



**PROGRAM STATEMENT
PARENT POLICY HANDBOOK
March 2024**

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WELCOME TO LA GARDERIE ÉDUCATIVE DE KINGSTON!

La Garderie Éducative de Kingston is a non-profit licensed daycare, established July 8th, 1980 in Kingston Ontario. Our head office is in the building of École Madeleine-de-Roybon, located at 72 Gilmour avenue in Kingston.

The daycare offers the following programs:

- 10 infant spaces (0-18 months)
- 15 toddler spaces (18-30 months)
- 24 preschool spaces (30-48 months)

La Garderie Éducative de Kingston manages before and after school programs at École Madeleine-de-Roybon:

- 52 JK/SK spaces (44 months to 7 years)
- 30 Primary/junior school age spaces (68 months to 13 years)
- 20 Junio school age (9 – 13 years)

OUR MISSION, VISION AND VALUES

Our mission

La Garderie Éducative de Kingston's mission is to establish and maintain a French non-profit daycare with the intent of offering activities which will enhance the French culture while taking into consideration the needs and interests of the families, and ensure the children can grow in an enriching, safe and developmentally appropriate environment.

Our Vision

- All aspects of development are integral to the proper growth of the child
- Each child is unique
- The child's needs and interests are the foundation of programming
- Children learn through play
- The collaboration between family and educators ensures a positive learning experience for the child.

Our values

- Autonomy
- Respect
- Positive self esteem
- Teamwork

PROGRAM STATEMENT

Early childhood development sets the foundation for lifelong learning, behaviour and health. (Mustard, J.F. (2006) *Early Child Development and Experience-based Brain Development: The Scientific Underpinnings of the Importance of Early Child Development in a Globalized World*, Brookings Institute)

As stated in the document “*How Does Learning Happen?*”, we believe that:

- *Every child has a sense of belonging when he or she is connected to others and contributes to their world;*
- *Every child is developing a sense of self, health, and well-being;*
- *Every child is an active and engaged learner who explores the world with body, mind, and senses;*
- *Every child is a capable communicator who expresses himself or herself in many ways.*

Our philosophy is to create an environment that provides a sense of well-being and belonging while creating opportunities for engagement and expression. We believe that children are competent, capable of complex thinking, curious and rich in potential. According to “*How Does Learning Happen?*”, pedagogical approaches that nurture learning and development in the early years include:

- *Establishing positive, responsive adult-child relationships;*
- *Providing inclusive learning environments and experiences that encourage exploration, play and inquiry;*
- *Engaging as co-learners with children, families, caregivers and others;*
- *Planning and creating environments as a “third teacher”;*
- *Using pedagogical documentation as a means to value, discuss, and make learning visible;*
- *Participating in ongoing reflective practice and collaborative inquiry with others.*

Every child care centre must have a program statement that is consistent with the Minister of Education’s policy statement. The Minister’s policy statement name “*How Does Learning Happen? Ontario’s Pedagogy for the Early Years*” as the document to be used for the purpose of guiding programming and pedagogy in licensed child care programs.

La Garderie Éducative de Kingston uses this document to support pedagogy and curriculum/program development in early year’s programs.

As defined in ELECT (Early Learning for Every Child Today), early years curriculum is the sum total of experiences, activities and events that occur within an inclusive environment designed to foster children’s well-being, learning and development.

We recognize that families, communities and cultures hold distinct values about how young children should experience and interact with the world around them.

(Bennett, 2004)

Educators must have an informed understanding of what children are capable of learning and how they learn effectively. (Excerpt from the document ELECT).

“*How Does Learning Happen?*” is organized around four foundational conditions that are important for children to grow and flourish: Belonging, Well-Being, Engagement and Expression. These foundations are an ideality for all children’s future potential and an aspiration of what they should experience each day. These four foundations apply regardless of age, ability, culture, language, geography, or setting.

BELONGING

Every child has a sense of belonging when he or she is connected to others and contributes to their world.

Excerpt “How Does Learning Happen?”

A warm and caring manner is conveyed through body language as well as words – how we touch, carry, and move children through daily routines sends a strong message. Capitalize on opportunities for one-to-one interactions during daily routines (e.g., for infants and toddlers: diaper changing, dressing to go outdoors, and feeding at mealtimes are ideal opportunities for making connections and building relationships). Discover the unique characteristics and gifts of each child by talking with his or her family, observing, and documenting (e.g., in addition to what the children are interested in, notice what brings them joy and how they relate to others and to the environment around them; to support inclusion, consider each child’s capabilities rather than focusing solely on his or her needs and deficiencies).

It is important for the parent to accompany their child to their classroom and ensure the educator has noted their arrival. We encourage parents to share information such as how he/she slept, how he/she is feeling, etc., so that the educator can better understand his/her needs. At the end of the day, the parent must inform the educator on duty and ensure she/he has noted that the child is leaving.



Building connections between the home and the program by communicating with families using multiple means (e.g., the application Digibot; send e-mail updates; creating a monthly bulletin; set up a documentation panel and place it near the entrance where families can find out more about their children’s experiences; invite families to comment on a specific piece of documentation; open house to meet with staff; suggest ways families can extend learning at home to build on a particular idea children are exploring; encourage families to help you understand the child from their perspective).

Rather than reprimanding children for undesirable behaviours, assist them in finding new ways to achieve their goals (e.g., look for the root cause of behaviour; reduce stressors; support children’s efforts to initiate and join in play with others; notice, acknowledge, and document positive interactions and attempts at self-regulation and share the information with children and families to gain new insights).

Because we are an integrated centre that accepts children with special needs, there may be children enrolled who are on Behaviour Modification Programs. Different behavioural intervention techniques may be used with these children. Any questions you may have should be directed to La Garderie Éducative's administration.

If the staff determines a child may have special needs or that his/her behaviour is unmanageable, the administration will meet with the parents to discuss the problems encountered and to formulate a plan to manage the situation (e.g., contacting outside agencies).

In the event that the program is unsuitable for a child, the director/supervisor will meet with the parents to discuss alternative arrangements.

WELL-BEING

Every child is developing a sense of self, health, and well-being

Excerpt "How Does Learning Happen?"

Early experiences have an important impact on a child's development. That is why we strive to establish healthy habits such as a balanced diet and periods of daily physical activities. Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and places to explore, experiment and discover (the Ministry of Education requires children in child care centres to be outside a minimum of two hours a day and a minimum of half an hour in before and after school child care programs).

Nutrition

Proper nutrition is one of our program's priorities. All our snacks and lunches are based on a nutritionally balanced diet that meets the standards of the Canada's Food Guide to Healthy Eating. The menus are posted weekly and follow a 4-week rotating basis. All allergies and special dietary needs will be respected according to the parents' written instructions. The allergies and special dietary needs will be posted in the kitchen and in all childcare rooms where food is served.

We are a nut-free center. We provide care for children who have food allergies. Due to this, we ask that families do not bring outside food into our center. This includes special treats, breakfast, or an extra snack. In exceptional circumstances food from home may be brought to the program. The educators must ensure that adequate supervision is in place so that no food is shared or exchanged. Ensure that parents label food brought to the center with the child's full name and the date the food arrived at the center, and that parents are aware of all ingredients.

If a child in the after-school program has forgotten his/her lunch, a lunch from the Daycare will be provided.

Autonomy

Helping children become independent is important to us. The educators encourage children to serve themselves during snack and lunch time. We can see the children's dexterity evolve throughout the year and become more skillful.

The educators encourage children to dress themselves, help keep their classroom clean, put toys away and guide them through toilet training. This helps to create a safe environment and enable the children to become more independent. Educators also provide children with opportunities to explore various positive coping strategies.

Self-regulation

Self-regulation refers to several complicated processes that allow children to appropriately respond to their environment. Educators play an important role in helping young children regulate thinking and behaviour by modeling and scaffolding it during ordinary activities. They also support this development by listening to the children and being aware of their needs. Educators guide children in being self-regulated by helping them understand their emotions and how to deal with them.

Parent must advise La Garderie Éducative as soon as possible if their child cannot attend the program due to illness in order to manage the illness by informing other families on the “sickness board” located between the front doors. If a child shows signs of an illness, fever, vomiting or diarrhea, the parent will be called to pick up their child.

