares, promotes kinesthetic learning of many important concepts in mathematics, as well as mapping skills and language activities. It is used in all five program levels at SCEL S.

✓ Handwriting Without Tears

Handwriting Without Tears is a multi-sensory, developmentally appropriate approach to learning the fundamental skills of writing. Research has shown that children learn most effectively by actively doing, with materials that address all styles of learning. The program begins with pre-printing skills and progresses to cursive writing. This unique program's purpose is to make handwriting an automatic and natural skill for children of all ability levels. Children who can write well, with ease and confidence, enjoy school more and feel more pride in their work.

✓ Jolly Phonics & Jolly Grammar

The Jolly Phonics program provides a structured learning tool which the children really enjoy. This phonics program introduces 42 main letter sounds, followed up with activities and games for reading and spelling. Each letter is taught with a story and related actions for the children to perform. This multi-sensory program is a very effective way of teaching for all learning styles. Jolly Grammar is an extension of the Jolly Phonics program. This program teaches a wide variety of language forms including the parts of speech, plurals, punctuation and tenses. It also teaches various spelling rules, including short and long vowels, digraphs and silent letters.

✓ Social Studies

Our Social Studies curriculum focuses on teaching children that they are part of a community. Looking at the units of family, school and community, children develop a sense of self and an awareness of their place in the world around them. Through active involvement in the SCELS community, the children also learn about the holidays and traditions celebrated by their peers.

✓ French

All of the children at SCELS take part in our French program. Children in half-day programs have French once a week and those in full-day programs have French twice per week. French is taught orally for our Nursery and Kindergarten students. The children are introduced to concepts like colours, numbers, animals, holidays and cultural understanding. In the Primary Program, a written component is included.

✓ Creativity is Important

It is important to foster positive approaches to the arts, and what better place to do so than in early childhood. Children should be encouraged to enjoy the process of creating as much, if not more than, the results that they achieve. In doing so, their senses are sharpened and they respond to this heightened awareness with an abundance of ideas.

Children who are fully involved in the creative process will be excited to try new things. One of our objectives at SCELS is to foster a positive emotional experience for them by enriching their artistic exposure. This answers a child's need for individual recognition and satisfaction.

✓ Music and Movement

Music is present at SCELS on all school days. Our staff sing songs, initiate finger plays and demonstrate various movements to the children. Once a week, Michael Anderson, a veteran early childhood educator, comes to the school to spend the day delivering an enriched musical experience to the children. Mr. Anderson draws on music from all around the world and uses a wide variety of fascinating instruments. He teaches the

children to sing new songs, many of which have lots of actions to go along with them. Children and staff alike look forward to his regular weekly visits.

✓ Dramatic Arts

Involvement in dramatic activities is a way of bringing out what is inside. Drama encompasses many forms of creative expressions and deals with the process of acting out, or the playing of a role, in an imaginary situation.

E) Staff provide child-initiated and adult-supported experiences

Pedagogical documentation is used as a tool for authentic assessment that entices review, reflection, and discussion by children, parents, and staff—a process of interpretation or meaning-making. It is through reflection and interpretation of observations, documentation, and conversations with children and their families that lead to curriculum planning. Plans are created with the intent to pique children's natural curiosity, and their eagerness to learn. Engagement is achieved by offering opportunities for children to explore and learn via their natural curiosity and enthusiasm for the world around them both indoors and out.

Through inquiry-based activities, children develop skills such as problem-solving, creative thinking, and innovating, which are essential for learning and success in school and beyond. Domains of development include cognitive (math, science, music), communication (literacy, language, communication) and emotional, physical, and social. Adults act as a support system to foster children's inquiry and allow children to build on their experiences and learning.

Each student at SCELS has a Portfolio, which is a collection of their self-selected best work. Portfolios encourage children to take ownership of their work and to reflect upon their own learning. Students are encouraged to share their Portfolios with teachers, parents and peers and in doing so, they begin to identify their areas of strength and goals to work on. Staff should introduce students to the Portfolio in September and encourage students to put work in when they have worked particularly hard or are especially proud of a piece of work.

