



House of Wonder

Parent Handbook

January 2025

Program Statement

Philosophy

The House of Wonder is strongly rooted in the belief that children are unique individuals that should have the opportunities to wonder, dream and explore through nature-based play experiences. In our Centre, children will have open communication with educators, the opportunity to engage in emergent curriculum and experience risky play. Our program is Waldorf inspired and we believe “the more we are open to and curious about this aspect of life, the more perceptive we will become and responsive to the real needs of young children. [As educators, our role is to meet their needs on all levels-physically through food and touch and emotionally through love, warmth and joy” (Rahima Baldwin-Dancy). We believe that rhythmical experience provides a health-giving foundation in which young children start to know how life unfolds, which helps them feel secure, calm and relaxed, as they know what to expect. Also, a home-like setting allows children to build the connection and relationship with the Centre and educators. We engage children in life learning experiences such as cooking, baking, laundry, planting and tool use. The House of Wonder believes that children, families, and staff work together to harbour an environment that facilitates competent and curious critical thinking skills. This collaboration creates a positive and nurturing child care experience.

As co-learners and co-creators of meaningful educational experiences, House of Wonder utilizes a nature-centered approach in order to facilitate thoughtful and meaningful educational opportunities. House of Wonder provides an enriched program, which follows the framework outlined in *How Does Learning Happen?* (2014). The program allows staff to intuitively support children in achieving individualized goals and meet expectations based on the four foundations for healthy growth and development. We believe in natural play materials and in supporting the children’s sense of touch, smell, sight and taste, along with the four lower senses of life, balance, movement and touch. Children are very sensitive to the differences between natural and synthetic materials, therefore we strive to use fabrics and toys made from natural materials whenever possible.

House of Wonder’s Program Statement reflects the concepts outlined in Ministry documents including: How Does Learning Happen? Ontario’s Pedagogy for the Early Years, Ontario’s Renewed Early Years and Child Care Policy Framework, Think Feel Act: Lessons from Research about Young Children and Early Learning for Every Child Today. All staff are required to review our Program Statement on an annual basis. Constantly striving to ensure first class child care and program support, the Centre openly encourages families and staff to provide feedback regarding our Program Statement.



Our Goals

House of Wonder recognizes that each child and family have specific and individualized needs. These needs will be respected and supported throughout the child’s development. Staff will co-construct a program that offers and promotes a shared understanding of children and adults as competent, curious persons with rich potential. House of Wonder plans and creates a positive learning environment reflective of the following:

FOUNDATIONS	GOALS FOR CHILDREN	EXPECTATIONS FOR PROGRAMS
Belonging	Every child has a sense of belonging when he or she is connected to others and contributes to their world.	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.
Well-Being	Every child is developing a sense of self, health, and well-being.	Early childhood programs nurture children's healthy development and support their growing sense of self.
Engagement	Every child is an active and engaged learner who explores the world with body, mind, and senses.	Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.
Expression	Every child is a capable communicator who expresses himself or herself in many ways.	Early childhood programs foster communication and expression in all forms.

1. Promote the health, safety, nutrition and well-being of children, families and educators

The House of Wonder maintains and upholds compliance regulated by Health and Safety Standards, Building Codes, and other related regulatory requirements outlined for a valid Ontario Child Care license. The Centre will ensure the physical property and learning environment, including emotional, psychological, physical, and nutritional needs of the children in our care.

You will see:

- Effective sign in/out protocols to ensure children and safe and accounted for
- Daily health checks during drop-off time between staff and families
- Adult/child ratios are maintained at all times
- The learning environment provides ample early learning materials, indoor and outdoor opportunities, and accessibility for all participants
- Supportive and positive interactions
- Meals that are nutritious, organic and reflective of Canada's Food Guide, with accommodation to family preferences and seasonal foods
- The Centre supplies two healthy snacks and a balanced lunch
- Opportunities for children to grow fruits and vegetables
- A peanut free environment. Additional protocols are employed to support children with life threatening allergies, food restrictions, and other preferences

- Allergies are posted in all applicable rooms, including the kitchen
- Snacks and water are available to children at all times
- Staff encourage conversation during meals and snacks
- Children encouraged to self-serve and try new foods but never forced
- Flexible sleep routines that meet individual needs of children
- Safe sleep protocol is followed along with routine visual checks
- Opportunities for indoor and outdoor gross motor play
- Opportunities for children to discover and explore while maintaining manageable risks
- Frequent personal hygiene standards including regular hand washing and general developments of good hygiene habits to decrease the spread of illness
- The Centre is kept clean by staff during operating hours and is professionally cleaned by a third party contractor on a nightly basis
- Public Health guidelines being followed for illness control and management, including disinfecting schedules, medication administration procedures, and outbreak management measures being implemented
- Monthly emergency drills completed to ensure all staff and children are able to evacuate in the event of an emergency
- Staff encouraging positive interactions
- All staff have First Aid and CPR training
- All staff, volunteers and students are aware of the policies, procedures and protocol pertaining to the health and well-being of the children

2. Supporting positive and responsive interactions among children, families and educators.

House of Wonder provides learning opportunities in an environment that develops and enhances a child's essential skills including social intelligence, physical and emotional development with peers, staff, families, and community partners. The learning environment supports a play-based curriculum based on inclusivity in instances where education is collaborative and co-constructed.

You will see:

- Warm and welcoming staff who acknowledge children by name upon arrival at the program
- A focus on relationship-building through interactions and mutual respect
- Children's opinions are valued and considered in programming and daily activities
- Children's sense of individualism is celebrated and promoted
- Various opportunities for families to visit the Centre prior to their first day of care
- Opportunities for families to engage with their child while at the program
- An open invitation to all families to participate in the program and share their knowledge and expertise
- Staff encouraging children to emote and express feelings
- Staff and families sharing positive strategies to support children
- Staff respectfully and calmly speaking to children
- Staff who are responsive and in-tune with children's individual needs
- Mutual problem solving and co-learning between staff and children
- Staff providing an inclusive and accessible environment that promotes critical thinking and learning
- Staff practicing positive guidance strategies that are developmentally appropriate and are designed to assist the child to develop self-regulatory behaviours
- Staff interacting and approaching children and adults in a positive and respectful manner

Prohibited Practices

All staff at House of Wonder are required to comply with the Centre's policies and procedures in conjunction with the legislation outlined in the Child Care & Early Years Act (2014) with a specific focus on the prohibited practices to protect and maintain the emotional and physical health of all children in our care.