Hygiene

We adhere to the following hygiene practices: shoes must be worn at all times (a pair of indoor shoes are required, as are a pair of outdoor shoes); hands are washed before and after all activities (meals, snacks, outside play, etc.); tables are wiped with disinfectant before and after use; toys and materials are disinfected on a regular basis.

Parents/guardians must supply clothing appropriate to the season, as well as an extra change of clothes in a bag labelled with the child’s name. If there is no extra clothing available, parents will be required to bring the clothing at that time (after three reminders, a meeting will be convened with the director to discuss possible solutions or suspension). Indoor and outdoor shoes are also required. Parents are also responsible for providing diapers and wipes. La Garderie Éducative is not responsible for lost items, nor the soiling of clothing during activities.

Should your child have either live head lice or nits (eggs), we will isolate them from the others and ask that they be picked up from the program as soon as possible. Parents are responsible for treatment of their child and removal of lice and nits from their hair. Children can be re-admitted to La Garderie Éducative a minimum of 24 hours after treatment. All nits must have been removed from their hair. The child’s hair will be examined by a member of our staff before they can stay in our program on the day of re-admission.



Only prescribed medication will be administered to the child, where the child’s name is on the original container dispensed by a pharmacist. Parents/guardians are responsible for informing staff, and must fill out the Medication Authorization Form, including the dosage and times any drug is to be given. This consent form is then returned to the staff (over the counter medication cannot be administered in any of

our programs). A note signed by the doctor is necessary. It is forbidden to leave medication in a place which can be accessed by a child such as in a child's bag, basket, or cubby.

The new standards of the Ontario Public Health immunization requirements require Public Health to review the immunization status of all attendees at licensed day nurseries. The Medical Officer of Health has the authority to require up-to-date immunization of attendees before they are permitted to attend a licensed daycare setting. Therefore, the KFL&A Public Health Immunisation Team will begin the process of reviewing immunization records of all children attending the childcare programs. If a child's vaccines are not up to date, the child will be suspended until he/she receives the necessary vaccines.

The following up-to-date immunizations, according to the Immunisation Schedule for Ontario, will be required:

- Pediacel or equivalent (diphtheria, tetanus, polio, whooping cough and haemophilus meningitis)
- MMR (measles, mumps and German measles) or equivalent
- Varicella (chickenpox) vaccine
- Meningococcal Meningitis vaccine
- Pneumococcal vaccine

These requirements will ensure that licensed day nurseries are as safe as they possibly can be from the threat of outbreaks of communicable diseases. If parents choose not to have their child immunized, owing to religious or conscientious objections or medical contraindication, specific documentation will be required. These forms can be obtained by contacting the KFL&A Public Health Immunisation Team at 613-549-1232 or 1-800-267-7875 ext.1451.

Common communicable diseases:

- Pink eye (conjunctivitis): exclude child until diagnosed; if bacterial, exclude for 24 hours after start of antibiotic treatment;
- Diarrhea or vomiting: exclude for a period of 48 hours after the symptoms have gone (child cannot return until the morning following the 48-hour period);
- Fifth disease (Parvovirus B19): no exclusion required if well enough to participate in regular activities and does not have a fever. Pregnant women should contact their physician;
- Impetigo (Staphylococcus or Streptococcus): exclude until 24 hours after antibiotic treatment begins or until blisters are healed;
- Strep Throat or Scarlet Fever (Group A streptococcus): exclude until 24 hours after start of antibiotics, if untreated, exclude for 21 days.
- Cold: no exclusion required if well enough to participate in regular activities and does not have a fever;
- Chicken pox (Varicella virus): No exclusion required if well enough to participate in regular activities and does not have a fever. Non-immune pregnant women should contact their physician.

La Garderie Éducative reserves the right to refuse a child showing one or more of the following illnesses or symptoms:

- Fever: a temperature higher than 10.04°f or 37.8°C. It is recommended that the child stay home for a period of 24 hours after the fever subsides (should a child be sent home from the daycare with a fever, he/she cannot return until the morning following the 24-hour period);
- Skin rash or infection;
- Respiratory illness, thick phlegm, runny nose, asthma:
- Any contagious illness such as Fifth's disease, impetigo, influenza, measles, mumps, rubella, strep throat, scarlet fever or pink eye;
- Vomiting or diarrhea: after one episode of vomiting or diarrhea, the child must leave the program immediately, the child must not return to daycare until 48 hours after their last episode;
- *If a child develops one or more of the above symptoms during the day, parents are required to pick up their child within 90 minutes of receiving the call. If the child is picked up after 90 minutes, the following steps will be taken:*
 1. *A verbal warning will be given the first time*
 2. *A written warning will be issued the second time*
 3. *The child will be expelled if the parent is late a third time.*

If you note that your child has any of the above symptoms prior to coming to the program, they must stay home for their own well-being, as well as for the protection of other children and staff.

When a child has a fever of a minimum of 39.5°C and we are unable to locate the parent/guardian after an hour the ambulance will be called.

ENGAGEMENT

“Engagement” refers to a state of being genuinely involved and interested in what one is doing.

Excerpt “How Does Learning Happen?”

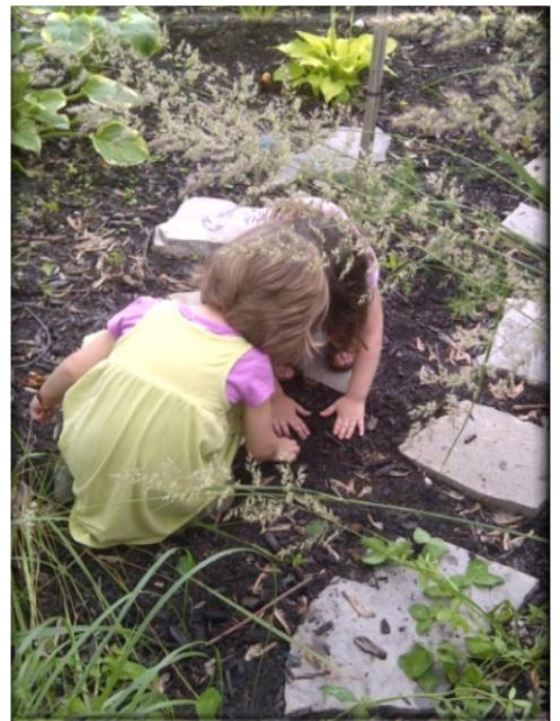
Educators engage with children, planning, participating, and learning with the child and about his or her questions, theories, and curiosities. Educators can gain a deeper understanding of children’s developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking. (Excerpt from “How Does Learning Happen”)

Children are active learners who explore their world through social interactions, by using their senses and experimenting. Our educators provide environments and experiences that enable children to engage in meaningful exploration, through active and creative play and inquiry.

Our educators provide a variety of objects and materials to explore, manipulate, and investigate. They design indoor and outdoor environments which provide experiences that foster curiosity, invite investigation, and provide challenges that enable children to extend the boundaries of their learning.

Every child is an active and engaged learner who explores the world with body, mind, and senses. (Excerpt from “How Does Learning Happen”).

Learning through play enables children to understand the world around them. It enables them to develop social and cognitive skills, grow emotionally, and gain the self-confidence required to engage in new experiences. Key ways that young children learn include playing, being with other people, exploring, facing new challenges and imitating.



EXPRESSION

Every child is a capable communicator who expresses himself or herself in many ways.

Excerpt “How Does Learning Happen?”

The “*Cadre d’apprentissage des jeunes enfants*” proclaims that early childhood programs foster communication and expression in all forms. By creating contexts that foster communication, by being attuned and responding to children’s varied cues and communications, by engaging in authentic, reciprocal communication with children, where children participate as both initiators and equal partners, by facilitating successful communication between children, helping children listen to and express themselves to one another, documenting children’s communication to help them revisit thoughts and ideas expressed in order to extend their understanding and by providing time, space, and materials to encourage expression through creative materials that reflect children’s capabilities as well as their social and cultural background.

The educators encourage conversation among children. They act as a coach to help the children find the right words. They model listening strategies and repeat sounds and gestures initiated by the child, following the child’s gaze, and verbalizing what they believe the child is communicating.

They support children’s expression in all forms. For example, children’s art as a form of expression. Support children’s language and literacy development throughout the environment (e.g., recall and retell past events; revisit documentation with children; place familiar print materials and books in different areas to spark ideas for play and exploration).