Twice a year, student led conferences will be held. This is an opportunity for the parent(s) to come in and have the student share their work with them. Staff will schedule portfolio conferences so that one teacher can facilitate each conference. In order to have a successful conference, students should be familiar with the work included and have practiced sharing with peers and teachers. Parents are provided with a guideline so that they know what to expect from the conference and facilitate as necessary.

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

At SCELS, we provide an enriched curriculum and utilize a multi-sensory approach to teaching and learning. Children of all different learning styles have opportunities to

practice and master fundamental skills. On a daily basis children are exposed to all different subject areas, learning through experiences, inquiry and lessons. Our teachers get to know each child and develop an Individual Program Plan for every student, which outlines goals in both academics and social learning.

Language, mathematics, scientific studies and social learning are complimented by dramatic, art and free play activities (indoors and outdoors), as well as music and movement sessions and field trips. We recognize the need for daily active play as well as rest or quiet time.

Mental wellness incorporates capacities such as self-care, sense of self, and self-regulation as well as feeling connected, respected, worthy and safe. To deliver our mental wellness objectives, we create a warm and supportive atmosphere to build confidence and a sense of belonging. This positive platform encourages children to try new things, ask more questions, and take more risks.

Physical wellness is supported with many opportunities to play and explore outdoors, as well as taking community-based field trips to explore our vibrant neighbourhood. Periodically throughout the year, we plan fun and educational field trips for the children.

All classrooms will be expected to participate in the school assembly every Monday morning or afternoon. Each class will be responsible for leading assemblies for a month. Assemblies are a time to foster the children's ability to show independence, and leadership amongst peers.

Our continuing commitment to small class size enables children to make choices, to solve problems and to learn to think independently. The SCELS' curriculum is carefully designed with the understanding that each child is unique. As a result, we provide our individual students with engaging learning experiences aimed at building and enhancing their skills in all developmental areas. Our teachers and environment support learning through play by providing activities that enhance children's experiences social relationships.

Small Group

Due to the nature of our school and type of programming we provide for the children, small group lessons are important. Small group lessons allow the teacher to be more specific to the children's learning style and be more engaged with how a child learns. Small group will give the teacher more knowledge of how each child is progressing within the class and curriculum.

Large Group

Large group lessons are wonderful when delivering general lessons, for teaching social rules, gross motor games and activities.

A cornerstone behind SCELS's philosophy is the Individual Program Plan (IPP). Teachers follow an outlined enriched curriculum for all students when determining monthly and weekly plans. The IPP is a written document that targets specific areas your child is working on within this enriched curriculum. The IPP is one piece of the Assessment Package that every student has (including specific assessments for language, math and social development).

Assessments on the children's progress are conducted on an ongoing basis. Classroom teachers develop assessment-recording sheets and organize their written assessments in a binder. When conducting assessments, it is important to utilize a balance of natural and focused assessments. Dated documentation is included in the assessment binder, as well as samples of children's work. Assessments are utilized to determine individual programming for each student.

The SCELS program also includes enhanced programming for children with special needs. Teachers work with parents and team members (physical/occupational therapists, speech/language therapists, psychologists, etc.) to determine strategies for meeting developmental goals at school and home. In some cases, daily communication books go home to ensure communication and consistency between school and home. Team meetings will happen frequently for children receiving enhanced programming. Additional documents are available for children receiving enhanced programming: i.e.: supplemental goals for Report Card, Summer Program, or Transition Program.

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 care

All of our programs include physical education in addition to outdoor and gross motor development. Children take part in gross motor activities daily. Gross motor development will include running, jumping, using objects in different ways, balancing, etc. Physical education takes place one or two times a week, depending on whether a child is registered in the half-day or full-day program. The children are taught specific skills such as ball handling and eye-hand coordination, with a focus on team building and healthy living. Specialized coaches are brought in to teach skills and concepts associated with different sports in a fun, supportive and non-competitive environment.

Gross motor movement is an important part of the daily routine. Children in our all-day programs will have outdoor play up to 5 times a day. In inclement weather, the gym is set up for indoor activities. Children are encouraged to be active in free play, group games and structured skill-based activities.