All employees, volunteers, and students are mandated to review and sign off on their compliance and understanding of their responsibilities in accordance with Centre policies. All employees must thoroughly understand these policies prior to employment. Hence forth, employees must

sign off on annual compliance. Any employee, volunteer, or student who fails to meet compliance expectations will be faced with disciplinary action as outlined in associated policies.

The following prohibited practices are not permitted under any circumstances and no licensee shall permit, with respect to a child receiving child care at the House of Wonder or at a premises where it oversees the provision of child care:

- No corporal punishment of any child
- No physical restraint of any child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent
- No locking the exits of the child care centre 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
- No 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
- No depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding
- No inflicting any bodily harm on children including making children eat or drink against their will

No employee or volunteer of the licensee, or student who is on an educational placement with the licensee shall engage in any of the prohibited practices.

3. Encouraging the children to interact and communicate in a positive way and support their ability to self-regulate

House of Wonder ensures that all children are provided a safe and positive learning environment. The Centre encourages and promotes an inclusive environment. The environment actively supports children's development of concepts including self-regulation through positive and respectful interactions with peers and staff.

You will see:

- Children using various resources to express and communicate their ideas, thoughts, and feelings. These resources are multilingual and reflect various languages and dialects
- Children will have opportunities to share, collaborate, build, and construct with peers and staff
- Staff focusing on communication that supports language and relationship development rather than simply completing tasks
- Positive guidance strategies used that support children gaining self-regulation skills
- Staff modelling positive interactions and communication
- An environment that supports communication, identification of feelings, and encourages sharing of thoughts, ideas, and opinions

4. Fostering the children's exploration, play and inquiry

To provide a program based on a variety of learning experiences, including both indoor and outdoor activities, the Centre provides a program rooted in play-based learning. This type of environment allows children to have autonomy within their learning path by allowing them to take an active, creative, and meaningful role in their own exploration, play, and inquiry. The cultivation of strong adult-child relationships aids in creating this positive learning environment.

You will see:

- Children are given many opportunities and materials to explore and discover their interests
- Diverse open-ended learning materials and activities that supports self-expression
- An organized environment where materials are accessible and presented in an organized manner
- Staff supporting and embracing an integrated approach to learning through developmentally appropriate play
- Staff supporting the development of each individual child in various domains including children's social, emotional, physical, creative, and cognitive skill sets
- Environments that foster learning and development

- Staff collaborating with each other and with children to encourage and support inquiry, exploration, and play
- Staff engaging in Continuous Professional Learning and staying current in research and practices to support children’s learning and development

5. Provide child-initiated and adult-supported experiences

The Centre provides rounded development of a child’s various skill sets that foster child-initiated and adult supported experiences. Adults will take an active role in supporting children by allowing them to develop skills based on individual interest through a variety of learning experiences.

You will see:

- Plans produced, in collaboration with children, that reflect children’s interests and areas of development
- Staff and children co-constructing knowledge and sharing ideas
- Child-led and child-centered curriculum initiatives
- Routines and curriculum that foster the development of skills and domains as outlined in the ELECT document
- Adults are available and ready to support children to develop self-help skills and opportunities across the curriculum to aid in this development
- Transitions are limited to allow children valuable uninterrupted play and exploration time
- A large amount of time spent outdoors to promote discovery, entice curiosity, and promote inquiry and exploration
- A nature playground that allows for risky play, such as climbing on the logs and one that supports their sense of movement and balance
- Children have designated areas where they can rest or sleep when they desire
- Opportunities for children to reflect on their experiences and create documentat
- Open-ended learning materials are present and children have a variety of options
- Taking the approach which reflects life as curriculum, learning opportunities are reflective of a healthy home-life and provide a naturally nurturing context for

young children's development, such as folding laundry, baking experiences and other experiential learning

6. Plan for and create positive learning environments and experiences in which each learning and development will be supported

House of Wonder allows children to thrive by providing a positive learning space and experience that cultivates supported learning and development. The Centre provides an engaging and aesthetically pleasing environment that encourages exploration, inquiry, and discovery.

You will see:

- Children who are actively involved in varied learning opportunities
- The environment designed and set-up in a way that promotes a positive learning environment
- Children's feedback regarding the physical set-up of the learning environment
- Staff completing routine observations to plan future programming
- Staff facilitating relationships and friendships amongst children
- Staff and children co-constructing knowledge
- Staff communicating with children and collaborating through documentation
- Open-ended learning materials that foster creativity and expression
- Staff supporting each child's development through a variety of diverse learning opportunities and experiences
- Individualized plans are created, in collaboration with families to create a strength-based approach to learning and development
- Supporting children to problem solve, rather than solving the problems for them
- Scaffolding children's learning and applying current research practices to support development
- Natural materials are available to support children's connection to the natural environment and to spark curiosity of our world
- Extended periods of time spent outdoors in the natural environment

7. Incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day, and consider the individual needs of the children receiving child care

The Centre offers and creates flexible scheduling options to allow for indoor and outdoor play as well as other reflective opportunities for children to develop core competencies. Each child has individual needs and therefore scheduling is flexible to support these unique needs.

You will see:

- The physical space reflects a home-like atmosphere where children can feel comfortable and confident to engage
- The physical space reflects soft colours, has plants and rocking chairs, wooden chairs and tables and does not only provide a relaxing, lovely, nurturing environment for children, but also helps to build their sense of security
- Opportunities for children to engage in quiet and active activities, both indoors and outdoors
- Materials that are not only available to children, but also accessible to them
- Children engaged in a variety of learning opportunities
- Play that is reflective of children's interest and staff who are scaffolding children's learning
- Staff encouraging children through exploration and discovery
- Children's interests supported by familial preferences
- Children who are awake earlier than others having opportunities to engage in calm activities
- Children could rest when desired
- A flexible daily schedule that takes into consideration the children's specific daily needs
- Children's social, emotional, physical well-being is supported by staff who genuinely care for them

8. Foster the engagement of and ongoing communication with parents about the program and their children

House of Wonder prioritizes open lines of communication to engage families in their child's growth and development. Relationship building and continuous communication ensures that

families and children feel supported during pinnacle stages of development. Families are a part of a strength-based lens and offer a valuable perspective in relation to their child's education.