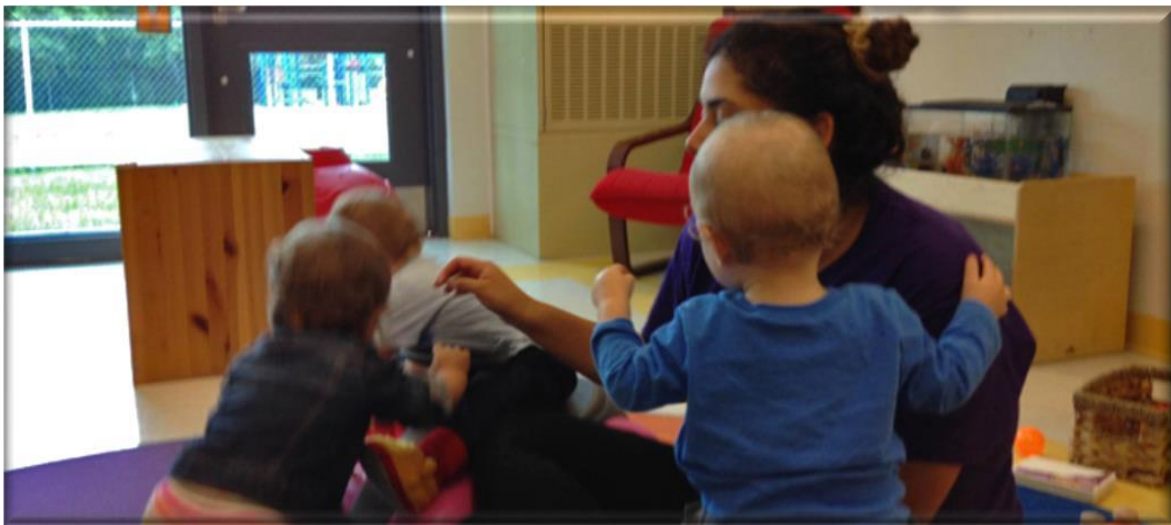
OUR EDUCATORS

The role of the educator is multidimensional. The educators use a warm, responsive, and inclusive approach, building positive relationships with children, families, colleagues, and communities.

Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. (Excerpt from ELECT)

Educators consider the impact their approaches have on the children and their families. Educators use this knowledge, as well as observing and discussing with others, to create opportunities to support children's learning, development, health, and well-being.

The ongoing training of our educators is very important to us, not only for their professional development, but for the quality of our curriculum. This includes municipal workshops, conferences of the Ministry of Education, internal monthly trainings, and courses by correspondence.



DOCUMENTATION

Pedagogical documentation is a means to learning about how children think and learn. It offers a process to explore all of our questions about children.

“Pedagogical documentation supports educators in both including child development in their view, but also looking beyond development to capture broader aspects of experience for reflection.” (Wien, 2013, p.28)

Examples of documentation:

- Classroom observations
- Communication with families
- Drawings
- Photos
- Art
- Portfolios

We firmly believe that communication with the families is the best way to ensuring a child’s well-being. To help us better understand each child’s needs, we have created a questionnaire (to be filled by parents and educators) which will provide information that will enable us to create an environment able to meet their needs and support their developmental growth. Once the forms have been filled out, the families and educators will meet. This process occurs when the child turns 2, 3 and 3.5 years old.

Since we are a French daycare, communication with the children will be in French at all times. All written communication will be in French. The documents that require the signature of the parents will be available in French and in English. The staff is encouraged to verbally communicate in the language of the parent when necessary.

ADMISSION:

- In accordance with the Regulation 137/15 under the Child Care and Early Years Act section 75.1, La Garderie Éducative shall not charge or collect a fee for the placement of a child on a waiting list for admission.
- Parents must register their children on the city of Kingston's Child Care Wait List (CCRIS): <http://kingston.onehsn.com/fr> . Parents will be able to enter information pertaining to their child's age, needs and if subsidy is required. All information is kept confidential. Families can check where they are located on the wait list.
- When space becomes available, the daycare director and before and after school supervisor will contact the first eligible person. Children are considered registered once parents/guardians have paid a deposit (\$100 for the daycare and \$50 for the before and after school program) and have submitted the completed registration forms. The deposit is non-transferable and non-refundable if registration is cancelled. The deposit is deducted from your first month's invoice.
- Parents can complete registration forms as well as forms for food allergy or intolerance. You will also be provided with a personal information sheet on your child so that you can give us the information we need to get to know your child better, make them more comfortable to ensure their integration is more pleasant. Parents must also notify management and educators of any changes other than the information provided in the files during registration (ex: new allergies or changes in authorized persons to pick up or drop off your child).
- Children must be enrolled from Monday to Friday. We also offer half day service at the daycare from either 7:00 am to 12:00 pm or 12:30 pm to 5:30 pm.
- Children enrolled in our before and after school programs must register Monday to Friday. They have the option of enrolling in the morning or the afternoon or the morning and afternoon.
- For a child to transfer from a younger group to an older group, they must have reached the minimum required age and there must be a space available for them. Until then, they will stay in the younger group until a space becomes available. Billing is based on age and not on the group the child is in.
 - Infant group: 3 to 18 months (+/- 2 months);
 - Toddler group: 18-30 months (+/- 2 months);
 - Preschool group: 2.6 – 5 years

PRIORITY LIST

1. Children currently enrolled at La Garderie Éducative;
2. Brothers and sisters of children currently enrolled at La Garderie Éducative;
3. Children whose parents or grandparents are francophone ("francophone" is a person who speaks French).
4. Children who have been previously enrolled at La Garderie Éducative, or their brothers or sisters;

5. All other children are admitted in order of receipt of their application for admission.

FEE SUBSIDY

- The City of Kingston’s Child Care and Early Years Services provides funding for subsidized spaces for eligible families. The parent/guardian is required to report to the City of Kingston’s Child Care and Early Years Services any changes in circumstances that may impact eligibility within five (5) business days.
- Paid days of absence:
 - Parents who receive subsidy may continue to receive the subsidy if their child is absent from daycare due to illness, vacation or other reasons.
 - The number of days of paid absence is prorated based on the number of months the child attends daycare during the calendar year.
 - The number of days off paid to subsidized parents who withdraw their child from daycare during the calendar year, then reactivating their file in the same calendar year is prorated based on the number of months the child attends day care. Unused paid days off are adjusted accordingly.
 - Subsidized parents whose child is absent from daycare when the maximum number of days of paid absence is reached must pay the full amount to the daycare for the extra days of absence when they receive a bill from the daycare. Should these fees not be paid, management will be required to inform the City of Kingston’s Child Care and Early Years Services.

HOURS OF OPERATION

- The daycare is open Monday to Friday from 7:00 am to 5:30 pm.
- The before and after school programs at École Madeleine-de-Roybon (MDR) are open from 7:00 am to 8:30 am and then from 3:00 pm to 5:30 pm.
- The daycare will be closed for all statutory holidays which are: New Year’s Day, Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Ontario Civic Holiday, Labour Day, Thanksgiving, Christmas Day and Boxing Day. **Childcare fees must be paid for all statutory holidays.**
- La Garderie Éducative is closed the week before the first Monday of August, which is a statutory holiday. We are also closed for two weeks during the Christmas holidays (the same dates as the French public school board CEPEO). Fees are not required during the summer or Christmas Break, except for December 25th, 26th, January 1st and the Ontario Civic Holiday in August, which are statutory holidays.

FINANCIAL ARRANGEMENTS

- You must notify management and give **one month’s** written notice of your intention to withdraw your child from our program. After receiving this notice, we will issue a refund for the remaining months, if applicable. If one month’s notice is not received, you must pay the full amount for one

month of service. A permanent space for your child cannot be guaranteed if you wish to temporarily withdraw your child. Your child would then be placed on a waiting list.