Balancing out our gross motor and active play are opportunities for quiet activities and rest time. For example, following the busy lunch hour, children are given a rest time with books and relaxing music. The classroom is also set up to provide children with the option of individual quiet activities, such as the cozy book centre or the 'fun-for-one' activity table.

Nursery children attending the Extended Day program are given opportunity for a mid-day rest on a cot. Rest-time is adjusted according to the needs of the children as they prepare for Kindergarten.

Yoga at SCELS is an excellent way to teach the children a universal method to self-regulate and ready their brains and bodies for learning. Yoga is first introduced in the Nursery program and is practiced up to Grade Two. Drama and Dance are also incorporated into the program and are wonderful opportunities to explore.

H) Foster the engagement of ongoing communication with parents about the program and their children

The partnership between home and school is a cherished one at SCELS. Volunteering in the school is one aspect of the special relationship between parents and educators. We believe it is essential for parents to be involved with and supportive of their child's teachers. During the year, there are many opportunities to visit the school, meet the teachers and see the children going about their daily activities. Parents are a child's first and most important teacher. By becoming familiar with their youngster's skills, parents can be more efficient and effective in their role.

During the admissions process, parents are invited to tour the school and meet the Principal. Potential students may spend time in the classroom and get to know the teachers, students and some of the routine. This gives the teachers and the Principal the opportunity to learn about new students and see where they are at developmentally prior to enrolling. Parents use this time to communicate with the school about their child's interests, skills, likes, learning styles, patterns in learning at home.

Near the beginning of the school year, (usually during the second week of September), a Curriculum Night is scheduled. This is a parent's opportunity to receive a detailed overview of how their child spends his/her day at school. The teachers will pass along important information about the enriched curriculum at SCELS in general, and their program in particular.

An Open House occurs every October allowing families registering for the following year to tour the school and socialise amongst each other. Current parents who wish to be a "Parent Ambassador", join us on this day to welcome new families and provide a parent perspective on the school.

Each department (Nursery, Kindergarten, Primary) has an email account used to convey messages to parents as individuals or in group emails. This allows for excellent daily communication with teachers. Teachers are available at certain times of the day to take phone calls or emails to answer questions or concerns.

We hold Parent Teacher Conferences for all families in November and through the year, additional meeting times are arranged as necessary.

Families are welcome to volunteer within the classroom and we encourage them to share a special talent or family tradition. On a child's birthday the family is invited to send someone in with a special book to read in celebration. Many parents participate in our Lunch Program, which is an important part of the children's day (parent volunteers provide a Criminal Reference Check).

Our parent community has the opportunity to participate in our Parent Committee, which meets monthly to discuss school events and plan socials, workshops and fundraising events. We hold a Parent Social in the fall, Parent Workshops through the year and a New Family Social in the spring. This opens the door to furthering our commitment to all who are a part of the SCELS family.

Parent surveys are conducted annually-providing the school important feedback from families regarding the school, curriculum/program and highlight areas of strength or need for improvement.

SCELS utilizes a progressive report card system. The report card captures the personality and academic progress of each child. The grading system is progressive and should be backed up by each child's individual assessment. The comment section of the report should focus on a balance of social and academic progress, including the child's strengths, likes, and areas to work on. Kindergarten report cards are sent home in November, March and June. Nursery progress reports are sent home in November & March. Nursery report cards are sent home in June.

Significant dates and school wide events are posted on the school website to keep families abreast of special school events or holidays coming up. On our classroom pages - Teams/StoryPark, there are newsletters and calendars which describe class events and important dates, also lots of photos and a 'weekly wrap-up', which provides a summary of the week's events. A Friday File are sent home at the end of each week, with information such as school letters, permission forms or art work the children have done.

St. Clement's Early Learning School is committed to being accountable for our programs and services by responding to and resolving client/parents or guardian complaints. All complaints will be treated with fairness, integrity and respect with consideration to SCELS legislative requirements and values. Our open door policy allows parents to pop in to the office or set up formal meetings with the Administrative team and or/teachers separately to conference nights or tours. At all times, parents are encouraged to voice any questions regarding St. Clement's Early Learning School and the care/education of your child/ren. Our goal is to resolve most issues at the first point of contact.