You will see:

- Daily communication between staff and families
- Events that engage families and encourage communication and collaboration amongst families and staff
- Staff sharing ideas with families and seeking their input regarding their child's development and progress
- Portfolios for each child celebrating their uniqueness, which will be accessible for families to review their child's progress
- Documentation completed if children have accidents, which will be communicated with families and they will be given a copy of the report
- Families encouraged to provide input regarding the program
- Electronic communication with families for the purpose of updating them on events and celebrations
- Electronic or face-to-face communication with families on a regular basis regarding their children's development
- Documentation displayed that reflect children's learning and creations
- An open invitation to families to observe the program
- Ongoing communication regarding nature and supporting families in understanding the power of children spending time in nature
- Events where families can learn more about our program and connect with one another
- Newsletters and resources shared with families regarding relevant topics

9. Involve local community partners and allow those partners to support the children, their families and educators

Connecting local community partners and families is an important and vital step to creating a diverse support system. House of Wonder provides numerous opportunities that allow these local partners to connect with families, children, and staff. The Centre also strides to ensure that

families and staff are assisted and supported when reaching out to community supports and resources.

You will see:

- Family night events that encourage families, staff, children, and community partners to connect
- Families are encouraged to spend time at the Centre to create a sense of community
- Collaboration with the local community and community representatives
- A focus on building relationships with police officers, firefighters, paramedics, students, and community services
- A focus on building relationships with colleges, universities, and other educational institutions
- A focus on building relationships with local leaders and businesses
- Planned events and trips to areas within the local community
- Referrals made to local agencies to support family needs
- Invitations to local community leaders, public servants, and businesses to act as guest speakers and educate on their profession
- Inviting park and recreation workers to share their expertise
- Planned visits to local businesses and spaces
- Events and workshops planned for staff to receive training and expand on their professional knowledge

10. Support educators who interact with the children at a child care centre premises in relation to continuous professional learning

House of Wonder supports staff with various professional development opportunities. The Centre strongly supports and encourages staff to participate in various professional development initiatives to further support children and families. Remaining current in field research and skills training allows staff to provide families with the utmost support and resources.

The Centre facilitates workshops to refine skills and increase the level of expertise exhibited by staff. The Centre provides these continuous opportunities to help staff reach their own personal and professional learning goals.

You will see:

- Staff engaging in critical inquiry through meetings such as “lunch and learn”
- Staff engaging in monthly professional development
- Opportunities for staff to meet and share their observations and collaborate with one another
- Communities of practice are encouraged and supported
- Staff are trained and encouraged to use environmental evaluation tools and developmental screening tools
- Continuous Professional Learning plans developed with each staff and supported by professional development opportunities
- Staff encouraged to work together to share emerging ideas in the field
- Staff encouraged to stay current in the field and be up-to-date with relevant research and practices
- All staff are required to be RECEs and must be in good standing membership with the College of Early Childhood Educators
- Staff are encouraged to attend professional development opportunities that are offered outside of work hours and delivered by external agencies, as well as in-house professional development opportunities
- New and emerging research shared with staff and families
- Up to date knowledge on nature education and the natural environment

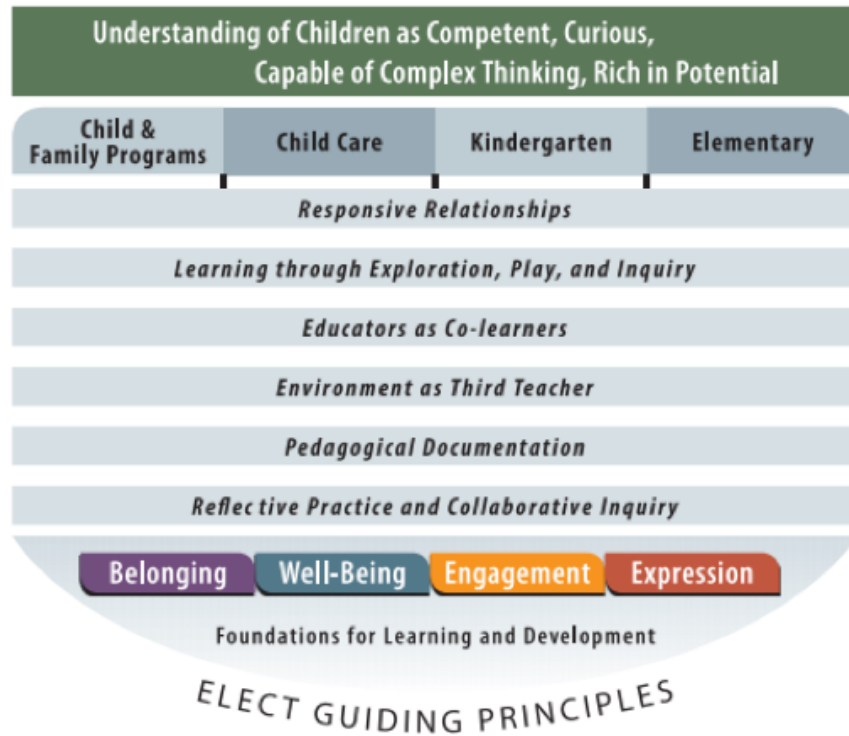
11. Document and review the impact of the strategies set out in this Program Statement, on the children and their families

Feedback from families and staffs allow for the Centre to adapt various aid initiatives to ensure each family and staff member feels supported. The Centre requests feedback from families and staff on an annual basis which enables the Centre to review the impact of our Program Statement. The Centre maintains current records of each child’s development which is accompanied by tools and opportunities for staff to reflect on this developmental progress.

You will see:

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- Pedagogical documentation is used as a way of gathering evidence of compliance with the approaches in House of Wonder Program Statement
- Documentation completed on each child and posted for the learning community
- Programming and planning that reflects children's interests stemming from in-depth observations
- Various documentation methods regarding children's learning and development
- Staff using reflective practices and collaborative inquiry to discuss documentation
- Documentation is used as a form of making learning visible and communication with families and other staff
- Observations that focus on the whole child and the progression of development
- Observations and all forms of children's documentation is shared with families and conversation is encouraged
- Children could document learning from their perspective by creating artwork or sharing stories. This is shared and celebrated with the learning community
- As children document their learning, they are able to choose when and how they want to document their learning and how it will be displayed and shared with the learning community



*All images are adopted from How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014).

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- No locking the exits of the child care centre 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
- No 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
- No depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding
- No inflicting any bodily harm on children including making children eat or drink against their will

No employee or volunteer of the licensee, or student who is on an educational placement with the licensee shall engage in any of the prohibited practices.