- You must give two weeks' notice to cancel your registration for a PA day. If no notice is given, you will be responsible for payment of fees.
- Fees will not be reimbursed if you withdraw your child from the March break camp or Summer camp.
- Payment for March break and Summer camps are required to be paid within 24 hours of registration. If payment is not received within the 24 hour period, the registration will be cancelled.
- In the event of an unforeseen circumstance requiring closure of a program (lack of heating, severe weather, strike, etc.), parents will be advised as soon as possible by the staff or by the supervisor and asked to pick up their child. **Fees are applicable when there are closures caused by unforeseen circumstances.**
- If a full day school age program is offered during a strike day, the rate of a PA day will apply.
- During inclement weather, La Garderie Éducative de Kingston's programs will close when the Conseil des écoles publiques de l'Est Ontario closes.
- There are two methods of payment available: pre-authorized debit (PAD) and cheques. Fees are due on the first of the month. You have the option of splitting the monthly payment in two: the first half is due on the first of the month and the second half is due on the 15th (the second payment must be paid by cheque, the PAD payment can only be used the first of the month). Once families have created their Digibot account, they can enter their banking information in their Digibot account. Upon receiving your invoices, you have two weeks to submit post dated cheques (cheques are to be made to: La Garderie Éducative).
- If your payment is not received within two weeks, your child will lose his/her spot and your account will be transferred to a collection agency.
- A fee of \$25 will be applied for all changes to your child's schedule.
- A late pick-up fee will be charged for all families who are late in picking up their child. (Late fees start after 5:30 for full time families at the daycare, 12:00 for half day families, 5:30 for families at our before & after school families and for subsidized families the late fee starts after the time stipulated in the family's subsidy agreement.) A \$5.00 charge will apply for the first five minutes and \$2.00 will be charged for each subsequent minute. These fees must be paid immediately, in cash, to the educator on duty. Parents with more than one child attending the service must pay the fees for EACH CHILD.
- An administrative fee of \$25.00 will be applied to all NSF payments. If there are three NSF payments, the child will lose his/her spot and the account will be transferred to a collection agency.
- The executive committee reserves the right to increase fees according to La Garderie Éducative's revenue and expenditures. The fee increase will be subject to approval at the Annual General Meeting. The increase could be implemented in January and/or July.
- Tax receipts are issued annually, on or before March 1. Income tax receipts can be accessed via the Digibot parent portal. Parents are responsible for keeping the office informed of any changes of address. A \$10.00 administration fee will be charged to replace a lost receipt.

- Families that have more than one child aged 6 years or more enrolled in our before and after school program will receive a 15% discount on every additional child registered. (This discount does not apply to PA days or camps).

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

In March 2022, Ontario signed a historic deal with the federal government that will lower licensed child care fees to an average of \$10 a day by September 2025. On September 26th, 2022, we signed a contribution agreement to secure our enrollment in the CWELCC program. As a first step, families will see an average 25% reduction in the base fees (up to a minimum of \$12.00 per day) retroactive to April 1, 2022 which will be further reduced to 50% by the end December 2022 (if an eligible family receives another type of discount, the CWELCC discount is applied to the regular fee and not the reduced fee). The 15% discount for before and after school families with more than one child enrolled does not apply if one of the children is eligible for the CWELCC program.

As part of the first phase of the program, childcare fees for eligible children will be reduced by 25% (up to a minimum of \$12.00 per day) as of November 1, 2022. In addition, a retroactive credit will be issued reflecting the 25% retroactive reduction for the period of April 1, 2022 to October 31, 2022. For all active families, this credit will be applied against subsequent childcare fees.

Eligibility for reduced fees

Eligible children are entitled to a childcare fee reduction retroactive to April 1, 2022, up to a minimum of \$12.00 per day. Children aged 0-5 are eligible. In addition, children are also eligible if they are six (6) years old, up until a cutoff date determined as follows:

- If the child's sixth (6th) birthday falls between January and June, the child remains eligible until June 30 of that calendar year;
- If the child's sixth (6th) year birthday falls between July and December, the child remains eligible until the end of the month of their sixth (6th) birthday.

REIMBURSEMENT FORMS FROM EMPLOYERS

- When a family's employer requires a reimbursement form to be filled out by La Garderie Éducative stating the child care expenses for the previous year, the form must be filled out by the parents prior to submitting it to La Garderie Éducative's administrator. Once it is submitted, it can take up to two weeks before it is returned.

EMERGENCIES

- A fire drill is carried out once a month in order to familiarize the children with emergency procedures. The employees are trained for such procedures. In the event of an emergency, the premises will be evacuated, and the children will be brought to a safe place until parents or other authorized people arrive. Families will be contacted by telephone.
- The Garderie Éducative is also conducting Lock-Down drills in conjunction with École Madeleine-de-Roybon and the police department. Once again, educators have been trained in the procedure and they execute the drill with as minimal a disruption to the children's schedule as possible. Lockdown: an emergency procedure that is applied when a serious violent act occurs in or around the school. The purpose is to protect the individuals by having them hide in a secure area.

- We have created policies and procedures in the event of emergency situations.
- In the event of an evacuation, the children and staff at the daycare and the before and after school program at école Madeleine-de-Roybon will be moved to Surf's Up! Laundry and Dry Cleaning, located at 277 Bath road. The phone number is 613-542-2345.

EXCURSIONS

- Sometimes educators will take the children on outings in the community. This includes:
 - Taking a stroll in the vicinity of the daycare/school;
 - Taking walks to the grocery store or water park;
 - Riding the city bus;
 - Daytrips during PA days;
- The parents/guardians will be notified beforehand.
- On outings, educators will have a cell phone with them.
- Educators will bring an emergency bag with them containing a first-aid kit and the families' contact information.

BEHAVIOUR MANAGEMENT POLICY

- No employee, student, parent or volunteer will be allowed to inflict corporal punishment of a child.
- Physical restraint of a child is prohibited, such as confining a 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.
- At no time will the exits be locked for the purpose of confining a child, or confining a child in an area or room without adult supervision.
- 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 is permitted.
- It is prohibited to deprive a child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.
- It is forbidden to inflict any bodily harm on children including making children eat or drink against their will.

EXPULSION POLICY

In order to keep our childcare programs a safe and healthy environment, La Garderie Éducative de Kingston (LGEDK) has adopted an expulsion policy. The administration and the board of directors reserve the right to amend this policy at any given time. The policy is based on the following three circumstances.

Child expulsion

The expulsion of a child and subsequent termination of LGEDK's contract with the family is not a decision that is taken lightly and happens only in exceptional circumstances. Before the expulsion policy is applied, a series of procedures are applied in order to help integrate the child. LGEDK is committed to providing the necessary tools and measure in order to improve the child's situation.

- Circumstances leading to a child's expulsion from LGEDK:
 - Uncontrollable tantrums and/or violent outbursts;
 - Recurring behaviour which affects the safety of the other children/staff;
 - Negligence in regards to the child's own safety;
 - Inability to integrate into the program after an intervention plan has been implemented;
 - La Garderie Éducative's inability to offer a service capable of meeting the child's and/or the parent's special needs;
 - When a child registered in a before and after school program has been suspended from school.

- Remedial actions to be taken by LGEDK prior to a child being expelled:

Prior to a child being expelled, LGEDK will follow a course of action comprised of three steps. These are made in collaboration with the child's parent/guardian and LGEDK.

 1. The child's educator and program director will observe and record the child's behaviour during a one-week period.
 2. The program director will coordinate a meeting with the parents/guardians and educator(s) in order to discuss the observations recorded.
 - a. A decision regarding the outcome of events will be made jointly with the program director, the educator(s) and parents/guardians. An intervention plan with specific goals and outcomes will be set up in collaboration with the three parties.
 - b. A time frame to achieve these objectives will be established.
 - c. The day after the meeting, the intervention plan's tools and strategies will be implemented by both LGEDK and the parents/guardians.
 - d. LGEDK may recommend that the parents seek outside help from local resource agencies. Such an appeal is made in order to help the child achieve his/her intervention plan and to integrate into the program safely.
 3. The program director in collaboration with the educator(s) will observe and note the child's actions and behaviour during the time frame established. Once the time frame has elapsed, a second meeting will take place between the family, director and educator(s).
 - a. During this meeting, the family will be presented with the observations and outcomes stemming from the intervention plan.
 - b. If the behaviour and/on the child's actions have not improved, the administrators reserve the right to expel the child either temporarily or permanently.

- Expulsion and termination of contract of childcare:

Before a child is expelled from LGEDK, the board of directors is informed of the situation. Once the decision has been made, the administrators will meet with the family to explain the reasons for the expulsion. A written notice will be given, detailing the outcome and the date upon which the contract ends.