If a parent has any concerns or questions, they are encouraged to contact the teachers who are working directly with their child/ren. Every effort when possible will be made by the teachers to resolve complaints directly. Teachers from time to time may have to liaise with other colleagues or members of the Administrative team to gather the necessary information to respond effectively to the concern raised.

In more complex situations or if the teacher is unable to answer the question or handle a concern, the parent will be directed to meet with the Vice- Principal or Assistant Supervisor and/or put the concern in writing and give it to member of the Administration team. The Administration team may set up a meeting with the family.

If the complaint is of a more serious nature or the parent is not satisfied after having spoken directly with the Vice- Principal or Assistant Supervisor, they will be encouraged to speak with the Director.

The Director will only become involved in exceptional circumstances. Parents will be required to submit in writing any complaint and/or concern that is of a serious nature or is being presented to the Director.

If the complaint involves allegations of a serious nature against a teacher, for example professional incompetence, professional misconduct, dishonesty, abuse or criminal behaviour. The complaint should be made in writing and directed to the Director.

The Administrative team's actions not limited to but may include contacting child protection services, initiating a formal disciplinary procedure at the College of ECE or contacting the police for a criminal investigation. The individual initiating the complaint will not be given any specific information regarding how the complaint is being handled.

*See our Child Abuse Policy- any adult who suspects child abuse is to call the C.A.S.

Process & Procedures

Where required complaints will be documented in writing. All complaints deemed serious will be required to be in writing. Parent's complaints will be acknowledged within seven business days. The complaint will be investigated and documented. Parents will be kept informed where allowed by law as to the status of their complaint. Clients/parents or guardians may be asked to meet directly with Principal. Final responses and/or solutions are provided to the client/parent or guardian for feedback and/or discussion.

Confidentiality

We will whenever possible respect the confidentiality of a Parents or complaint. While we are looking into the complaint or concern the family name will not be divulged any more than is absolutely necessary. However, parents must recognize that if their complaint involves members of our staff it may be very difficult for us to look into this without talking with the staff members concerned. Child Abuse in general, anytime a person sees a situation that is abusive to a child she/he has an obligation to report it directly to the Children's Aid Society. See our Child Abuse Policy for more details.

I) Involve local community partners and allow those partners to support the children, their families, and staff

SCELS welcomes community members come in to support the children's learning on various topics. Just some of these examples are fire fighters, police officers, dentists,

musical/yoga/dance groups. Through these visits, children learn to care about other people; understand others' feelings; cooperate and share, to express their opinions; resolve conflicts; and develop self-competence, self-worth, and self-regulation.

Experiences such as local community outings or field trips to locations farther away from the school are just two of the many kinds of opportunities that we provide for children to explore new and unique environments. This is in recognition that children learn through hands-on experience. All of our excursions, be they near or far, are well-planned, developmentally appropriate and designed to expand a child's world.

Parents will be advised in advance of any field trip or outing. Consent forms will be provided for each major excursion and must be signed by the parent or guardian in order for a child to participate. In some cases, a school bus will be chartered to transport the students; in others, they will be able to walk to their destination. Parents who volunteer on school trips must follow school guidelines, which will be provided by your child's teacher.

We believe in providing the best possible program for every child at SCELS. In some cases, we may suggest a referral to a Speech Language Pathologist, an Occupational Therapist or another professional who can help by providing an assessment. SCELS has relationships with several professionals, who are available to do assessments and provide services at the school. We also have an agreement under Community Care & Access Centre to provide funding for some of these services for eligible children.

In our Nursery program, a Special Needs Resource Consultant is available to provide support to ensure that all children are able to participate in the program, no matter what their needs are. The Resource Consultant visits our program, assists in early identification and intervention, consults regarding individual programs, provides staff training, helps to make program adaptations and coordinates services or referrals.