Services Offered & Fees

The House of Wonder strives to provide quality child care to all children that enter its doors. As a result, all educators at the House of Wonder are Registered Early Childhood Educators (RECEs) or Early Childhood Assistant, who are well trained to offer excellent care and education to children. Our Centre offers child care services to children between the ages of 18 months - 48 months. The following is an outline of our program fees. All fees listed in this Parent Handbook are monthly base fee. House of Wonder Early Learning Centre does not charge any additional non-base fee.

Program	Fee (subjected to change every January)
Full Time Toddler Program (18-30 months)	\$1890/month (Deposit amount)
Full Time Tuition Fee After CWELCC	\$478.5/month

Funding Subsidy	
Full Time Preschool Programs (30-48 months)	\$1790/month (Deposit amount)
Full Time Tuition Fee After CWELCC	\$478.5/month
Funding Subsidy	

*Fees may change as authorized through the CWELCC funding program which makes changes on a calendar year basis.

Hours of Operation & Holidays Observed

House of Wonder operated Monday – Friday from 7:30AM until 6:00 PM. The Centre will be closed on the following days:

- New Year’s Day
- Professional Learning Day (February 14th)
- Family Day
- March Break 1 week (Same as Peel District School Board)
- Good Friday
- Easter Monday (Staff Professional Training Day)
- Victoria Day
- Canada Day
- Summer Break 1 week (July 28th to August 1st)
- August Civic Holiday
- Labour Day
- Regional Professional Conference Day (October 10th)
- Thanksgiving Day
- Winter Break (December 22nd to January 2nd)

House of Wonder will operate from 7:30A M to 5 PM on December 19th.

Admission & Discharge

Admission

The House of Wonder welcomes all families, and we are excited to have you! To better serve you, all families are required to complete an Enrollment Package prior to admission. Please contact the Centre supervisor for this package. Families are encouraged to visit the Centre prior to the child’s first day. Tours can be arranged by booking online or contacting the Centre

supervisor. Families are accepted into the program on a first-come, first-served basis and priority is given to siblings.

Once a space has been available to a family, a registration fee of \$300 is required for enrollment (After CWELCC Funding Applies: \$47.25). This registration fee is a one-time only charge and off-sets the costs associated with family account activation. Last month deposit (a whole month fee) and registration fee is required immediately to secure a spot for your child when a child has registered.

All fees and payments are due on the first day of each month and families must select a payment plan prior to the child's first day of care. Any NSF payments are subject to the charge that is charged by the financial institution to the childcare.

Discharge

Families are required to provide two full calendar months written notice to the Centre supervisor of any desired withdrawals. The House of Wonder can decide to withdraw service for any of the following reasons:

- Childcare fees are not paid for one week or more.
- The Centre is unable to accommodate the child due to the child's behavior or actions posing a threat or harm to self-and/or others (If any child is found biting or hitting staff or other children, regardless of the reason, and this behavior is documented more than three times, they will be issued a withdrawal notice.)
- A physically or verbally abusive parent/guardian
- Non-compliance with Centre's policies and procedures
- Consistent late pick-ups
- Persuading other parents to join in the religious activities
- Uploading of pictures or video footage of children, parents or staff. (This is strictly prohibited and may result in loss of your position at House of Wonder)

Any withdrawal of service will be presented to families through written notice.

Late Pick-Up

House of Wonder values its staffs' time but recognizes that families may be late at times to pick up their child(ren). A charge of \$3.00 per minute will be imposed for any late pick-ups. Payment will be added to your monthly tuition payment. If a child is not picked up after 30 minutes and a parent cannot be reached, staff will be instructed to call the Children's Aid Society (CAS), who will provide further direction.

Inclement Weather

We live in a country that experiences four seasons of weather throughout the year. Families are required to dress children according to the weather. For example, during warmer days, children must have sunscreen at the Centre and must be dressed according to the warm weather. The Centre will supply clothing and accessories to children if the child does not have appropriate attire for the weather. This is done with the best intentions to keep your child(ren) safe and healthy.

In the event of a storm, we kindly ask families to consider picking-up their child early so the Centre can send the staff home in a reasonable time. Please consider making arrangements during inclement weather days so children are picked-up on time.

In the event of inclement weather, the House of Wonder will close the Centre when the Peel Region District School Board (PDSB) and the Peel Catholic District School Board (PCDSB) have decided to close schools. School boards try to make closure decisions by 6:00 am, and therefore, House of Wonder closures will be communicated immediately after hearing of school board decisions.

The House of Wonder does not issue credits for unexpected Centre closures.

When a sick child can return to the centre

(We follow updated guidelines from Peel Public Health)

Sick children should not return to the centre because they may be infectious. To prevent the spread of illness in the centre, sick children must adhere to re-entry requirement.

Children can return to the childcare centre when they are symptom-free of:

- Respiratory symptoms such as cough and sneezing for at least 24 hours.
- Fever (greater than 100°F/37.8°C) symptoms free for at least 24 hours
- Gastrointestinal symptoms such as vomiting and diarrhea for at least 48 hours.

Head Lice

Children who are found to have head lice will be required to be treated and can only return to the Centre after being treated. House of Wonder will employ a professional to conduct lice checks for all children, once there is a confirmed case of head lice. As part of our protocol, the Centre will conduct lice checks for all children at any time a child exhibits signs of head lice. All families will be notified prior to this occurring. If children's signs of lice occur, staff will conduct the initial checks and families will be notified electronically of professionals conducting formal checks.

Fifth Disease

Fifth Disease (erythema infectiosum)

Description/Symptoms

- Caused by a virus (parvovirus B19).
- Mild rash illness that occurs most commonly in children. The ill child typically has a "slapped-cheek" rash on the face and a lacy red rash on the trunk and limbs. Occasionally, the rash may itch.
- The rash may be more pronounced during exercise, stress, or environmental changes (e.g. temperature and exposure to sunlight).
- An ill child may have a low-grade fever, tiredness or cold-like symptoms a few days before the rash breaks out.
- The child is usually not extremely ill, and the rash resolves in seven to 10 days.
- Found in respiratory secretion (e.g., saliva, sputum, or nasal mucus) of infected persons before the onset of rash, when they appear to "just have a cold."

- Spread probably from person to person by direct contact with those secretions, such as sharing drinking cups. A person infected with parvovirus B19 is contagious during the early part of the illness, before the rash appears.
- During outbreaks, 10 to 60 percent of students may get the fifth disease.
- There is no vaccine for parvovirus B19.

Children with fifth disease will not be permitted to attend the Centre, unless they are well enough to participate.

Child Minding

Families who wish to employ House of Wonder staff for child minding purposes must do so with the understanding that House of Wonder does not assume any responsibility for such business arrangements. Business arrangements are not to be conducted during working hours.