Expulsion of a parent/guardian:

- A parent or guardian who exhibits unacceptable or aggressive behaviour, either verbally or physically towards a staff member, child or other parents will not be tolerated. A meeting will be

held with the parent and the administrators. The management will explain to the parent that if their inappropriate behaviour continues, their child will be expelled from the program.

- A parent whose actions impeded LGEDK's ability to function properly will result in their child's expulsion.
- A parent/guardian delays or fails to pay costs for childcare.
- The third time a family is late picking up their child when he/she develops symptoms during the day.

CHILDCARE FEES

Daycare		CWELCC 52.75% rebate
0-18 months full time		\$29.01
0-18 months half days (5 days/week)		\$24.38
18-30 months full time		\$23.72
18-30 months half days (5 days/week)		\$18.93
2.6-5 years full time		\$22.44
2.6-5 years half days (5 days/week)		\$17.86
Before and after MDR: 3.6-6 years		CWELCC 52.75% rebate
Before and after school		\$12.00
Before school		\$12.00
After school		\$12.00
PA day		\$20.84
Before and after MDR: 6 years and up		
Before and after school		\$20.85
Before school		\$12.15
After school		\$12.40
PA day		\$44.50
Summer camp		
Regular Hours	3.6 – 6 years	\$97.20 / week
	6 and up	\$207.75 / week
Extended hours	3.6 – 6 years	\$106.65 / week
	6 and up	\$228.75 / week
March break		
		3.6 – 6 years \$91.80 / week
		6 and up \$222.50 / week

COMMUNITY AGENCIES

- City of Kingston: fees subsidy assistance, 613-546-2695 ext. 4825
- Pathways for Children and Youth: provides comprehensive mental health services for children and youth from birth to 18 years of age, 613-546-1422
- Community Living Kingston: assists families who have children with intellectual disabilities, 613-546-6613
- EarlyON is a place where families and childcare providers can:
 - Take part with their child in a range of programs and activities;
 - Get answers to questions;
 - Get information about programs and services that are available for young children and their families;
 - Talk to early year's professionals as well as other parents and caregivers in the community;
 - <https://www.cityofkingston.ca/ressidents/community-services/childcare/earyon>
- Réseau régional de la langue française du sud-est : www.rrlfse-on.ca

RESOURCES WITH INFORMATION REGARDING LICENSED CHILDCARE SETTINGS

- *How Does Learning Happen?*: <http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>
- Information on childcare and the early years: <http://www.edu.gov.on.ca/childcare/index.html>
- CEPEO's preschool educational framework (*Cadre éducatif préscolaire*) : <https://cadreeducatif.cepeo.on.ca/>

ANNEXE A – Service contract

I hereby acknowledge having read and understood La Garderie Éducative de Kingston’s parent policy handbook and I am aware of its fee structure. I accept the content of this policy document in its entirety, with attention to the following points (please initial):

_____ I am responsible for payment of all statutory holidays

_____ When I bring my child to their program, I will accompany my child to their classroom and ensure the educator has noted their arrival. When I pick up my child, I will ensure the educator is aware of him/her leaving.

_____ A late pick up fee is required, in cash to the educator on duty (\$5 for the first 5 minutes, then \$2 per additional minute, per child).

_____ A fee of \$25 will be charged for every change to my child’s schedule.

_____ I will submit payment within two weeks of receiving my invoices.

_____ When my child is sick, he/she will be kept home. My child will be excluded from care until his/her symptoms have subsided (for fever: he/she cannot return until the morning following a 24-hour period symptom free. For vomiting and diarrhea: he/she cannot return until the morning following 48 hours symptom free).

_____ If I must pick up my child because he/she has developed symptoms during the day, I will do so within 90 minutes of being notified.

_____ I will notify the administration of all changes in personal information (address, work phone, cell phone, etc.)

_____ I will provide one month’s written notice before withdrawing my child from care.

_____ If I wish to withdraw my child temporarily, my child will lose his/her spot and will have to be registered on the city’s wait list.

_____ If my child’s vaccines are not up to date, I understand that my child will be suspended until he/she receives the necessary vaccines.

I, the undersigned, hereby request to enroll my child in La Garderie Éducative de Kingston. I undertake to comply with all of the statutes and regulations listed in the policy document and understand that La Garderie Éducative de Kingston reserves the right to expulse whoever refuses to comply with these statutes and regulations.

Parent name:

Child name:

Signature:

Date:

This contract will be kept in the child’s file and the parent will be provided with a photocopy. Thank you for your cooperation.

ANNEXE B – Evaluation forms

Parent evaluation

Child's name:

Parents:

Age group: 2 years 3years 3.5 years

Languages spoken at home:

Listed are three things that my child has learned/improved upon since starting at La Garderie Éducative de Kingston:

1) _____

2) _____

3) _____

My child's favourite activity at La Garderie Éducative de Kingston (ex: playing outside, sensory activities, singing, etc.) is:

At home, my child struggles with (ex.: nap time, sharing, potty training...):

At home, we are working on (ex.: potty training, talking, self-regulation...):

Behavioural differences between daycare and home are:

Would you like to request a meeting with your child's educators?

Yes

No

Availability:

Comments:

Educator evaluation

Child's name:

Parents:

Age group: 2 years 3years 3.5 years

Three qualities that your child possesses:

- 1. _____
- 2. _____
- 3. _____

Strengths and challenges :

- Fine motor: _____
- Gross motor: _____
- Autonomy: _____
- Socialization and collaboration: _____
- Respect: _____
- Creativity: _____
- Behaviour: _____
- Initiative: _____

Skills to work on at home:

Parent signature:

Date:

Educator signature:

Date: _____

ANNEXE C: Child Care Centre Supervision of Students and Volunteers Policy

PURPOSE

La Garderie Éducative de Kingston welcomes both placement students and volunteers into the various programs offered in our child care program. We believe it is a valuable part in gaining experience in a child care environment. Volunteers and students also play an important role in supporting staff in the daily operation of child care programs.

This policy will provide supervising staff, students and volunteers with a clear understanding of their roles and responsibilities. This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding volunteers and students for child care centres.

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

POLICY

General

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. 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 student and/or volunteers in accordance with the child care 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;
- 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/director 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 child care 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 child care centre's criminal reference check policy.
- Provide an offence declaration to the supervisor/designate as soon as possible any time they have been convicted of a Criminal Code (Canadian) offence.

Glossary

Licensee: The individual or corporation named on the license issued by the Ministry of Education responsible for the operation and management of the child care centre.

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

Student: Individual who is enrolled in an education program/school and is completing a placement.

Volunteer: An individual who participates in the child care program and interacts with children in care but is not paid by the licensee (e.g. parents assisting on an occasional or recurring basis with child care programming, such as excursions, field trips, etc.)

ANNEXE D – Posting of serious occurrences in licensed child care settings

The safety and well-being of our children in licensed child care programs is the highest priority operators of licensed child care centres and private home day care agencies work diligently to provide a safe, creative and nurturing environment for each child. In spite of all the best precautions, serious occurrence can sometimes take place.

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

A serious occurrence could include:

- Serious injury to a child,
- Fire or other disaster on site,
- Complaint about service standard.

Licensed child care centres and private-home day care agencies are already required to report serious occurrences to the Ministry of Education Childcare programs, which is responsible for child care licensing. This new policy requires child care operators to post information in their facilities so that parents also have access to it.

This posting will give parents information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved. Longer-term actions taken by the operator will also be included to help prevent similar incidents in the future, where applicable.

Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that an operator is out of compliance with licensing requirements or that children are at risk in the child care program.

This new policy supports the government’s efforts to increase access to information about licensed child care programs in Ontario. This includes the recent launch of child care licensing inspection findings on the Licensed Child Care Website which is available at:

<http://www.ontario.ca/ONT/portal61/licensedchildcare>

we encourage you to speak to the directors for more information about serious occurrences and the new Serious Occurrence Notification form posting policy.

ANNEXE E – Parent issues and concerns

The purpose of this policy is to provide a transparent process for parents/guardians and staff to use when parents/guardians bring forward issues/concerns.

Parents/guardians are encouraged to take an active role and regularly discuss what their child(ren) are experiencing with our staff. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children.

All issues and concerns raised by parents/guardians are taken seriously. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing to the following e-mail addresses:

- Laura Covell, executive director: lgedk@bellnet.ca
- Nicole Keough, daycare director: lgedirectrice@bellnet.ca
- Stéphanie Langlois, before and after school supervisor: lgesdg@bellnet.ca
- Board of directors: conseil@lagarderie.ca

Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians two business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

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

Conduct

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

If at any point a parent/guardian and/or staff feel uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the Board of Directors.