J) Support staff, or others who interact with the children in relation to continuous professional learning

SCELS encourages all teachers to participate in continuous professional learning and reflective practice. Staff are encouraged to use documentation, as it serves as a form of reinforcement of the learning process, for educators, families, and children. Staff will represent, articulate, and embed their own musings and inquiries they possess about children's thinking and development within their documentation.

Permanent staff, administration and support staff at St. Clement's Early Learning School are hired for their educational training, experiences, and passion for teaching and working with young children. We believe in giving staff members the opportunity to learn and grow in their roles by providing ongoing training and encouraging professional development and learning.

At the beginning of each school year, teachers are expected to participate in a 'Staff Orientation Week', during which time, the Administration team will review our policies

and procedures and specifically focus on training for program implementation – including assessment & documentation, utilizing various curricular programs and how to create Individual Program Plans. Resources are made available to staff members and training will be ongoing through the school year.

Staff meetings are conducted monthly. These are opportunities for staff to engage in meaningful conversation and learning, looking ahead at what we can do to support our programs and teachers alike both short and long term. Information obtained outside of work by Teachers who have attended professional development workshops is shared amongst the teaching staff during staff meetings. Department meetings are also conducted monthly. Staff collaborate and share with their fellow teachers in order to further develop their programs and share resources. This is a time for staff members to ask questions and further develop their understanding of our practices or obtain new strategies and skills.

The Administration team will observe and visit the classrooms on a regular basis to provide feedback to teachers and are always available for questions or discussion. Annual Monitoring and Staff Evaluations will take place to provide feedback in areas such as behaviour & classroom management, lesson planning & delivery, implementation of Individual Program Plans and communication with parents. Areas to work on or in need of improvement will be highlighted, in addition to areas of strength.

Staff also participate in ‘Teacher Swap’ days, whereby they’re given the opportunity to spend a half day in a different classroom. Staff are encouraged to reflect on the set-up of the environment, teaching style, and learning activities, and how they might use these observations to further improve their own classroom and teaching. We also encourage teachers to spend some time observing the program that precedes and follows their own – for example Kindergarten Teachers spending time in the Nursery to observe some of the pre-skills children are working on, as well as the Primary Program, to observe what the next steps are. At times, teachers may also visit other schools or centres in the community, to again develop an understanding of what the next steps for our student body are, or what other approaches may be utilized. Staff collaborate and share with their fellow teachers in order to further develop their programs and share resources.

Opportunities for leadership within the school offer teaching staff the chance to organize and lead various committees and to demonstrate their skills outside of the classroom. This may include being a Department Head, through which the staff member would serve as a mentor to fellow teachers, or head of a fundraising or event committee. Staff members are encouraged to participate actively in all areas of the school – particularly those that they may have a certain interest or talent.

Staff are encouraged to use various resources for professional learning and development, such as the College of Early Childhood Educator website which has many valuable tools, including case studies and modules. Teachers will be provided dedicated time to engage in collaborative inquiry using “How Does Learning Happen?”, share teacher stories, and engage in reflective dialogue in reviewing the impact of program strategies.

Staff are expected to participate in professional development each year. This may include professional courses, seminars, webinars, or conferences. In addition, a specified financial contribution is allocated to professional learning for each teaching staff member within their contract – as part of the Staff Evaluation, the Principal will indicate particular areas to focus on. Our school year includes three Professional Development Days, for which administration will plan a professional development activity. All staff members are expected to attend and participate.

Staff are encouraged to use documentation, as it serves as a form of reinforcement of the learning process for educators, families, and children. Staff will represent, articulate, and embed their own musings and inquiries they possess about children's thinking and development within their documentation.

Staff members are also required to have current first aid certification including infant and child cardiopulmonary resuscitation (CPR). During Teacher Orientation week, First Aid and/or CPR training will take place and all staff members must attend.

K) Document and review the impact of the strategies set out in clauses a) to j) on the children and their families

Working in a collaborative effort, staff at SCELs are able to share their knowledge and experience to monitor the impact of the strategies outlined in the Program Statement, in order to maintain our belief system that children must always feel competent, confident, and nurtured.

The parents are supported in a caring and a cooperative manner. Open discussions with staff and parent/service providers supports continuous reflection and practice.