Nutrition

Good nutrition and the promotion of healthy attitudes towards food are important. House of Wonder has an on-site cook, who will supply all meals to children. The Centre will provide a morning snack and an afternoon snack, as well as a full lunch. Food that is not supplied by the Centre is not permitted. Menus are posted on the Parent Board and are approved by the Ministry of Education. Families must notify staff of any food allergies that a child may have. Peanuts and peanut products are not served or used in any food preparation. We ask that children and families do not bring any food into any of our Centre due to Public Health guidelines and allergies.

Activities Off Premises

The House of Wonder staff will occasionally plan field trips for the children, which require the use of transportation via school bus. In this event, families will be notified in advance and provided with a field trip form, which outlines the details of the trip. This will include the specific modes of transportation, any related fees or specific information related to the field trip site. In the event that families do not wish their child to participate in specific field trips, families are required to arrange alternate child care for the duration of the field trip.

The House of Wonder staff will also occasionally take the children on walks throughout the community. These walks can be spontaneous and are for the purpose of supporting children's sense of curiosity, wonder and learning. Families will be notified of any off-site walks on the day the walk is taking place. This communication may happen verbally or electronically.

Communication & Confidentiality

Issues and concerns raised by parents/ guardians are taken seriously and every effort will be made to address these concerns in a confidential and respectful manner. Discrimination and harassment is not tolerated. If a parent/ guardian, educator, student, or volunteer feels uncomfortable at any time or unsafe they can stop the communication and notify the Executive Director or designate of the situation who will inform the Owner and appropriate authorities, where necessary, of the situation.

Parents/ guardians may express their issues and concerns verbally or in writing to the Executive Director or designate. Depending on the nature of the issue or concern, an initial response will be provided verbally or in writing within five (5) business days. The parent/ guardian will be kept apprised of the progress regarding the resolution of the issue or concern. The level of details reported to the parent will maintain confidentiality and respect for those involved. The parent may contact the Owner if they feel that the matter was not adequately resolved or if the matter involves the Executive Director.

In accordance with the Principles of Confidentiality, heightened efforts will be made to protect the privacy of the children, parents/ guardians, educators, students and volunteers except when bound to disclose information for legal reasons i.e. Ministry of Education, Children's Aid Society, College of Early Childhood Educators and law enforcement authorities.

In cases of serious issues and concerns that require further follow up and may fall under Prohibited Practices, Compliance and Contraventions Monitoring and Serious Occurrence, please refer to the Policy and Procedure Manual for the above policies.

Concerns about the Suspected Abuse or Neglect of a Child

Those working closely with children, including members of the public and childcare professionals, are required by law to report cases of suspected child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be directed to contact the local child protection agency, Children's Aid Society (CAS) or Catholic Children's Aid Society directly.

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

Procedures

The supplementary chart provides information regarding issues or concerns that commonly arise within the Centre. The chart serves as a referential guide to the processes involved in addressing and solving parent concerns and issues.

All issues are discussed in a private setting with sensitivity and compassion. A reasonable solution is intended to remedy the situation. House of Wonder will continue to cultivate positive relationships with each child and family and will promote a friendly and professional atmosphere.

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in Responding to the Issues/Concerns:
<p>Concern related to changes in information regarding the care of the child</p>	<p>It is the expectation that parents/guardians will contact room staff regarding updated information in relation to care of their child.</p> <p>The parent/guardian will inform and update the Centre via a written statement regarding changes to update in the child’s file. Changes may include but are not limited to issues of diet, rest, physical activity, and overall health. These concerns need to be sent to the Executive Director.</p>	<p>Address the concern at the time that it is raised.</p> <p>Concerns will be documented by the room educator in the room log. They will notify the Executive Director (ED) of these changes. All appropriate staff will be alerted to changes made to a child’s file.</p> <p>The ED will update the child’s file. Updates include, but are not limited to the allergy list and the child’s emergency record. Changes will be communicated to appropriate staff as deemed necessary and relevant.</p> <p>Educators, students, and volunteers acknowledge the information by</p>

		<p>signing off on the newly provided information.</p> <p>When relevant, the room educator or ED will provide an update concerning any measures taken to address the parent’s concern.</p>
<p>Concerns that impact the child’s health or safety</p>	<p>Impending the health concerns of a child are of high priority. Thusly, health concerns must be addressed immediately, either verbally or written, to the room staff and Executive Director.</p>	<p>Address the concern at the time that it is raised.</p> <p>The concern will be documented in the logbook by the room educator and immediately reported to the ED.</p> <p>The ED and room educator will collaborate in order to gather supplementary information regarding the parent’s concern and collect information relative to the child’s well-being.</p> <p>If the issue presented is in relation to supervisory or staff related concerns, the ED will address the concern with the specific staff member(s). If the matter concerns supervision or staff interactions, the ED will address the issue with the staff involved.</p> <p>Parents can expect updates from the ED and room staff as required in order to clearly communicate action plans and potential resolutions to the given issue. Parental feedback will be considered and revise action plans when necessary. All parties will agree on an action plan and suggest achievable timelines to address and rectify the concern.</p>

<p>Concerns or feedback about the program</p>	<p>Feedback, comments, ideas, and suggestions are encouraged by the Centre’s staff. This enables programming to be improved based on real world experiences and applications.</p> <p>Parents/guardians can provide feedback and comments via e-mail.</p>	<p>Address the concern at the time that it is raised, if possible, or arrange a meeting with the parent/guardian within 24 hours/at the earliest convince of the parent/guardian.</p> <p>The email is monitored on a regular basis to ensure parents/guardians are satisfied with the Centre’s programming and procedures. Comments and suggestions are included in an internal review process.</p> <p>The Program Committee reviews all submitted comments and suggestions. Based on an internal evaluation of scope and viability, ideas regarding the program are implemented to support the growth and development of high-quality programming and support.</p>
<p>Concerns related to other children and/or parents</p>	<p>The parent/guardian will communicate their concerns verbally or in writing to the room staff and Executive Director.</p>	<p>Address the concern at the time that it is raised, if possible, or arrange a meeting with the parent/guardian within 24 hours/at the earliest convince of the parent/guardian.</p> <p>The ED will meet with the parent when necessary to provide information concerning the measures taken to address the parent’s concerns, comments, or suggestions.</p> <p>The room staff will document the parent’s concern in the room log book and communicate the concern to the ED.</p>