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 and 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*.

For more information, visit:

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

Procedures

The management will address the concern at the time it is raised and arrange for a meeting with the parent/guardian within five business days.

A detailed documentation of the issue/concern will be created, which will include:

- The date and time the issue/concern was received;
- The name of the person who received the issue/concern;
- The name of the person reporting the issue/concern;
- The details of the issue/concern; and
- Any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.

Contact information for the appropriate person will be provided if the person being notified is unable to address the matter.

Management will ensure the investigation of the issue/concern is initiated by the appropriate party within three business days or as soon as reasonably possible thereafter. (Reasons for delays will be documented in writing).

A resolution or outcome will be provided to the parent(s)/guardian(s) who raised the issue/concern.

ANNEXE F - Discrimination, harassment and equity policies

A. Preamble

This policy is in accordance with the Ontario Human Rights Code which recognizes that every person has the right to work and receive services in an environment free from discrimination and harassment based on a prohibited ground, and in accordance with the Occupational Health and Safety Act, which prohibits harassment in the workplace regardless of who the perpetrator is.

La Garderie Éducative de Kingston is committed to providing an environment characterized by respect for human dignity where children, families and employees can positively develop self-esteem, self-confidence and a positive self-image. It is our desire that the following policy and procedure promote a play and work environment that is free of discrimination or harassment, sensitive to differences and supportive of equity of service.

Addressing harassment and discrimination requires not only disciplinary intervention but also preventive intervention. This policy is therefore intended not only to establish a procedure for handling complaints and incidents of discrimination and harassment, but also to always promote appropriate standards of conduct.

B. Statement of Principles

La Garderie Éducative de Kingston affirms its commitment to eliminating attitudes and behaviours directed at an individual or group of individuals based on race, ancestry, place of origin, color, ethnic origin, citizenship, religious beliefs, gender, sexual orientation, age, criminal record, marital status, family status, or disability, in accordance with the Ontario Human Rights Code.

All persons working at La Garderie Éducative de Kingston are expected to respect and comply with this Policy, including promoting and maintaining an atmosphere free from discrimination and harassment; dealing promptly with situations that may escalate into more serious issues; reporting promptly to a supervisor any incidents or complaints of discrimination and harassment; and cooperating fully in any investigation of a complaint of discrimination or harassment.

Discriminatory or harassing behaviour is a violation of this Policy and is subject to a range of disciplinary measures up to and including dismissal or expulsion from La Garderie Éducative de Kingston.

C. Definitions

Prohibited grounds

The Ontario Human Rights Code prohibits discrimination and harassment on the following prohibited grounds: race, ancestry, place of origin, color, ethnic origin, citizenship, creed (religion), sex, sexual orientation, age, criminal record, marital status, family status and disability.

Discrimination

Actions or behaviours that create unequal treatment on the basis of race, ancestry, place of origin, color, ethnic origin, citizenship, creed (religion), sex, sexual orientation, age, record of offences, marital status, family status, or disability, that have the effect of creating barriers or disadvantages without a valid reason.

Harassment

Vexatious remarks, gestures or behaviours (which may be related to a wrongful motive or motives, but need not be) made by a person who knows or ought reasonably to know that they are unwelcome, unwanted, offensive, humiliating or intimidating. These remarks, gestures or behaviors may be overt and obvious or subtle and insidious, and may include the following attitudes: physical or verbal exclusion or avoidance; or written, passive behaviors and inaction.

- Verbal behaviours include: name-calling, insults, unpleasant and demeaning comments, racist jokes, innuendos and taunts.
- Physical behaviors include: threatening or rude gestures, physical intimidation or assault, insulting gestures or inappropriate jokes and vandalism.
- Exclusionary or avoidance behaviors include: refusing to talk, play, work, or associate with anyone.
- Written material includes: creating, presenting or distributing derogatory or offensive material. These materials may include jokes, pictures, cartoons, or written materials that suggest inferiority or superiority of a group of people.
- Inaction or passive behaviors include: not taking an incident seriously or not taking action to resolve the problem. Ignoring the incident as if it were unintentional or frivolous is an example of passivity.

In general, reasonable remarks, gestures and behaviours by an employer, manager or supervisor that are part of his or her regular duties are not considered harassment in the workplace, even if they sometimes have unpleasant consequences for an employee. Differences of opinion or minor disagreements do not generally constitute workplace harassment either.

Sexual Harassment

Any conduct or abuse of authority that involves unwanted and unintended sexual words, gestures or behaviour by a person who knows or ought reasonably to know that it is unwelcome, unwanted, offensive, humiliating or intimidating. Sexual harassment also exploits differences in sexual orientation or gender of an employee.

Examples (including):

- Sexual solicitations or advances from a person in a position to grant or deny him or her a benefit if that person knows or reasonably should know that they are not desired;
- Retaliation or threats of retaliation for refusing to accede to sexual solicitations or advances if they come from a person in a position to give or deny the employee a benefit, employment, or promotion;
- Persistent and abusive sexual interest from a person who knows or reasonably should know that such interest is not desired;
- Sexual remarks or behavior that may reasonably be perceived as creating a negative work environment;
- Non-consensual verbal or physical advances, brushing, touching or fondling;
- An implicit or explicit promise of reward made in order to obtain agreement to a sexual request;

- Assaults or assaults that involve physical violence or the imposition of unwanted sexual intimacy;
- Any other offensive or unwanted sexual display such as jokes, insults, teasing, leering, inappropriate or embarrassing looks, or the display of explicit or offensive sexual material.

Poisoned atmosphere or environment

Comments or behaviours related to a prohibited ground(s) that contribute to an environment that is discriminatory, offensive, intimidating or hostile to certain individuals or groups of individuals. A person does not have to be a direct target to suffer from the negative atmosphere resulting from this situation.

D. Responding to incidents of discrimination or harassment

When responding to an incident, the actions of staff, children, parents, board members and others may vary depending on the individuals involved. Each incident will be different. This procedure outlines the general steps that can be taken to resolve the problem. These steps may be followed strictly or completed at any time, depending on the incident and the individuals involved. This procedure is designed to achieve positive resolutions, while ensuring that discriminatory or harassing behavior is eliminated.

Step One

Recognizing that it is in the best interest of both parties to resolve incidents of harassment and discrimination as soon as possible, we recommend that the complainant, as a first step, discuss the complaint with the respondent (the person whose behavior was harassing or discriminatory).

The complainant should clearly and accurately describe to the respondent the behaviour that upset them, and ask them to stop the behaviour. If the Complainant has concerns about communicating directly with the Respondent, the Complainant may be accompanied by a representative of the Educational Child Care Centre when meeting with the Respondent.

If the complaint is not resolved, the complainant may follow the informal procedure outlined in this Policy.

Informal Procedure

Any person who believes that he/she has been harassed and/or discriminated against under this policy and wishes to initiate the informal procedure must notify a supervisor. The supervisor will reassure the complainant and confirm that follow-up will be done.

As soon as the complaint is filed, the supervisor will meet with the complainant to inform him or her of the process, offer the necessary support, and clarify the complainant's version of events. Following this meeting, the supervisor will meet with the respondent to inform them of the process, obtain their side of the story, and offer any necessary assistance. Thereafter, the supervisor will seek a solution or solutions that are fair and equitable to the parties involved. If the supervisor is successful in reaching an agreement to the satisfaction of the parties, La Garderie Éducative de Kingston will close the file.

Formal Procedure

In the event that the complainant is dissatisfied with the outcome of the informal process, the complainant may choose to initiate the formal process by filing a written complaint, where possible, with the executive director.

Upon receipt of the complaint, the executive director shall respond and initiate an investigation of the incident(s). If necessary, an external investigator may be appointed as an investigator. Whoever is selected as the investigator will: meet with the complainant to clarify the complaint; meet with witnesses identified by the complainant, if any; meet with the respondent to obtain the respondent's version of the facts; meet with witnesses identified by the respondent, if any; review relevant documents; analyze the evidence; and prepare an investigation report containing findings and conclusions, which will be provided to the executive director.