		<p>The ED will discuss the matter with the room staff and gather additional information from the child by speaking with the child(ren) involved or through observations and meeting with the other parent.</p> <p>The ED and room staff will determine if other accommodations are needed to assist in remedying the situation.</p>
<p>Concerns related to educator, students or volunteers</p>	<p>The parent/guardian will communicate their concerns verbally or in writing to the Executive Director.</p>	<p>Address the concern at the time that it is raised, if possible, or arrange a meeting with the parent/guardian within 24 hours/at the earliest convince of the parent/guardian.</p> <p>The ED will liaise with the parent/guardian who raised the concern about specific staff member(s). This initial meeting will provide pertinent information regarding the process of addressing the concern. Confidentiality during the process is a priority for all parties involved in the concern.</p> <p>The parent/guardian will have the opportunity to provide staff with information and additional feedback to help inform a reasonable resolution to the situation as well as communicate solution timelines.</p> <p>The ED will meet with the team member(s) involved in the specific concern. Appropriate action plans and timelines will be agreed upon in</p>

		<p>order to facilitate a fair and transparent solution.</p> <p>The ED will directly communicate with the Owner to highlight the approved action plan(s) and determine if other resources or supports are necessary to resolve the issue.</p> <p>The ED will close the loop by meeting with parents/guardians to describe the process and decision-making process. They will propose resolution timelines and address the concern. Parents/guardians will be given an opportunity to provide feedback. Where warranted, revisions will be considered and implemented based on these suggestions.</p>
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Escalation of Issues or Concerns

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

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.

Contacts: House of Wonder Early Learning Centre
Office: 905-270-8885
Email: info@houseofwonder.ca

Director: Wenqi Chen	Supervisor: Jiaojiao Chen
Phone: 6478857082	Phone:6475398855

Email: wchen@houseofwonder.ca	Email: cchen@houseofwonder.ca
Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca	
Click here to enter text.	

Supervision of Volunteers & Students

Students and volunteers will always be supervised by an employee and never permitted to be alone with any child or group of children who receive child care. In addition, students and volunteers will not be counted in staff to child ratios.

Student and Volunteer Supervision Procedures: Roles and Responsibilities

The licensee/designate must:

- Ensure that all applicable policies, procedures and individual plans are reviewed with students and/or volunteers before they start their educational placement or begin volunteering, annually thereafter and when changes occur to the policies, procedures and individualized plans to support appropriate implementation.
- Ensure that all students and/or volunteers have been trained on each child's individualized plan.
- Ensure that a vulnerable sector check (VSC) and annual offence declarations are on file for all students and/or volunteers in accordance with the Centre's criminal reference check policy and procedures and Ontario Regulation 137/15.
- Ensure that expectations are reviewed with students and/or volunteers including, but not limited to:
 - How to report their absence
 - How to report concerns about the program

- Children's Individualized Plans
- Review of Program Statement Implementation Policy
- Review of Confidentiality Policy
- Review of Serious Occurrence Policy
- Review of Positive Guidance Policy
- Review of Sleep Supervision Policy
- Review of Playground Safety Policy
- Review of Anaphylactic Policy
- Review of Sanitary Practices
- Review of Fire Safety & Emergency Evacuation Policy
- Review of Medication Administration Policy
- Review of Staff Training & Development Policy
- Review of Waitlist Policy
- Review of Criminal & Vulnerable Sector Reference Check Policy
- Review of Dress Code Policy
- Inform students and/or volunteers that they are never to be included in staff to child ratios or left alone with children.
- Appoint supervising staff to the students and/or volunteers, and inform them of their supervisory responsibilities.
- Inform students and/or volunteers of their duty to report suspected child abuse or neglect under the Child and Family Services Act.

The supervising staff must:

- Ensure that students/volunteers are never included in staff to child ratios.
- Ensure that students/volunteers are always supervised and never left alone with children.
- Introduce students and/or volunteers to parents/guardians.
- Provide an environment that facilitates and supports students' and/or volunteers' learning and professional development.

- Provide students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy.
- Provide students and/or volunteers with feedback on their performance.
- Work collaboratively with the student's practicum supervising teacher.
- Monitor and notify the Centre supervisor of any student and or volunteer misconduct or contraventions with the Centre's policies, procedures, prohibited practices or individual plans (where applicable) in accordance with the Centre's written process for monitoring compliance and contraventions.

Students and/or volunteers must:

- Maintain professionalism and confidentiality at all times, unless otherwise required to implement a policy, procedure or individualized plan.
- Notify the supervisor or designate if they have been left alone with children or have any other concerns about the child care program (e.g. regarding staff conduct, program statement implementation, the safety and well-being of children, etc.).
- Submit all required information and documentation to the licensee, supervisor or designate prior to commencing placement or volunteering, such as a valid VSC.
- Review and implement all required policies, procedures and individualized plans, and sign and date a record of review, where required.
- Review allergy lists and dietary restrictions and ensure they are implemented.
- Respond and act on the feedback and recommendations of supervising staff, as appropriate.
- Report any allegations/concerns as per the "Duty to Report" under the *Child and Family Services Act*.
- Complete offence declarations annually, no later than 15 days after the anniversary date of the last VSC or offence declaration (whichever is most recent) in accordance with the Centre's criminal reference check policy.
- Provide an offence declaration to the supervisor or designate as soon as possible any time they have been convicted of a Criminal Code offence.

Waiting List

House of Wonder maintains a waitlist procedure for prospective children and their families. Prospective children are categorized based on their applicable age group, determined by the licensed age group, and further organized according to the requested date and childcare timeframe.

Priority is given to families in immediate need of childcare. Priority is also given to prospective children with a sibling currently enrolled at the Centre.

General Information

- House of Wonder hopes to accommodate families in need of childcare and commits to accommodate families during the registration period.
- If spaces are not available during the initial registration, families will be placed on the Centre's waitlist and the procedures outlined below will be followed.
- Please note there are no fees or deposits associated with the waitlist process.

Waitlist Management

Maintaining an accurate and updated waitlist is a crucial priority for the Centre and families alike. The waitlist is managed in the following manner:

- Families at the top of the specified age appropriate waitlist will be contacted using the information provided to the Centre, via phone and/or e-mail, once a spot becomes available. To ensure the efficiency of this process, it is vital that families update contact information when necessary.
- Families have five business days to indicate if they wish to place their child at House of Wonder and accept the space or if they choose to decline the opening.
- If the family declines to enroll their child in the opening, their name will be removed from the waitlist, or depending on the circumstance, their date for childcare needs will be altered.
- The next family on the list will be contacted regarding the available space.

Waitlist Update Requests

The waitlist procedures at House of Wonder are transparent. Families can request an update regarding their child's status on the waitlist by contacting House of Wonder's administrative team. The waitlist will be made available in a manner that maintains privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected person or families. Families will be provided with the following information:

- Current position on the waitlist.
- How many families are on the same waitlist (based on age group and timeframe for childcare).
- If a family would like to see a physical copy of the waitlist documentation, for confidentiality purposes, the Executive Director or an assigned designate can provide this information once names and contact information have been blocked to maintain privacy and confidentiality.

Emergency Management & Communication

The House of Wonder has written policies and procedures regarding the management of emergency situations that outline:

- Preparation for emergency management, including establishing appropriate gathering/evacuation sites and regularly conducting evacuation drills.
- Roles and responsibilities of Centre staff during emergency situations.
- Guidelines for communication with parents/guardians, emergency personnel and external supports throughout an emergency.
- Procedures to support children and staff who experienced distress during the emergency.

Please note that parents/guardians will be notified via email and/or by phone when a program has been evacuated due to an emergency.

Anaphylaxis Policy

Children attending and educators working at House of Wonder are entitled to a safe and healthy learning environment. Anaphylaxis is a serious allergic reaction that can be life-threatening. It requires avoidance strategies and immediate response in the event of an emergency. These policies and procedures are intended to help meet the needs and save the lives of children with severe allergies and provide relevant and important information on anaphylaxis to parents/guardians, staff, students, volunteers and visitors at the child care centre.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for an anaphylactic policy for child care centres. The requirements set out in this policy align with Sabrina's Law, 2005.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Individualized Plans and Emergency Procedures for Children with Life-Threatening/ Anaphylactic Allergies

- Before attending our Centre, the supervisor/designate will meet with the parent/guardian of a child to obtain information about any medical conditions, including whether the child is at risk of having or has anaphylaxis.
- Before a child attends our Centre or upon discovering that a child has an anaphylactic allergy, an Individualized Plan & Emergency Procedures for Children with Anaphylactic Allergy form will be developed and completed for each child with anaphylaxis in consultation and collaboration with the child's parent/guardian, and any regulated health professional who is involved in the child's care that the parent/guardian believes should be included in the consultation (the form in Appendix A will be used for this purpose).
- Before a child attends our Centre or upon discovering that a child has an anaphylactic allergy, a Medication for Emergencies or Special Circumstances Form will be completed for each child with anaphylaxis (the form in Appendix B will be used for this purpose). This form will accompany the Individualized Plan & Emergency Procedures for Children with Anaphylactic Allergy form at all times.
- All individualized plans and emergency procedures will include a description of symptoms of an anaphylactic reaction that are specific to the child and the procedures to be followed in the event of an allergic reaction or other medical emergency based on the severity of the child's symptoms.
- The individualized plan and emergency procedures for each child will include information for those who are in direct contact with the child on a regular basis about the type of allergy, monitoring and avoidance strategies and appropriate treatment.
- All individualized plans and emergency procedures will be made readily accessible at all times to all staff, students and volunteers at the child care centre and will be kept in the child's classroom, the emergency backpack, Centre's main office and the kitchen if the allergen is a food item.
- All individualized plans and emergency procedures will be reviewed with a parent/guardian of the child annually, or if any changes have occurred, to ensure the information is current and up to date.
- Every child's epinephrine auto-injector must be carried everywhere the child goes.

Strategy to Reduce the Risk of Exposure to Anaphylactic Causative Agents

The following strategies to reduce the risk of exposure to anaphylactic causative agents must be followed at all times by staff, students and volunteers at the House of Wonder:

- Food will not be served if its ingredients are not known.
- Items with ‘may contain’ warnings on the label will not be served in a room where there is a child who has an individualized plan and emergency procedures specifying those allergens.
- House of Wonder will ask the caterer or cook to provide ingredients for all food provided and served at the House of Wonder. The ingredients will be reviewed by the kitchen staff before food is served to children, to verify that allergens are not served to children with anaphylactic allergies.
- In cases where a child has food allergies and the meals or snacks provided by the House of Wonder cannot meet the child’s needs, we will ask the child’s parent/guardian to supply snacks/meals for their child. All written instructions for diet provided by a parent/guardian will be implemented.
- House of Wonder will ensure that any food brought to the Centre by parents/guardians will be labelled with the child’s full name and the date the food arrived at the Centre, and that parents/guardians advise of all ingredients.
- House of Wonder will do it’s best to fully all food products, however where food is provided from home for children, educators will ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.
- Parents/guardians who serve foods containing allergens at home will be encouraged to ensure their child has been rid of the allergens prior to attending the House of Wonder (e.g. by thoroughly washing hands, brushing teeth, etc.).
- House of Wonder will avoid the use of craft/sensory materials and toys that have known allergens on the labels.
- Information about anaphylaxis, strategies to reduce the risk of exposure to known allergens and treatment will be shared with all families enrolled in the House of Wonder.
- House of Wonder will make sure each child’s individual plan and emergency procedure are kept-up-to-date and that all staff, students, and volunteers are trained on the plans, prior to engaging with the children.
- Staff, students and volunteers will be advised to refer to the allergy list and ensure that it is up to date and implemented at all times.
- House of Wonder will update staff, students, and volunteers when changes to a child’s allergies, signs and symptoms, and treatment occur and review all updates to individualized plans and emergency procedures.

- House of Wonder will update families when changes to allergies occur while maintaining the confidentiality of children.
- The strategies in this policy may be revised or updated depending on the allergies of children enrolled at the child care centre.
- As per the Playground Policy, staff will check play areas for places of insect congregation; hives/nests will be treated and/or removed.
- All staff, students and volunteers will be provided with latex free disposable gloves for use during diapering and toileting routines as well as for first aid procedures. All effort will be made to ensure all materials brought into the centre are latex free.
- All staff, students and volunteers will sign the Record of Training, once training has been administered, prior to interacting with children. Retraining for all staff, students, volunteers will occur if there are any changes and every 12 months thereafter (the form in Appendix C will be used for this purpose).
- A semi-annual (or as deemed necessary) review will be conducted to look at the strategies used to reduce the risk of exposure to life threatening allergies. This review will include, but not be limited to, food suppliers, food preparation, materials used in the centre and environmental conditions. This review will be conducted with all personnel at the centre. The Executive Director will log information regarding these reviews and keep the information for a minimum of three (3) years on site (the form in Appendix D will be used for this purpose).