If there has been a contravention of this Policy, the person(s) found to have contravened the Policy may be disciplined in accordance with the disciplinary procedure set out in La Garderie Éducative de Kingston's Human Resources Policies, taking into account the nature of the contravention, the seriousness of the contravention, and whether the contravention(s) was repeated.

Right to be accompanied

At any stage of the proceedings, the complainant and respondent may choose to be accompanied by a person of their choice. This person will attend the meetings as an observer only.

Protection from Retaliation

All persons have the right to assert and enforce their rights under this Policy, to use the procedures described in this Policy, to file a complaint, and to participate in good faith at any stage of these procedures without fear of reprisal or threat of reprisal.

Any form of retaliation is considered serious misconduct. Persons who retaliate against a person who asserts his or her rights under this Policy or against a person who has testified in an investigation are subject to a range of disciplinary actions.

Confidentiality

Complaints of harassment and discrimination are treated as confidential. Parties are advised not to discuss the matter with anyone not involved in the process. Exceptions to the confidentiality of the complaint may be made in certain situations. For example, disclosure obliges La Garderie Éducative de Kingston to take the necessary steps to protect the health and safety of employees and children, and to address incidents of discrimination and harassment. In addition, confidentiality does not mean anonymity for the complainant. The procedures are based on the principle that the respondent should be informed of the complainant as early as possible in the process.

Access to Mechanisms under the Human Rights Code

The provisions of this Policy do not affect a person's right to pursue remedies under the Ontario Human Rights Code within the time limits prescribed for such remedies under that Act.

E. Specific Procedure: Child-on-Child Incidents

When incidents occur between children, staff must intervene immediately. Particular attention must be given to the target child to restore his/her self-confidence and change the behaviour of the offending child.

Staff should take a proactive approach to incidents by teaching and demonstrating positive interactions and conflict resolution skills, such as logical consequences and reconciliation procedures.

From the outset, staff should investigate the circumstances surrounding the incident and attempt to resolve the problem by talking to the children. Staff should explain why the behavior was hurtful and suggest positive ways to handle similar situations in the future.

1. It is important to talk with both children separately. The child who was the target of the incident should be immediately and publicly supported in acknowledging the pain he or she has experienced. This step will help restore the child's self-confidence. Offending children should be assisted in finding effective and acceptable ways to express themselves.
2. If other children witness the incident, staff should use the incident as a learning experience for the entire group. Staff should discuss what happened, why the situation was not acceptable, and try to find other ways to solve similar problems in the future.
3. The incident should be documented using the incident report form. The documentation should include the first names and last initials of the individuals involved and as much detailed information as possible about what happened and how the situation was resolved.
4. The incident should be discussed with the parents of each child. The discussion will be used as a review of the harassment, discrimination and equity policy and expectations of the Early Childhood Center.
5. If an incident is again provoked by the same investigator, the supervisor shall meet with the parents of that child to review the harassment, discrimination and equity policy. The purpose of this meeting is to determine the possible reasons for the repeated inappropriate behavior and to attempt to correct the child's conduct with the support and assistance of the family.
6. If an incident is again provoked within a particular age group or class, the supervisor shall meet with staff to review the harassment, discrimination and equity policy. Potential reasons and effective ways to manage these behaviors should be discussed.

Intervention with the target child

The role of the employee is to offer immediate emotional support and comfort to the child in order to preserve his or her self-confidence and self-image. Hugging the child, holding the child close and being near the child can help. Reassuring the child in the presence of the group can elicit empathy from classmates.

- Ask the child for his or her side of the story

- Explain that the discriminatory/harassing behaviour is not the child's fault. Emphasize that the incident was hurtful and not allowed in the child care center. Reassure the child that the other child will be spoken to.
- If the child used acceptable ways to handle the incident, compliment the child for not using violence or name-calling.
- Let the child know that you will try to ensure that such an incident does not happen again.
- Reassure the child's self-image and confidence. For example, you can say, "You didn't deserve to be treated that way." Remind the child of his or her successes.
- Inform the parents about the incident and how it was resolved.
- Follow up with the child in the days following the incident to discuss any feelings the child may have as a result of the event. Monitor the child's behavior for signs of withdrawal.

Intervention with the offending child

When intervening with an offending child, the focus is on correcting the behaviour and giving the child the tools to manage his or her emotions in an acceptable way. Help the child understand why his or her actions were hurtful.

- Remove the child from the group. Being punished in front of the group can be embarrassing or humiliating. Ask the child what happened.
- Tell the child that the behaviour is not allowed and explain why. An example of this might be, "Your actions were hurtful."
- Try to teach the child different ways to respond when he or she is angry or frustrated: by talking to a staff member, walking away from the situation, or using conflict resolution techniques.
- Inform the parents of the incident and the methods used to resolve it.
- Responding to the witness
- It is essential that all incidents be discussed with witnesses. Witnesses play an important role in the process of learning and understanding discriminatory behaviour. They can confirm the accuracy of the facts.
- Talk to the witness with the group. Allow witnesses to discuss what they saw or heard and let them express their emotions or opinions.
- Witnesses may have different versions of the incident. These differences reflect different perspectives of the event.
- Explain to the group how the behavior affected the individual and why it is not allowed. With the group, discuss the importance of respecting and including all people in the group.
- Reintroduce the class rules and your expectations for the group.
- Encourage empathetic feelings for the person in the group.

Questions about the incident may arise. Handle these questions honestly and openly, keeping in mind confidentiality and the feelings of those involved.

Intervention in the environment

Once the bias incident has been documented, re-evaluate the program and curriculum, materials and props to ensure that the program reflects a non-biased environment. Explain or find solutions with the group to clearly define acceptable behaviors.

Review or introduce new rules and expectations for the class. Discuss unacceptable behaviours, such as name-calling, teasing and exclusionary practices. Discuss and agree on consequences for these behaviors.

Conclusion

It is our hope and belief at La Garderie Éducative de Kingston that the Harassment, Discrimination and Equity Policy will help to eliminate discriminatory and harassing behaviours from our child care center. We are confident that the policy in place will help to effectively manage any incidents in a sensitive manner and promote positive problem solving in a caring environment.

ANNEXE G - Emergency Management Policy and Procedures

Purpose

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

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

Definitions

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

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

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

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

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

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

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

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

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

Policy

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

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

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

Evacuation

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: the north-east parking lot on Phillips street.

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: Surf's Up! Laundry and Dry Cleaning, located at 277 Bath road, telephone number: 613-542-2345.

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

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

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

All emergency situations will be documented in detail by the supervisor in the daily written record.

Fire drills

Fire practices will be carried out once a month to familiarize children in case of real emergency. In case of emergency, children will be evacuated and brought to a safe place until the arrival of the parents or other authorized person.

Since September 2007, we now carry out lockdown practices in collaboration with the Madeleine-de-Roybon elementary school and the police department. Please note that all our educators are qualified for both exercises.

Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p>Lockdown When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p> <p>Hold & secure When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. A member of the daycare administration will notify the school administration. 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3) Staff inside the child care centre must: <ul style="list-style-type: none"> • remain calm; • gather all children and move them away from doors and windows; • take children’s attendance to confirm all children are accounted for; • take shelter in closets and/or under furniture with the children, if appropriate; • keep children calm; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions. • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. <p>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>
<p>Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the threat must: <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services is not yet aware of the situation; • follow the directions of emergency services personnel; and • take children’s attendance to confirm all children are accounted for. A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel. B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.

Disaster Requiring Evacuation

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

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

2) Staff must immediately:

- remain calm;
- gather all children, the attendance record, children's emergency contact information any emergency medication;
- exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions;
- escort children to the meeting place; and
- take children's attendance to confirm all children are accounted for;
- keep children calm;
- A member of the daycare administration will contact a member of the school administration to inform them if all the children and staff are present or if there are any children or staff missing; and
- wait for further instructions.

3) If possible, staff should also:

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

4) Designated staff will:

- help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and
- in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.
- wait for further instructions.

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

<p>Disaster – External Environmental Threat</p> <p>An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p>If remaining on site:</p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. <p>3) A member of the daycare administration must:</p> <ul style="list-style-type: none"> • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
<p>Natural Disaster: Tornado / Tornado Warning</p>	<p>1) <i>The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</i></p> <p>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>3) <i>Staff must immediately:</i></p> <ul style="list-style-type: none"> • remain calm; • <i>gather all children;</i> • <i>go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;</i> • take children’s attendance to confirm all children are accounted for; • <i>remain and keep children away from windows, doors and exterior walls;</i> • keep children calm; • conduct ongoing visual checks of the children; and • wait for further instructions.

<p>Natural Disaster: Major Earthquake</p>	<ol style="list-style-type: none"> 1) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3) Once the shaking stops, staff must: <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 4) If possible, prior to exiting the building, staff should also: <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 6) Designated staff will: <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • wait for further instructions. 7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.
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Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, a member of the administration must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) A member of the administration will contact the president of the board of directors to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons:

Executive director, Laura Covell: 6113-214-9663

Daycare director, Nicole Keough: 613-572-5766

B&A supervisor, Stéphanie Langlois: 514-622-5971

Local Police Department: 613-549--4660

Ambulance: 613-542-0221

Local Fire Services: 613-548-4001

- 4) Where any staff, students and/or volunteers are not on site, a member of the administration must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
- 5) The administration must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.
- 7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

8a) Procedures to Follow When “All-Clear” Notification is Given	
Procedures	1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre.

	<p>2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre.</p> <p>3) Staff must:</p> <ul style="list-style-type: none"> • take attendance to ensure all children are accounted for; • escort children back to their program room(s), where applicable; • take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and • re-open closed/sealed blinds, windows and doors. <p>4) A member of the administration will determine if operations will resume and communicate this decision to staff.</p>
<p>Communication with parents/guardians</p>	<p>1) As soon as possible, a member of the administration must notify parents/guardians of the emergency situation and that the all-clear has been given.</p> <p>2) Where disasters have occurred that did not require evacuation of the child care centre, the administration must provide a notice of the incident to parents/guardians within six hours.</p> <p>3) If normal operations do not resume the same day that an emergency situation has taken place, a member of the administration must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.</p>
<p>8b) Procedures to Follow When “Unsafe to Return” Notification is Given</p>	
<p>Procedures</p>	<p>1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel.</p> <p>2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site.</p> <p>3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site.</p> <p>4) A member of the administration will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so.</p> <p>5) Upon arrival at the evacuation site, staff must:</p> <ul style="list-style-type: none"> • remain calm; • take attendance to ensure all children are accounted for; • help keep children calm; • engage children in activities, where possible;

	<ul style="list-style-type: none"> • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up.
Communication with parents/guardians	<p>1) Upon arrival at the emergency evacuation site, a member of the administration will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.</p> <p>2) Where possible, a member of the administration will update the child care centre's voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.</p>
Phase 3: Recovery (After an Emergency Situation has Ended)	
Procedures for Resuming Normal Operations	If applicable, re-open the daycare, contact the Ministry of Education Program Advisor, contact the insurance company, inform the caterer or relocate temporarily.
Procedures for Providing Support to Children and Staff who Experience Distress	<p>The management will put in place individualized plans tailored to the urgency and needs of the person concerned. We can provide personal support depending on the severity of the situation.</p> <p>Example: putting the necessary resources to support employees, children and parents as a link between physical and mental health professionals.</p> <p>Upon returning to duty, we will put in place an individualized plan for this person returns to his position in comfort.</p>
Procedures for Debriefing Staff, Children and Parents/Guardians	Following the emergency, management must report to the Board of Directors and parents and guardians by email as soon as possible. Management will schedule a meeting with employees within 3 days.

ANNEXE H – Safe arrival and dismissal policy

1. Accepting a child into care

When accepting a child into care, program staff must:

- ✓ greet the parent/guardian and the child;
- ✓ if shared by (or discussed with) the parent/guardian, document any one-time change to pick-up procedure during the child's check-in process on DigibotGO;
- ✓ check-in the child on DigibotGO.

2. When a child has not arrived in care as expected

When a child does not arrive at the centre, and the parent/guardian has not reported the absence in advance via the parent portal, program staff will receive a notification on the DigibotGO staff app requesting confirmation that the child has not arrived. This notification will be triggered as follows:

- **For school-age programs in the morning:** 15 minutes before transition to school
- **For school-age programs in the afternoon:** 15 minutes after transition from school to childcare
- **For infant, toddler and preschool programs:** 180 minutes (3 hours) after the centre opens

If program staff does not confirm the child's absence within 10 minutes and/or if their DigibotGO device is offline, the site supervisor will be required to confirm the child's absence. Once the child's absence has been confirmed:

- **Level 1** – Authorized parents/guardians will receive a notification asking them to confirm the child's presence or absence.
- **Level 2** – If parents/guardians do not confirm the child's absence within 20 minutes, the site supervisor will personally attempt to contact each person listed on the child's emergency contact listing in the sequence identified in the child's file. If the supervisor is unavailable, the incident will be referred to a designated SADP lead.
- **Level 3** – If no parent/guardian or emergency contact can be reached, the site supervisor will contact a SADP lead to confirm the next steps. The SADP lead may give permission to contact other authorities, including police services.

3. Releasing a child from care

Staff supervising the child at the time of pick-up must only release the child to a parent or authorized contact listed on the child's Digibot contact listing available in the DigibotGO staff app or on the child's printed emergency card. During the first three (3) interactions between a staff member and a parent/emergency contact, the DigibotGO staff app will require the staff to confirm the person's identity:

- by checking with another staff member, or;
- by checking the person's photo identification.

If the person is not listed as an authorized contact for pick-up, the educator must obtain authorization in person or verbally (by telephone, walkie-talkie, intercom, etc.) from the site supervisor or an SADP lead to release the child to this person. In this case, an automated email will be sent to parents/guardians to document the interaction and remind them to add the emergency contact via the portal.

4. When a child has not been picked up upon centre closing

If a child has not been picked up 15 minutes prior to the centre closing time, program staff will receive a DigibotGO notification to confirm that the child is still present. If staff does not confirm the child's attendance within 10 minutes and/or if their DigibotGO device is offline, the site supervisor will be asked to confirm the child's attendance. Once it has been confirmed that the child is still on site:

- **Level 1** – Authorized parents/guardians will receive a notification asking them to confirm that they are on their way.
- **Level 2** – If parents/guardians do not respond to the notification within 20 minutes, the site supervisor will personally attempt to contact each person listed on the child's emergency contact listing in the sequence identified in the child's file. If the supervisor is not available, the incident will be assigned to a designated SADP lead.
- **Level 3** – If no parent or emergency contact can be reached, the site supervisor will contact an SADP lead to confirm next steps. The SADP lead may give permission to contact the local Children's Aid Society (CAS). Program staff must follow CAS instructions regarding next steps.

5. SADP Incident Reports

Every time SADP steps are engaged, regardless of level, an SADP incident report will be generated. Incident reports will require an electronic signature from the site supervisor as well as a parent/guardian. At the centre's discretion, several high-level incidents may result in further warnings and/or termination of childcare services.

6. Dismissing a child from care without supervision

If the centre allows, and only if the parent/guardian has provided prior written authorization via the designated permission form, program staff may allow a child aged 12 years (144 months) or older to leave the centre unsupervised. Program staff must document the unsupervised departure via the check-out process on DigibotGO.

7. Parent/Guardian Responsibilities

Parents/guardians agree to:

- ✓ report their child's absence in advance via the parent portal;
- ✓ maintain their child's updated emergency contact listing via the parent portal;
- ✓ notify program staff of any punctual changes to their child's daily drop-off or pick-up procedures.

8. Program Staff Responsibilities

Program staff agrees to:

- ✓ adequately and accurately complete the child's check-in and check-out process;
- ✓ complete SADP attendance validation when prompted;
- ✓ complete identity verification when prompted.

9. Disclaimer

The purpose of this policy is to implement procedures to ensure the safe arrival and departure of children. It relies on the participation and collaboration of parents/guardians, program staff and management staff to function optimally. In addition, the organization uses several Digibot technological tools and features to support the implementation of this policy. Some factors may affect the implementation of these

procedures, the accuracy of the information dispatched and/or the triggering of these automated processes - including power outages and/or network failures, equipment malfunction and manual oversights or errors. The childcare centre and Digibot will not be held responsible in the event of such a situation. Furthermore, as this policy stems from brand new requirements of the Child Care and Early Years Act, 2014 (Regulation 325/23 section 5, Regulation 137/15 section 50), the childcare centre and Digibot reserve the right to modify the policy at any time with reasonable notice.