Communication Plan

The following is the communication plan that the House of Wonder will use for the purpose of sharing information on life-threatening and anaphylactic allergies with staff, students, volunteers, parents and families:

- Parents/guardians will be encouraged not to bring any food from home. In the event that parents/guardians supply food from home, they will be advised not to bring food that contains ingredients to which children may be allergic.
- Parents and families will be informed about anaphylactic allergies and all known allergens at the House of Wonder via signs posted on the Parent Information Board and via written communication.
- A list of all children's allergies including food and other causative agents will be posted in all cooking and serving areas, in each play activity room, and made available in any other area where children may be present. The Individualized Plan & Emergency

Procedures for Children with Anaphylactic Allergy form, along with the List of Allergies & Food Restrictions will be posted.

- Each child with an anaphylactic allergy will have an individualized plan and emergency procedures that detail signs and symptoms specific to the child, describing how to identify that they are having an allergic reaction and what to do if they experience a reaction.
- Each child's individualized plan and emergency procedures will be made available and accessible wherever the child may be present while receiving care at the House of Wonder. The individualized plan and emergency procedures will be posted in all cooking and serving areas, in each play activity room, and made available in any other area where children may be present.
- The caterer, cook, individuals who collect groceries on behalf of the House of Wonder and/or other food handling staff, where applicable, will be informed of all the allergies at the Centre, including those of children, staff, students and volunteers. An updated list of allergies will be provided to the caterer or cook as soon as new allergies are identified. The supervisor or designate will communicate with the caterer/cook about which foods are not to be used in food preparation for the Centre and will work together on food substitutions to be provided.
- The child care centre will communicate with the Ministry of Education by reporting serious occurrences where an anaphylactic reaction occurs in accordance with the established Serious Occurrences Policy & Procedures.
- This communication plan will be continually reviewed to ensure it is meeting the needs of the child at the House of Wonder, and that it is effectively achieving its intended result.
- Signs will be posted at all entry doors to House of Wonder indicating the centre is peanut free.
- The Parent Handbook will also be used to communicate information on life-threatening and anaphylactic allergies to all families with children enrolled in the House of Wonder, and to prospective families.
- The Individualized Plan & Emergency Procedures for Children with Anaphylactic Allergy form will include a photo of the child to confirm identification.
- All life-saving medications, such as epinephrine auto-injectors, will be securely kept in the emergency knapsack located in each classroom. The location of the medication will be marked with a luggage tag to provide rapid identification. This emergency knapsack will travel with the children as they move from the classroom to the playground, during

community walks, to other play areas in the Centre, or during evacuation drills and on any off site trips.

- A copy of the Individualized Plan & Emergency Procedures for Children with Anaphylactic Allergy form will be located in the emergency binder located in the knapsack.
- As new anaphylactic allergies are identified, the supervisor or designate. or staff members who have been trained by the parents/guardians will be responsible for training all staff, students and volunteers at the House of Wonder, and have this acknowledged with a signature.
- The supervisor or designate is responsible for ensuring new staff, volunteers and students are trained on children's Individualized Plan & Emergency Procedures for Children with Anaphylactic Allergy and confirm training by signing the Record of Training.

Drug and Medication Requirements

- Where drugs or medications will need to be administered to a child in response to an anaphylactic reaction, the drug and medication administration policy will be followed including the completion of a parental authorization form to administer drugs or medications.
- Emergency allergy medication (e.g. oral allergy medications, puffers and epinephrine auto-injectors) will be allowed to remain unlocked so that they can be administered quickly when needed.
- As per Medication Policy, each drug or medication will be accompanied by a Medication for Emergencies or Special Circumstances Form, which serves as written authorization. This is to be completed by the parent/guardian.
- As per Medication Policy, parents/guardians will provide written instruction to authorize staff to administer drugs or medications to their child, using the Medication for Emergencies or Special Circumstances Form.
- As per Medication Policy, drugs or medications must be in the original containers.
- As per Medication Policy, drugs or medications must be in the original container with the pharmacist script attached indicating the child's name, dosage instructions, expiry date, storage instructions and administration instructions.

- As per Medication Policy, all staff must keep all drugs or medications in their original containers.

Training

- The supervisor or designate is responsible to contact the parent/guardians of children with anaphylactic reactions to meet with, volunteers and students prior to enrollment to train them on their child's allergy and requirements. The parent/guardian will sign the training document verifying the initial training has been completed.
- The supervisor or designate will ensure that all staff, students and volunteers receive training from a parent of a child with anaphylaxis on the procedures to follow in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer emergency allergy medication.
- Training will be repeated annually, and any time there are changes to any child's individualized plan and emergency procedures.
- A written Record of Training for staff, students and volunteers on procedures will be followed for each child who has an anaphylactic allergy and will be kept with the child's Individualized Plan & Emergency Procedures for Children with Anaphylactic Allergy form. The names of individuals who have not yet been trained will be highlighted to ensure that training is tracked and follow-up is completed (the form in Appendix C may be used for this purpose).
- The training will include the child's reaction, medication and the procedure that must be followed in the event of an anaphylactic reaction. Training for new educators, students and volunteers will be included in the employee orientation to ensure staff receive training prior to the first day of employment.
- Educators will have access to each child's emergency information, which is located in the emergency knapsack in each classroom.
- Any retraining for staff, students and volunteers to occur if there are any changes to the situation.

Confidentiality

- Information about a child's allergies and medical needs will be treated confidentially and every effort will be made to protect the privacy of the child, except when information must be disclosed for the purpose of implementing the procedures in this policy and for

legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Procedures to be followed in the circumstances described below:

Circumstance	Roles and Responsibilities
1. A child exhibits an anaphylactic reaction to an allergen	<ol style="list-style-type: none">1. The person who becomes aware of the child’s anaphylactic reaction must immediately:<ol style="list-style-type: none">i. implement the child’s individualized plan and emergency procedures;ii. contact emergency services and a parent/guardian of the child, or have another person do so where possible; andiii. ensure that where an epinephrine auto-injector has been used, it is properly discarded (i.e. given to emergency services, or in accordance with the drug and medication administration policy).2. Once the child’s condition has stabilized or the child has been taken to hospital, staff must:<ol style="list-style-type: none">i. follow the Centre’s serious occurrence policies and procedures;ii. document the incident in the daily written record; andiii. document the child’s symptoms of ill health in the child’s records.

Canada-Wide Early Learning and Child Care System (CWELCC)

House of Wonder has opted-in and stayed in the Canada-Wide Early Learning and Child Care (CWELCC) system in 2025.